

SOUTHERN WESLEYAN UNIVERSITY

SCHOOL OF EDUCATION

TEACHER CANDIDATE HANDBOOK

2008-2009



“Educators who demonstrate scholarship within a Christian ethic of care”

SOUTHERN WESLEYAN UNIVERSITY
SCHOOL OF EDUCATION TEACHER CANDIDATE HANDBOOK

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SOUTHERN WESLEYAN UNIVERSITY

Since its founding by The Wesleyan Church in 1906, Southern Wesleyan University has been a Christian community of learners that recognizes God as the source of all truth and wisdom. The university seeks to create an atmosphere in which members of the community work together toward wholeness through the integration of faith, learning and living.

Located in Central, South Carolina, the university is a halfway point between Charlotte, North Carolina, and Atlanta, Georgia. It is thirty minutes from the Blue Ridge Mountains and ten minutes from Clemson University, with whom it shares some cooperative programs. Southern Wesleyan welcomes persons with a wide variety of backgrounds and abilities. Younger and older, undergraduate and graduate, residential and commuting, and traditional and non-traditional students work and interact with a faculty guided by a Christian understanding of the liberal arts.

The university evolved from a small Bible institute and was first chartered as Wesleyan Methodist College in 1909 into a four-year, private, liberal arts college, regionally accredited in 1973. Historically, the founders of the college understood linguistic, quantitative, and analytical skills to be the foundation of a liberal arts education. Further, they believed that the cultivation of this curriculum within the context of faith, worship, studies in religion, and service to others created a fertile soil for intellectual and spiritual growth. Thus, the college ensured that every student would be well grounded in these areas by developing a general education curriculum of liberal arts studies. That tradition is alive today. All undergraduate programs, traditional and nontraditional, contain a core curriculum in the liberal arts.

Building on this tradition, Southern Wesleyan prepares students for graduate study and leadership in such fields as religion, education, music, business, medicine, law, and a variety of civic and social service professions. Graduate programs are offered in fields in which the university has demonstrated particular strengths. Although the university primarily serves the Southeast, the teacher candidate population is a wholesome blending of cultural, ethnic and regional diversity drawn from the entire United States and the international community. Such diversity encourages broader development of values.

Ideal graduates of Southern Wesleyan have a healthy respect for themselves and others as bearers of God's image. This respect encourages care for personal, mental, physical, and spiritual health. They seek a biblical social awareness that cares for people and their environment. Through the completion of courses in world history, culture, and the arts (in traditional and nontraditional classes and in international settings), they are prepared to serve society with respect for the past and a vision for the future. Southern Wesleyan graduates are prepared to confront a rapidly changing world with skills in communication, information processing, analysis, synthesis, and problem solving.

In summary, the success of the mission of the university will be measured ultimately in the lives of the alumni who grow in faith, knowledge, love, and hope as they serve God and others.

INTRODUCTION

The purpose of the School of Education, also referred to as “the unit,” is to provide academic study and training to persons seeking teaching careers in the field of public, private, or Christian education. The teacher education programs at Southern Wesleyan University are fully approved by the South Carolina State Board of Education using the standards of the National Association of State Directors of Teacher Education and Certification (NASDTEC). However, the School of Education is actively pursuing accreditation of its programs by the National Council for Accreditation of Teacher Education (NCATE) and the appropriate content-area professional associations. The School of Education is currently under “candidacy status” by NCATE. Based on its conceptual framework, the School of Education has adopted the mission statement, “*Educators who demonstrate scholarship within a Christian ethic of care.*” Teacher candidates are guided in the acquisition of skills that are necessary to plan and implement instruction of content area subjects at the elementary and secondary school levels. Further, teacher candidates are instructed in specific aspects of assessment and classroom management that facilitate the improvement of student learning and teacher instruction. This is accomplished through interacting with experienced university faculty in the classroom and pre-clinical experiences in actual classrooms with learners from diverse backgrounds under the guidance of mentor teachers. Finally, the School of Education seeks to instill dispositions in teacher candidates related to a “Christian ethic of care” towards self, learners, colleagues, and the community.

This handbook is a guide to procedures specific to studies in the School of Education. The teacher candidate thoroughly familiar with its contents will be able to plan a course of study with confidence. The *Teacher Candidate Handbook* amplifies sections of the *Southern Wesleyan University General Catalog* and particularizes matters related specifically to studies in education. The South Carolina State Department of Education may change its requirements for teacher certification while a teacher candidate is completing the undergraduate education major program. Therefore, a teacher candidate’s program may be affected by any of these revisions which are not considered in this handbook. The requirements for the education major program and teacher certification specified in this edition of the *Teacher Candidate Handbook* reflect current South Carolina State Department of Education guidelines. Because the handbook is subject to such revisions, each current teacher candidate handbook is authoritative in all matters concerning education degree requirements and division policies. Any substitutions, waivers, and exceptions must be approved by the student's advisor and the Dean of the School of Education. The faculty of the School of Education invites constructive discussion of the validity of policies contained in this handbook. Communication between faculty members and students can often be valuable in making decisions and planning instructional procedures. The positive contributions made by teacher candidates can have a strong influence on the decision-making process of the School of Education.

The teacher candidates and faculty in the School of Education all seek similar goals. All have an interest in developing and maintaining a department where quality is emphasized and each member is dedicated to an intense study of the field of education. The desire of the School of Education is to provide its students with the best possible environment for achieving excellence through study, observation, and practice opportunities.

NCATE ACCREDITATION

The undergraduate and graduate programs offered by the School of Education are fully accredited by the National Council for Accreditation of Teacher Education (NCATE), a non-profit, non-governmental organization. This means that the School of Education has met the rigorous requirements as set forth in the six professional standards for the accreditation of teacher preparation institutions. The U. S. State Department of Education officially recognizes NCATE as an accrediting organization for institutions offering programs in, among other areas, teacher preparation. NCATE (2007) states:

NCATE currently accredits 632 colleges of education with 78 more seeking NCATE accreditation. NCATE accreditation is a mark of distinction, and provides recognition that the college of education has met national professional standards for the preparation of teachers and other educators.

In NCATE's performance-based accreditation system, institutions must provide evidence of competent teacher candidate performance. Teacher candidates must know the subject matter they plan to teach and how to teach effectively so that all students learn. NCATE makes a difference in teacher preparation. Prepared teachers make a difference in P-12 student learning.

The benefits of NCATE accreditation are well worth noting, as cited on the organization's website (2007):

- NCATE's performance-based system of accreditation fosters the development of competent classroom teachers, specialists, and administrators who work to help all P-12 students learn.
- Graduates from an NCATE accredited teacher preparation program are in high demand because they are well-prepared for initial licensing and advanced board certification.
- Candidate performance at NCATE institutions is thoroughly assessed throughout the program of study and before the candidate is recommended for licensure.
- Many states have reciprocity agreements based on graduation from NCATE accredited schools, so graduates of NCATE-accredited schools will generally find it easier to apply for a teaching license when they move out of state.
- Applicants to an NCATE accredited institution will have the assurance that the institution's educator program has met national standards and received the profession's 'seal of approval.

The School of Education is both proud and honored to be recognized by the National Council for Accreditation of Teacher Education. It ensures that all teacher candidates that they are participants in a program that is nationally recognized and gives them a competitive edge in the pursuit of a career in education.

NCATE's Mission. (2007, May 22). Retrieved August 20, 2008 from <http://www.ncate.org>

FOUNDATIONS OF THE SCHOOL OF EDUCATION

As a faith-based institution founded on the principles of the Wesleyan church, Southern Wesleyan University is committed to the liberal and applied arts preparation of students so they engage a postmodern culture with a Christian worldview. Among its basic tenants is the university's dedication to facilitate candidates' acquisition of skills and dispositions in an educational environment that promotes the holistic integration of faith, learning, and living in a Christ-centered transformative community based on Biblical principles. The founders' vision is still central to the purpose of the institution today as the university seeks to create an atmosphere in which members of the community work together toward wholeness through the integration of faith, learning, and living. The founders of the institution understood the value of a liberal arts education, one with a foundation in linguistic, quantitative, and analytical skills.

Institutional Vision

The vision of Southern Wesleyan University is to be a premier Christian university exemplified by a learning community whose graduates have a biblically informed personal wholeness reflected in healthy, growth-enhancing relationships with God, themselves, and others; the ability to participate articulately in the significant conversations of the human race from a well-informed, reasonable, and distinctively Christian perspective; and the ability to effect positive change through skillful, values-driven engagement with their world.

Unit Vision

In keeping with the vision of Southern Wesleyan University, the School of Education seeks to produce educators who have instilled principles related to faith, living, learning, and professionalism in order to significantly and positively affect student achievement.

Institutional and Unit Mission Statements

The mission statement of the unit is subsumed under the institutional mission statement so that both work in concert in the preparation of teacher candidates. Both statements are established on a commitment to develop leaders who are academically and professionally informed from a biblical perspective in order to influence the global society for the benefit of all humankind.

Institutional Mission Statement

The vision of Southern Wesleyan University is to be a premier Christian university exemplified by a learning community whose graduates have a biblically informed personal wholeness reflected in healthy, growth-enhancing relationships with God, themselves, and others; the ability to participate articulately in the significant conversations of the human race from a well-informed, reasonable, and distinctively Christian perspective; and the ability to effect positive change through skillful, values-driven engagement with their world.

Unit Mission Statement

The mission of the School of Education is to prepare men and women to become Christian educators by fostering scholarship and a Christian ethic of care in the image and nature of Jesus so as to produce teachers who are leaders and world changers within the education profession.

Purpose of the Unit

The College Board Higher Education Resources website (2006) defines the liberal arts as the study of the humanities (literature, the arts, and philosophy), history, foreign languages, social sciences, mathematics, and natural sciences for the purpose of preparing students to develop general knowledge and reasoning ability. Accordingly, the general education requirements of the major programs of Southern Wesleyan University provide the prerequisite knowledge that is foundational to the learner's major field of study. It is this foundational knowledge that provides the pre-professional education candidates with the bases necessary to help their own future students be successful within the context of their unique styles of learning. Further, through its graduate programs the School of Education is committed to the enhancement of student learning by engaging practicing teachers in study for the purpose of continued development of their pedagogical knowledge, skills, abilities and commitments reflected in the core propositions of the National Board for Professional Teaching Standards.

Therefore, the faculty of the School of Education is committed to the following Statement of Purpose:

In keeping with the ultimate mission of the University to integrate faith, learning, and living, the School of Education seeks to instill principles related to faith, living, learning, and professionalism within those pursuing education degrees with the intention of obtaining initial teacher certification or enhancing professional growth.

Within this framework, the School of Education strives to develop educators who demonstrate scholarship within a Christian ethic of care. It is the desire of the university and the School of Education that each candidate develops a degree of maturation in these areas that is commensurate with the instructional and experiential emphasis that is received during the candidate's tenure as an undergraduate or graduate student. Further, it is anticipated that the integration of these areas will be a continuing process that will enhance the candidate's life and the profession of teaching.

Goals of the Unit

It is the mission of the School of Education to develop "educators who demonstrate scholarship within a Christian ethic of care." This theme embraces the basic goals that facilitate the success of the candidate engaged in the pre-professional experience, as well as experienced teachers in the field. Within this context, the School of Education seeks to instill within its candidates competency in scholarship, a Christian ethic of care, service, sensitivity to diversity, reflective practice, technology competency, and leadership. These

goals, which are described in the narratives of this section, are foundational to the mission of the university and the School of Education.

The institution has established goals for faith, learning, and living, and the unit addresses an additional goal of professionalism for each of its teacher candidates. These goals are aligned with competency outcomes for candidates and are imbedded within the conceptual framework components addressing scholarship and a Christian ethic of care. These goals are integrated with the content of specified major courses, as well as general education courses in the curriculum. These goals are an integral part of any consideration in the policies, purposes, and practices of the university and the School of Education.

The mission statement of Southern Wesleyan University refers to preparing students “by educating them with excellence, by equipping them for service, by fostering spiritual growth and maturity, and by mobilizing them as leaders and world changers. In accord with the mission statements and its basic tenets, the School of Education has adopted as the theme statement, *“Educators who demonstrate scholarship within a Christian ethic of care.”*

All teacher candidates are expected to reflect a level of scholarship that is commensurate with their level of expertise and experience. Not only is the teacher candidate expected to demonstrate scholarship, but is also expected to demonstrate a disposition of a “Christian ethic of care” as basic ideas related to faith, living, learning and professionalism are presented throughout the academic experience. Teacher candidates also attend chapel services twice weekly where these attributes of Christian living are underscored.

Therefore, the teacher candidate is expected to demonstrate the following dispositions:

- Demonstrate a Christian ethic of care toward self by exhibiting a biblical approach to life that is demonstrated by a passion for learning;
- Demonstrate a Christian ethic care toward learners by being enthusiastic about teaching as demonstrated by compassionate and respectful interactions with learners;
- Demonstrate a Christian ethic of care toward colleagues by engaging in compassionate and respectful interactions with colleagues; and
- Demonstrate a Christian ethic of cares toward the community by recognizing it as an integral part of the learning process by valuing its pluralistic nature.

REGISTRATION FOR COURSES

Course Registration for a forthcoming semester is normally held within the last six weeks of a semester in progress. At the appropriate time in the semester, the teacher candidate will be notified by the Office of the Registrar through campus mail to begin the registration process. The teacher candidate will receive an instruction sheet and the documents necessary to register for classes scheduled for the next semester. The education major is assigned to an advisor who has demonstrated expertise in the student's major area of interest. Since advisors maintain a complete file for each advisee, the teacher candidate should consult with the advisor before any scheduling is completed. Any teacher candidate who registers during the late registration period will be charged a late registration fee of \$25.00.

