University of South Carolina - Columbia

MAT Art Education
MAT Elementary Education
MAT English
MAT Foreign Language
MLIS Library and Information Science
MAT Mathematics
MAT Music Education
MAT Physical Education
MT Secondary Education (English, Math, Science, Social Studies)
MAT Sciences
MAT Social Studies
MSP Speech Pathology
MCD Speech-Language Pathology
MAT Theatre

Program Designation.

☐ Associate's Degree   ☒ Master's Degree

☐ Bachelor's Degree: 4 Year   ☐ Specialist

☐ Bachelor's Degree: 5 Year   ☐ Doctoral Degree: Research/Scholarship (e.g., Ph.D. and DMA)

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

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

☐ No

Proposed Date of Implementation
Fall 2016

CIP Code (Include all CIP codes for above programs.
 MAT Art Education - 131302
 MAT Elementary Education - 131202
 MAT English - 230101
 MAT Foreign Language - 160101
 MLIS Library and Information Science – 250101
 MAT Mathematics - 270101
 MAT Music Education - 131312
 MAT Physical Education – 131314
 MT Secondary Education (English, Math, Science, Social Studies) - 131205
 MAT Sciences - 409999
 MAT Social Studies -459999
 MSP Speech Pathology - 510203
 MCD Speech-Language Pathology - 510203
 MAT Theatre - 500501

Delivery Site(s)
 Columbia Campus
Delivery Mode

☐ Traditional/face-to-face*   ☐ Distance Education
*select if less than 50% online   ☐ 100% online

☐ Blended (more than 50% online)

☐ Other distance education

Program Contact Information (name, title, telephone number, and email address)
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Institutional Approvals and Dates of Approval

All changes approved by December 14, 2015 by the University of South Carolina Graduate
Council for inclusion in the Fall 2016 Academic Bulletin.

  Approval Date: 4/18/16 - College of Education Dean, Lemuel Watson

Background Information

Provide a detailed description of the proposed modification, including its nature and purpose
and centrality to institutional mission. (1500 characters)

Changes are to comply with SC Read to Succeed Legislation. Specific changes are listed in the
curriculum changes chart below. The following programs did not require a curriculum change to
comply with Read to Succeed: EdS in Counselor Education, PhD in School Psychology, MAT
Special Education

List the objectives of the modified program. (1500 characters)
  Changes are to comply with SC Read to Succeed Legislation.

Assessment of Need

Provide an assessment of the need for the program modification for the institution, the state, the region, and beyond, if applicable. (1500 characters)

Changes being made are due to Read to Succeed legislation

Will the proposed modification impact any existing programs and services at the institution?
☒ Yes

☐ No

If yes, explain. (1000 characters)
Approximately 75 additional seats in newly offered courses to meet the Read to Succeed Requirements (graduate and undergraduate).

Description of the Program

Not applicable.

	Projected New Enrollment					
Year	**Fall**		**Spring**		**Summer**	
	Headcount	Credit Hours	Headcount	Credit Hours	Headcount	Credit Hours

Curriculum

Attach a curriculum sheet identifying the courses required for each program. See Attached.

Curriculum Changes
Note: Complete this table for each program.

Courses Eliminated from Program	Courses Added to Program
Art Education, MAT	
EDFI 749 (3) – The School in Modern Society	EDRD 500 (3) – Content Area Literacy PK-12
Elementary Education, MAT	
Elective (3)	EDRD 600 (3) - Foundations of Reading Instruction; Change title of EDEL 709 (3) to Curriculum and Instruction Practices Designed to Teach Content and Literacy Across the Curriculum. Note…EDEL 709 not new to program, only title changed.

English, MAT	
None	Clarify the following as required: EDRD 600 (3) – Foundations of Reading Instruction; EDRD 651 (3) – Introduction to Teaching Media Literacy; EDSE 786 (3) – The Teaching of Literature in the Secondary School; EDSE 787 (3) – The Teaching of Writing in Secondary Schools; EDSE 728 (3) – Advanced Study of the Teaching of English in the Secondary Schools; EDSE 584 (3) – Middle and High School Internship Seminar
Foreign Language, MAT	
None	Specifying one course from EDRD 500 (3) – Content Area Literacy PK-12, EDEX 581 (3) – Teaching Reading in the Content Area to Adolescents with Reading Disabilities, EDRD 732 (3) - Teaching Reading and Writing in the Content Areas
Library and Information Science, MLIS	
One course from: EDFI 592 (3) – Historical Foundations of American Educational Thought or EDFI 744 (3) – Philosophy and Education or EDFI 749 (3) – The School in Modern Society	One course form: EDRD 500 (3) – Content Area Literacy PK-12 or EDRD 730 (3) – Teaching Reading and Writing in the Content Areas or EDRD 732 (3) – Teaching Reading and Writing in the Content Areas or EDEX 581 – Teaching Reading in the Content Area to Adolescents with Reading Disabilities
Mathematics, MAT	
EDFI 749 (3) – The School in Modern Society; One course from: EDRD 518 (3) – Reading in the Secondary School or EDRD 730 (3) – Teaching Reading and Writing in the Content Areas	EDRD 731 (3) – Assessment and the Foundations of Reading/Writing EDRD 732 (3) – Teaching Reading and Writing in the Content Areas
Music Education, MAT	
EDFI 749 (3) – The School in Modern Society	One course from EDRD 500 (3) – Content Area Literacy PK-12, EDEX 581 (3) – Teaching Reading in the Content Area to Adolescents with Reading Disabilities, EDRD 732 (3) - Teaching Reading and Writing in the Content Areas
Physical Education, MAT	
3 hours of Educational Psychology Elective (leaving 3 hours)	EDRD 500 (3) – Content Area Literacy PK-12
Secondary Education, MT (English, mathematics, science, social studies)	
Elective (3); One course from: EDRD 518 (3) – Reading in the Secondary School or EDRD 600 (3) – Foundations of Reading Instruction or EDRD 730S (3) – Teaching Reading and Writing in the Content Areas	EDRD 731 (3) – Assessment and the Foundations of Reading/Writing and EDRD 732 (3) – Teaching Reading and Writing in the Content Areas English students completed EDRD 600 instead of EDRD 731 and EDRD 732
Sciences, MAT	
One course from: EDFI 749 (3) – The School in Modern Society or EDFI 744 (3) – Philosophy and Education; One course from: EDRD 518 (3) – Reading in the Secondary School or EDRD 600 (3) –	EDRD 731 (3) – Assessment and the Foundations of Reading/Writing and EDRD 732 (3) – Teaching Reading and Writing in the Content Areas

Foundations of Reading Instruction or EDRD 730 (3) Teaching Reading and Writing in the Content Areas	
Social Studies, MAT	
One course from: EDFI 749 (3) – The School in Modern Society or EDFI 744 (3) – Philosophy and Education; One course from: EDRD 518 (3) – Reading in the Secondary School or EDRD 600 (3) – Foundations of Reading Instruction or EDRD 730 (3) Teaching Reading and Writing in the Content Areas	EDRD 731 (3) – Assessment and the Foundations of Reading/Writing and EDRD 732 (3) – Teaching Reading and Writing in the Content Areas
Speech Pathology, MSP and Speech Language Pathology, MCD	
None	Program now specifies that students must include the following 3 courses for Read to Succeed: COMD 706 (3) – Preschool Language Development and Disorders; COMD 720 (3) – School Age Language and Literacy Development and Disorders; COMD 727 (2) – Advanced Study of Literacy
Theatre, MAT	
EDRD 730S (3) – Teaching Reading and Writing in the Content Areas	EDRD 732 (3) – Teaching Reading and Writing in the Content Areas

Faculty

Provide a brief explanation of any additional institutional changes in faculty and/or administrative assignment that may result from implementing the proposed program modification. (1000 characters)

The Department of Instruction and Teacher Education in The College of Education has requested a non-tenure track hire in Language and Literacy Education to address the increased teaching needs associated with Read to Succeed.

Resources

Identify any new library/learning resources, new instructional equipment, and new facilities or modifications to existing facilities needed to support the modified program. (2000 characters)

No new resources needed.

Financial Support [Complete this section if there are new costs associated with the modifications]

Estimated New Costs by Year						
Category	**1st**	**2nd**	**3rd**	**4th**	**5th**	**Total**
Program Administration						
Faculty and Staff Salaries	50,000	50,000	50,000	50,000	50,000	250,000
Graduate Assistants						
Equipment						
Facilities						
Supplies and Materials						
Library Resources						
Other*						
Total						
Sources of Financing						
Category	**1st**	**2nd**	**3rd**	**4th**	**5th**	**Total**
Tuition Funding	50,000	50,000	50,000	50,000	50,000	250,000
Program-Specific Fees						
State Funding (i.e., Special State Appropriation)*						
Reallocation of Existing Funds*						
Federal Funding*						
Other Funding*						
Total						
Net Total (i.e., Sources of Financing Minus Estimated New Costs)	0	0	0	0	0	0

*Provide an explanation for these costs and sources of financing in the budget justification.

Budget Justification

Provide a brief explanation for the other new costs and any special sources of financing (state funding, reallocation of existing funds, federal funding, or other funding) identified in the Financial Support table. (1000 characters)

Note: Institutions need to complete this budget justification *only* if any other new costs, state funding, reallocation of existing funds, federal funding, or other funding are included in the Financial Support table.

Tuition revenue from new course offerings related to Read to Succeed will bring in tuition sufficient to cover instructor costs. Note: Costs and revenue listed here include the graduate and undergraduate offerings.

Evaluation and Assessment

Will any the proposed modification impact the way the program is evaluated and assessed?
　　　☐ Yes

　　　☒ No

If yes, explain. (1000 characters)

Will the proposed modification affect or result in program-specific accreditation?
　　　☐ Yes

　　　☒ No

If yes, explain; if the modification will result in the program seeking program-specific accreditation, provide the institution's plans to seek accreditation, including the expected timeline for accreditation. (500 characters)

Will the proposed modification affect or lead to licensure or certification?

　　　☒ Yes

　　　☐ No

If yes, explain how the program will prepare students for licensure or certification. (500 characters)

Changes are related to meeting SC Read to Succeed Legislation. These changes allow our program completers to have the appropriate SC Department of Education Read to Succeed requirements met.

Teacher or School Professional Preparation Programs

Is the proposed modified program a teacher or school professional preparation program?
☒ Yes

☐ No

If yes, complete the following components.

Area of Certification
  Art Education
  Elementary Education
  English
  Foreign Language – Classics
  Foreign Language - French
  Foreign Language – German
  Foreign Language – Spanish
  Library Media Specialist
  Mathematics
  Music Education
  Physical Education
  Social Studies
  Science (Biology, Chemistry, Physics)
  Speech Language Therapist
  Theatre

Art Education, M.A.T. (P-12 Certification)

- Learning Outcomes
- Degree Requirements
- Initial Teacher Certification Programs
- Department of Art
- College of Education

The M.A.T. degree in Art Education is designed for initial teacher certification in Art Education (K-12) and requires a minimum of 46 semester hours of graduate course work. 9 hours in Professional Education, 22 hours in the Teaching Content Area, and 15 hours of Directed Study. In addition, students must complete a minimum of 21 hours of prerequisites in the Studio Art and Art History areas in order to be certified by the State of South Carolina.

Each candidate must successfully complete a comprehensive examination. Additionally, in order to be certified by the State of South Carolina, the candidate must pass a series of Praxis II test (3 total) and the EEDA exam.

