

# Education (EDUC)

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The Department of Education offers courses required for students who wish to prepare for licensure as teachers in grades 9-12 in biology, chemistry, English, mathematics, social studies (history, government, economics, psychology, and sociology) and K-12 in Spanish and French.

## Admission to the Teacher Education Program

The following basic criteria must be met by the Wofford teacher candidate for admission to the Teacher Education Program. The teacher candidate must have:

- successfully completed a minimum of 45 semester hours of course work applicable toward degree requirements;
- achieved a cumulative 2.75 grade-point average on a 4.0 scale.
- submitted an acceptable essay with the application;
- demonstrated academic proficiency by passing PRAXIS I (passing scores on the PRAXIS I exams are set by the State Department of Education) or by making the required score set by the General Assembly on the SAT or the ACT;
- received two professional recommendations addressing character and academic promise and performance (one from general education faculty and one from Teacher Education faculty);
- presented a positive assessment of his or her eligibility for full licensure based on FBI background check.

To initiate admission procedures, the teacher candidate must complete the Wofford College Teacher Education Program Interest Form, confer with a faculty member in the Department of Education, and submit the Application for Admission to the Teacher Education Program to the chair of the Department of Education. The chair will review the application for completeness and submit it and the recommendations to the Teacher Education Committee for review, discussion, and action. The chair will notify the teacher candidate of the committee's action.

Admission to the Teacher Education program should be sought during the sophomore year. However, prior to admission, students may complete four courses offered by the department: EDUC 200 Foundations of Education, EDUC 220 Teaching Diverse Student Populations, EDUC 320 Human Growth & Development: A Life Span Approach, and EDUC 330 Educational Psychology. In order to take additional professional education courses, students must be formally admitted. Teacher candidates must be admitted to clinical practice at least one semester prior to student teaching.

Transfer students interested in teacher education should discuss their status with the chair of the Department of Education.

Students who already have earned bachelor degrees and who desire to earn licensure through Wofford's program must follow the established procedure for admission to the program (i.e. present transcripts of all college work and a letter of character recommendation). The chair of the department can advise what requirements are met by the work previously completed at Wofford or other institutions. Admitted students must fulfill all the requirements of the program in which they enroll.

## Retention in the Teacher Education Program

Evaluation of teacher candidates enrolled in the Teacher Education Program is a continuous process. A teacher candidate's knowledge, skills and dispositions are important indicators of interest and success in completing the program. Students who do not meet minimum course requirements and/or who do not exhibit the required teaching dispositions may be advised to withdraw from the program. Specifically, to be retained in the program the teacher candidate must: maintain a grade-point average overall and in the content major of at least a 2.5 and complete satisfactorily each prerequisite professional education course and the prescribed field experiences in, EDUC 340 Teaching of Reading, EDUC 420 Instructional Methods, and EDUC 430 Senior Seminar and Field Experience, prior to enrolling in EDUC 440 Clinical Practice.

## Recommendation for Teacher Licensure

The college advises teacher candidates about requirements of the Teacher Education Program and helps with scheduling the appropriate sequences of courses. Responsibility for starting the program and pursuing it to completion, however, rests upon the individual candidate. Deficiencies in preparation at the time the candidate seeks recommendation for licensure are not the responsibility of the college. Wofford College recommends for licensure only those candidates who have completed satisfactorily all requirements in the three Teacher Education Program components and passed the state-required national examinations. Components of the Teacher Education Program are reviewed in the Major Requirements.

## Chair

D. Edward Welchel

## Professor

Christina B. Johnson

## Program Requirements

### Components of the Teacher Education Program

The Teacher Education Program at Wofford College has three interrelated components. First, there are those studies required to ensure a broad exposure to our intellectual heritage. For this purpose, teacher candidates are required to take courses in English, diverse cultures, fine arts, foreign language, humanities, science, history, philosophy, public speaking, religion, mathematics, and physical education. These are commonly referred to as the "general education" component of the Teacher Education Program. The requirements in general education for graduation established by Wofford and the requirements in the Teacher Education Program for licensure are similar, but because they are not identical and because the Teacher Education requirements change over time, teacher candidates should consult the chair of the Department of Education and become familiar with the specific general education requirements listed in this *Catalog* for graduation and in the *Teacher Education Handbook* for licensure.