At registration, a teacher candidate's schedule must have the proper advisor's approval and signature; likewise, the advisor and the Dean of the School or College must approve every important change in a student's program. The teacher candidate is encouraged to see the advisor for help with any problem that may be encountered during the academic year.

Curriculum sequence sheets for each degree program should be a part of every student's personal records. These documents provide information related to the courses that are mandatory to fulfill the General Education requirements, as well as courses needed to complete the professional education and major course. Curriculum sequence sheets may be obtained through the School of Education office.

IMPORTANT: It is not the responsibility of the faculty advisor to ensure the completion of the teacher candidate's program. Southern Wesleyan University places the responsibility of fulfilling all requirements for graduation solely with the teacher candidate. A teacher candidate should be familiar with the appropriate graduation requirements as stated in the Southern Wesleyan University catalog. A teacher candidate may not graduate or participate in commencement exercises unless all academic and any extra-academic requirements have been satisfied. The teacher candidate is responsible for completing all the necessary paperwork and submitting it to the Office of the Registrar before graduation deadlines.

The South Carolina State Department of Education may change its requirements for teacher certification while a teacher candidate is completing the undergraduate education major program. Therefore, a teacher candidate's program may be affected by any of these revisions which are not considered in this handbook. The requirements for the education major program and teacher certification specified in this edition of the School of Education Student Handbook reflect current South Carolina State Department of Education guidelines.

UNDERGRADUATE MAJOR DEGREE PROGRAMS OVERVIEW

The School of Education offers four different curriculum sequences that lead to a Bachelor of Education degree and teacher certification through the South Carolina State Department of Education. In collaboration with Divisions of the College of Arts and Sciences, the School of Education also offers the teacher candidate the option of completing a prescribed sequence of Professional Education courses that lead to teaching certification in the respective content area. The syllabi of courses required for the preparation of educational personnel in each professional education program reflect knowledge base, current research, effective practice, and school effectiveness. Further, the course content has been aligned with the principles of the Interstate New Teacher Assessment and Support Consortium (INTASC), the respective Specialized Professional Association (SPA) standards, the South Carolina state curriculum standards, the ADEPT assessment instrument, and the Southern Wesleyan University School of Education dispositions. Each of these programs is described below in order to provide the teacher candidate with direction related to the most appropriate educational curriculum that will facilitate career goals. More detailed information related to each curriculum may be found in its respective section in the current edition of the *Southern Wesleyan University General Catalog*.

Biology Education

This degree program is designed for the teacher candidate seeking to obtain certification to teach biology in the secondary schools. It is designed to be completed in four years, including a semester of clinical experience. Successful completion of the program and qualifying scores on the examinations leading to certification will ensure certification to teach biology in high school. The curriculum includes studies in introductory and advanced biology, as well as courses in the environment, genetics, cell function, physiology, bioethics, and related studies in chemistry, physics, and mathematics that fulfill the requirements for a Bachelor of Arts degree in biology. Candidates who major in biology are advised to take biology courses during the first semester of their freshman year.

Early Childhood Education

The School of Education offers teacher certification in Early Childhood Education according to guidelines recognized by the South Carolina State Department of Education. The program consists of a general education strand; a professional education strand; and methods courses in science and social studies, mathematics, early literacy, fine arts, physical education, and literature. The teacher candidate learns developmentally appropriate strategies for teaching and assessing students from birth to eight years old in these major courses. In addition to the psychology courses required for the elementary major, the early childhood major also takes EDUC 3362, Behavior of the Preschool Child, in which growth and development applications are emphasized.

Elementary Education

The Elementary Education major is designed in accordance with guidelines established by the South Carolina State Department of Education. The program consists of a general

education strand; a professional education strand; and methods courses in science and social studies, mathematics, language arts and reading, fine arts, physical education, and literature. A teacher candidate learns strategies for teaching and assessing students in 2nd through 6th grade classrooms in these major courses.

English Education

This degree program is designed for teacher candidates who want to teach English at the middle school or high school level. There are two main areas of emphasis: English and education. The English major component includes 30 hours of courses (beyond the general education requirement) to meet South Carolina certification standards in English. Additionally, the teacher candidate must complete 35 hours of professional education courses in order to be certified.

Mathematics Education

This degree program is designed for those who want to teach mathematics at the high school level. The two main components of the program are mathematics and computer science courses and professional education courses. The mathematics and computer science courses comprise 30 hours (above the general education requirements) to meet South Carolina certification standards in mathematics and computer science. Additionally, the teacher candidate must complete 32 hours of professional education courses to be certified.

Music Education

This degree program is designed to prepare competent, professional music teachers in areas such as elementary music, junior high general music, and junior/senior high school band, chorus, and orchestra. The music education major normally pursues one of two tracks, choral or instrumental, dependent upon the teacher candidate's respective applied major. Teacher candidates taking piano as their applied major may choose either the choral or instrumental track. All graduates must take a 58-hour curriculum of major courses which includes theory, aural fundamentals, conducting, music history, instrumental methods, orchestration, ensembles and applied study. Music education teacher candidates are also required to give a 30-minute recital in their applied major during the senior year. Complete information concerning music education program requirements can be found in the *Southern Wesleyan University Music Department Handbook*.

Physical Education

The physical education program is designed to prepare teacher candidates to teach physical education, K-12. The curriculum content includes areas such as organization and administration of the physical education programs, scientific understanding of the human body and its capabilities in athletic performances, and methods of instruction for basic elementary and secondary physical education classes. Other subjects examined include techniques for the performance of sports' skills; the development of skill tests and various methods of evaluation; and individual classes in swimming, gymnastics, rhythmic activities, and lifetime fitness activities. Physical education teacher candidates also complete professional education courses in order to meet South Carolina certification.

Special Education (Multi-Categorical, Mild to Moderate Disabilities)

The Special Education program prepares the undergraduate for grades K-12 Multicategorical (mild to moderate disabilities) certification in the following three areas: emotional disabilities, learning disabilities, and mental disabilities. The teacher candidate must complete 30 hours of professional education courses and 29 hours of courses in each major to fulfill the certification standards mandated by the South Carolina Department of Education. The teacher candidate must complete field experience requirements in all three disability areas (emotional disabilities, learning disabilities, and mental disabilities) and the clinical experience requirements in two of the three disability areas. The Special Education teacher candidate will participate in an array of activities that encompass inclusion, resource, and self-contained programs within elementary, middle, and high school programs.

Certification Reciprocity

South Carolina currently has reciprocity with the states, territories, and countries listed below in order to provide a smooth transition in the obtainment of certification in the respective state in which the teacher candidate may be interested in teaching.

Alabama	Kentucky	North Dakota
Alaska	Louisiana	Ohio
Arizona	Maine	Oklahoma
Arkansas	Maryland	Oregon
California	Massachusetts	Pennsylvania
Canadian Provinces	Michigan	Puerto Rico
Colorado	Minnesota	Rhode Island
Connecticut	Mississippi	South Dakota
Delaware	Missouri	Spain
District of Columbia	Montana	Tennessee
Florida	Nebraska	Texas
Georgia	Nevada	Utah
Guam	New Hampshire	Vermont
Hawaii	New Jersey	Virginia
Idaho	New Mexico	Washington
Illinois	New York	West Virginia
Indiana	North Carolina	Wisconsin
Iowa		Wyoming
Kansas		

SOUTHERN WESLEYAN UNIVERSITY LEARNING OUTCOMES

In keeping with the ultimate mission of the university to integrate faith, learning, and living, the School of Education, along with other Divisions of the College of Arts and Sciences offering teacher certification, has established goals for those pursuing an education degree with the intention of obtaining teacher certification and becoming a classroom instructor. It is the desire of the University and the School of Education that each teacher candidate develops a degree of maturation in these areas that is commensurate with the instructional and experiential emphasis that was received during the teacher candidate's tenure as an undergraduate student. Further, it is anticipated that the integration of these areas will be a continuing process that will enhance the teacher candidate's life and the profession of teaching. It is understood that it is not enough for the institution to provide the instructional and practical processes necessary to challenge the teacher candidate and promote personal growth. It is also the responsibility of the teacher candidate to actively pursue a meaningful relationship with Christ; knowledge of the subject area content and pedagogy; and personal habits that promote physical, mental, and emotional health, as well as acceptable social behavior.

The learning community at Southern Wesleyan University fosters in participants

- biblically informed personal wholeness reflected in healthy, growth-enhancing relationships with God, themselves, and others;
- the ability to participate articulately in the significant conversations of the human race from a well-informed, reasonable, and distinctively Christian perspective;
- the ability to effect positive change through skillful, values-driven engagement with their world.

Such that graduates . . .

1. Bear witness to a deepening relationship with God through Christ reflected in integrity of thought, affection, and action.
2. Have established lifestyle habits that facilitate ongoing growth intellectually, spiritually, physically, socially and emotionally.
3. Approach issues of both a theoretical and practical nature from a consistently biblical perspective, tempered by awareness of personal biases and divergent views.
4. Lead positive change by seeking justice for, reconciliation with, and service to others in a manner that reflects understanding of social dynamics.
5. Recognize and value truth and beauty in themselves and their surroundings as reflections of the Creator.
6. Critically and creatively construct their own well-reasoned perspectives in discussing current trends, ideas and events, drawing on understanding of the breadth of human knowledge.
7. Demonstrate skill in listening, reading, scholarship, writing, public speaking and the use of technology.
8. Solve problems effectively using scientific research, critical thinking, and creativity.
9. Work collaboratively in diverse cultural groups to achieve positive results.
10. Master professional or discipline-specific knowledge and skills sufficient to be productive in the field to which they are called.

FEES

There are fees, some of which are exclusive to the education major, that the teacher candidate must remit each semester in addition to costs associated with tuition and room and board. There may also be fees that are unique to the student's major field of study, such as biology or music. These fees are identified in the sections of this handbook devoted to each of the respective major areas.

University Fees

Late Registration Fee*	\$25.00
Activity Fee (traditional students only)	\$125.00 per semester
Technology Fee	\$100.00 per semester
Graduation Fee**	\$50.00
Drop/Add Fee (assessed after the first week of classes)	\$25.00
Science Lab Fee	\$100.00 per course
Computer Lab Fee	\$100.00 per course
Private Music Lesson Fee	\$195.00

*assessed by the Office of the Registrar if it is determined the teacher candidate did not have extenuating circumstances that prohibited on-time registration

**one-time fee assessed in association with Graduation

School of Education Fees

Chalk & Wire Four-Year Subscription (one time fee)	\$125.00
Effective Methods Field Experience Fee	\$25.00
EDUC 4628/4638 Clinical Experience I, II Fee	\$125.00
South Carolina Initial Licensure Fee	\$75.00

ELECTRONIC PROGRAM PORTFOLIO

Each teacher candidate is required to accumulate documents to be included in an electronic program portfolio. The purpose of maintaining this portfolio is to provide evidence of continued growth throughout the student's tenure as a teacher candidate in consideration of prescribed INTASC standards and Southern Wesleyan University dispositions. Each student's portfolio will include artifacts that are generic to the education program, as well as those that are specific to the student's major program of study. These artifacts will provide evidence that the teacher candidate has demonstrated competency in the specific INTASC principles being assessed in the respective Lock. The teacher candidate should refer to class syllabi to select artifacts that have been identified by the instructor as meeting respective INTASC principles. Artifacts that have been assessed at the level of "Below Basic" by the course instructor cannot be included in the program portfolio.

The teacher candidate will use the Chalk & Wire portfolio format to present the respective artifacts. Chalk & Wire is a software system that allows the teacher candidate to access the requirements for each education course, submit and store course assignments, and publish an electronic program portfolio. In addition, Chalk & Wire can be used for many personal applications, like downloading music. It also facilitates the collection of data by the School of Education on each teacher candidate. Each teacher candidate is required to purchase Chalk & Wire while enrolled in EDUC 120, Cornerstone to Education. The one-time fee is \$125.00 and permits the teacher candidate access to the various tools available on Chalk & Wire for a period of four years. Initial training on the use of Chalk & Wire is provided in EDUC 120, Cornerstone to Education, and individual or group assistance is available by appointment with the NCATE Systems Analyst. The program portfolio will be presented three times during the student's course of study in accordance with the following schedule shown below.

Schedule for Electronic Program Portfolio Review	
Lock I Admission to the Teacher Education Program	Third semester of course work, during EDUC 3003/3123/3663, Effective Methods.
Lock II Admission to the Clinical Experience	During EDUC 4502, Pre-clinical Experience.
Lock III Program Completion	During EDUC 4628/4638 Clinical Experience I/II.

THE TEACHER EDUCATION PROGRAM ASSESSMENT SYSTEM

The School of Education offers the Bachelor of Science degree with majors in Early Childhood (birth-grade 3); Elementary Education (grades 2-6); Physical Education (grades K-12); and Special Education (Multicategorical, mild to moderate disabilities, K-12). Degrees are also awarded in English Education (grades 9-12); and Mathematics Education (grades 9-12). Further, degree requirements specific to the biology and music major programs may be combined with professional education courses to facilitate the acquisition of teaching certification for grades 9-12 and grades K-12, respectively. These degrees are offered by the School of Education in close association with the respective divisions of the University.

The teacher candidate planning to complete a teacher certification program at Southern Wesleyan University must meet the requirements for admission to the Teacher Education Program, in addition to those related to obtaining Teacher Certification. The teacher candidate must begin the admission process at the conclusion of the second semester of study and continue to complete additional requirements at prescribed points in succeeding semesters. It is the teacher candidate's responsibility to initiate the procedures related to each step in the process. Failure to do so may adversely affect the teacher candidate's completion of the professional education courses and the respective major courses in a timely fashion. In all cases, the teacher candidate should retain copies of all documents related to each admission level.