Learning Outcomes

- Content of Art: Art teacher candidates have a thorough understanding of the content of art and make informed selection of instructional content.
- Knowledge of Students: Art teacher candidates have a comprehensive knowledge of student characteristics, abilities, and learning styles; are sensitive observers in the classroom; and are able to use knowledge of students to plan appropriate instruction.
- Curriculum Development: Art teacher candidates develop curriculum reflective of the goals and purposes of art education; curriculum reflective of understanding of the breadth, the depth, and the purposes of art; and curriculum inclusive of the goals, values, and purposes of education, the community, and society.
- Instruction: Art teacher candidates are able to affect student learning in the content of art; create effective instructional environments conducive to student learning; are well versed in pedagogy; inquire into their own practices and the nature of art teaching; and are instructional collaborators.
- Assessment: Art teacher candidates conduct meaningful and appropriate assessments of student learning, systematically reflect upon their own teaching practice; and deal with broader issues in the school setting beyond concern for individual students.
- Professional Responsibility: Art teacher candidates continually reflect on their own practice; recognize their responsibilities to the schools and the community; and they contribute to the growth of the profession.

Degree Requirements (48 Hours)

Professional Education (9 hours)

- EDPY 705 or EDPY 707
- EDCS 725 - Principles of Curriculum Construction
- EDRD 500 - Content Area Literacy PK-12

Content Area (22 hours)

- ARTE 725 - Elementary Pedagogy Methods for Art Instruction
- ARTE 725P - Elementary Pedagogy Methods for Art Instruction Practicum
- ARTE 750 - Interactive Technology for Art Teachers
- ARTE 740 - Art Program for Schools
- ARTE 740P - Art Program for Schools Practicum
- ARTE 760 - Secondary Pedagogy Methods for Art Instruction
- ARTE 760P - Secondary Pedagogy Methods for Art Instruction Practicum
- ARTE 701 - Seminar in Art Education
- ARTE 702 - Problems in the Teaching of Art
- ARTE 703 - Issues and Trends in Art Education
- ARTE 705 - Program Development in Art

Directed Teaching (15 hours)

- ARTE 765 - Art Education Internship Seminar
- ARTE 771 - Art Education Internship

Additional Hours

The following are required for certification if they were not taken at the undergraduate level.

Art Studio (15 hours)

- Fundamental Design
- Drawing
- Painting
- Ceramics
- Printmaking

Art History (6 hours)

- Pre-history to Renaissance
- Renaissance to Modern

Elementary Education, M.A.T. (2-6 Certification)

- [Learning Outcomes](#)
- [Admission](#)
- [Degree Requirements](#)

- [Initial Teacher Certification Programs](#)
- [College of Education](#)

The M.A.T. program in Elementary Education is a 51 credit-hour degree designed for "career changers" to teach in the elementary grades 2 through 6. Candidates may or may not have taken any education courses as undergraduates.

Learning Outcomes

Development, Learning, and Motivation

- Development, Learning, and Motivation—Candidates know, understand, and use the major concepts, principles, theories, and research related to development of children and young adolescents to construct learning opportunities that support individual students' development, acquisition of knowledge, and motivation.

Curriculum Standards

- Reading, Writing, and Oral Language—Candidates demonstrate a high level of competence in use of English language arts and they know, understand, and use concepts from reading, language and child development, to teach reading, writing, speaking, viewing, listening, and thinking skills and to help students successfully apply their developing skills to many different situations, materials, and ideas.
- Science—Candidates know, understand, and use fundamental concepts of physical, life, and earth/space sciences. Candidates can design and implement age-appropriate inquiry lessons to teach science, to build student understanding for personal and social applications, and to convey the nature of science.
- Mathematics—Candidates know, understand, and use the major concepts and procedures that define number and operations, algebra, geometry, measurement, and data analysis and probability. In doing so they consistently engage problem solving, reasoning and proof, communication, connections, and representation.
- Social studies—Candidates know, understand, and use the major concepts and modes of inquiry from the social studies—the integrated study of history, geography, the social sciences, and other related areas—to promote elementary students' abilities to make informed decisions as citizens of a culturally diverse democratic society and interdependent world.
- The arts—Candidates know, understand, and use—as appropriate to their own understanding and skills—the content, functions, and achievements of the performing arts (dance, music, theater) and the visual arts as primary media for communication, inquiry, and engagement among elementary students.
- Health education—Candidates know, understand, and use the major concepts in the subject matter of health education to create opportunities for student development and practice of skills that contribute to good health.
- Physical education—Candidates know, understand, and use—as appropriate to their own understanding and skills—human movement and physical activity as central elements to foster active, healthy life styles and enhanced quality of life for elementary students.

Instruction Standards

- Integrating and applying knowledge for instruction—Candidates plan and implement instruction based on knowledge of students, learning theory, connections across the curriculum, curricular goals, and community.
- Adaptation to diverse students—Candidates understand how elementary students differ in their development and approaches to learning, and create instructional opportunities that are adapted to diverse students.
- Development of critical thinking and problem solving—Candidates understand and use a variety of teaching strategies that encourage elementary students' development of critical thinking and problem solving.
- Active engagement in learning—Candidates use their knowledge and understanding of individual and group motivation and behavior among students at the K-6 level to foster active engagement in learning, self motivation, and positive social interaction and to create supportive learning environments.
- Communication to foster collaboration—Candidates use their knowledge and understanding of effective verbal, nonverbal, and media communication techniques to foster active inquiry, collaboration, and supportive interaction in the elementary classroom.

Assessment Standards

- Assessment for instruction—Candidates know, understand, and use formal and informal assessment strategies to plan, evaluate and strengthen instruction that will promote continuous intellectual, social, emotional, and physical development of each elementary student.

Professionalism Standards

- Professional growth, reflection, and evaluation—Candidates are aware of and reflect on their practice in light of research on teaching, professional ethics, and resources available for professional learning; they continually evaluate the effects of their professional decisions and actions on students, families and other professionals in the learning community and actively seek out opportunities to grow professionally.
- Collaboration with families, colleagues, and community agencies—Candidates know the importance of establishing and maintaining a positive collaborative relationship with families, school colleagues, and agencies in the larger community to promote the intellectual, social, emotional, physical growth and well-being of children.

Admission

1. To be considered for admission, all application materials must be on file in the USC Graduate School by the September 15 (for spring or summer admission) deadline.
2. Upon verification of all requirements, the applicant will interview with Elementary faculty.

Degree Requirements (51 Hours)

Students must complete the following requirements:

Teaching Area Courses:

- EDTE 733 - Reading and Language Arts in Early Childhood and Elementary Education
- EDTE 771 - Studies and Internship I in Teaching Math-Early/Elementary Education
- EDEL 743 - Studies and Internship I in Teaching Social Studies–Elementary
- EDEL 744 - Studies and Internship in Teaching Science–Elementary
- EDRD 600 - Foundations of Reading Instruction

Professional Education Courses:

- EDEL 709 - Curriculum and Instruction Practices Designed to Teach Content and Literacy Across the Curriculum
- EDPY 705 - Human Growth and Development

- EDTE 600 - Systematic Effective Teaching
- EDFI 749 - The School in Modern Society

Internship and Seminar:

- EDEL 790A - Internship II: Elementary School Curriculum
- EDEL 790B - Internship II: Elementary School Instruction
- EDEL 790C - Internship II: Elementary School Professional Roles
- EDEL 791 - Elementary Internship Seminar

Electives:

- 6 hours of course work outside of elementary education are required.

Comprehensive Examinations

Comprehensive examinations are submitted at the conclusion of Internship II. Specific guidelines indicating the scope and format of comprehensive examinations will be distributed no later than the beginning of Internship II.

English, M.A.T. (Secondary Education)

- Learning Outcomes
- Admission
- Degree Requirements
- Initial Teacher Certification Programs
- Department of English Language and Literature
- College of Education

In addition to fulfilling requirements for admission common to all degree programs, an applicant to the M.A.T. program must have at least 18 semester hours of the following upper-level literature courses or their equivalent: Black literature (ENGL 428A, ENGL 428B, ENGL 430, ENGL 438D, ENGL 438E, or ENGL 565 - may be taken after conditional admission); contemporary literature; pre-1800 literature; a non-Western literature; and 6 credits in survey -type, upper-division English and/or American literature survey courses. Applicants without a standard English major may fulfill this 18-semester-hour requirement only by taking upper -division courses that the Department of English M.A.T. advisor approves. Applicants with academic deficiencies may be required to take additional 400-level English courses

Learning Outcomes

- Candidates follow a specific curriculum and are expected to meet appropriate performance assessments for preservice English language arts teachers.
- Through modeling, advisement, instruction, field experiences, assessment of performance, and involvement in professional organizations, candidates adopt and strengthen professional attitudes needed by English language arts teachers.
- Candidates demonstrate knowledge of, and skills in the use of, the English language.
- Candidates demonstrate knowledge of the practices of oral, visual, and written literacy.
- Candidates demonstrate knowledge of different composing processes.
- Candidates demonstrate knowledge of, and uses for, an extensive range of literature.
- Candidates demonstrate knowledge of the range and influence of print and nonprint media and technology in contemporary culture.
- Candidates demonstrate knowledge of research theory and findings in English language arts.
- Candidates acquire and demonstrate the dispositions and skills needed to integrate knowledge of English language arts, students, and teaching.

Degree Requirements (51 Hours)

Requirements include a minimum of 15 graduate credits in English.

Note: In order to meet SC Read to Succeed requirements, students completing the MAT degree in the content area of English must include on their program of study the following:

- EDRD600: Foundations of Reading Instruction
- EDRD 651: Introduction to Teaching Media Literacy
- EDSE 786: The Teaching of Literature in the Secondary School
- EDSE 787: The Teaching of Writing in Secondary Schools
- EDSE 728: Advanced Study of the Teaching of English in the Secondary Schools

- EDSE 584: Middle and High School Internship Seminar

Foreign Language, M.A.T. (P-12 Certification)

- Learning Outcomes
- Degree Requirements
- Initial Teacher Certification Programs
- Department of Languages, Literatures, and Cultures
- College of Education

Each M.A.T. degree in a foreign language area prepares graduates for teaching in grades preschool through 12 with certification in a specific language. M.A.T. degrees are available in the foreign language areas of French, German, and Spanish.

Learning Outcomes

- Candidates (a) demonstrate a high level of proficiency in the target language, and they seek opportunities to strengthen their proficiency (See the following supporting explanation and rubrics for required levels of proficiency.); (b) know the linguistic elements of the target language system, recognize the changing nature of language, and accommodate for gaps in their own knowledge of the target language system by learning on their own; and (c) know the similarities and differences between the target language and other languages, identify the key differences in varieties of the target language, and seek opportunities to learn about varieties of the target language on their own.
- Candidates (a) demonstrate that they understand the connections among the perspectives of a culture and its practices and products, and they integrate the cultural framework for foreign language standards into their instructional practices; (b) recognize the value and role of literary and cultural texts and use them to interpret and reflect upon the perspectives of the target cultures over time; and (c) integrate knowledge of other disciplines into foreign language instruction and identify distinctive viewpoints accessible only through the target language.
- Candidates (a) demonstrate an understanding of language acquisition at various developmental levels and use this knowledge to create a supportive classroom learning environment that includes target language input and opportunities for negotiation of meaning and meaningful interaction and (b) develop a variety of instructional practices that reflect language outcomes and articulated program models and address the needs of diverse language learners.
- Candidates (a) demonstrate an understanding of the goal areas and standards of the Standards for Foreign Language Learning and their state standards, and they integrate these frameworks into curricular planning; (b) integrate the Standards for Foreign Language Learning and their state standards into language instruction; and (c) use standards and curricular goals to evaluate, select, design, and adapt instructional resources.
- Candidates (a) believe that assessment is ongoing, and they demonstrate knowledge of multiple ways of assessment that are age- and level-appropriate by implementing purposeful measures; (b) reflect on the results of student assessments, adjust instruction accordingly, analyze the results of assessments, and use success and failure to determine the direction of instruction; and (c) interpret and report the results of student performances to all stakeholders and provide opportunity for discussion.
- Candidates (a) engage in professional development opportunities that strengthen their own linguistic and cultural competence and promote reflection on practice and (b) know the value of foreign language learning to the overall success of all students and understand that they will need to become advocates with students, colleagues, and members of the community to promote the field.