The second component of the Teacher Education Program is concentrated study in one or more academic fields. The college requires each student to complete a major in one of several fields. In order to obtain solid grounding in their subject of teaching specialization, teacher

candidates complete a major in the field they will teach. To graduate, teacher candidates must complete the Wofford College requirements for a major; to teach, they must complete the South Carolina Department of Education approved program requirements provided at Wofford in the teaching specialization. The latter are referred to as “teaching major” requirements. Teacher candidates should become familiar with both the college’s requirements and the state’s approved program requirements offered in the teaching major at Wofford College. A statement of the Wofford requirements for a major can be found in this *Catalog*. The state-approved program requirements are listed in the *Teacher Education Handbook*.

The third component of the Teacher Education Program is made up of courses in professional education and applied or field experiences in the public schools. These offerings include in-depth study for those who wish to become professional teachers, as well as several introductory courses open to all students who seek a broader understanding of education.

The required professional education courses and the year in which they should be completed are as follows:

#### Sophomore Year

EDUC 200	Foundations of Education	3
EDUC 220	Teaching Diverse Student Populations	3

#### Junior Year

EDUC 310	Foundations of Literacy	3
EDUC 320	Human Growth & Development: A Life Span Approach	3
EDUC 330	Educational Psychology	3
EDUC 340	Teaching of Reading	3

#### Senior Year

EDUC 420	Instructional Methods	3
EDUC 430	Senior Seminar and Field Experience	4
EDUC 440	Clinical Practice	12

Periodically, selected special topics courses may be offered as electives to enhance the prospective teacher’s skills.

Additional explanations of the professional education requirements are included in the *Teacher Education Handbook*, the *Field Experiences Handbook*, and the *Clinical Practice Handbook*, available in the Department of Education and through consultation with the chair.

#### EDUC 200. Foundations of Education. 3 Hours.

This course is a study of the purposes, background, and organization of education in the United States. The development of the American education system is traced from its beginnings to the present day with emphasis placed on major developments influencing the school in modern society. The various philosophies of education will be considered. Significant social issues that impact education will be discussed and evaluated. To be taken in the sophomore year. Offered every semester.

#### EDUC 210. Curriculum Classics and American Educational Policy. 3 Hours.

This course enables students to make meaningful and relevant connections between the big picture of American history and the impact that history has had on the development of American educational institutions and the curriculum and course offerings required of citizens who have been enabled to live in and contribute to our democratic way of life. Particular emphasis is given to the classic literature in American education and curriculum from the ideas and writings of the founders to contemporary trends and issues in American education.

#### EDUC 220. Teaching Diverse Student Populations. 3 Hours.

This course focuses on the increasing diversity found in today’s schools. It is designed to help prepare teacher candidates to teach and work with four groups of students: students with special needs, gifted and talented learners, students from diverse cultural backgrounds, and students who are linguistically diverse. The course provides practical strategies for adapting instruction to meet the learning needs of diverse students. Offered every semester.

**Prerequisite:** EDUC 200 with a minimum grade of D.

#### EDUC 230. Foundations & Methods of Leadership. 3 Hours.

Students will develop skill and understanding regarding the theories of leadership and coaching in team sports at the high school and/or collegiate level. Course content includes the study of: the principles of team sport coaching styles, philosophical views of coaching, development of effective strategies that promote positive team behaviors, physical training, and public relations as well as current trends in the field of coaching.

#### EDUC 280. Selected Topics in Education. 1 to 4 Hours.

Selected topics in Education at the introductory or intermediate levels.

#### EDUC 310. Foundations of Literacy. 3 Hours.

This course is designed to help teacher candidates understand the theoretical and evidence-based foundations of the reading and writing processes in instruction. Candidates will study how to support the creation of a classroom environment that fosters reading and writing by integrating foundational knowledge, instructional practices, approaches and methods, curriculum materials, and the appropriate selection and use of assessments in reading and writing.