Teacher Education Admission Levels

In order to ensure the quality of the teacher education program at Southern Wesleyan University and the teaching profession, a system has been established to monitor the progress of each teacher candidate enrolled in the program. Some of the criteria associated with these assessment levels are mandated by the National Council for Accreditation of Teacher Education (NCATE) and the South Carolina State Department of Education. Others are required to meet prerequisites established by the University and the School of Education. *Each requirement of an assessment level must be successfully met or the teacher candidate will be required to meet additional requirements set forth in a Plan of Action as described on page 33 of this handbook. A teacher candidate may not continue in the education major by scheduling additional education courses if Praxis I or the Lock I interview are not successfully completed.* A teacher candidate who enters the education major with a SAT score of 1100 on the math and verbal sections, a score of 1650 on the three part SAT; or an ACT score of 24 may waive the Praxis I requirement.

Each of the three levels of assessment is referred to as a "Lock." A canal lock is a mechanism that lifts or lowers water vessels, such as boats and barges from one water level to another. Similarly, the School of Education "Locks" facilitate the "elevation" of the candidate from one level of admission to another. The successful admission to each Lock is based on the teacher candidate meeting specified requirements associated with scholarship that have been established in accordance with the principles of the Interstate New Teacher Assessment and Support Consortium (INTASC), Southern Wesleyan University, and NCATE. Additional admission requirements are based on specified principles related to a disposition of an "ethic of care" as defined by the faculty of the School of Education. These specific principles are included on the following pages.

Interstate New Teacher Assessment and Support Consortium (INTASC) Principles

Principle 1: The teacher understands the central concepts, tools of inquiry, and the structures of the discipline(s) he or she teaches and can create learning experiences that make these aspects of subject matter meaningful for students.

Principle 2: The teacher understands how children learn and develop, and can provide learning opportunities that support their intellectual, social, and personal development.

Principle 3: The teacher understands how students differ in their approaches to learning and creates instructional opportunities that are adapted to diverse learners.

Principle 4: The teacher understands and uses a variety of instructional strategies to encourage students' development of critical thinking, problem solving, and performance skills.

Principle 5: The teacher uses an understanding of individual and group motivation and behavior to create a learning environment that encourages positive social interaction, active engagement in learning and self-motivation.

Principle 6: The teacher uses knowledge of effective verbal, nonverbal, and media communication techniques to foster active inquiry, collaboration and supportive interaction in the classroom.

Principle 7: The teacher plans instruction based upon knowledge of subject matter, the community, and curriculum goals.

Principle 8: The teacher understands and uses formal and informal assessment strategies to evaluate and ensure the continuous intellectual, social, and physical development of the learner.

Principle 9: The teacher is a reflective practitioner who continually evaluates the effects of his/her choices and actions on others (students, parents, and other professionals in the learning community) and who actively seeks out opportunities to grow professionally.

Principle 10: The teacher fosters relationships with school colleagues, parents, and agencies in the larger community to support students' learning and well-being.

Principle 11: The teacher demonstrates dispositions that promote scholarship within a Christian ethic of care. (Southern Wesleyan University)

**School of Education
Christian Ethic of Care Dispositions**

Disposition	Evidence
<p>The teacher candidate demonstrates an ethic of care towards self. The teacher candidate exhibits a biblical approach to life that is demonstrated by a passion for learning.</p>	<ul style="list-style-type: none"> • engages in research and professional development • reflects on own practices • holds high expectations for self • demonstrates initiative • demonstrates a professional work ethic • demonstrates a biblical view of life • engages in habits of moral and ethical integrity • demonstrates a healthy self-perception • engages in a balanced, healthy lifestyle
<p>The teacher candidate demonstrates an ethic of care towards learners. The teacher candidate enthusiastic about teaching as demonstrated by compassionate and respectful interactions with learners</p>	<ul style="list-style-type: none"> • demonstrates an integration of theory with practice • demonstrates sensitivity to diverse learning styles and abilities • promotes critical thinking • encourages application of learning beyond the classroom • encourages high achievement in all learners • motivates learners • promotes learning for its intrinsic value • demonstrates a nurturing and caring attitude • demonstrates equity in interactions • exemplifies sensitivity to learners' nonacademic needs • encourages individual responsibility
<p>The teacher candidate demonstrates an ethic of care towards colleagues. The teacher candidate engages in collaborative work practices as demonstrated by compassionate and respectful interactions with peers/colleagues</p>	<ul style="list-style-type: none"> • promotes collaborative learning • responds constructively to feedback • works cooperatively and professionally with others • speaks positively about peers/colleagues • displays sensitivity to the needs of peers/colleagues • fosters professional relationships
<p>The teacher candidate demonstrates an ethic of care towards the community. The teacher candidates recognizes the community as an integral part of the learning process as demonstrated by valuing its pluralist nature</p>	<ul style="list-style-type: none"> • views community as a context for teaching • promotes community involvement in educational practices • promotes communication with the community • respects diversity within the community • engages as a member of the community • responds nonjudgementally to members of the community

Teacher Candidate Lock Assessment System Overview / Timeline

Lock Assessment Overview

The following table provides the teacher candidate with an overview of the School of Education Assessment System and the requirements for the successful completion of each component. On the pages following this chart, an in-depth description is given of each requirement, including a timeline for the completion of each. The entire assessment system and its requirements are discussed in EDUC 1201, Cornerstone to Education, which should be taken during the second semester of the student's freshman year. The transfer teacher candidate should plan to take this course during the first semester of enrollment in the School of Education.

*Month	Lock I	Lock II		Lock III	
	Admission to the Teacher Education Program Requirement	Admission to the Clinical Experience Requirement		Application for Teacher Certification Requirement	
Fall (August) Spring (January)	Pass Praxis I Application to Lock I Signature on the Code of Ethics <i>Pre-Teacher Candidate Dispositions Self-Assessment</i>	Completion of Teacher Certification Application Materials Application to Lock II Signature on the Code of Ethics Office of Student Life Recommendation	**Attempt or Pass Praxis II: Subject Assessments Tests Attempt or Pass Praxis II: Principles of Learning and Teaching Test	Application to Lock III Signature on the Code of Ethics	**Pass Praxis II: Subject Assessments Tests Pass Praxis II: Principles of Learning and Teaching Test
Fall (October) Spring (March)	Oral Presentation / Interview / Portfolio Presentation		↓		↓
Fall (November) Spring (April)	<i>Faculty Recommendation of the Pre-Teacher Candidate Initial Assessment of the Pre-Teacher Candidate</i>	<i>Pre-Clinical Assessment of the Teacher Candidate Portfolio Review</i>	↓	<i>Clinical Assessment of the Teacher Candidate Portfolio Review</i>	↓
Fall (December) Spring (/May)	Field Experience Evaluations ADEPT Performance Standards 4-9 Evaluations	Field Experience Evaluations ADEPT Performance Standards 4-9 Evaluations <i>Pre-Clinical Dispositions Self-Assessment</i> Completion of All Coursework	↓	ADEPT Clinical Experience Evaluations <i>Teacher Candidate Dispositions Self-Assessment</i> Participation in Teacher Candidate Clinical Forum	↓
Fall (January) Spring (June)				Recommendation of Coordinator of Field Studies for Teacher Certification	
Fall (January) Spring (August)	Teacher Candidate Admission Approval (Fall candidates in January; Spring candidates in August)	Teacher Candidate Admission Approval			

Lock I Admission Criteria

In order to successfully pass through Lock I, the teacher candidate must meet the following criteria.

Area I: Program Requirements and Criteria

Lock I Application:

- The teacher candidate will apply for admission to Lock I during enrollment in EDUC 3003 Effective Methods for the Elementary School/Field Experience **or** EDUC 3123 Effective Methods for the Secondary School/Field Experience **or** EDUC 3663 Effective Methods for Early Childhood Education/Field Experience.
- The teacher candidate must sign a statement indicating adherence to a Code of Professional Ethics.
- The teacher candidate must have a minimum cumulative grade point average (GPA) of 2.5.
- The teacher candidate must successfully complete the three tests comprising Praxis I, written or computer versions, with the following minimum respective scores:

<u>Praxis I Test</u>	<u>Minimum Score</u>
Reading	175
Writing	173
Math	172

It is imperative that the teacher candidate schedule the completion of the Praxis I examination during the second semester of course work in order to meet this criterion for admission to Lock I.

- The teacher candidate must be within 80 hours of the completion of the education curriculum.

Program Completion Proposal:

With the assistance of the respective advisor, the teacher candidate will prepare a curriculum sequence proposal indicating that all course work will be completed prior to the semester the teacher candidate is enrolled in EDUC 4628, Clinical Experience I and EDUC 4638, Clinical Experience II. The proposal should designate the respective courses planned for completion during each semester remaining in the teacher candidate's schedule. Copies of this proposal should be forwarded to the Coordinator of Field Studies and the teacher candidate's advisor. The teacher candidate should also retain a copy for personal reference. Any exceptions to this policy must be requested in writing by the teacher candidate who must submit the "Request for Exception to Lock Requirement(s)" form to the Associate Dean of the School of Education. All requests for an exception will be reviewed by the faculty of the School of Education.

Area II: Performance Requirements and Criteria

Interview/Portfolio Review:

- The teacher candidate will be interviewed by a committee comprised of professional educators from the community and an education teacher candidate representative selected by the faculty of the School of Education. The teacher candidate will be notified to schedule an appointment to meet with the committee to respond to questions and make a three- to five-minute presentation on a specified topic. Examples of topics from previous interviews include, "Should Teachers Be Held to Higher Standards than Other Professionals?" and "What Does it Mean to be Ethical?" The purpose of the interview is to assess the student's communication

techniques (INTASC Principle 6); the student's perception concerning relations among constituents (INTASC Principle 10); and the student's disposition towards an ethic of care (INTASC/SWU Principle 11).

- The teacher candidate will also present the electronic portfolio to the committee demonstrating that competency has been met in relation to content and methodology (INTASC Principle 1); instructional planning (INTASC Principle 7); and an ethic of care (INTASC/SWU Principle 11). The teacher candidate will also include evidence that competency has been met at the level of "Basic" on the modified ADEPT Performance Standards 4-9 as evaluated as part of the respective Effective Methods/Field Experience course (INTASC Principle 1).
- The teacher candidate will complete and include in the portfolio the ***Pre-Teacher Candidate Dispositions Self Assessment*** form. The statements in this survey are based on dispositions that the faculty of the School of Education has determined are essential to "educators who demonstrate scholarship within a Christian ethic of care" (INTASC/SWU Principle 11). The teacher candidate is requested to provide a self-rating on each of these characteristics at this point in pursuit of a degree in education. The purpose of this assessment is to measure the student's perceived self growth in these areas over time.

Area III: Content Requirements and Criteria

Field Component Assessment:

The ***Initial Assessment of the Pre-Teacher Candidate*** form must be completed by the student's instructor and Cooperating Teacher for EDUC 3003 Effective Methods for the Elementary School/Field Experience **or** EDUC 3123 Effective Methods for the Secondary School/Field Experience **or** EDUC 3663 Effective Methods for Early Childhood Education/Field Experience. The teacher candidate must be assessed at the level of "Basic" on four of the following INTASC and Southern Wesleyan University principles, one of which must be Principle 11

- Principle 1 Content and Methodology
- Principle 4 Instructional Strategies
- Principle 6 Communication Techniques
- Principle 7 Instructional Planning
- Principle 9 Reflective Practices
- Principle 11 Dispositions

Faculty Recommendations:

The ***Faculty Recommendation for the Teacher Candidate*** form must be completed by two faculty members chosen by the teacher candidate from among those who have instructed the teacher candidate in English and a general education course. The candidate's academic advisor will also complete this form. This form requests the assessor's rating of the teacher candidate in the areas of scholarship and dispositions related to an ethic of care. The teacher candidate must receive a holistic rating at the level of "Basic" in each of these areas. Further, the form asks for the assessor's general recommendation related to the student's request for admission to the School of Education teacher education program (INTASC Principle 1 and INTASC/SWU Principle 11).

Lock II Admission Criteria

In order to successfully pass through Lock II, the teacher candidate must meet the following criteria.

Area I: Program Requirements and Criteria

Lock II Application

- The teacher candidate will apply for admission to Lock II as part of the requirements for EDUC 4502, Pre-Clinical Field Experience.
- The teacher candidate must have a minimum cumulative grade point average (GPA) of 2.5.
- The teacher candidate must sign a statement indicating adherence to a Code of Professional Ethics.
- The teacher candidate must have the recommendation of the Office of Student Life.
- The teacher candidate's transcript must indicate that all course work will be completed prior to enrollment in EDUC 4608, Clinical Experience I and EDUC 4618, Clinical Experience II. A teacher candidate for whom an exception has been made must be on schedule as outlined in the approved program completion proposal submitted in Lock I.

Clinical Experience Application Materials

The teacher candidate must complete the materials necessary to facilitate an application for teacher certification prior to application for admission to Lock II. The teacher candidate who is planning to complete EDUC 4608, Clinical Experience I and EDUC 4618, Clinical Experience II during the fall semester must submit these materials to the Coordinator of Field Studies before December in the year preceding the planned Clinical Experience. Similarly, the teacher candidate who is planning to complete EDUC 4608, Clinical Experience I and EDUC 4618, Clinical Experience II during the spring semester must submit these materials to the Coordinator of Field Studies before May in the year preceding the planned Clinical Experience. This packet of information and materials may be obtained from the Coordinator of Field Studies. Among the requirements for application is the inclusion of

- the South Carolina Department of Education *Application for Educator Certificate* form;
- a copy of the student's social security card;
- a fingerprint review as mandated by South Carolina state law. An applicant must have a full set of legible fingerprints taken by a sworn law enforcement officer. The fingerprint review is conducted by the State Law Enforcement Division (SLED) to determine any state criminal history and the Federal Bureau of Investigation to determine any other criminal history; and
- \$75.00 initial licensure fee, which includes the cost of the FBI fingerprint review.