Degree Requirements (54 Hours)

All candidates must complete 21 hours of graduate course work focusing specifically on their respective language and specific language-teaching area, and 33 hours of graduate course work in professional education more generally, as well as fulfill all other
requirements for Class I licensure. Course work in a respective language should cover a range of topics in the areas of linguistics, literature, culture, and the teaching of the respective language, and should be taken in consultation with the student's academic
advisor in order to prepare for the MAT comprehensive exam. A breakdown of required courses across the Spanish, French, and German programs are as follows:

Specific Language and Language Teaching Requirements (21 credits)

- FREN/GERM/SPAN 500+ -Three courses approved by academic advisor (9 credits)
- FREN/GERM/SPAN 515 - Introduction to French/German/Spanish Linguistics (3 credits)
- FREN/GERM/SPAN 700+ - Course approved by academic advisor (3 credits)
- FORL 510 - Teaching Languages to Young Children (with focus on student's respective language) (3 credits)
- FORL 776 - Teaching of Foreign Languages in College (with focus on student's respective language) (3 credits)

Professional Licensure Course Requirements (33 credits)

- EDRD 500, or EDEX 581, or EDRD 732 - Course focusing on teaching literacy, reading, and/or writing (3 credits)
- EDPY 705 or EDPY 707- Course focusing on human development (3 credits)
- EDFI 749 - Schools in Modern Society (3 credits)
- FORL 511 -Teaching Foreign Languages in K-12 Schools (3 credits)
- FORL 730 - Principles of Foreign Language Pedagogy and Second Language Acquisition (3 credits)
- FORL 772 - Technology in Foreign Language Education (3 credits)
- FORL 774A - Teaching Internship Elem/Mid/HS (3 credits)
- FORL 774B - Teaching Internship Elem/Mid/HS (9 credits)
- EDSE 584 - Elem/Mid/HS Student Teaching Seminar (3 credits)

UNIVERSITY OF
SOUTH CAROLINA

School of Library and
Information Science

University of South Carolina School of Library & Information Science

A Checklist of Certification Requirements for School Librarian Candidates

Learning Outcomes of this Program Meet the ALA/AASL/CAEP (Council for Educator Preparation) Standards for Initial Preparation of School Librarians (2010) and the South Carolina ADEPT (Assisting, Developing, and Evaluating Professional Teaching) Standards for Library Media Specialists

Foundations in Library and Information Science
Candidates complete the core courses (SLIS 701, SLIS 705, and SLIS 707), the materials courses (SLIS 756 and SLIS 757), the curriculum and technology integration courses (SLIS 706, SLIS 742, and SLIS 761), the technical services course (SLIS 702), and the reference sources and services course (SLIS 703) before enrolling in SLIS 720.

School Library Program Development (SLIS 720) is a pre-requisite or co-requisite for enrollment in SLIS 794 (the internship). Candidates without a teaching certificate will be seeking initial certification, and must complete four education course requirements before enrolling in SLIS 742 and complete two internships.

SLIS 720 and SLIS 794 (internship) are the last or capstone courses for candidates pursuing both a MLIS and school library certification. Enrollment in SLIS 794 (the internship) is through an application process.

It is strongly recommended that candidates complete SLIS 706 with SLIS 701 in the first semester or as a second course after completing SLIS 701, a first course requirement for the MLIS degree. It also is strongly recommended that candidates complete SLIS 702, 703, and 707 before enrolling in SLIS 756, 757, 761, 705 and 742.

Requirements
Core (9 hours)
SLIS 701 Introduction to Library, Media, and Information Professions
SLIS 705 Introduction to Research in Library & Information Science
SLIS 707 Information Organization and Retrieval

Material Selection (6 hours)
SLIS 756 Children's Materials

SLIS 757 Young Adult Materials

Materials courses must have been taken no more than six years previous to the year candidates complete the school library certification program. Materials courses from other institutions will not be considered for transfer unless they cover multiple media and selection criteria. At least one of the two materials courses must be taken at the graduate level.

Curriculum and Technology Integration (9 hours)
SLIS 706 Introduction to Information Technologies
SLIS 742 Curricular Role of the School Librarian [Students who are not certified teachers must complete required education courses before enrolling]
SLIS 761 Information Technologies in the School Library Program
** SLIS 706 is a pre-requisite for SLIS 761 and 742

Technical Services (3 hours)

SLIS 702 Introduction to Technical Services

Reference Sources and Services (3 hours)
SLIS 703 Introduction to Information Sources & Services
**Co- or pre-requisite for 742

Capstone Courses (6 or 9 hours)
SLIS 720 School Library Program Development

** Pre-requisites for enrolling in SLIS 720 are a submission of and approved portfolio-in-progress and successful completion of SLIS 701, 702, 703, 705, 706, 707, 756, 757, 742, and 761, as well as all required education courses (if seeking initial certification).
SLIS 794 Internship in Library and Information Science (3 or 6 hours)
** SLIS 720 is a co- or a pre-requisite for requesting enrollment in SLIS 794.

Recommended order of courses for the Program of Study:
701, 706, 707,702, 703, 756, 757, 761, 705, 742
Submit Portfolio-in-Progress
720 and 794 (capstone courses)

Foundations in Education
Candidates who hold a current and valid teaching license must submit a photocopy of their certificate to the SLIS Student Services Office. Candidates who hold a current and valid teaching certificate are not required to complete the education courses listed below.

Candidates who do not hold a teaching certificate must complete all required education courses prior to enrolling in 742 and the capstone courses (SLIS 720 and SLIS 794). Candidates must earn a grade of "B" or better in all courses that are used to meet the "Foundations in Education" requirements. Education courses must be taken within six years of the time of certification unless they have been revalidated by the College of Education. Candidates seeking

approval of prior education course work should submit transcripts and academic bulletin course descriptions for review by their advisor. Candidates who plan to complete education courses at institutions other than the USC-Columbia must have prior written approval from their advisor as part of their file in the SLIS Student Services Office before enrolling in the course.

Education Course Requirements

South Carolina Read to Succeed (Effective Fall 2016)
Note: students seeking initial school library certification (K-12), and completing a MLIS degree, must complete one of the following courses:
EDRD 500 - Foundations of Reading
EDRD 730 - Teaching Reading and Writing in the Content Areas (P-12 Reading Education and Content Area Teachers)
EDRD 732 - Teaching Reading and Writing in the Content Areas (Secondary Reading Education)
EDEX 581 - Reading in the Content Areas to Adolescents with Reading Disabilities.

Curriculum Development
(one 3-hour course required)
EDCS 720 - Introduction to Diversity and the Curriculum
EDCS 721 - Social Class Diversity and the Curriculum
EDCS 722 - Racial and Ethnic Diversity and the Curriculum
EDCS 725 - Principles of Curriculum Construction

Psychology of Learning
(two 3-hour courses required)
EDPY 705 Human Growth and Development
or
EDPY 706 Human Development and Learning Situations
and
EDEX 523 Introduction to Exceptional Children

Note: Alternative courses, including those at other universities, must be pre-approved by an advisor

Portfolio Requirements
Successful completion of the End-of-Program Portfolio is a requirement for the master's degree and of the school library preparation program. Portfolios are submitted twice during the school library program of study. "Portfolios in Progress" are submitted prior to enrolling in the capstone courses (SLIS 720 and SLIS 794). End-of-Program Portfolios are submitted prior to graduation. "Portfolios in Progress" contain five examples of competency – one for each of the program's five areas (Learning Outcomes aligned with the South Carolina ADEPT standards for library media specialists) with reflective writing. End-of-Program Portfolios build on the "Portfolios in Progress" to highlight ten examples of competency – two for each of the five dimensions (Learning Outcomes aligned with the South Carolina ADEPT standards for library media specialists) with reflective writing. With the exception of three specific course assignments that are designated as portfolio artifacts, candidates choose their best examples to showcase in their portfolios.

Requirements for Certification
The courses listed in this document meet the ALA/AASL/CAEP Standards for Initial Preparation of School Librarians as approved in 2010 for the University of South Carolina School of Library and Information Science. A candidate who completes the courses and examination requirements listed in this document is eligible to apply for certification as a school librarian in most states that recognize CAEP approved programs. Candidates should be aware, however, that each state maintains the right to require other courses and testing beyond that required in the SLIS. Candidates who plan to apply for certification in a state other than South Carolina should contact that state's department of education to determine the exact requirements.

Candidates should be aware that the Master of Library and Information Science degree, the Specialist in Library and Information Science degree, and certification through the CAEP approved course of study are three separate pursuits. The MLIS degree is recognition of successful completion of the 36 credit hour Master's degree program. The Specialist in Library and Information Science degree is awarded at the completion of a 30 credit hour post-Master's degree program. The CAEP course of study is required for certification as a school librarian. Completion of the CAEP approved program may be accomplished in conjunction with either the MLIS or SLIS degree, but remains separate from either academic degree.

The actual recommendation for certification comes from the USC Professional Education Unit and is administered by the Office of Teacher Certification, Office of Student Affairs in the College of Education. At the candidate's request, the School of Library and Information Science submits a letter stating that course requirements for certification have been completed. The Office of Certification assembles the candidate's application packet and sends it to the South Carolina Department of Education and/or any other state or department of education to which the candidate may be making application for certification.

Certification Applications

Certification application packets for initial certification must be submitted to the USC-College of Education, Office of Student Affairs according to established deadlines:

Fall semester interns - deadline for certification application is April 15

Spring semester interns - deadline for certification application is November 1 of the preceding fall semester

Initial certification applications are available online at http://www.ed.sc.edu/SA/MLISCert.pdf

Deadlines for Applications for Candidates Applying for Advanced Certification:
All students who have been previously certified as a classroom teacher in South Carolina and are pursuing additional certification as a school librarian must apply for Advanced certification in order to be recommended for certification. SLIS recommends that May graduates apply by May 1 and December graduates apply by December 1.

Advanced certification applications are available online at:
http://www.ed.sc.edu/SA/MLISCert.pdf

Praxis

Candidates who apply for certification in South Carolina are required to take the Praxis Subject Assessment in Library Media (5311). However, if there is any possibility of applying to other states, the candidate should contact those states to determine if other parts of the Praxis exams are required. Praxis scores should be submitted to the Office of Student Affairs USC-College of Education (Code 5818) and the South Carolina Department of Education (Code 8108).