**Prerequisite:** EDUC 220 with a minimum grade of D.

#### EDUC 320. Human Growth & Development: A Life Span Approach. 3 Hours.

This is a survey course designed to acquaint teacher candidates and others with basic knowledge of the principles of life-long growth and development. Course content addresses the various patterns of physical, cognitive, social, and emotional growth throughout life. The developmental characteristics and challenges of infants, children, youth and adults and how each developmental period is lived are also studied. Those who complete this course will have a thorough understanding of the life-span perspective as an integrative approach to development. Offered spring semester.

#### EDUC 330. Educational Psychology. 3 Hours.

Psychology of learning, learning theories, and stages of development as applied to the learner in the classroom. Attention is given to research into learning problems, management and assessment of learning, and the least restrictive environment for exceptional learners. Integration of career guidance and career planning in grades 9-12 is included. Offered fall semester.

**Prerequisite:** EDUC 200 with a minimum grade of D.

**EDUC 340. Teaching of Reading. 3 Hours.**

Course content includes a survey of techniques, strategies, and materials which facilitate secondary students' reading and study skills in content-area classrooms. Attention is focused on understanding reading difficulties experienced by high school students and the development of prescriptive instructional activities. A 10-hour field experience is included.

**Prerequisite:** EDUC 220 with a minimum grade of D and EDUC 310 with a minimum grade of D and EDUC 320 with a minimum grade of D and EDUC 330 with a minimum grade of D.

**EDUC 420. Instructional Methods. 3 Hours.**

A course designed to provide teacher candidates with information and experiences to develop a broad view and understanding of the roles, responsibilities, and instructional methods of secondary teachers. Teacher candidates will be introduced to general and specific instructional strategies, methods, planning techniques, teaching resources, and technology for use in secondary classrooms. They will also be provided opportunities to further refine their philosophy of education, their understanding of the learning process, their knowledge of how to assist students in building self-esteem and confidence, and their skills in communications with students, teaching colleagues, school administrators, and parents. The ADEPT process will be introduced and discussed. Study of learning theories, current research on effective teaching, and the development of curriculum products to support effective teaching will be included. Conferencing with secondary students, teachers, administrators, and parents will be addressed, as will classroom management techniques. Attention will also be given to teaching students with special needs in the regular classroom. This course has a required field experience of 15 semester hours. Offered fall semester.

**Prerequisite:** EDUC 340 with a minimum grade of D.

**EDUC 421. Instructional Methods for Modern Languages. 3 Hours.**

Teacher candidates will develop an understanding of national and state modern language standards and instructional methods, including technology for K-12 classrooms. The course emphasizes contextualized language instruction and offers teacher candidates the opportunity to refine their philosophy of education and modern language advocacy. This course has a required field experience of 15 semester hours. Offered as needed.

**Prerequisite:** EDUC 340 with a minimum grade of D.

**EDUC 430. Senior Seminar and Field Experience. 4 Hours.**

This Interim course is designed to facilitate the transition of teacher candidates into the capstone experience of clinical practice. A required 100-hour field experience and on-campus seminars reinforces theoretical content with practical experiences. Offered as the candidate's senior Interim project.

**Prerequisite:** EDUC 420 with a minimum grade of D.

**EDUC 440. Clinical Practice. 6 or 12 Hours.**

Full-time observation, participation, and directed teaching in public schools for one semester (60 full school days) under the supervision of public school personnel, the Education faculty, and faculty from the student's teaching area. Usually taken in the spring semester of the senior year, the course includes weekly seminars. Note: Teacher candidates who complete all of their degree requirements and return to campus following graduation to complete the clinical practice may register for 6 semester hours. However, the requirements will be the same as for 12 semester hours.

**Prerequisite:** EDUC 430 with a minimum grade of D.

**EDUC 480. Advanced Topics in Education. 1 to 4 Hours.**

Study of selected pertinent topics in education at the advanced level.

**Prerequisite:** EDUC 200 with a minimum grade of D.