Area II: Performance Requirements and Criteria

Portfolio Review:

- The teacher candidate will present evidences that competency has been established in relation to all INTASC/SWU Principles. The portfolio will be reviewed by a committee of professional educators who serve in the community. The teacher candidate will also include evidence that competency has been met at the level of "Basic" on the ADEPT Performance Standards 4-9 as evaluated as part of the respective Effective Methods/Field Experience course (INTASC Principle 1).
- The teacher candidate will complete and include in the portfolio the *Pre-Clinical Dispositions Self Assessment* form. The statements in this survey are based on dispositions that the faculty

of the School of Education has determined are essential to “educators who demonstrate scholarship within a Christian ethic of care.” The teacher candidate is requested to provide a self-rating on each of these characteristics at this point in pursuit of a degree in education. The purpose of this assessment is to measure the student’s perceived self growth in these areas over time (INSTASC/SWU Principle 11).

- The teacher candidate must be assessed at the level of “Basic” on the ADEPT Performance Standards 4-9 (INTASC Principles 1-9 and INTASC/SWU Principle 11) as evaluated as part of EDUC 4502, Pre-Clinical Field Experience.

Area III: Content Requirements and Criteria

Field Component Assessment:

The *Pre-Clinical Assessment of the Teacher Candidate* form will be completed by the teacher candidate’s Supervising Teacher and Pre-Clinical Field Experience Cooperating Teacher. The teacher candidate must be assessed at the level of “Basic” on ten of the INTASC and Southern Wesleyan University principles, one of which must be Principle 11:

- Principle 1 Content and Methodology
- Principle 2 Student Development
- Principle 3 Diverse Learners
- Principle 4 Instructional Strategies
- Principle 5 Student Motivation
- Principle 6 Communication Techniques
- Principle 7 Instructional Planning
- Principle 8 Assessment Strategies
- Principle 9 Reflective Practices
- Principle 10 Constituent Relations
- Principle 11 Dispositions

Praxis II Tests:

The teacher candidate must provide evidence that the Praxis II tests have been either passed or attempted. Before state licensure can be obtained the teacher candidate must pass the Praxis II: Subject Assessments exam(s). Educational Testing Services states that the “Subject Assessments measure candidates' knowledge of the subjects they will teach, as well as general and subject - specific pedagogical skills and knowledge. The pedagogy assessments, Principles of Learning and Teaching, are included in this group.” Further information regarding these exams is given on the website, www.ets.org/praxis.

Lock III Admission Criteria

In order to successfully pass through Lock III, the teacher candidate must meet the following criteria.

Area I: Program Requirements and Criteria

Lock III Application:

- The teacher candidate will apply for admission to Lock III as part of the requirements for EDUC 4608, Clinical Experience I and EDUC 4618, Clinical Experience II.
- The teacher candidate must sign a statement indicating adherence to a Code of Professional Ethics.
- The teacher candidate must have a minimum cumulative grade point average (GPA) of 2.5.

Area II: Performance Requirements and Criteria

Portfolio Review:

- The third and final review of the teacher candidate's e-portfolio will be by a committee of professional educators who serve in the community. The portfolio will present evidence that the teacher candidate has met competency in all INTASC/SWU Principles. The teacher candidate must obtain a holistic rating of "Basic" on the electronic portfolio.
- The teacher candidate must complete and include the *Teacher Candidate Dispositions Self Assessment* form. The statements in this survey are based on dispositions that the faculty of the School of Education has determined are essential to "educators who demonstrate scholarship within a Christian ethic of care." The teacher candidate is requested to provide a self-rating on each of these characteristics at this point in pursuit of a degree in education. The purpose of this assessment is to measure the student's perceived self growth in these areas over time (INTASC Principle 11).

Clinical Experience Assessment:

The teacher candidate must obtain minimum final grades of 2.5 in EDUC 4608, Clinical Experience I and EDUC 4618, Clinical Experience II. The teacher candidate must receive a final overall rating of "Competent" on all of the ADEPT Performance Standards by Supervisor I, Supervisor II, and the Cooperating Teacher upon the completion of each Clinical Experience (INTASC Principles 1-10 and INTASC/SWU Principle 11).

Area III: Content Requirements and Criteria

Clinical Component Assessment:

The *Clinical Assessment of the Teacher Candidate* form will be completed by the Clinical Experience Cooperating Teacher and Supervisor I. The teacher candidate must be assessed at the level of "Basic" on all of the INTASC and Southern Wesleyan University principles:

Principle 1	Content and Methodology	Principle 7	Instructional Planning
Principle 2	Student Development	Principle 8	Assessment Strategies
Principle 3	Diverse Learners	Principle 9	Reflective Practices
Principle 4	Instructional Strategies	Principle 10	Constituent Relations
Principle 5	Student Motivation	Principle 11	Dispositions
Principle 6	Communication Techniques		

Certification Recommendation:

The teacher candidate must be recommended by the Coordinator of Field Studies for teacher certification by the South Carolina State Department of Education. Accordingly, the teacher candidate must obtain minimum scores as established by the South Carolina State Board of Education on the appropriate Praxis II: Subject Assessment Test and the Praxis II: Principles of Learning and Teaching (PLT) Test.

Lock Remediation Plan of Action:

A teacher candidate who does not fully meet any requirement pertaining to the Lock Assessment criteria will be placed on the status of ***Pending***. The teacher candidate may be requested to meet with the Program Lock Review Committee (PLRC) to discuss those areas in which deficiency has been noted. The Program Lock Review Committee shall be comprised of the Dean of the School of Education or a designee; the student's Academic Advisor; the Coordinator of Field Studies; and the Chairperson from the Division of the student's area of concentration. The PLRC will formulate a ***Plan of Action*** for the teacher candidate that will address areas of deficiency. This information will be given to the teacher candidate by the respective advisor. The School of Education faculty will be apprised regarding all decisions made by the PLRC. Each ***Plan of Action*** will be monitored by the Associate Dean of the School of Education and the completion of its requirements confirmed by the Dean of the School of Education or a designee. *A teacher candidate who does not successfully complete any part of a Lock requirement will not be permitted to schedule any education courses until these requirements are met.*

EDUCATION AND ECONOMIC DEVELOPMENT ACT (EEDA)

The Education and Economic Development Act (EEDA) is legislation passed by the State of South Carolina with which all teacher candidates must be familiar. Part of Section 59-59-200 of the EEDA states:

Beginning with the 2006-07 academic year, colleges of education shall include in their training of teachers, guidance counselors, and administrators the following: career guidance, the use of the cluster of study curriculum framework and individual graduation plans, learning styles, the elements of the Career Guidance Model of the South Carolina Comprehensive Guidance and Counseling Program Model, contextual teaching, cooperative learning, and character education. The State Board of Education shall develop performance-based standards in these areas and include them as criteria for teacher program approval.

Therefore, it is incumbent upon the School of Education to familiarize and assess all teacher candidates regarding each of the EEDA standards described below.

- **Career Guidance** is a process by which students become aware of the world of work, explore career options, and prepare for post-secondary opportunities. Teacher candidates will explain the career guidance process.
- The **curriculum framework for career clusters** of study is an organizational model that integrates career preparation components with academic coursework, providing the foundation for the development of the Individual Graduation Plan (IGP). The IGP, organized around career clusters and majors, is an educational plan aligned with students' interests, aspirations, and experiences. Teacher candidates will explain the curriculum framework for the career clusters of study concept and its relevance to the Individual Graduation Plan (IGP).
- The elements of the **Career Guidance Model** are awareness, exploration, and preparation. At the age-appropriate level of instruction, teacher candidates will explain the use of the career guidance standards and competencies as specified in the *South Carolina Comprehensive Developmental Guidance and Counseling Program Model*.
- **Character education** encompasses the identification, understanding, and performance of core values (listed in §59-17-135) that enhance citizenship, relationships, and quality of life. Teacher candidates will identify instructional strategies that promote core values, as specified in §59-17-135, in the school community.

- **Contextual teaching** is a concept that refers to methodologies used by teachers that focus on concrete, hands-on instruction and content presentation with an emphasis on real-world application and problem solving. Teacher candidates will use concrete, hands-on instruction and content presentation with an emphasis on real-world application and problem solving.
- **Cooperative learning** is an instructional technique where students interact collaboratively to complete a task. Teacher candidates will implement learning strategies that promote cooperation.
- **Learning styles** is a concept that refers to methodologies intended to accommodate diversity in student learning. Teacher candidates will implement strategies to accommodate the needs of diverse learners.

The following table indicates the alignment of the EEDA standards with the courses in which the respective standard is addressed.

EEDA Standards Course Alignment

EEDA Standard	Course(s)
career guidance cluster of study Career Guidance Model	EDUC 2113 Foundations of Education
diverse learning styles	All methods courses EDUC 3072 Emergent Literacy EDUC 3203 Introduction to the Psychology of Exceptional Children EDUC 3362 Behavior of the Preschool Child
contextual teaching	All methods courses
cooperative learning	All methods courses
character education	EDUC 2113 Foundations of Education EDUC 3183 Ethics in Education

THE PRAXIS SERIES

The Praxis series of exams consists of categories of standardized assessments that evaluate the student's knowledge of basic content, specific area content, and pedagogy. The successful completion of the Praxis Series of tests is an important component of the teacher education program. It is imperative that the teacher candidate complete Praxis I and Praxis II tests in a timely manner as described in this handbook. Failure to pass these tests in accordance with the respective admissions levels of the teacher education program may adversely affect the student's ability to be officially admitted into the teacher education program, continue with course work, or obtain teacher licensure.

Comprehensive information about the Praxis Series of exams can be found on the website, www.ets.org/praxis. This website includes links that provide specific information associated with test dates, test fees, and test centers. Further, the teacher candidate will find information about on-line and mail-in registration options. Educational Testing Services, which publishes the Praxis Series, states, "The Praxis Series: Professional Assessments for Beginning Teachers[®] is a set of rigorous and carefully validated assessments that provides accurate, reliable information for use by state education agencies in making licensing decisions. Colleges and universities may also use the basic academic skills assessments to qualify individuals for entry into teacher education programs."

PLATO

An effective way to prepare to take Praxis I is to practice using the on-line tutorial, PLATO. This preparation tool is available to all education students who register in the Office of the School of Education. PLATO is designed to diagnose the teacher candidate's areas of weakness and provide exercises that facilitate improvement in those areas. PLATO also provides a "predictor score" that indicates whether the teacher candidate is prepared to take Praxis I.

Praxis I: Academic Skills Assessments

It is imperative that the future educator demonstrate minimum competency in oral and written communication, as well as in computational ability. According to Educational Testing Services, the "Academic Skills Assessments are designed to be taken early in a student's college career to measure reading, writing, and mathematics skills. The reading, writing, and mathematics assessments are available through either a paper-based or computer-based format." This series of tests is taken by the teacher candidate entering the teacher education program and must be successfully completed as a prerequisite for admission to Lock I of the teacher education program. The teacher candidate who does not meet this criterion will be placed on "Pending" status and will not be permitted to continue to register for education courses that comprise either the professional education or major requirements of the teacher education program. All three sections of Praxis I must be passed before the teacher candidate meets this condition for admission into Lock I. It is strongly recommended that the teacher candidate take Praxis I as early as possible upon entering the teacher education program in case there is a need for remediation and retesting. Praxis I may be taken once a month. The computerized version PPST[®] may be taken once per calendar month up to six times in a 12-month period. The South Carolina

State Department of Education has declared that the following minimum scores be achieved for each part of Praxis I. These scores must also be achieved to partially fulfill the requirements for Lock I Admission. A minimum score of 1100 on the math and verbal sections of the SAT or an ACT score of 24 may substitute for the Praxis I Math and Reading tests.

Praxis I: Pre-Professional Skills Assessments				
Minimum Entry Scores for Lock I Admission				
Praxis I Test	Paper/Pencil PPST		Computerized-PPST	
	Test Code	Score	Test Code	Score
Reading	10710	175	5710	175
Writing	20720	173	5720	173
Math	10730	172	5730	172

Praxis II: Subject Assessments

Before state licensure can be obtained the teacher candidate must pass the Praxis II: Subject Assessments exam(s) and Praxis II: Principles of Learning and Teaching. Educational Testing Services states that the “Subject Assessments measure candidates' knowledge of the subjects they will teach, as well as general and subject -specific pedagogical skills and knowledge.”

The following table provides information related to the Subject Assessments for areas in which Southern Wesleyan University offers certification. The table includes each content area test number and the respective minimum passing score that must be obtained in accordance with South Carolina State Department of Education guidelines. These scores must also be achieved to partially fulfill the requirements for Lock III. Praxis II may not be taken more than once within a 30-day period.

Praxis II: Subject Assessments Tests			
Minimum Passing Scores for School of Education Lock III Completion			
Area of Certification	Required Specialty Examination	Test Number	Minimum Score
Biology	Biology and General Science	20030	570
Early Childhood Education	Education of Young Children	20021	158
Elementary Education	Elementary Education: Curriculum Instruction and Assessment	10011	164
	Elementary Education: Content Area Exercises	20012	145
	English Language Literature	10041	162
English	Composition: Content Knowledge	20042	150
	English Language Literature Composition: Essays	10061	131
Mathematics	Mathematics: Content Knowledge	20063	137
	Mathematics: Proof, Logic, and Models, Part I	10113	151
Music	Music: Content Knowledge	30111	145
	Music: Concepts and Processes	10091	146
Physical Education	Physical Education: Content Knowledge	20093	160
	Physical Education: Movement Forms—Video Evaluation		

Multi-Categorical Special Education (Educable Mentally Disabled, Emotional Disabilities, and Learning Disabilities)	Education of Exceptional Students: Teaching Students with Mental Retardation	20321	143
	Education of Exceptional Students: Teaching Students with Behavior Disorders/Emotional Disturbance	20371	153
	Education of Exceptional Students: Learning Disabilities	10382	158
	Elementary Education: Content Area Exercises	20012	145

Praxis II: Principles of Learning and Teaching (PLT) Tests

The Principles of Learning and Teaching Tests are required for initial certification by the state of South Carolina. “These assessments measure your general pedagogical knowledge at four grade levels: Early Childhood, K-6, 5-9, and 7-12. These tests use a case-study approach and feature constructed-response and multiple-choice items,” states Educational Testing Services.