The score on the PRAXIS specialty area examination must equal or exceed the South Carolina required passing score of 151 before a recommendation for certification to the State Department of Education will be made. Information concerning the Praxis test may be obtained from the Educational Testing Service http://www.ets.org/praxis

Internships (Practicum Experience) in a School Library

Candidates who are currently certified as classroom teachers or who have successfully completed a semester of student teaching in a classroom setting prior to admission to the SLIS are required to complete one three-credit hour internship in a school library.

Candidates seeking initial certification must complete two three-credit hour internships in two school libraries, elementary and secondary, planned over two separate fall and spring semesters. Candidates who have worked in libraries as paraprofessionals, aides, graduate assistants, or school librarians without certification will not receive credit for an internship based on previous experience. Candidates may not complete internships in schools where they are employed, previously employed, or have/ had children enrolled.

Internships are offered during fall and spring semesters. Each three-credit hour internship requires a minimum of 135 hours working in a school library during the USC fall or spring semester. Internship dates and times are scheduled prior to the internship semester in coordination with the candidate, the cooperating school librarian who supervises the internship, and the SLIS faculty internship supervisor. In addition, candidates must complete activities and hands-on experiences as outlined by the faculty internship supervisor, attend at least one national or state-level professional conference (e.g. SCASL), visit other school libraries, and participate at an initial orientation scheduled for SLIS 794. Fall internships usually begin the end of August and end the first week of November with end of program portfolios due November 15. Spring internships usually begin the middle of January and end the first week of April with end-of-program portfolios due April 15.

In addition to the certification application sent to the USC-COE Office of Student Affairs, **a separate application for internship placement must be submitted to the SLIS Student Services Office**. Internship application packets are available online. Documentation of a negative TB test taken within the previous year must be submitted to the SLIS Student Services Office prior to the start of an internship in a school library.

Deadlines for submitting internship applications to the SLIS Student Services Office:

March 1 for Fall internships

October 1 for Spring internships

Candidates applying for internships (SLIS 794) will be contacted by the faculty supervisor for School Library Practicum Experience before placements are made in K-12 school libraries. Once placements are made, the SLIS Student Services Offices will register candidates for SLIS 794. Candidates should confirm their registration in SLIS 794 using VIP and pay fees before the deadline so that enrollment is not cancelled for non-payment.

For further information contact:
Student Services Office
School of Library and Information Science
University of South Carolina
Columbia, SC 29208
phone: (803) 777-3887
email: slisss@mailbox.sc.edu

Mathematics, M.A.T. (Secondary Education)

- [Learning Outcomes](#)
- [Degree Requirements](#)
- [Initial Teacher Certification Programs](#)

- [Department of Languages, Literatures, and Cultures](#)
- [College of Education](#)

The department offers two degree programs for students who wish to emphasize secondary and junior college mathematics education–the M.A.T. and the M.M. degrees. Courses at the 700-level specifically designed for these programs are designated by the letter I adjoined to the course number. These courses are generally offered in the late afternoon during the academic year and during the summer to provide area teachers the opportunity to work toward a degree on a part-time basis.

The M.A.T. in mathematics is offered by the Department of Mathematics jointly with the College of Education. This degree program is designed specifically for students who wish to obtain teaching certification in mathematics at the secondary level.

Learning Outcomes

- Knowledge of Problem Solving. Candidates know, understand and apply the process of mathematical problem solving.
- Knowledge of Reasoning and Proof. Candidates reason, construct, and evaluate mathematical arguments and develop an appreciation for mathematical rigor and inquiry.
- Knowledge of Mathematical Communication. Candidates communicate their mathematical thinking orally and in writing to peers, faculty and others.
- Knowledge of Mathematical Connections. Candidates recognize, use, and make connections between and among mathematical ideas and in contexts outside mathematics to build mathematical understanding.
- Knowledge of Mathematical Representation. Candidates use varied representations of mathematical ideas to support and deepen students' mathematical understanding.
- Knowledge of Technology. Candidates embrace technology as an essential tool for teaching and learning mathematics.
- Dispositions. Candidates support a positive disposition toward mathematical processes and mathematical learning.
- Knowledge of Mathematics Pedagogy. Candidates possess a deep understanding of how students learn mathematics and of the pedagogical knowledge specific to mathematics teaching and learning.
- Knowledge of Number and Operations. Candidates demonstrate computational proficiency, including a conceptual understanding of numbers, ways of representing number, relationships among number and number systems, and the meaning of operations.
- Knowledge of Different Perspectives on Algebra. Candidates emphasize relationships among quantities including functions, ways of representing mathematical relationships, and the analysis of change.
- Knowledge of Geometries. Candidates use spatial visualization and geometric modeling to explore and analyze geometric shapes, structures, and their properties.
- Knowledge of Calculus. Candidates demonstrate a conceptual understanding of limit, continuity, differentiation, and integration and a thorough background in techniques and application of the calculus.

- Knowledge of Discrete Mathematics. Candidates apply the fundamental ideas of discrete mathematics in the formulation and solution of problems.
- Knowledge of Data Analysis, Statistics, and Probability. Candidates demonstrate an understanding of concepts and practices related to data analysis, statistics, and probability.
- Knowledge of Measurement. Candidates apply and use measurement concepts and tools.
- Field-Based Experiences: Engage in a sequence of planned opportunities prior to student teaching that includes observing and participating secondary mathematics classrooms under the supervision of experienced and highly qualified teachers.
- Field-Based Experiences: Experience full-time student teaching secondary-level mathematics that is supervised by an experienced and highly qualified teacher and a university or college supervisor with elementary mathematics teaching experience.
- Field-Based Experiences: Demonstrate the ability to increase students' knowledge of mathematics.

Degree Requirements (48 Hours)

Major requirements: The department offers two degree programs for students who wish to emphasize secondary and junior college mathematics education - the M.A.T. and the M.M. degrees. Courses at the 700-level specifically designed for these programs are designated by the letter I adjoined to the course number. These courses are generally offered in the late afternoon during the academic year and during the summer to provide area teachers the opportunity to work toward a degree on a part-time basis. The M.A.T. in mathematics is offered by the Department of Mathematics jointly with the College of Education. This degree program is designed specifically for students who wish to obtain teaching certification in mathematics at the secondary level.

Degree Requirements

The M.A.T. degree requires 30 approved semester hours of graduate-level course work in mathematics and education (exclusive of directed teaching), no less than 6 and no more than 15 of which may be in education, and at least 15 of which must be in mathematics or
statistics. The individual student's program is planned according to that student's background and goals. At least half of the student's course work must be numbered 700
or higher.

Each student's program of study must include at least one course in geometry (chosen from MATH 531 or MATH 736I), algebraic structures (MATH 701I), real analysis (MATH 703I), statistics (STAT 509 or STAT 515-STAT 516), and number theory (MATH 780I). If equivalent courses have already been taken, then appropriate substitutions will be made. Unless previously taken, the student must also take upper division courses in linear algebra (MATH 526 or MATH 544) and discrete mathematics (MATH 574). Normally theses two courses are taken prior to full admission to the program.

Course work in education must include human growth and development (EDPY 705 or EDPY 707), a curriculum course (EDSE 770), two Read to Succeed courses (EDRD 731 and EDRD 732), and methods of teaching (EDSE 764). The student must also complete an 18-semester-hour program of methods and internship in mathematics (EDSE 550, EDSE 584, EDSE 778A and EDSE 778B). Students must apply for admission to the professional program and internship through the College of Education's Office of Student Affairs early in the fall or spring semester prior to the semester of Internship B.

Upon admission to the M.A.T. program, the student is assigned a faculty advisor in mathematics to assist in the development of the mathematics portion of the program. Approval of the candidate's program will be granted by a committee of three faculty members, consisting of the faculty advisor in mathematics, the faculty advisor in education, and a faculty member from either mathematics or education. Each student must maintain a B average on all graduate-level course work in mathematics and a B average on all graduate-level course work in education.Candidates for the M.A.T. degree are required to pass a written Comprehensive Examination covering their program of study and emphasizing the theoretical underpinnings of calculus, the basic forms of mathematical reasoning, argumentation, and proof, a repertoire of fundamental examples and counter-examples, problem solving, and insight into how these can inform the teaching of secondary mathematics. Geometric and statistical reasoning will frequently be called upon; students will generally be free to draw on their knowledge of any of analysis, algebra, discrete mathematics, or number

theory as they see fit to demonstrate forms of mathematical argumentation and proof.

Music Education, M.A.T. (P-12 Certification)

- [Learning Outcomes](#)
- [Degree Requirements](#)

- [Initial Teacher Certification Programs](#)
- [College of Education](#)

The department offers two degree programs for students who wish to emphasize secondary and junior college mathematics education–the M.A.T. and the M.M. degrees. Courses at the 700-level specifically designed for these programs are designated by the letter I adjoined to the course number. These courses are generally offered in the late afternoon during the academic year and during the summer to provide area teachers the opportunity to work toward a degree on a part-time basis.

The M.A.T. in mathematics is offered by the Department of Mathematics jointly with the College of Education. This degree program is designed specifically for students who wish to obtain teaching certification in mathematics at the secondary level.

Learning Outcomes

Music Competencies

The profession of school music teacher now encompasses a wide range of traditional, emerging, and experimental purposes, approaches, content, and methods. Each institution makes choices about what, among many possibilities, it will offer prospective specialist music teachers. Institutions may offer a comprehensive curriculum involving two or more specializations and/or focus on one or more particular specializations. The following standards provide a framework for developing and evaluating a wide variety of teacher preparation program goals and achievements.

1. Conducting and Musical Leadership. (Advanced Conducting) The prospective music teacher must be a competent conductor, able to create accurate and musically expressive performances with various types of performing groups and in general classroom situations. Instruction in conducting includes score reading and the integration of analysis, style, performance practices, instrumentation, and conducting techniques. Laboratory experiences that give the student opportunities to apply rehearsal techniques and procedures are essential. Prospective teachers in programs with less focus on the preparation of ensemble conductors must acquire conducting and musical leadership skills sufficient to teach effectively in their area(s) of specialization.
2. Arranging. (Music Theory) The prospective music teacher must be able to arrange and adapt music from a variety of sources to meet the needs and ability levels of individuals, school performing groups, and in classroom situations.
3. Functional Performance. (Secondary Instruments; Piano) In addition to the skills required for all musicians, functional performance abilities in keyboard and the voice are essential. Functional performance abilities in instruments appropriate to the student's teaching specialization are also essential.
4. Analysis/History/Literature. (Music History) The prospective music teacher should be able to apply analytical and historical knowledge to curriculum development, lesson planning, and daily classroom and performance activities. Teachers should be prepared to relate their understanding of music with respect to styles, literature, multiple cultural sources, and historical development, both in general and as related to their area(s) of specialization.

Specialization Competencies

Institutions and other educational authorities make decisions about the extent to which music teachers will be prepared in one or more specializations. The following competencies apply singly or in combination consistent with the specialization objectives of each teacher preparation program in music.