The following table provides information related to the Principles of Learning and Teaching tests for areas in which Southern Wesleyan University offers certification. The table includes each content area test number and the respective minimum passing score that must be obtained in accordance with South Carolina State Department of Education guidelines. These scores must also be achieved to partially fulfill the requirements for Lock III.

Praxis II: Principles of Learning and Teaching Tests			
Minimum Passing Scores for School of Education Lock III Completion			
Area of Certification	Required Examination	Test Number	Score
All Early Childhood and Elementary Certificates	Principles of Learning and Teaching: Grades K-6	0522	165
All Middle Level Certificates	Principles of Learning and Teaching: Grades 5-9	0523	165
All Secondary Certificates	Principles of Learning and Teaching: (Grades 9-12)	0524	165
All K-12 Certificates	Select one of the three tests listed above	0522,0523, or 0524	165

Refer to www.ets.org/praxis for the most current official information concerning the Praxis II Subject Area Assessments tests and Principles of Learning and Teaching tests.

FIELD EXPERIENCES AND PRE-CLINICAL EXPERIENCE

Three field-related courses are part of a continuous and hierarchical model that prepares the teacher candidate for the Clinical Experience. These courses are designed to give the teacher candidate ever-increasing time, observation, and experience in the classroom. The School of Education has cooperating agreements with the counties of Anderson, Greenville, Oconee, Pickens, and Spartanburg that facilitate the completion of these course requirements. A teacher candidate may request a specific district in which to complete a field experience, but no guarantee can be given that such a request will be accommodated. Placements in cooperating schools are based on various factors, such as the quality of the school's education program; the proximity of the school to the University; the disposition of the school administration regarding the accommodation of field experience students; and the diversity of the student population.

It is the strong belief among the faculty members of the School of Education that the teacher candidate's preparation for the education profession should include field experiences in classrooms that reflect a diverse student population. These classrooms should include students who are characterized by differences in race, ethnicity, socioeconomic status, and abilities. Accordingly, the Coordinator of Field Placements will assign the teacher candidate to varying cooperating schools and grade levels that include a demographic makeup that approximates that of the diverse communities comprising the local school districts. Specifically, the teacher candidate will be assigned to a minimum of three different grade levels in three different schools in fulfillment of the requirements of the field experience courses. As a part of diverse practices in the classroom, all teacher candidates will interact with students with special needs during a 30 hour service learning as a part of the course requirements for EDUC 3203, Introduction to Psychology of Exceptional Children. Further, the teacher candidate who is pursuing certification in early childhood education will work together with those learners who are developmentally delayed as part of the course requirements for EDUC 3362, Behavior of the Preschool Child.

The teacher candidate is responsible for transportation to each school that is cooperating in the field placements. When it is possible, the teacher candidate should plan field experience visits to occur on a regularly scheduled basis that best facilitates the cooperating classroom schedule and needs of the cooperating teacher. It is not permissible for the teacher candidate to change the regularly scheduled day or time of the field experience visit unless it is pre-approved by the cooperating teacher.

Effective Methods/Field Experience Placement

The first in the series of field experience placements is scheduled early in the student's sequence of education courses as a component of the respective Effective Methods course. The teacher candidate will apply for a placement in a public school cooperating classroom during the initial sessions of the respective Effective Methods course. The teacher candidate must complete a total of 30 clock hours of classroom visits and 30 clock hours of community service. During the classroom visits in the cooperating school, the teacher candidate is expected to observe the cooperating teacher, assist with the

instruction of individual students, and teach a mini-lesson. Further, the teacher candidate will engage in community service activities that may include volunteer service in a local church, such as teaching a Sunday school class. Previously, students have volunteered to help in community service centers, such as the Rape Crisis Center; tutored students at Helping Hands; participated in Big Brothers and Big Sisters; and assisted in various capacities in area schools.

Methods of Teaching Science/Field Experience

The teacher candidate who is completing the program requirements for a degree in early childhood, elementary, or special education must complete classroom visits to a cooperating school to fulfill the requirements for this second field experience which is part of the respective Methods of Teaching Science course. This field experience is designed to increase the student's role in the classroom by assisting the cooperating teacher with instruction to individual students and groups of students. The teacher candidate will apply for a placement in a public school cooperating classroom during the initial sessions of the course. The teacher candidate will use the cooperating classroom to observe typical daily operations, as well as put into practice ideas discussed in the methods course.

Methods of Teaching Reading in the Secondary School/Field Experience

The teacher candidate who is completing the program requirements for a degree in English education, biology education, mathematics education, music education, or physical education must complete 36 hours of classroom visits to a cooperating school to fulfill the requirements for this second field experience as a part of Methods of Teaching Reading in the Secondary School. The teacher candidate will apply for a placement in a public school cooperating classroom during the initial sessions of the course. This field experience is designed to increase the student's role in the classroom by assisting the cooperating teacher with instruction to individual students and groups of students. The teacher candidate will use the cooperating classroom to facilitate the requirements for methods classes.

Pre-Clinical Field Experience

This is the last field experience prior to the clinical experience and involves the teacher candidate in cooperating classrooms at two different levels. At least one of these assigned pre-clinical classrooms will also serve as the classroom in which the teacher candidate will partially fulfill the requirements for the clinical experience. A total of 80 hours is required in the cooperating classrooms, half of which must be fulfilled in each academic setting. The teacher candidate will prepare lesson plans and teach lessons in the cooperating classrooms. In order for the teacher candidate to continue to the clinical experience, the cooperating teachers must submit favorable evaluations regarding the student's role in their classroom. In partial fulfillment of the requirements for this course, the teacher candidate will also participate in weekly classes with a University faculty member to discuss classroom management strategies and complete assignments related to EDUC 3292, Classroom Management.

In conjunction with pre-registration for classes and with the assistance of the advisor, the teacher candidate should complete the “Application for Field Experience” form. This form, which may be obtained from the Coordinator of Field Studies or the Office of the School of Education, must be submitted during the pre-registration period prior to the semester of the planned field experience. However, the teacher candidate should be attentive to announcements that may request submission of this form at an earlier date. *Because the Coordinator of Field Studies works collaboratively with district administrators, the teacher candidate who submits the form after this time will not be given a field experience placement.* The completed form should be submitted to the Coordinator of Field Placements.

Within ten days of a field experience visit, the teacher candidate must submit the “Field Experience Visit Report” form to the Coordinator of Field Placements. This form, which is available from the Coordinator of Field Placement, the Office of the School of Education, or at <http://www.swu.edu/academics/education/documents.htm> (click on “Visit Reports”), is designed to provide specific information about the student’s role in the cooperating classroom and the strategies, activities, and technologies used by the cooperating teacher.

CLINICAL EXPERIENCE

The capstone courses for the education major are EDUC 4628, Clinical Experience I and EDUC 4638, Clinical Experience II, which occur during the teacher candidate's last semester. In order for the teacher candidate to participate in the clinical experience courses, all course work must be completed. Any exceptions to this policy must be requested by the teacher candidate and reviewed on an individual basis during the Lock I assessment process when the program completion proposal is submitted for approval.

The clinical experience must be considered the highest priority among the student's other activities. The fact that the student's schedule has been arranged so that all academic requirements have been fulfilled prior to teacher candidate teaching attests to the importance assigned by the School of Education faculty to the clinical experience semester. Because of the demands inherent with clinical experience responsibilities, maintaining part-time employment during the clinical experience semester is strongly discouraged. Permission from the Coordinator of Field Studies must be obtained to maintain part-time employment, when necessary.

In conjunction with the administrative personnel in the surrounding area school districts, the Coordinator of Field Studies determines the school(s) and cooperating teacher(s) to which the teacher candidate will be assigned. If two cooperating schools are used for the clinical experience, the teacher candidate will be assigned to one cooperating teacher for 40 academic calendar days (including two half-days) and another cooperating teacher for 30 academic calendar days. Cooperating teachers are selected on the basis of the teacher candidate teacher's anticipated area of certification and the grade level of interest. These assignments are usually finalized the semester prior to the clinical experience as a part of the student's requirements for EDUC 4502, Pre-Clinical Experience. Further, such assignments are made by the Coordinator of Field Studies in collaboration with school district officials in consideration of the teacher candidate's previous field experience placements and program major.

For each of the clinical experience placements, the Coordinator of Field Studies assigns two supervisors from the faculty of School of Education. One supervisor assesses the competency of the candidate in content knowledge, while the other supervisor evaluates the candidate's pedagogical skills. These supervisors are designated as Supervisor I and Supervisor II. The teacher candidate's cooperating teacher also functions in an evaluative capacity with the university faculty. This group of three educators is referred to as the "Clinical Evaluation Team." At the conclusion of the teacher candidate's clinical experience, the Coordinator of Field Studies serves as an *ad hoc* member of this team to form the "Final Evaluation Team."

The teacher candidate is evaluated for competency in each of the ten Performance Standards of the South Carolina System for Assisting, Developing, and Evaluating Professional Teaching (ADEPT). The ADEPT instrument is used to evaluate the teacher candidate in a fashion that simulates the formal evaluation process of a teacher employed in the state of South Carolina with at least a Provisional contract. For a clear, concise definition of the performance dimensions and related key elements for general educators, see <http://www.scteachers.org/Adept/evalpdf/pdtemplate.doc>.

Detailed information regarding the entire Clinical Experience semester is contained in the School of Education *Clinical Experience Handbook*. This document is distributed to all teacher candidates during the orientation sessions that are scheduled prior to the beginning of the semester during which the teacher candidate plans to complete the clinical experience. The handbook is also available online at the Southern Wesleyan University web site, <http://www.swu.edu/academics/education/documents.htm>. Attendance at all orientation sessions is mandatory in preparation for the clinical experience. Further details regarding teacher candidate orientation and a complete schedule of topics can be obtained from the Coordinator of Field Studies.

SOUTH CAROLINA STANDARDS OF CONDUCT FOR EDUCATORS

The following sections of the South Carolina Codes of Law are applicable to the teacher candidate seeking initial teacher certification.

SECTION 59-25-160. Revocation or suspension of certificate; "just cause" defined. "Just cause" may consist of any one or more of the following:

- (1) Incompetence;
- (2) Willful neglect of duty;
- (3) Willful violation of the rules and regulations of the State Board of Education;
- (4) Unprofessional conduct;
- (5) Drunkenness;
- (6) Cruelty;
- (7) Crime against the law of this State or the United States;
- (8) Immorality;
- (9) Any conduct involving moral turpitude;
- (10) Dishonesty;
- (11) Evident unfitness for position for which employed; or
- (12) Sale or possession of narcotics.

SECTION 59-25-530. Unprofessional conduct; breach of contract. Any teacher who fails to comply with the provisions of his contract without the written consent of the school board shall be deemed guilty of unprofessional conduct. A breach of contract resulting from the execution of an employment contract with another board within the State without the consent of the board first employing the teacher makes void any subsequent contract with any other school district in South Carolina for the same employment period. Upon the formal complaint of the school board, substantiated by conclusive evidence, the State board shall suspend or revoke the teacher's certificate, for a period not to exceed one calendar year. State education agencies in other states with reciprocal certification agreements shall be notified of the revocation of the certificate.

SECTION 20-7-940. Support enforcement through license revocation; applicability to individual under order for child support.

In addition to other qualifications necessary for holding a license, an individual who is under an order for child support also is subject to the provisions of this part.

SECTION 20-7-945. Out of compliance determination; review and negotiation of payment schedule having force of judgment; notice and revocation of license.

(A) The division shall review the information received pursuant to Section 20-7-944 and determine if a licensee is out of compliance with an order for support. If a licensee is out of compliance with the order for support, the division shall notify the licensee that forty-five days after the licensee receives the notice of being out of compliance with the order, the licensing entity will be notified to revoke the licensee's license unless the licensee pays the arrearage owing under the order or signs a consent agreement establishing a schedule for the payment of the arrearage.

(B) Upon receiving the notice provided for in subsection (A), the licensee may:

- (1) request a review with the division; however, issues the licensee may raise at the review are limited to whether the licensee is the individual required to pay under the order for support and whether the licensee is out of compliance with the order of support; or
- (2) request to participate in negotiations with the division for the purpose of establishing a payment schedule for the arrearage.
- (C) The division director or the division director's designees are authorized to and upon request of a licensee shall negotiate with a licensee to establish a payment schedule for the arrearage. Payments made under the payment schedule are in addition to the licensee's ongoing obligation under the order for support.
- (D) Upon the division and the licensee reaching an agreement on a schedule for payment of the arrearage, the director shall file an agreement and order pursuant to Section 20-7-9525 (A) and (B) with the family court in the county in which the order for support was issued. The clerk shall stamp the date of receipt of the agreement and order and shall file it under the docket number of the order of support. The agreement and order shall have all the force, effect, and remedies of an order of the court including, but not limited to, wage assignment and contempt of court.
- (E) If the licensee and the division do not reach an agreement establishing a schedule for payment of the arrearage, the licensee may petition the court to establish a payment schedule. However, this action does not stay the license revocation procedures.
- (F) The notification given a licensee that the licensee's license will be revoked in forty-five days clearly must state the remedies and procedures available to a licensee under this section.
- (G) If at the end of the forty-five days the licensee still has an arrearage owing under the order for support or the licensee has not signed a consent agreement establishing a payment schedule for the arrearage, the division shall notify the licensing entity to revoke the licensee's license. A license only may be reinstated if the division notifies the licensing entity that the licensee no longer has an arrearage or that the licensee has signed a consent agreement.
- (H) Review with the division under this section is the licensee's sole remedy to prevent revocation of his or her license. The licensee has no right to appeal the revocation with the licensing entity.
- (I) If a licensee under a consent order entered into pursuant to this section, for the payment of an arrearage subsequently is out of compliance with an order for support, the division immediately may notify the licensing entity to revoke the license and the procedures provided for under subsection (B) do not apply; however the appeal provisions of subsection (H) apply. If upon revocation of the license the licensee subsequently enters into a consent agreement or the licensee otherwise informs the department of compliance, the department shall notify the licensing entity within fourteen days of the determination of compliance and the license must be reissued.
- (J) Notice required to the licensee under this section must be deposited in the United States mail with postage prepaid and addressed to the licensee at the last known address. The giving of the notice is considered complete ten days after the deposit of the notice. A certificate that the notice was sent in accordance with this part creates a presumption that the notice requirements have been met even if the notice has not been received by the licensee.

- (K) Nothing in this section prohibits a licensee from filing a petition for a modification of a support order or for any other applicable relief. However, no such petition stays the license revocation procedure.
- (L) If a license is revoked under this section, the licensing entity is not required to refund any fees paid by a licensee in connection with obtaining or renewing a license, and any fee required to be paid to the licensing entity for reinstatement after a license revocation applies. The division will indemnify the applicable licensing entity from any consequences that may result from the revocation of the licensee's license.

TEACHER CANDIDATE GRIEVANCE PROCEDURE

If a teacher candidate has a concern related to a grade or any other academic issue, the procedures outlined on pages 31-32 of the current edition of the Southern Wesleyan University Catalog should be followed. Otherwise, the faculty of the School of Education has approved a formal procedure for resolving issues not related to academics:

- The teacher candidate should meet with the faculty member in an attempt to resolve the issue. If the teacher candidate does not feel comfortable meeting alone with the faculty member, the teacher candidate may request the presence of any faculty member other than the Dean of the School of Education at the meeting. Similarly, the faculty member may request the presence of another faculty member at the meeting. If applicable, each party should be informed no later than two days prior to the meeting that another person has been requested to attend.
- If agreement cannot be reached, the student may meet with the Dean of the School of Education within ten working days after the meeting with the faculty member.
- The Dean will examine the issue and meet with both parties to mediate a resolution. The decision of the Dean of the School of Education is final.

DEVELOPMENT OF THE TEACHER EDUCATION CURRICULUM

The School of Education operates in collaboration with various committees that participate in the oversight of the teacher education curriculum. By including committee members who represent the diversity of the educational community in this reflective process, the School of Education acts to ensure the quality and relevance of its curriculum. Further, a teacher candidate seeking certification in a respective area may express personal concerns and recommendations to peer members of the representative committee. Accordingly, every teacher candidate has the opportunity to affect the curriculum of the respective certification area.

Certification Area Advisory Committees

Each of the Divisions of the College of Arts and Sciences that offer education certification has an Advisory Committee that is directed by the area’s main education advisor. Other members of these respective committees include faculty from the certification area, two public school teachers, an alumnus representative, and two currently enrolled Southern Wesleyan University teacher candidates. In addition, the Coordinator of Field Studies serves as an ex-officio member on each area committee. In areas that offer K-12 certification, such as special education, physical education, and music, an elementary teacher and a secondary teacher are represented on the respective committee. These committees make recommendations concerning the goals, requirements, and evaluation of each certification area; however, they may also make recommendations concerning the course requirements for the general and professional education components to the Teacher Quality Coalition Team. Any recommendations concerning the course requirements comprising the major area are suggested directly to the Academic Council of Southern Wesleyan University. All decisions made by the Academic Council are subject to consideration by the entire faculty of Southern Wesleyan University.

COMMITTEE	MEMBERSHIP	ROLE	MEET
Biology Education Certification Advisory Committee	BIED main education advisor (Chair), BIED faculty, two public school teachers, an alumnus, two current SWU teacher candidates, Coordinator of Field Studies (ex-officio member)	Review certification area and make recommendations concerning the goals, requirements, and evaluation of the biology education program	Once per semester
Early Childhood Education Certification Advisory Committee	ECED main education advisor (Chair), ECED faculty, two public school teachers, an alumnus, two current SWU teacher candidates, Coordinator of Field Studies (ex-officio member)	Review certification area and make recommendations concerning the goals, requirements, and evaluation of the early childhood education program	Once per semester
Elementary Education Certification Advisory Committee	ELED main education advisor (Chair), ELED faculty, two public school teachers, an alumnus, two current SWU teacher candidates, Coordinator of Field Studies (ex-officio member)	Review certification area and make recommendations concerning the goals, requirements, and evaluation of the elementary education program	Once per semester
English Education Certification Advisory Committee	ENED main education advisor (Chair), ENED faculty, two public school teachers, an alumnus, two current SWU teacher candidates, Coordinator of Field Studies (ex-officio member)	Review certification area and make recommendations concerning the goals, requirements, and evaluation of the English education program	Once per semester

Mathematics Education Certification Advisory Committee	MAED main education advisor (Chair), MAED faculty, two public school teachers, an alumnus, two current SWU teacher candidates, Coordinator of Field Studies (ex-officio member)	Review certification area and make recommendations concerning the goals, requirements, and evaluation of the mathematics education program	Once per semester
Special Education Certification Advisory Committee	SPED main education advisor (Chair), SPED faculty, two public school teachers, an alumnus, two current SWU teacher candidates, Coordinator of Field Studies (ex-officio member)	Review certification area and make recommendations concerning the goals, requirements, and evaluation of the special education program	Once per semester
Music Education Certification Advisory Committee	MUED main education advisor (Chair), MUED faculty, two public school teachers, an alumnus, two current SWU teacher candidates, Coordinator of Field Studies (ex-officio member)	Review certification area and make recommendations concerning the goals, requirements, and evaluation of the music education program	Once per semester
Physical Education Certification Advisory Committee	PHED main education advisor (Chair), PHED faculty, two public school teachers, an alumnus, two current SWU teacher candidates, Coordinator of Field Studies (ex-officio member)	Review certification area and make recommendations concerning the goals, requirements, and evaluation of the physical education program	Once per semester
Teacher Quality Coalition Team	Coordinator of Field Studies, faculty members of the School of Education, a public school administrator, a public school elementary teacher, a public school secondary teacher, an alumnus, and two currently enrolled education students	To propose recommendations concerning the goals, requirements, and evaluation of course requirements related to the general and professional education components of the teacher education curriculum.	Annually
Field Experience Committee	Coordinator of Field Studies (Chair), Faculty Supervisors, Adjunct Supervisors	Coordinate field experiences and advise office of field experience	Twice per semester and as needed
Candidate Assessment Committee	Dean of Education (Chair), Assoc. Dean, all education faculty	Approves teacher candidates who have completed Lock requirements.	Quarterly
Interview / Portfolio Assessment Committee	Education Faculty member (Chair), three professional educators, an education student	Assesses teacher candidates' competency in INTASC Principles 1, 6, 7, 10, and 11.	Once per semester
Teacher Education Council	Dean of Education (Chair), Assoc. Dean, all education faculty, faculty representatives from each certification area	Oversees teacher education programs, policies, procedures, and curriculum	Monthly

Teacher Quality Coalition Team

The members of the Teacher Quality Coalition Team are appointed by the Coordinator of Field Studies to propose recommendations concerning the goals, requirements, and evaluation of course requirements related to the general and professional education components of the teacher education curriculum. The recommendations from this committee are considered by the faculty of the School of Education before any are forwarded directly to the Academic Council of Southern Wesleyan University. Such recommendations are also subject to consideration by the entire faculty of the University. Members of this group include the Coordinator of Field Studies, faculty members of the School of Education, a public school administrator, a public school elementary teacher, a public school secondary teacher, a Southern Wesleyan University alumnus, and two

currently enrolled education students. This committee meets once annually with additional meetings scheduled as needed by the Coordinator of Field Studies.

Teacher Quality Coalition Team Members

Dr. Keith Iddings	Provost
Dr. Betty Mealy	Professor of English Chairperson, Division of Modern Languages
Ms. Linda Batten	Assistant Professor of Education Coordinator of Field Studies
Ms. Carol Coke	Fifth Grade Teacher Hagood Elementary School
Dr. Harold Waters	Associate Professor of Education
Dr. Raymond Locy	Professor of Education Associate Dean, School of Education
Ms. Della Vanhuss	Department Head Humanities, Arts, and Science Division Tri-County Technical College
Mr. Ken Whitener	Certified Public Accountant Town of Central Representative
Dr. Fred Woodworth	Professor of Education Dean, School of Education
Dr. Claude Rickman	Professor of Mathematics Coordinator of Studies in Mathematics
Dr. Darryl Jachens	Professor of Music Coordinator of Studies in Music
Dr. Keith Connor	Professor of Physical Education Coordinator of Studies Physical Education
Dr. Lillie Lewis	Assistant Professor of Education
Dr. Margaret Boyer	Assistant Professor of Education
Mr. Fred Connington	Teacher, Liberty High School

STUDENT LOAN PROGRAMS

The **South Carolina Teachers Loan Program** offers financial assistance in the form of a loan cancellation for teachers who instruct in South Carolina public schools in an area of critical need. Freshman and sophomore students may borrow an annual amount of \$2,500, while juniors, seniors, and graduates students may borrow up to \$5,000 per year. This loan program was established through the Education Improvement Act of 1984 to encourage talented and qualified students to enter the teaching profession.

The **Career Changers Program** assists individuals who wish to enter the teaching profession. Students may borrow an annual amount of \$15,000 and a maximum cumulative amount of \$60,000. This loan is cancelled by teaching in South Carolina public schools in an area of critical needs.

Each of these loans is cancelled at a rate of 20% or \$3,000, whichever is greater, for each year of full-time teaching in a critical subject or critical geographic area within South Carolina. A graduate who teaches in both a critical subject and geographic area will have the loan cancelled at a rate of 33 $\frac{1}{3}$ % per year. Critical subject and geographic areas are determined each year by the South Carolina State Board of Education.

Complete details related to these loan programs, eligibility criteria, and loan applications may be obtained by visiting the website, www.slc.sc.edu or the Office of Financial Aid.

APPENDIX 1

EDUCATION CURRICULUM SEQUENCES

The curriculum sequence documents that are provided on the following pages will give the teacher candidate guidance related to the registration for courses each semester in the program. It is the responsibility of the teacher candidate to determine whether specific courses are offered during a respective semester as indicated in these documents. It is strongly suggested that the teacher candidate plan a semester schedule with the assistance of the advisor. In any case, it is the teacher candidate's responsibility to fulfill all requirements in order to graduate in accordance with the respective projected graduation date.

BIOLOGY EDUCATION
***** SUGGESTED SEQUENCE *****

FRESHMAN YEAR

FIRST SEMESTER			Alternate Courses
BIOL	100	4	Biology
CHEM	100	4	Gen. Chemistry
CPSC	110	3	Intro-Computers
BIOL	200	1	Biology Cornerstone Sem
ENGL	100	3	Fresh. English
SEMR	100	1	*Fresh. Seminar
PHED	101	1	*P.E. (Any P.E. activity)
TOTAL		17	(17)

SECOND SEMESTER			Alternate Courses
Take Praxis I			
BIOL	103	3	Botany
CHEM	105	4	Gen. Chemistry
MATH	103	3	Applied Calculus (MATH 2504)
PSYC	200	3	General Psych.
ENGL	101	3	Fresh. English
EDUC	120	1	Cornerstone to Education
TOTAL		17	(34)

SOPHOMORE YEAR

FIRST SEMESTER			Alternate Courses
Apply for Lock I Admission			
BIOL	320	4	Anat/Physiology.
BIOL	310	4	Micro Biology
ENGL	205	3	World Cult. Literature
BIBL	101	3	*Old Testament
EDUC	312	3	Effect. Meth. Sec/Field Exper.
TOTAL		17	(51)

SECOND SEMESTER			Alternate Courses
BIOL	203	4	Zoology
BIOL	321	4	Anat/Physiology.
ENGL	210	3	Speech Communication
PHED	102	1	*P.E. (Any P.E. Activity)
PHED	103	1	Lifetime Fitness
SEMR	200	1	Marr/Family Semr
EDUC	211	3	Foundations/Education
TOTAL		17	(68)

JUNIOR YEAR

FIRST SEMESTER			Alternate Courses
BIOL	225	4	Ecology. (BIOL 207)
EDUC	420	2	***Meth. Teach. Sci./Sec.
HIST	106	3	World Civilization
PHYS	204	4	**Physics (PHSC 205)
SEMR	317	1	*Christian Life Values
EDUC	327	3	Teach. Read. Sec/Field Exper.
TOTAL		17	(85)

SECOND SEMESTER			Alternate Courses
Apply for Lock II admission			
BIBL	102	3	*New Testament (BIBL 1003)
BIOL	345	4	**Cellular/Molecular Biol.
BIOL	331	3	Bioethics
BIOL	450	1	Biology Capstone Seminar
PSYC	311	3	Adolescent Psychology
HIST	205	3	American History
TOTAL		17	(102)

SENIOR YEAR

FIRST SEMESTER			Alternate Courses
Take PRAXIS II			
ASTH	205	3	Aesthetics
BIOL	350	4	**Genetics
RELG	240	3	*Basic Christ. Belief
EDUC	320	3	Intro. Except Child
EDUC	329	2	Classroom Management
EDUC	450	2	Pre-Clinical Exper.
TOTAL		17	(119)

SECOND SEMESTER			Alternate Courses
Apply for Lock III Admission			
EDUC	462	8	Clinical Experience
EDUC	463	8	Clinical Experience
TOTAL		16	(135)

*REQUIRED FOR DEGREE BUT NOT APPROVED PROGRAM
 **TAUGHT ON ALTERNATING YEAR BASIS
 ***TAUGHT IN FALL OR SPRING ACCORDING TO DEMAND

EARLY CHILDHOOD EDUCATION

*** SUGGESTED SEQUENCE***

FRESHMAN YEAR

FIRST SEMESTER

BIBL	101	3	*Old Testament Survey
CPSC	110	3	Intro-Computers
ENGL	100	3	Fresh. English
MATH	100	3	Fund. of Math I
BIOL	110	3	Biology
SEMR	100	1	*Fresh. Seminar

TOTAL 16

SECOND SEMESTER

Take Praxis I

BIBL	102	3	*New Testament Survey
ENGL	101	3	Fresh. English
MATH	101	3	Fund. Of Math II
EDUC	120	1	Cornerstone to Education
PSYC	200	3	General Psychology
HIST	205	3	Survey American History

TOTAL 16

SOPHOMORE YEAR

FIRST SEMESTER

			<i>Apply Lock I Admission</i>
PHSC	150	3	Intro Chemistry/Phisics
ENGL	205	3	World Cult. Lit.
HIST	106	3	Survey World Civilization
PHED	101	1	*P.E.
PSYC	310	3	Child Psychology
EDUC	366	3	Effect. Method-EC/Field Exp.