1. Vocal/Choral Music. Listed below are essential competencies and experiences for the vocal/choral teaching specialization:
     a. Vocal and pedagogical skill sufficient to teach effective use of the voice. (Vocal Pedagogy)
     b. Knowledge of content, methodologies, philosophies, materials, technologies, and curriculum development for vocal/choral music. (Choral methods/materials; Specialized Elementary Methods)
     c. Experiences in solo vocal performance, as well as in both large and small choral ensembles. (Chorus)
     d. Performance ability sufficient to use at least one instrument as a teaching tool and to provide, transpose, and improvise accompaniments. (Assessed via entrance audition)
     e. Laboratory experience in teaching beginning vocal techniques individually, in small groups, and in larger classes. (Choral Methods and Materials)
2. Instrumental Music. Listed below are essential competencies and experiences for the instrumental music teaching specialization:
     a. Knowledge of and performance ability on wind, string, and percussion instruments sufficient to teach beginning students effectively in groups. (Secondary instruments)
     b. Knowledge of content, methodologies, philosophies, materials, technologies, and curriculum development for instrumental music. (Methods of String Instruction; String Pedagogy; Winds; Administration of Music Programs)
     c. Experiences in solo instrumental performance, as well as in both small and large instrumental ensembles. (Orchestra; Band; solo experiences will have been addressed during the undergraduate curriculum of the previous degree).
     d. Laboratory experience in teaching beginning instrumental students individually, in small groups, and in larger classes. (Practica associated with courses listed in 2b).

Teaching Competencies

The musician-teacher must be able to lead students to competency, apply music knowledge and skills in teaching situations, and integrate music instruction into the process of P–12 education. Essential competencies are:

1. Ability to teach music at various levels to different age groups and in a variety of classroom and ensemble settings in ways that develop knowledge of how music works syntactically as a communication medium and developmentally as an agent of civilization. This set of abilities includes effective classroom and rehearsal management. (MUED 731)
2. An understanding of child growth and development and an understanding of principles of learning as they relate to music. (EDPY 705 Human Growth and Development)
3. The ability to assess aptitudes, experiential backgrounds, orientations of individuals and groups of students, and the nature of subject matter, and to plan educational programs to meet assessed needs. (EDRM 723 Classroom Assessment)
4. Knowledge of current methods, materials, and repertories available in various fields and levels of music education appropriate to the teaching specialization. (Instrumental Development and Related Materials, Choral Methods and Related Materials)
5. The ability to accept, amend, or reject methods and materials based on personal assessment of specific teaching situations. (Instrumental Development and Related Materials, Choral Methods and Related Materials)
6. An understanding of evaluative techniques and ability to apply them in assessing both the musical progress of students and the objectives and procedures of the curriculum. (Instrumental Development and Related Materials, Choral Methods and Related Materials)

Degree Requirements (45 Hours)

Three curriculum strands will be offered to meet the teaching certification standards and educational needs of the students who will enroll in the M.A.T. (Music).

Those three strands are:

- Vocal-Choral
- Instrumental – Strings
- Instrumental – Winds/Percussion

The three strands of the proposed curriculum will be unified by the following core courses. Students may be required to fulfill undergraduate prerequisites appropriate for their areas of concentration. None of the courses will be shared with MEd students.

Core Courses Required for Each M.A.T. Strand (30 hours)

- EDPY 705 - Human Growth and Development
- One course from EDRD 500 - Content Area Literacy (k-12), EDEX 581 - Teaching Reading in the Content Area to Adolescents with Reading Disabilities, EDRD 732 - Teaching Reading and Writing in the Content Areas (3 hours).
- EDRM 723 - Classroom Assessment Methods
- Advisor-approved 500 or 700 level course in Music History (3 hours)
- Advisor-approved 500 or 700 level course in Music Theory (3 hours)
- MUED 731 - Teaching Internship in Music
- MUED 732 - Music Teaching Internship Seminar

M.A.T. Strands (15 hours)

Following are the strand-specific courses required to meet the teacher certification standards and educational needs of students in each M.A.T. strand. Choose one of the following strands.

Vocal/Choral Strand Courses

- MUED 565 - Specialized Elementary Music Methods
- MUED 756 - Choral Development and Related Materials
- MUED 554 - Workshop in Music Education or 700 level materials and methods course (either choral or elementary)
- MUSC 734 - Ensemble
- MUSC 577 - Vocal Pedagogy
- Advisor-approved MUSC or MUED electives selected from diction, choral literature, conducting, independent study, applied voice, applied piano, or ensemble (3 hours)

Note:

Students will need to satisfy prerequisite skills in piano, conducting, and elementary and choral materials and methods.

Instrumental (Strings) Strand Courses

- MUED 533 - Methods for String Instruction I
- MUED 533P - Practicum in Methods for String Instruction I
- MUED 534 - Methods of String Instruction II
- MUED 534P - Practicum in Methods of String Instruction II
- MUSC 734 - Ensemble

- MUSC 733 - Advanced Conducting
- MUED 753 - Instrumental Development and Related Materials
- MUSC 501 - Secondary Applied Music

Note:

Students will need to satisfy prerequisite skills in secondary string instruments, wind pedagogy, conducting, and piano.

Instrumental (Winds/Percussion) Strand Courses

- MUED 568 - Organization and Administration of Music Programs
- MUED 551 - The Middle School Band
- MUED 552 - The High School Band
- MUSC 734 - Ensemble
- MUSC 733 - Advanced Conducting
- Elective course from MUED or College of Education (3 hours)
- MUED 700 - Independent Study in Music Education

Note:

Students will need to satisfy prerequisite skills in wind and percussion pedagogy, secondary instruments, conducting, and piano.

Physical Education, M.A.T. (P-12 Certification)

- Learning Outcomes
- Admissions Criteria
- Degree Requirements
- Initial Teacher Certification Programs
- College of Education

The M.A.T. degree in physical education (K-12) is limited to those candidates seeking teacher certification. Candidates who wish to pursue this degree and have undergraduate degrees in fields other than physical education, exercise science, or kinesiology will be required to complete undergraduate prerequisite courses.

The M.A.T. degree in physical education requires a minimum of 45 hours of graduate course work. In addition, candidates must take undergraduate course work in order to fulfill teacher certification requirements. The graduate program is normally two years. Graduation from the MAT. program requires successful completion of all course work, including internship/directed teaching and a comprehensive examination.

Learning Outcomes

- Content Knowledge. Physical education teachers understand physical education content and disciplinary concepts related to the development of a physically educated person.
- Growth and Development. Physical education teachers understand how individuals learn and develop and can provide opportunities that support their physical, cognitive, social, and emotional development.
- Diverse Students. Physical education teachers understand how individuals differ in their approaches to learning, and create appropriate instruction adapted to these differences.
- Management and Motivation. Physical education teachers use an understanding of individual and group motivation and behavior to create a safe learning environment that encourages positive social interaction, active engagement in learning, and self motivation.
- Communication. Physical education teachers use knowledge of effective verbal, nonverbal, and media communication techniques to enhance learning and engagement in physical activity settings.
- Planning and Instruction. Physical education teachers plan and implement a variety of developmentally appropriate instructional strategies to develop physically educated individuals, based on state and national (NASPE K-12) standards.
- Student Assessment. Physical education teachers understand and use assessment to foster physical, cognitive, social, and emotional development of students in physical activity.
- Reflection. Physical education teachers are reflective practitioners who evaluate the effects of their actions on others (e.g., students, parents/guardians, fellow professionals), and seek opportunities to grow professionally.
- Technology. Physical education teachers use information technology to enhance learning and to enhance personal and professional productivity.
- Collaboration. Physical education teachers foster relationships with colleagues, parents/guardians, and community agencies to support students' growth and well being.

Admissions Criteria

Regulations and requirements for admission to graduate study and graduate degree candidacy for Initial Teacher Certification Programs correspond to those of The Graduate School. In addition to those admissions criteria for all

M.A.T. programs, candidates for the M.A.T. Physical Education Program must:

- Submit a qualifying score on either the Graduate Record Exam (target is at least a 400 verbal and 400 quantitative) or the Miller Analoqies Test (target is at least 385)
- At least two professional letters of reference
- A one to two page letter of intent where you outline your career goals

Degree Requirements (45 Hours)

Graduate course requirements include:

Physical Education Courses (39 Hours)

- PEDU 510 - Teaching Health Related Physical Fitness
- PEDU 515 - Physical Education for Inclusion
- PEDU 520 - Observational Analysis of Sports Techniques and Tactics
- EDRD 500 - Content Area Literacy PK-12
- PEDU 710 - Measurement and Research in Physical Education
- PEDU 722 - Curriculum Development in Physical Education
- PEDU 729 - Study of the Teaching of Physical Education
- PEDU 730 - Psychosocial Aspects of Athletic Performance and Injury Rehabilitation
- PEDU 732 - Analysis of Instructional Behavior in Physical Activity Programs
- PEDU 778A - Directed Student Teaching in Physical Education I
- PEDU 778B - Directed Student Teaching in Physical Education II

Educational Psychology Courses (3 Hours)

- As approved by the candidate's program of study.

Foundations of Education Course (3 Hours)

- As approved by the candidate's program of study

Secondary Education, M.T.

- [Learning Outcomes](#)
- [Degree Requirements](#)

- [Initial Teacher Certification Programs](#)
- [College of Education](#)

The M.T. degree program is a 'fifth-year" program designed for candidates who attend USC as Undergraduates, earn a bachelor's degree in an appropriate content major, and complete a 12-credit hour education core of courses (EDFI 300, EDSE 302, [EDSE 500](#) and EDPY 401). Additional undergraduate requirements are required for those students pursuing certification in English. The M.T. degree is specifically designed to prepare graduates to teach in the secondary education areas of English, mathematics science, and social studies. The degree includes a minimum of 39 credit hours including 15-24 credit hours in professional education and 15 credit hours in internship and seminar.

M.T. candidates must meet the program admission criteria, professional program and internship admission criteria, and certification criteria delineated in this bulletin for initial teacher certification programs. Graduation from the M.T. program requires successful completion of all coursework including internship and directed teaching and a comprehensive examination. Placement for internship and directed teaching will be made only in the Columbia metropolitan area.

Learning Outcomes

- [English Emphasis](#)
- [Math Emphasis](#)

- [Science Emphasis](#)
- [Social Studies Emphasis](#)

English Emphasis

Structure of the Basic Program: Candidates follow a specific curriculum and are expected to meet appropriate performance assessments for preservice English language arts teachers.

Attitudes for English Language Arts: Through modeling, advisement, instruction, field experiences, assessment of performance, and involvement in professional organizations, candidates adopt and strengthen professional attitudes needed by English language arts teachers.

- Candidates create an inclusive and supportive learning environment in which all students can engage in learning.
- Candidates use ELA to help their students become familiar with their own and others' cultures.
- Candidates demonstrate reflective practice, involvement in professional organizations, and collaboration with both faculty and other candidates.
- Candidate use practices designed to assist students in developing habits of critical thinking and judgment.
- Candidates make meaningful connections between the ELA curriculum and developments in culture, society, and education.
- Candidates engage their students in activities that demonstrate the role of arts and humanities in learning

Knowledge of English Language Arts: Candidates are knowledgeable about language; literature; oral, visual, and written literacy; print and nonprint media; and technology.

- Candidates demonstrate knowledge of, and skills in the use of, the English language.
- Candidates demonstrate knowledge of the practices of oral, visual, and written literacy.
- Candidates demonstrate their knowledge of reading processes.
- Candidates demonstrate knowledge of different composing processes.
- Candidates demonstrate knowledge of, and uses for, an extensive range of literature.
- Candidates demonstrate knowledge of the range and influence of print and nonprint media and technology in contemporary culture.
- Candidates demonstrate knowledge of research theory and findings in English language arts.

Pedagogy for English Language Arts: Candidates acquire and demonstrate the dispositions and skills needed to integrate knowledge of English language arts, students, and teaching.

- Candidates examine and select resources for instruction such as textbooks, other print materials, videos, films, records, and software, appropriate for supporting the teaching of English language arts.
- Candidates align curriculum goals and teaching strategies with the organization of classroom environments and learning experiences to promote whole-class, small-group, and individual work.
- Candidates integrate interdisciplinary teaching strategies and materials into the teaching and learning process for students.
- Candidates create and sustain learning environments that promote respect for, and support of, individual differences of ethnicity, race, language, culture, gender, and ability.
- Candidates engage students often in meaningful discussions for the purposes of interpreting and evaluating ideas presented through oral, written, and/or visual forms.
- Candidates engage students in critical analysis of different media and communications technologies.
- Candidates engage students in learning experiences that consistently emphasize varied uses and purposes for language in communication.
- Candidates engage students in making meaning of texts through personal response.
- Candidates demonstrate that their students can select appropriate reading strategies that permit access to, and understanding of, a wide range of print and nonprint texts.
- Candidates integrate assessment consistently into instruction by using a variety of formal and informal assessment activities and instruments to evaluate processes and products, and creating regular opportunities to use a variety of ways to interpret and report assessment methods and results to students, parents, administrators, and other audiences.

Math Emphasis

- Knowledge of Problem Solving. Candidates know, understand and apply the process of mathematical problem solving.
- Knowledge of Reasoning and Proof. Candidates reason, construct, and evaluate mathematical arguments and develop an appreciation for mathematical rigor and inquiry.
- Knowledge of Mathematical Communication. Candidates communicate their mathematical thinking orally and in writing to peers, faculty and others.
- Knowledge of Mathematical Connections. Candidates recognize, use, and make connections between and among mathematical ideas and in contexts outside mathematics to build mathematical understanding.
- Knowledge of Mathematical Representation. Candidates use varied representations of mathematical ideas to support and deepen students' mathematical understanding.
- Knowledge of Technology. Candidates embrace technology as an essential tool for teaching and learning mathematics.
- Dispositions. Candidates support a positive disposition toward mathematical processes and mathematical learning.
- Knowledge of Mathematics Pedagogy. Candidates possess a deep understanding of how students learn mathematics and of the pedagogical knowledge specific to mathematics teaching and learning
- Knowledge of Number and Operations. Candidates demonstrate computational proficiency, including a conceptual understanding of numbers, ways of representing number, relationships among number and number systems, and the meaning of operations.

- Knowledge of Different Perspectives on Algebra. Candidates emphasize relationships among quantities including functions, ways of representing mathematical relationships, and the analysis of change.
- Knowledge of Geometries. Candidates use spatial visualization and geometric modeling to explore and analyze geometric shapes, structures, and their properties.
- Knowledge of Calculus. Candidates demonstrate a conceptual understanding of limit, continuity, differentiation, and integration and a thorough background in techniques and application of the calculus.
- Knowledge of Discrete Mathematics. Candidates apply the fundamental ideas of discrete mathematics in the formulation and solution of problems.
- Knowledge of Data Analysis, Statistics, and Probability. Candidates demonstrate an understanding of concepts and practices related to data analysis, statistics, and probability.
- Knowledge of Measurement. Candidates apply and use measurement concepts and tools.
- Field-Based Experiences: Engage in a sequence of planned opportunities prior to student teaching that includes observing and participating secondary mathematics classrooms under the supervision of experienced and highly qualified teachers.
- Field-Based Experiences: Experience full-time student teaching secondary-level mathematics that is supervised by an experienced and highly qualified teacher and a university or college supervisor with elementary mathematics teaching experience.
- Field-Based Experiences: Demonstrate the ability to increase students' knowledge of mathematics.

Science Emphasis

- Content. Teachers of science understand and can articulate the knowledge and practices of contemporary science. They can interrelate and interpret important concepts, ideas, and applications in their fields of licensure; and can conduct scientific investigations. To show that they are prepared in content, teachers of science must demonstrate that they (a) understand and can successfully convey to students the major concepts, principles, theories, laws, and interrelationships of their fields of licensure and supporting fields as recommended by the National Science Teachers Association; (b) understand and can successfully convey to students the unifying concepts of science delineated by the National Science Education Standards; (c) understand and can successfully convey to students important personal and technological applications of science in their fields of licensure; (d) understand research and can successfully design, conduct, report and (e) evaluate investigations in science; and understand and can successfully use mathematics to process and report data, and solve problems, in their field(s) of licensure.
- Nature of Science. Teachers of science engage students effectively in studies of the history, philosophy, and practice of science. They enable students to distinguish science from nonscience, understand the evolution and practice of science as a human endeavor, and critically analyze assertions made in the name of science. To show they are prepared to teach the nature of science, teachers of science must demonstrate that they (a) understand the historical and cultural development of science and the evolution of knowledge in their discipline; (b) understand the philosophical tenets, assumptions, goals, and values that distinguish science from technology and from other ways of knowing the world; and (c) engage students successfully in studies of the nature of science including, when possible, the critical analysis of false or doubtful assertions made in the name of science.
- Inquiry. Teachers of science engage students both in studies of various methods of scientific inquiry and in active learning through scientific inquiry. They encourage students, individually and collaboratively, to observe, ask questions, design inquiries, and collect and interpret data in order to develop concepts and relationships from empirical experiences. To show that they are prepared to teach through inquiry, teachers of science must demonstrate that they (a) understand the processes, tenets, and assumptions of multiple methods of inquiry leading to scientific knowledge; and (b) engage students successfully in developmentally appropriate inquiries that require them to develop concepts and relationships from their observations, data, and inferences in a scientific manner.
- Issues. Teachers of science recognize that informed citizens must be prepared to make decisions and take action on contemporary science- and technology-related issues of interest to the general society. They require students to conduct inquiries into the factual basis of such issues and to assess possible actions and outcomes based upon their goals and values. To show that they are prepared to engage students in studies of issues related to science, teachers of science must demonstrate that they (a) understand socially important issues related to science and technology in their field of licensure, as well as processes used to analyze and make decisions on such issues; and (b) engage students successfully in the analysis of problems, including considerations of risks, costs, and benefits of alternative solutions; relating these to the knowledge, goals and values of the students.

- General Skills of Teaching. Teachers of science create a community of diverse learners who construct meaning from their science experiences and possess a disposition for further exploration and learning. They use, and can justify, a variety of classroom arrangements, groupings, actions, strategies, and methodologies. To show that they are prepared to create a community of diverse learners, teachers of science must demonstrate that they (a) vary their teaching actions, strategies, and methods to promote the development of multiple student skills and levels of understanding; (b) successfully promote the learning of science by students with different abilities, needs, interests, and backgrounds; (c) successfully organize and engage students in collaborative learning using different student group learning strategies; (d) successfully use technological tools, including but not limited to computer technology, to access resources, collect and process data, and facilitate the learning of science; (e) understand and build effectively upon the prior beliefs, knowledge, experiences, and interests of students; and (f) create and maintain a psychologically and socially safe and supportive learning environment. (optional to address this standard in the NSTA report)
- Curriculum. Teachers of science plan and implement an active, coherent, and effective curriculum that is consistent with the goals and recommendations of the National Science Education Standards. They begin with the end in mind and effectively incorporate contemporary practices and resources into their planning and teaching. To show that they are prepared to plan and implement an effective science curriculum, teachers of science must demonstrate that they (a) understand the curricular recommendations of the National Science Education Standards, and can identify, access, and/or create resources and activities for science education that are consistent with the standards; and (b) plan and implement internally consistent units of study that address the diverse goals of the National Science Education Standards and the needs and abilities of students.
- Science in the Community. Teachers of science relate their discipline to their local and regional communities, involving stakeholders and using the individual, institutional, and natural resources of the community in their teaching. They actively engage students in science-related studies or activities related to locally important issues. To show that they are prepared to relate science to the community, teachers of science must demonstrate that they (a) identify ways to relate science to the community, involve stakeholders, and use community resources to promote the learning of science; and (b) involve students successfully in activities that relate science to resources and stakeholders in the community or to the resolution of issues important to the community.
- Assessment. Teachers of science construct and use effective assessment strategies to determine the backgrounds and achievements of learners and facilitate their intellectual, social, and personal development. They assess students fairly and equitably, and require that students engage in ongoing self-assessment. To show that they are prepared to use assessment effectively, teachers of science must demonstrate that they (a) use multiple assessment tools and strategies to achieve important goals for instruction that are aligned with methods of instruction and the needs of students; (b) use the results of multiple assessments to guide and modify instruction, the classroom environment, or the assessment process; and (c) use the results of assessments as vehicles for students to analyze their own learning, engaging students in reflective self-analysis of their own work.
- Safety and Welfare. Teachers of science organize safe and effective learning environments that promote the success of students and the welfare of all living things. They require and promote knowledge and respect for safety, and oversee the welfare of all living things used in the classroom or found in the field. To show that they are prepared, teachers of science must demonstrate that they (a) understand the legal and ethical responsibilities of science teachers for the welfare of their students, the proper treatment of animals, and the maintenance and disposal of materials; (b) know and practice safe and proper techniques for the preparation, storage, dispensing, supervision, and disposal of all materials used in science instruction; (c) know and follow emergency procedures, maintain safety equipment, and ensure safety procedures appropriate for the activities and the abilities of students; and (d) treat all living organisms used in the classroom or found in the field in a safe, humane, and ethical manner and respect legal restrictions on their collection, keeping, and use.
- Professional Growth. Teachers of science strive continuously to grow and change, personally and professionally, to meet the diverse needs of their students, school, community, and profession. They have a desire and disposition for growth and betterment. To show their disposition for growth, teachers of science must demonstrate that they (a) engage actively and continuously in opportunities for professional learning and leadership that reach beyond minimum job requirements; (b) reflect constantly upon their teaching and identify ways and means through which they may grow professionally; (c) use information from students, supervisors, colleagues and others to improve their teaching and facilitate their professional growth; and (d) interact effectively with colleagues, parents, and students; mentor new colleagues; and foster positive relationships with the community.

Social Studies Emphasis

- Culture and Cultural Diversity. Candidates in social studies should possess the knowledge, capabilities, and dispositions to organize and provide instruction at the appropriate school level for the study of culture and cultural diversity.
- Time, Continuity, and Change. Candidates in social studies should possess the knowledge, capabilities, and dispositions to organize and provide instruction at the appropriate school level for the study of time, continuity, and change.
- People, Places, and Environment. Candidates in social studies should possess the knowledge, capabilities, and dispositions to organize and provide instruction at the appropriate school level for the study of people, places, and environment.
- Individual Development and Identity. Candidates in social studies should possess the knowledge, capabilities, and dispositions to organize and provide instruction at the appropriate school level for the study of individual development and identity.
- Individuals, Groups and Institutions. Candidates in social studies should possess the knowledge, capabilities, and dispositions to organize and provide instruction at the appropriate school level for the study of individuals, groups, and institutions.
- Power, Authority, and Governance. Candidates in social studies should possess the knowledge, capabilities, and dispositions to organize and provide instruction at the appropriate school level for the study of power, authority and governance.
- Production, Distribution, and Consumption. Candidates in social studies should possess the knowledge, capabilities, and disposition to organize and provide instruction at the appropriate school level for the study of production, distribution, and consumption of goods and services.
- Science, Technology and Society. Candidates in social studies should possess the knowledge, capabilities, and dispositions to organize and provide instruction at the appropriate school level for the study of science, technology and society.
- Global Connections. Candidates in social studies should possess the knowledge, capabilities, and dispositions to organize and provide instruction at the appropriate school level for the study of global connections and interdependence.
- Civic Ideals and Practices. Candidates in social studies should possess the knowledge, capabilities, and dispositions to organize and provide instruction at the appropriate school level for the study of civic ideals and practices.