TOTAL 16

SECOND SEMESTER

PHED	103	1	Lifetime Fitness
PHSC	151	3	Intro Astronomy/Earth Science
SOSC	215	2	Economic Geography
SEMR	200	1	*Marr./Fam. Sem.
		3	Elective
ASTH	205	3	Aesthetics
EDUC	211	3	Foundations of Education

TOTAL 16

JUNIOR YEAR

FIRST SEMESTER

ENGL	210	3	Speech Communication
EDUC	318	3	*Ethics Education
PHED	102	1	*P.E.
SEMR	317	1	Christian Life Values*
EDUC	203	3	Methods Math Early Child
EDUC	307	2	Emergent Literacy
EDUC	401	3	Method Social St. Early Child

TOTAL 16

SECOND SEMESTER

Apply for Lock II Admission

RELG	240	3	*Basic Christian Beliefs
EDUC	336	2	Behavior - Pre-School Child
EDUC	377	3	Methods Science EC-Field Exp.
EDUC	405	2	Assess. Read. and Guiding
EDUC	352	3	Curriculum, Instruction, Assessment for Gen/Sp Ed.
EDUC	404	3	Teach. Read. Gen./Sp Ed

TOTAL 16

SENIOR YEAR

FIRST SEMESTER

			Take PRAXIS II
		2	Elective
EDUC	320	3	Intro. Psych of Except. Child
EDUC	304	2	Child. Literature
EDUC	374	2	Creative Arts Elem.
PHED	406	3	Health/P.E./ Elem.
EDUC	329	2	Classroom Manage.
EDUC	450	2	Pre-Clinical Experience

TOTAL 16

SECOND SEMESTER

Apply for Lock III Admission

EDUC	462	8	Clinical Experience
EDUC	463	8	Clinical Experience

TOTAL 16

*REQUIRED FOR DEGREE BUT NOT APPROVED PROGRAM.

Courses with required sequence

ELEMENTARY EDUCATION
***** SUGGESTED SEQUENCE*****

FRESHMAN YEAR

FIRST SEMESTER

BIBL	101	3	*Old Testament Survey
CPSC	110	3	Intro-Computers
ENGL	100	3	Fresh. English
MATH	100	3	Fund. of Math I
BIOL	110	3	Biology
SEMR	100	1	*Fresh. Seminar

TOTAL 16

SECOND SEMESTER

Take Praxis I

BIBL	102	3	*New Testament Survey
ENGL	101	3	Fresh. English
MATH	101	3	Fund. Of Math II
EDUC	120	1	Cornerstone to Education
PSYC	200	3	General Psychology
HIST	205	3	Survey American History

TOTAL 16

SOPHOMORE YEAR

FIRST SEMESTER

			<i>Apply Lock I Admission</i>
PHSC	150	3	Intro Chemistry/Physics
ENGL	205	3	World Cult. Lit.
HIST	106	3	Survey World Civilization
PHED	101	1	*P.E.
PSYC	310	3	Child Psychology
EDUC	300	3	Effect. Methods-Elem./Field Exp.

TOTAL 16

SECOND SEMESTER

PHED	103	1	Lifetime Fitness
PHSC	151	3	Intro Astronomy/Earth Science
SOSC	215	2	Economic Geography
SEMR	200	1	*Marr./Fam. Sem.
		3	Elective
ASTH	205	3	Aesthetics
EDUC	211	3	Foundations of Education

TOTAL 16

JUNIOR YEAR

FIRST SEMESTER

ENGL	210	3	Speech Communication
EDUC	318	3	*Ethics Education
PHED	102	1	*P.E.
SEMR	317	1	Christian Life Values*
RELG	240	3	*Basic Christian Beliefs
EDUC	370	2	Language Arts Elem.
EDUC	376	3	Meth. Science Elem.–Field Exp.

TOTAL 16

SECOND SEMESTER

Apply for Lock II Admission

		2	Elective
EDUC	378	3	Meth. Social St. Elem. Sch.
EDUC	204	3	Methods Math Elem. S
EDUC	405	2	Assess. Read. and Guiding
EDUC	352	3	Curriculum, Instruction, Assessment for Gen/Sp Ed.
EDUC	404	3	Teach. Read. Gen./Sp Ed

TOTAL 16

SENIOR YEAR

FIRST SEMESTER

		2	Take PRAXIS II
			Elective
EDUC	320	3	Intro. Psych of Except. Child
EDUC	304	2	Child. Literature
EDUC	374	2	Creative Arts Elem.
PHED	406	3	Health/P.E./ Elem.
EDUC	329	2	Classroom Manage.
EDUC	450	2	Pre-Clinical Experience

TOTAL 16

SECOND SEMESTER

Apply for Lock III Admission

EDUC	462	8	Clinical Experience
EDUC	463	8	Clinical Experience

TOTAL 16

*REQUIRED FOR DEGREE BUT NOT APPROVED PROGRAM.
 Courses with required sequence

ELEMENTARY/EARLY CHILDHOOD EDUCATION

*** SUGGESTED SEQUENCE***

FRESHMAN YEAR

FIRST SEMESTER

BIBL	101	3	*Old Testament Survey
CPSC	110	3	Intro-Computers
ENGL	100	3	Fresh. English
MATH	100	3	Fund. of Math I
BIOL	110	3	Biology
SEMR	100	1	*Fresh. Seminar

TOTAL 16

SECOND SEMESTER

Take Praxis I

BIBL	102	3	*New Testament Survey
ENGL	101	3	Fresh. English
MATH	101	3	Fund. Of Math II
EDUC	120	1	Cornerstone to Education
PSYC	200	3	General Psychology
HIST	205	3	Survey American History
PHED	102	1	*P.E.

TOTAL 17

SOPHOMORE YEAR

FIRST SEMESTER

			<i>Apply Lock I Admission</i>
PHSC	150	3	Intro Chemistry/Physics
SEMR	200	1	*Marr./Fam. Sem.
HIST	106	3	Survey World Civilization
PHED	101	1	*P.E.
PSYC	310	3	Child Psychology
ASTH	205	3	Aesthetics
EDUC	366	3	Effect. Method-EC/Field Exp.
TOTAL		17	

SECOND SEMESTER

PHED	103	1	Lifetime Fitness
PHSC	151	3	Intro Astronomy/Physics
SOSC	215	2	Economic Geography
RELG	240	3	*Basic Christian Beliefs
EDUC	300	3	Effect. Methods-El./Field Exp.
EDUC	211	3	Foundations of Education
EDUC	336	2	Behavior - Pre-School Child
TOTAL		17	

JUNIOR YEAR

FIRST SEMESTER

EDUC	318	3	*Ethics Education
SEMR	317	1	Christian Life Values*
EDUC	203	3	Methods Math Early Child
EDUC	370	2	Language Arts Elem.
EDUC	307	2	Emergent Literacy
EDUC	401	3	Method Social St. Early Child
EDUC	376	3	Meth. Science Elem.-Field Exp.
TOTAL		17	

SECOND SEMESTER

Apply for Lock II Admission

EDUC	377	3	Methods Science EC-Field Exp.
EDUC	378	3	Method Social St. Elem. Sch.
EDUC	404	3	Teach. Read. Gen./Sp Ed
EDUC	204	3	Methods Math Elem. S
EDUC	405	2	Assess. Read. and Guiding
EDUC	352	3	Curriculum, Instruction, Assessment for. Gen/Sp Ed.
TOTAL		17	

SENIOR YEAR

FIRST SEMESTER

			Take PRAXIS II
EDUC	320	3	Intro. Psych of Except. Child
ENGL	210	3	Speech Communication
EDUC	304	2	Child. Literature
EDUC	374	2	Creative Arts Elem.
PHED	406	3	Health/P.E./ Elem.
EDUC	329	2	Classroom Manage.
EDUC	450	2	Pre-Clinical Experience
TOTAL		17	

SECOND SEMESTER

Apply for Lock III Admission

EDUC	462	8	Clinical Experience
EDUC	463	8	Clinical Experience
TOTAL		16	

SUMMER SCHOOL

ENGL	205	3	World Cult. Lit.
TOTAL		3	

*REQUIRED FOR DEGREE BUT NOT APPROVED PROGRAM.
Courses with required sequence

ENGLISH EDUCATION
***** SUGGESTED SEQUENCE *****

FRESHMAN YEAR

FIRST SEMESTER			Alternate Courses	SECOND SEMESTER			Alternate Courses
BIBL	101	3	*Old Test .Survey	Take Praxis I			
ENGL	100	3	Fresh. English I	BIBL	102	3	*New Test. (BIBL 1003)
BIOL	100	3	Biology	CPSC	110	3	Intro to Computers
MATH	100	3	Fund. of Math (any college math)	ENGL	101	3	Fresh. English II
PSYC	200	3	Gen. Psychology	HIST	205	3	Amer. History (HIST2013,2003)
SEMR	100	1	*Fresh. Seminar	PHSC	150	3	Intro Chem/Physics (PHSC 1513)
ENGL	115	1	Cornerstone English Seminar	EDUC	120	1	Cornerstone to Education
TOTAL		17		TOTAL		16	

SOPHOMORE YEAR

FIRST SEMESTER			Alternate Courses	SECOND SEMESTER (Odd Years)			Alternate Courses
			Apply for Lock I Admission				
HIST	106	3	World Civ. (HIST 1003,1013)	PHED	103	1	*Lifetime Fitness
ELEC	xxx	3	Elective/Major Honors Project	ENGL	210	3	Speech Communication
PHED	101	1	*P.E. (any P.E. Activity)	EDUC	211	3	Foundations/Educ.
RELG	240	3	Basic Christian Beliefs	PSYC	311	3	Adolescent Psychology
EDUC	312	3	Effect. Meth. Sec./Field Exper.	ENGL	306	3	**English Lit. II
ENGL	205	3	World Cult. Lit.	ENGL	430	3	**History English Language
TOTAL		16		TOTAL		16	

JUNIOR YEAR

FIRST SEMESTER (Odd Years)			Alternate Courses	SECOND SEMESTER (Even Years)			Alternate Courses
			Apply for Lock II admission				
EDUC	318	3	Ethics in Education (PHIL 300, 301)	ENGL	315	3	**Advanced Writing (ENGL 3183)
PHED	102	1	*P.E. (any P.E. Activity)	ENGL	301	3	**American Literature
SEMR	200	1	*Marr./Family Sem.	ENGL	450	3	**Shakespeare
EDUC	327	3	Teach. Read Sec./Field Exper.	EDUC	415	3	**Methods of Teach. Eng.
ENGL	300	3	**Adolescent Lit.	ASTH	205	3	Aesthetics
ENGL	470	3	**Literary Criticism	ENGL	415	1	Capstone English Seminar
SEMR	317	1	*Christian Life Values				
TOTAL		15		TOTAL		16	

SENIOR YEAR

FIRST SEMESTER (Even Years)			Alternate Courses	SECOND SEMESTER			
			Take PRAXIS II	Apply for Lock III Admission			
ENGL	xxx	3	English Elective (any approved Eng)				
EDUC	450	2	Pre-Clinical Experience	EDUC	462	8	Clinical Experience
EDUC	329	2	Classroom Management	EDUC	463	8	Clinical Experience
ENGL	420	3	**Modern Grammar				
ENGL	305	3	**English Lit.I				
EDUC	320	3	Intro. Except. Child				
TOTAL		16		TOTAL		16	

*REQUIRED FOR DEGREE BUT NOT APPROVED PROGRAM.
 ** TAUGHT ON ALTERNATING YEAR BASIS

MATH EDUCATION
***** SUGGESTED SEQUENCE *****

FRESHMAN YEAR

FIRST SEMESTER			Alternate Courses	SECOND SEMESTER			Alternate Courses	
CPSC	110	3	Intro-Computers				Take Praxis I. Exam	
ENGL	100	3	Fresh. English		PSYC	200	3	Gen. Psychology
BIOL	110	3	Biology		ENGL	101	3	Fresh. English
PHED	100	1	*P.E	(Any P.E. activity)	HIST	205	3	Amer. History (HIST2013,2003)
PHED	103	1	Lifetime Fitness		PHED	101	1	P.E (Any P.E. activity)
SEMR	100	1	*Fresh. Seminar		SEMR	200	1	*Marr./Family Seminars
MATH	250	4	Calculus		MATH	251	4	Calculus II
TOTAL		16	(16)		EDUC	120	1	Cornerstone to Education
					TOTAL		16	(32)