Social Science Disciplines

- History. Candidates who are to be licensed to teach history at all school levels should possess the knowledge, capabilities, and dispositions to organize and provide instruction at the appropriate school level for the study of history.
- Geography. Candidates who are to be licensed to teach geography at all school levels should possess the knowledge, capabilities, and dispositions to organize and provide instruction at the appropriate school level for the study of geography.
- Civics and Government. Candidates who are to be licensed to teach civics and/or government at all school levels should possess the knowledge, capabilities, and dispositions to organize and provide instruction at the appropriate school level for the study of civics and government.
- Economics. Candidates who are to be licensed to teach economics at all school levels should possess the knowledge, capabilities, and dispositions to organize and provide instruction at the appropriate school level for the study of economics.
- Psychology. Candidates who are to be licensed to teach psychology at all school levels should possess the knowledge, capabilities, and dispositions to organize and provide instruction at the appropriate school level for the study of psychology

Programmatic Standards

- Course or Courses on Teaching Social Studies. Institutions preparing social studies teachers should provide and require prospective social studies teachers to complete a course or courses dealing specifically with the nature of the social studies and with ideas, strategies, and techniques for teaching social studies at the appropriate licensure level.
- Qualified Social Studies Faculty. Institutions preparing social studies teachers should provide faculty in the social studies and social studies education components of the program who are recognized as (a) exemplary teachers,

(b) scholars in the fields of social studies and social studies education, and (c) informed about middle and secondary school classrooms and teaching.

Degree Requirements (45 Hours)

The requirements for the fifth year of graduate study vary by subject area, but all require a minimum of 39 semester hours of course work including the following:

Content Area Courses:

Up to 15 semester hours.

Professional Education Courses:

15-24 semester hours

- Students completing content areas in Mathematics, Science, and Social Studies must complete:

  EDRD 731 - Assessment and the Foundations of Reading/Writing

  EDRD 732 - Teaching Reading and Writing in the Content Areas

- Students completing the content area of English must complete:

  EDRD 600 - Foundations of Reading Instruction

- One 700-level methods course.

- One technology or media course.

Internship and Seminar:

15 semester hours

Note: To meet SC Read to Succeed requirements, students completing the MT degree in the content area of English must include on their program of study the following: EDRD 600: Foundations of Reading Instruction, EDRD 651: Introduction to Teaching Media Literacy, EDSE 786: The Teaching of Literature in the Secondary School, EDSE 787: The Teaching of Writing in Secondary Schools, EDSE 728: Advanced Study of the Teaching of English in the Secondary Schools, and EDSE 584: Middle and High School Internship Seminar.

Sciences, M.A.T. (Secondary Education)

- Learning Outcomes
- Degree Requirements
- Initial Teacher Certification Programs
- College of Arts and Sciences

The MAT in Science is offered jointly by the College of Education and the College of Arts and Sciences. This degree includes options in biology, chemistry, earth science, natural sciences, and physics. The MAT in Science is designed specifically for candidates who wish to become certified in a secondary education area of science (i.e., biology, chemistry, physics, or science).

Learning Outcomes

- Content. Teachers of science understand and can articulate the knowledge and practices of contemporary science. They can interrelate and interpret important concepts, ideas, and applications in their fields of licensure; and can conduct scientific investigations. To show that they are prepared in content, teachers of science must demonstrate that they (a) understand and can successfully convey to students the major concepts, principles, theories, laws, and interrelationships of their fields of licensure and supporting fields as recommended by the National Science Teachers Association; (b) understand and can successfully convey to students the unifying concepts of science delineated by the National Science Education Standards; (c) understand and can successfully convey to students important personal and technological applications of science in their fields of licensure; (d) understand research and can successfully design, conduct, report and (e) evaluate investigations in science; and understand and can successfully use mathematics to process and report data, and solve problems, in their field(s) of licensure.
- Nature of Science. Teachers of science engage students effectively in studies of the history, philosophy, and practice of science. They enable students to distinguish science from nonscience, understand the evolution and practice of science as a human endeavor, and critically analyze assertions made in the name of science. To show they are prepared to teach the nature of science, teachers of science must demonstrate that they (a) understand the historical and cultural development of science and the evolution of knowledge in their discipline; (b) understand the philosophical tenets, assumptions, goals, and values that distinguish science from technology and from other ways of knowing the world; and (c) engage students successfully in studies of the nature of science including, when possible, the critical analysis of false or doubtful assertions made in the name of science.
- Inquiry. Teachers of science engage students both in studies of various methods of scientific inquiry and in active learning through scientific inquiry. They encourage students, individually and collaboratively, to observe, ask questions, design inquiries, and collect and interpret data in order to develop concepts and relationships from empirical experiences. To show that they are prepared to teach through inquiry, teachers of science must demonstrate that they (a) understand the processes, tenets, and assumptions of multiple methods of inquiry leading to scientific knowledge; and (b) engage students successfully in developmentally appropriate inquiries that require them to develop concepts and relationships from their observations, data, and inferences in a scientific manner.
- Issues. Teachers of science recognize that informed citizens must be prepared to make decisions and take action on contemporary science- and technology-related issues of interest to the general society. They require students to conduct inquiries into the factual basis of such issues and to assess possible actions and outcomes based upon their goals and values. To show that they are prepared to engage students in studies of issues related to science, teachers of science must demonstrate that they (a) understand socially important issues related to science and technology in their field of licensure, as well as processes used to analyze and make decisions on such issues; and

(b) engage students successfully in the analysis of problems, including considerations of risks, costs, and benefits of alternative solutions; relating these to the knowledge, goals and values of the students.

- General Skills of Teaching. Teachers of science create a community of diverse learners who construct meaning from their science experiences and possess a disposition for further exploration and learning. They use, and can justify, a variety of classroom arrangements, groupings, actions, strategies, and methodologies. To show that they are prepared to create a community of diverse learners, teachers of science must demonstrate that they (a) vary their teaching actions, strategies, and methods to promote the development of multiple student skills and levels of understanding; (b) successfully promote the learning of science by students with different abilities, needs, interests, and backgrounds; (c) successfully organize and engage students in collaborative learning using different student group learning strategies; (d) successfully use technological tools, including but not limited to computer technology, to access resources, collect and process data, and facilitate the learning of science; (e) understand and build effectively upon the prior beliefs, knowledge, experiences, and interests of students; and (f) create and maintain a psychologically and socially safe and supportive learning environment. (optional to address this standard in the NSTA report)

- Curriculum. Teachers of science plan and implement an active, coherent, and effective curriculum that is consistent with the goals and recommendations of the National Science Education Standards. They begin with the end in mind and effectively incorporate contemporary practices and resources into their planning and teaching. To show that they are prepared to plan and implement an effective science curriculum, teachers of science must demonstrate that they (a) understand the curricular recommendations of the National Science Education Standards, and can identify, access, and/or create resources and activities for science education that are consistent with the standards; and (b) plan and implement internally consistent units of study that address the diverse goals of the National Science Education Standards and the needs and abilities of students.

- Science in the Community. Teachers of science relate their discipline to their local and regional communities, involving stakeholders and using the individual, institutional, and natural resources of the community in their teaching. They actively engage students in science-related studies or activities related to locally important issues. To show that they are prepared to relate science to the community, teachers of science must demonstrate that they (a) identify ways to relate science to the community, involve stakeholders, and use community resources to promote the learning of science; and (b) involve students successfully in activities that relate science to resources and stakeholders in the community or to the resolution of issues important to the community.

- Assessment. Teachers of science construct and use effective assessment strategies to determine the backgrounds and achievements of learners and facilitate their intellectual, social, and personal development. They assess students fairly and equitably, and require that students engage in ongoing self-assessment. To show that they are prepared to use assessment effectively, teachers of science must demonstrate that they (a) use multiple assessment tools and strategies to achieve important goals for instruction that are aligned with methods of instruction and the needs of students; (b) use the results of multiple assessments to guide and modify instruction, the classroom environment, or the assessment process; and (c) use the results of assessments as vehicles for students to analyze their own learning, engaging students in reflective self-analysis of their own work.

- Safety and Welfare. Teachers of science organize safe and effective learning environments that promote the success of students and the welfare of all living things. They require and promote knowledge and respect for safety, and oversee the welfare of all living things used in the classroom or found in the field. To show that they are prepared, teachers of science must demonstrate that they (a) understand the legal and ethical responsibilities of science teachers for the welfare of their students, the proper treatment of animals, and the maintenance and disposal of materials; (b) know and practice safe and proper techniques for the preparation, storage, dispensing, supervision, and disposal of all materials used in science instruction; (c) know and follow emergency procedures, maintain safety equipment, and ensure safety procedures appropriate for the activities and the abilities of students; and (d) treat all living organisms used in the classroom or found in the field in a safe, humane, and ethical manner and respect legal restrictions on their collection, keeping, and use.

- Professional Growth. Teachers of science strive continuously to grow and change, personally and professionally, to meet the diverse needs of their students, school, community, and profession. They have a desire and disposition for growth and betterment. To show their disposition for growth, teachers of science must demonstrate that they (a) engage actively and continuously in opportunities for professional learning and leadership that reach beyond minimum job requirements; (b) reflect constantly upon their teaching and identify ways and means through which they may grow professionally; (c) use information from students, supervisors, colleagues and others to improve their teaching and facilitate their professional growth; and (d) interact effectively with colleagues, parents, and students; mentor new colleagues; and foster positive relationships with the community.

Degree Requirements (45 Hours)

Specific course requirements vary by area, but all must include a minimum of:

Content Area Courses (15-21 Hours)

Professional Education Courses (9 Hours)

Select one of the following courses

- EDPY 705 - Human Growth and Development
- EDPY 707 - Growth and Development: Adolescence

Reading and Literacy Courses (6 Hours) :

- EDRD 731 - Assessment and the Foundations of Reading/Writing
- EDRD 732 - Teaching Reading and Writing in the Content Areas

Methods Courses (6 Hours)

- At least 6 hours of graduate methods courses, one of which must be a technology course.

Internship and Seminar (15 Hours)

Note:

Each candidate must successfully complete a comprehensive examination as determined by the appropriate M.A.T. degree committee.

Social Studies, M.A.T. (Secondary Education)

- Learning Outcomes
- Degree Requirements
- Initial Teacher Certification Programs
- College of Education

The MAT in Social Studies is offered jointly by the College of Education and the College of Arts and Sciences. This minimum 48 credit hour degree program is designed specifically for students who wish to obtain initial teacher certification in social studies at the secondary level.

Learning Outcomes

- Culture and Cultural Diversity. Candidates in social studies should possess the knowledge, capabilities, and dispositions to organize and provide instruction at the appropriate school level for the study of culture and cultural diversity.
- Time, Continuity, and Change. Candidates in social studies should possess the knowledge, capabilities, and dispositions to organize and provide instruction at the appropriate school level for the study of time, continuity, and change.
- People, Places, and Environment. Candidates in social studies should possess the knowledge, capabilities, and dispositions to organize and provide instruction at the appropriate school level for the study of people, places, and environment.
- Individual Development and Identity. Candidates in social studies should possess the knowledge, capabilities, and dispositions to organize and provide instruction at the appropriate school level for the study of individual development and identity.
- Individuals, Groups and Institutions. Candidates in social studies should possess the knowledge, capabilities, and dispositions to organize and provide instruction at the appropriate school level for the study of individuals, groups, and institutions.
- Power, Authority, and Governance. Candidates in social studies should possess the knowledge, capabilities, and dispositions to organize and provide instruction at the appropriate school level for the study of power, authority and governance.
- Production, Distribution, and Consumption. Candidates in social studies should possess the knowledge, capabilities, and disposition to organize and provide instruction at the appropriate school level for the study of production, distribution, and consumption of goods and services.
- Science, Technology and Society. Candidates in social studies should possess the knowledge, capabilities, and dispositions to organize and provide instruction at the appropriate school level for the study of science, technology and society.
- Global Connections. Candidates in social studies should possess the knowledge, capabilities, and dispositions to organize and provide instruction at the appropriate school level for the study of global connections and interdependence.
- Civic Ideals and Practices. Candidates in social studies should possess the knowledge, capabilities, and dispositions to organize and provide instruction at the appropriate school level for the study of civic ideals and practices.

Social Science Disciplines

- History. Candidates who are to be licensed to teach history at all school levels should possess the knowledge, capabilities, and dispositions to organize and provide instruction at the appropriate school level for the study of history.
- Geography. Candidates who are to be licensed to teach geography at all school levels should possess the knowledge, capabilities, and dispositions to organize and provide instruction at the appropriate school level for the study of geography.
- Civics and Government. Candidates who are to be licensed to teach civics and/or government at all school levels should possess the knowledge, capabilities, and dispositions to organize and provide instruction at the appropriate school level for the study of civics and government.
- Economics. Candidates who are to be licensed to teach economics at all school levels should possess the knowledge, capabilities, and dispositions to organize and provide instruction at the appropriate school level for the study of economics.
- Psychology. Candidates who are to be licensed to teach psychology at all school levels should possess the knowledge, capabilities, and dispositions to organize and provide instruction at the appropriate school level for the study of psychology.

Programmatic Standards

- Course or Courses on Teaching Social Studies. Institutions preparing social studies teachers should provide and require prospective social studies teachers to complete a course or courses dealing specifically with the nature of the social studies and with ideas, strategies, and techniques for teaching social studies at the appropriate licensure level.
- Qualified Social Studies Faculty. Institutions preparing social studies teachers should provide faculty in the social studies and social studies education components of the program who are recognized as (a) exemplary teachers, (b) scholars in the fields of social studies and social studies education, and (c) informed about middle and secondary school classrooms and teaching.

Degree Requirements (48 Hours)

Specific course requirements include a minimum of:

Content Area Courses (15-21 Hours)

Additional undergraduate or graduate course work in the social sciences may be required to meet criteria for certification (e.g., history, economics, geography, political science, psychology, sociology, anthropology).

Professional Education Courses

Select one of the following courses:

Select one of the following courses:

- EDPY 705 - Human Growth and Development
- EDPY 707 - Growth and Development: Adolescence

Reading and Literacy courses (6 hours):

- EDRD 731 - Assessment and the Foundations of Reading/Writing
- EDRD 732 - Teaching Reading and Writing in the Content Areas

Methods Courses (6 Hours)

- At least 6 hours of graduate methods courses, one of which must be a technology course.

Internship and Seminar (15 Hours)

Note:

Each candidate must successfully complete a comprehensive examination as determined by the appropriate M.A.T. degree committee.

Speech Pathology, M.S.P.

- [Learning Outcomes](#)
- [Degree Requirements](#)
- [Department of Communication Sciences and Disorders](#)
- [Arnold School of Public Health](#)

Learning Outcomes

- At the time of graduation an MSP student should be able to achieve at or above the national certification passing total score on the National PRAXIS Examination for Speech-Language Pathology and demonstrate competency in the field of speech-language pathology.
- At the time of graduation a MSP student should be able to achieve at or above the national average on the subscore for Basic Human Communication Processes on the National PRAXIS Examination for Speech-Language Pathology.
- At the time of graduation an MSP student should be able to achieve at or above the national average on the subscore for Phonological and Language Disorders on the National PRAXIS Examination for Speech-Language Pathology.
- At the time of graduation an MSP student should be able to achieve at or above the national average on the subscore for Speech Disorders on the National PRAXIS Examination for Speech-Language Pathology.
- At the time of graduation an MSP student should be able to achieve at or above the national average on the subscore for Neurologic Disorders on the National PRAXIS Examination for Speech-Language Pathology.
- At the time of graduation an MSP student should be able to achieve at or above the national average on the subscore for Clinical Management Disorders on the National PRAXIS Examination for Speech-Language Pathology.
- At the time of graduation an MSP student should be able to achieve at or above the national average on the subscore for Professional Issues/Research Disorders on the National PRAXIS Examination for Speech-Language Pathology.

Degree Requirements (Minimum 69 Hours)

Course Work and Clinical Experiences

The department's master's degrees are designed to ensure that its graduates obtain the academic course work and clinical experiences necessary to meet the American Speech-Language-Hearing Association (ASHA) standards for the Certification of Clinical Competence in Speech-Language Pathology (CCC-SLP). As such, the curricula require a minimum of 69 semester hours of academic course work plus the completion of 375 clock hours of supervised clinical practicum. Virtually all master's degree graduates, however, exceed these minimums, with most completing as much as 80 semester hours of study. Courses comprising the master's degree curriculum fall within three basic content areas: Basic Communication Sciences, Professional Coursework, and Clinical Practicum. In addition, the following courses have been verified by the State of South Carolina, Department of Education, Office of Educator Services, to meet the South Carolina Literacy Competencies (Administrators/Speech Language Therapist) for the Read to Succeed pre-service 6-credit requirements:

- COMD 706 - Preschool Language Development and Disorders
-

I. Prerequisite Basic Communication Sciences

- COMD 501 - Anatomy and Physiology of Speech and Hearing Mechanisms
- COMD 502 - Neurocognitive Bases of Language Behavior
- COMD 504 - Introduction to Speech Science and Acoustic Measurement
- COMD 507 - Language Theory and Phonetics
- COMD 560 - Observation of Speech Language Pathology
- COMD 570 - Introduction to Language Development

II. Professional Course Work

Of the minimum 45 semester hours of professional course work, a minimum of 30 semester hours must be within the area of Speech-Language Pathology.

- Speech Disorders (Minimum 6 semester hours at the graduate level, with 9 semester hours overall at the undergraduate and graduate levels)
- Language Disorders (Minimum 9 semester hours)
- Other Speech Pathology Courses (Minimum 15 semester hours)
- Audiology (Minimum 6 semester hours at the graduate level)
- Cochlear Implants (Minimum 3 semester hours)

III. Clinical Practicum

Minimum 24 semester hours.

- COMD 772 - Practicum in Speech Language Pathology and Audiology (minimum 12 semester hours total)
- COMD 774 - Internship in Speech Pathology (12 semester hours)

Speech-Language Pathology, M.C.D.

- [Learning Outcomes](#)
- [Degree Requirements](#)

- [Department of Communication Sciences and Disorders](#)
- [Arnold School of Public Health](#)

Learning Outcomes

- At the time of graduation an MCD student should be able to achieve at or above the national certification passing total score on the National PRAXIS Examination for Speech-Language Pathology and demonstrate competency in the field of speech-language pathology.
- At the time of graduation a MCD student should be able to achieve at or above the national average on the subscore for Basic Human Communication Processes on the National PRAXIS Examination for Speech-Language Pathology.
- At the time of graduation an MCD student should be able to achieve at or above the national average on the subscore for Phonological and Language Disorders on the National PRAXIS Examination for Speech-Language Pathology.
- At the time of graduation an MCD student should be able to achieve at or above the national average on the subscore for Speech Disorders on the National PRAXIS Examination for Speech-Language Pathology.
- At the time of graduation an MCD student should be able to achieve at or above the national average on the subscore for Neurologic Disorders on the National PRAXIS Examination for Speech-Language Pathology.
- At the time of graduation an MCD student should be able to achieve at or above the national average on the subscore for Clinical Management Disorders on the National PRAXIS Examination for Speech-Language Pathology.
- At the time of graduation an MCD student should be able to achieve at or above the national average on the subscore for Professional Issues/Research Disorders on the National PRAXIS Examination for Speech-Language Pathology.

Degree Requirements (Minimum 69 Hours)

Course Work and Clinical Experiences

The department's master's degrees are designed to ensure that its graduates obtain the academic course work and clinical experiences necessary to meet the American Speech-Language-Hearing Association (ASHA) standards for the Certification of Clinical Competence in Speech-Language Pathology (CCC-SLP). As such, the curricula require a minimum of 69 semester hours of academic course work plus the completion of 375 clock hours of supervised clinical practicum. Virtually all master's degree graduates, however, exceed these minimums, with most completing as much as 80 semester hours of study. Courses comprising the master's degree curriculum fall within three basic content areas: Basic Communication Sciences, Professional Coursework, and Clinical Practicum. In addition, the following courses have been verified by the State of South Carolina, Department of Education, Office of Educator Services, to meet the South Carolina Literacy Competencies (Administrators/Speech Language Therapist) for the Read to Succeed pre-service 6-credit requirements:

- COMD 706 - Preschool Language Development and Disorders
-

I. Prerequisite Basic Communication Sciences

- COMD 501 - Anatomy and Physiology of Speech and Hearing Mechanisms
- COMD 502 - Neurocognitive Bases of Language Behavior
- COMD 504 - Introduction to Speech Science and Acoustic Measurement
- COMD 507 - Language Theory and Phonetics
- COMD 560 - Observation of Speech Language Pathology
- COMD 570 - Introduction to Language Development

II. Professional Course Work

Of the minimum 45 semester hours of professional course work, a minimum of 30 semester hours must be within the area of Speech-Language Pathology.

- Speech Disorders (Minimum 6 semester hours at the graduate level, with 9 semester hours overall at the undergraduate and graduate levels)
- Language Disorders (Minimum 9 semester hours)
- Other Speech Pathology Courses (Minimum 15 semester hours)
- Audiology (Minimum 6 semester hours at the graduate level)
- Cochlear Implants (Minimum 3 semester hours)

III. Clinical Practicum

Minimum 24 semester hours.

- COMD 772 - Practicum in Speech Language Pathology and Audiology (minimum 12 semester hours total)
- COMD 774 - Internship in Speech Pathology (12 semester hours)

Theatre, M.A.T. (P-12 Certification)

- Learning Outcomes
- Degree Requirements
- Initial Teacher Certification Programs
- Department of Theatre and Dance
- College of Education

Learning Outcomes

- Students will demonstrate the ability to use the SC Theatre Standards to construct meaningful, age-appropriate lesson plans and units of study for youth.
- Students will become proficient in synthesizing current research on human development to influence their lesson planning for young theatre artists.
- Students will demonstrate theoretical and practical knowledge of the issues and topics of theatre for young audiences and actors.

Degree Requirements (45 Hours)

The M.A.T. degree requires 45 semester hours of graduate-level course work, with 6-15 credits in professional education, 15-24 credits in the teaching content area, and 15 hours in internship and seminar. To meet SC Read to Succeed requirements, students completing the MAT in Theatre must include in their program of study: EDRD 732-Teaching Reading in the Content Areas. Eligibility for admission is limited to those persons seeking initial teacher certification. Candidates must complete additional course work in professional education and/or their teaching content area at the undergraduate and graduate levels as necessary.