SOPHOMORE YEAR

FIRST SEMESTER			Alternate Courses	SECOND SEMESTER (even years)			Alternate Courses	
			Apply for Lock I Admission					
ENGL	205	3	World Cult. Lit.		BIBL	101	3	*Old Testament
CPSC	100	3	Fundamentals of Prog.	CPSC 190	ENGL	210	3	Speech Communication
BIBL	102	3	*New Testament	(BIBL 1003)			1	Elective
MATH	352	4	Calculus III		MATH	215	3	**Discrete Mathematics
EDUC	412	3	Effect. Meth. Sec./Field Exper.		MATH	311	3	**Linear Algebra
TOTAL		16	(48)		EDUC	211	3	Foundations/Educ.
					TOTAL		16	(64)

JUNIOR YEAR

FIRST SEMESTER			Alternate Courses	SECOND SEMESTER (odd years)			Alternate Courses	
HIST	106	3	World Civ.	(HIST 1003,1013)				
ASTH	205	3	Aesthetics					
STAT	320	3	Statistical Meth.	(Stat 3123)				
RELG	240	3	*Basic Christ Belief					
		1	Elective		PHSC	150	3	Intro Chem/Physics (PHSC 1513, 1523)
EDUC	327	3	Teach. Read Sec./Field Exper.		SEMR	317	1	*Christian Life Values
TOTAL		16	(80)		CPSC	210	3	Computer Software
					PSYC	311	3	Adol. Psychology
					EDUC	422	3	**Meth. Teach. Math Sec.
					MATH	306	3	**College Geometry
					TOTAL		16	(96)

SENIOR YEAR

FIRST SEMESTER			Alternate Courses	SECOND SEMESTER			Alternate Courses	
			Take Praxis II					
MATH	440	3	**Abstract Algebra					
PHIL	325	3	*Ethics in Educ.	(Phil 3013, 3003)				
		3	Elective					
EDUC	320	3	Intro. Except. Child		EDUC	462	8	Clinical Experience
EDUC	450	2	Pre-Clinical Experience		EDUC	463	8	Clinical Experience
EDUC	329	2	Classroom Management		TOTAL		16	(128)
TOTAL		16	(112)					

*REQUIRED FOR DEGREE BUT NOT APPROVED PROGRAM.

**TAUGHT ON ALTERNATING YEAR BASIS

Courses with required sequence

B.A. with a Concentration in Music Education

A Suggested Sequence of Courses

FRESHMAN YEAR

FIRST SEMESTER	Alternate Course	SECOND SEMESTER	Alternate Courses
MATH 100 3	Fundamentals of Math	BIOL 100 3	Biology
CPSC 111 3	Intro. Computers & Music (w/lab)	PSYC 200 3	General Psychology
SEMR 100 1	Freshman Seminar	EDUC 120 1	Cornerstone to Education
ENGL 100 3	Freshman English	ENGL 101 3	Freshman English II
MUSC 1 1	Applied Major	MUSC 1 1	Applied Major
MUSC 1 1	Applied Minor	MUSC 1 1	Applied Minor
MUSC 101 3	Freshman Theory	MUSC 102 3	Freshman Theory
MUSC 106 1	Freshman Aural Fundamentals	MUSC 107 1	Freshman Aural Fundamentals
	1 Ensemble		1 Ensemble
TOTAL 17	(17)	TOTAL 17	(34)

Take PRAXIS I

SOPHOMORE YEAR

FIRST SEMESTER	Alternate Courses	SECOND SEMESTER (odd years)	Alternate Courses
	<i>Apply for Lock I admission</i>		
BIBL 101 3	*Old Testament	ENGL 210 3	Speech Communication
ENGL 205 3	World Cultural Lit.	EDUC 211 3	Fundamentals of Education
SEMR 200 1	*Marriage/Fam. Seminar	MUSC 208 1	Music Literature
EDUC 312 3	Effect. Teach. Meth. Sec W. Field Exper.	MUSC 1 1	Applied Major
		MUSC 1 1	Applied Minor
MUSC 1 1	Applied Major	MUSC 202 3	Sophomore Theory
MUSC 1 1	Applied Minor	MUSC 207 1	Sophomore Aural Fundamentals
MUSC 201 3	Sophomore Theory	MUSC 2 2	Aesthetics Option (includes ensemble)
MUSC 206 1	Sophomore Aural Fundamentals	TOTAL 15	(66)
	1 Ensemble		
TOTAL 17	(51)		

JUNIOR YEAR

FIRST SEMESTER (even years)	Alternate Courses	SECOND SEMESTER (even years)	Alternate Courses
			<i>Apply for Lock II admission</i>
BIBL 102 3	*New Testament (BIBL 1003)	MUSC 306 2	Conducting
MUSC 224 1	** Woodwinds Methods	MUSC 308 3	Hist./Lit. Music
MUSC 305 2	Conducting	PSYC 312 3	Human Growth
PHED 100 1	*PE (Any)	PHSC 150 3	Intro to Chemistry and Physics
MUSC 307 3	Hist/Lit Music	MUSC 221 1	** Strings Methods
EDUC 327 3	Teach. Read Sec./Field Exper.	MUSC 2 2	Applied Major
MUSC 2 2	Applied Major	EDUC 411 2	Sec. Music Methods EDUC 4122
EDUC 409 2	Elem. Music Methods		1 Ensemble
	1 Ensemble	TOTAL 17	(101)
TOTAL 18	(84)		

SENIOR YEAR

FIRST SEMESTER (odd years)	Alternate Courses	SECOND SEMESTER	Alternate Courses
			Take PRAXIS II
HIST 205 3	Amer. Hist. HIST 200, 201	MUSC 406 3	Orchestration/Arranging
PHED 101 1	* PE (Any PE Activity)	RELG 240 3	Basic Christian Beliefs
PHED 103 1	* Lifetime Fitness	EDUC 329 2	Classroom Management
SEMR 317 1	* Christian Life Values	EDUC 450 2	Pre Clinical Experience
MUSC 225 1	** Brass Methods	MUSC 2 2	Applied Major/Recital
MUSC 226 1	** Percussion Methods		1 Ensemble
EDUC 320 3	Intro to Exceptional Children	TOTAL 13	(131)
MUSC 330 3	Phil. Foundations for the Musician		
MUSC 2 2	Applied Major		
	1 Ensemble	(Ninth Semester)	
TOTAL 17	(118)		<i>Apply for Lock III Admission</i>
		EDUC 460 6	Clinical Experience
		EDUC 461 6	Clinical Experience
		TOTAL 12	(143)

Ensemble-Two semesters must be vocal

* Required for degree but not for approved program

** Taught on alternating year basis

Music education majors who are on a choral track, having piano as the area of concentration, must complete two hours in voice as an applied minor. Music education majors must maintain an overall GPA of 2.5 with no grade lower than a 2.0 in music and/or professional education courses.

Physical Education

*** SUGGESTED SEQUENCE***

FRESHMAN YEAR

FIRST SEMESTER	Alternative Courses	SECOND SEMESTER	Alternative Courses
BIBL 101 3 *Old Testament		Take Praxis I	
PSYC 200 3 General Psych.		BIBL 102 3 *New Testament (BIBL 1003)	
ENGL 100 3 Fresh. English		HIST 205 3 Amer. History (HIST2013,2003)	
MATH 100 3 Mathematics (Any Math)		101 3 Freshman English	
SEMR 100 1 *Fresh. Seminar		CPSC 110 3 Intro. Computers	
BIOL 100 3 Biology		PHSC 151 3 Intro Chemistry/Physics (PHSC 1503)	
		EDUC 120 1 Cornerstone to Education	
TOTAL 16 (16)		TOTAL 16 (32)	

SOPHOMORE YEAR

FIRST SEMESTER	Alternative Courses	SECOND SEMESTER (Even years)	Alternative Courses
Apply for Lock I Admission			
BIOL 105 4 Anatomy/Physiology		SEMR 200 1 *Marr./Fam. Sem.	
ENGL 205 3 World Cult. Lit.		2 Elective	
HIST 106 3 World Civilization (HIST1003,1013)		210 3 Speech Communication	
RELG 240 3 *Basic Christ. Bel.		PHED 315 2 **Minor Sports - #2	
EDUC 312 3 Effect.Meth./Field Exp. (EDUC 3003, 3662)		PHED 305 2 **Kinesiology	
TOTAL 16 (48)		PHED 403 3 **Test/Measures in P.E.	
		EDUC 211 3 Foundations/Educ.	
		TOTAL 16 (64)	

JUNIOR YEAR

FIRST SEMESTER (Even years)	Alternative Courses	SECOND SEMESTER (Odd Years)	Alternative Courses
PHIL 300 3 *Intro. Philosophy (PHIL 3013, Biol 3313)		Apply for Lock II admission	
EDUC 200 2 Health Education		PSYC 312 3 Human Growth/Devel.	
PHED 102 1 Swimming		ASTH 205 3 Aesthetics	
SEMR 317 1 *Christian Life Values		PHED 303 3 **P.E./Adapted Sch. with Field Exper.	
PHED 308 2 **Meth. Teach. Socc./Volly. (PHED 3112)		313 2 **Minor Sports - #1	
PHED 116 2 **Rhythmic Activities		PHED 204 3 **Foundations/P.E.	
PHED 302 3 **Prev./Treat Injuries		PHED 309 2 **Meth. Teach. Basketball (PHED 3112)	
EDUC 327 2 Teach. Read Sec./Field Exper.		TOTAL 16 (96)	
TOTAL 16 (80)			

SENIOR YEAR

FIRST SEMESTER (Odd years)	Alternative Courses	SECOND SEMESTER	Alternative Courses
Take PRAXIS II			
PHED 406 3 Health/PE/Elementary		Apply for Lock III Admission	
PHED 103 1 Lifetime Fitness		EDUC 462 8 Clinical Experience	
PHED 306 2 **Exercise Physiology		EDUC 463 8 Clinical Experience	
PHED 110 1 ** Gymnastics		TOTAL 16 (128)	
PHED 200 3 **Organization/Admin. P.E.			
PHED 310 2 **Meth. Teach. Football (PHED 3112)			
EDUC 450 2 Pre-Clinical Experience			
EDUC 329 2 Classroom Management			
TOTAL 16 (112)			

* REQUIRED FOR DEGREE BUT NOT APPROVED PROGRAM

** TAUGHT ON ALTERNATING YEAR BASIS

Courses with required sequence

SPECIAL EDUCATION
***** SUGGESTED SEQUENCE*****

FRESHMAN YEAR

FIRST SEMESTER

BIBL	101	3	*Old Testament Survey
CPSC	110	3	Intro-Computers
ENGL	100	3	Fresh. English
MATH	100	3	Fund. of Math I
BIOL	110	3	Biology
SEMR	100	1	*Fresh. Seminar

TOTAL 16

SECOND SEMESTER

Take Praxis I

BIBL	102	3	*New Testament Survey
ENGL	101	3	Fresh. English
PHSC	151	3	Intro Astronomy / Earth Science
EDUC	120	1	Cornertone to Education
PSYC	200	3	General Psychology
HIST	205	3	Survey American History

TOTAL 16

SOPHOMORE YEAR

FIRST SEMESTER

			<i>Apply Lock I Admission</i>
PHSC	150	3	Intro to Chemistry and Physics
ENGL	205	3	World Cult. Lit.
HIST	106	3	Survey World Civilization
PHED	101	1	*P.E.
EDUC	320	3	Intro. Psych of Except. Child
EDUC	300	3	Effect. Methods-Elem./Field Exp.

TOTAL 16

SECOND SEMESTER

PHED	103	1	Lifetime Fitness
PSYC	312	3	Human Growth and Develop.
SOSC	215	2	Economic Geography
SEMR	200	1	*Marr./Fam. Sem.
PHED	303	3	**P.E./Health Adapted Sch.
EDUC	211	3	Foundations of Education
EDUC	324	3	**Psych. of M R w /Field Exper.

TOTAL 16

JUNIOR YEAR

FIRST SEMESTER

ENGL	210	3	Speech Communication
RELG	240	3	*Basic Christian Beliefs
SEMR	317	1	Christian Life Values*
EDUC	404	3	Teach. Read. Gen./Sp Ed
EDUC	423	3	**Char. of Learn. Disabilities
EDUC	425	3	**Char. Of Behavior Disorders

TOTAL 16

SECOND SEMESTER

Apply for Lock II Admission

PHED	102	1	*P.E.
PSYC	441	3	Disorders of Personality
EDUC	204	3	Methods Math Elem. S
EDUC	323	3	**Proc. Teach. Learn Disabil.
EDUC	424	3	**Proc. Teaching Behav. Disorders
EDUC	352	3	Curriculum, Instruction, Assessment for Gen/Sp Ed.

TOTAL 16

SENIOR YEAR

FIRST SEMESTER

			Take PRAXIS II
		1	Elective
EDUC	318	3	*Ethics Education
ASTH	205	3	Aesthetics
EDUC	325	3	**Proc. Teach. Mildly Handicapped
EDUC	374	2	Creative Arts Elem.
EDUC	329	2	Classroom Manage.
EDUC	450	2	Pre-Clinical Experience

TOTAL 16

SECOND SEMESTER

Apply for Lock III Admission

EDUC	462	8	Clinical Experience
EDUC	463	8	Clinical Experience

TOTAL 16

*REQUIRED FOR DEGREE BUT NOT APPROVED PROGRAM.

** Taught on an alternating year basis

Courses with required sequence