

SOUTHERN WESLEYAN UNIVERSITY

SCHOOL OF EDUCATION

TEACHER CANDIDATE HANDBOOK

UNDERGRADUATE

2012-2013



Educators who demonstrate scholarship within a Christian ethic of care”

SOUTHERN WESLEYAN UNIVERSITY
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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). The School of Education has accreditation of its programs by the National Council for Accreditation of Teacher Education (NCATE) and the appropriate content-area professional associations. 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.

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.

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 Academic Records through campus mail to begin the registration process. The education major is assigned to an academic 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.

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. The teacher candidate is encouraged to see the advisor for help with any problem that may be encountered during the academic year.

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.

FEES

There are fees, some of which are exclusive to the education major, that the teacher candidate must remit in the appropriate 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 the university catalogue devoted to each of the respective major areas.

Teacher Candidate Fees

South Carolina Fingerprinting Fee	\$54.25
EDUC 4628/4638 Clinical Experience I, II Fee	\$125.00
South Carolina Initial Licensure Fee	\$105.00
Praxis Exams - See web site http://www.ets.org/praxis/register for required exams and fees.	

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.

THE TEACHER EDUCATION PROGRAM ASSESSMENT SYSTEM

The faculty of the School of Education has labeled the levels in the assessment system as “Locks” and decided on three stages for the initial level. In the same manner as a lock elevates a sea vessel from one level of water to another, the unit’s “Lock” system “elevates” the candidate to the next level of the program. The assessment system was developed in collaboration with the faculty of the School of Education, an NCATE consultant, and classroom teachers from schools in the community. In partnership with these educators, the model was revised to focus on items that were thought to be essential to assure the quality of the teacher education program at Southern Wesleyan University and the teaching profession. Faculty in the unit, College of Arts and Sciences faculty, and public school educators are involved in the utilization of the Lock system. The faculty of the School of Education has considered and implemented suggestions from these colleagues as they have addressed the practical aspects of the system’s implementation.

The theme statement for the School of Education is *“Educators who demonstrate scholarship within a Christian ethic of care.”* The elements that comprise the conceptual framework are subsumed under the descriptors of scholarship and Christian ethic of care as described in the Unit’s conceptual framework. There are designated criteria under these categories, the completion of which demonstrate that the teacher candidate has reached a successful level of competency based on the Interstate New Teacher Assessment and Support Consortium (INTASC) principles and the South Carolina teacher assessment instrument, Assisting, Developing, the Evaluating Professional Teaching (ADEPT) performance standards and the Specified Program Area (SPA) standards. Key assessments at the advanced level are aligned with the National Board of Professional Teaching Standards (NBPTS) propositions.

In order to ensure the quality of the teacher education program at Southern Wesleyan University and the teaching profession, all candidates in the initial and advanced programs are required to successfully complete the requirements for each Lock in the assessment system before continuing in the program. The following outlines the Lock admission requirements.

Lock I Admission to Teacher Education Program Criteria

Phase I: Requirements at beginning of the semester

Lock I Application Criteria:

- The pre-teacher candidate will apply for Lock I in their respective Effective Methods with Field Experience course: EDUC 3003 for the Elementary and Middle School or EDUC 3123 for the Middle and Secondary School or EDUC 3663 for Early Childhood Education.
- The pre-teacher candidate must sign a statement of disclosure concerning all prior convictions including felonies and misdemeanors as part of the Effective Methods Field Experience & Lock I application.

- The pre-teacher candidate must sign a statement indicating adherence to a Code of Professional Ethics as part of the requirements of the respective Effective Methods course.
- The pre-teacher candidate will complete and include in the portfolio the ***SWU School of Education Dispositions Self-Assessment*** form. The prompts 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 pre-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.

Phase II: Requirements at the conclusion of the semester

Interview Review Criteria:

The pre-teacher candidate will be interviewed by a committee comprised of professional educators from the community, School of Education faculty, and an education teacher candidate selected by the faculty. The pre-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 a Christian ethic of care (SWU Disposition). The teacher candidate must be assessed at least at the level of “Basic” on each INTASC Principle and the Dispositions.

Field Component Assessment Criteria:

During the respective Effective Methods course the pre-teacher candidate will submit a written lesson plan to the Effective Method’s instructor to be assessed on the Chalk and Wire electronic portfolio system. The pre-teacher candidate will submit the lesson plan to a designated School of Education faculty member on Chalk and Wire and then teach the lesson plan to a group of peers and the faculty member who will assess the oral lesson plan. After which the candidate will submit the lesson plan to the “Public School Partner” on Chalk and Wire and then teach the lesson to the learners in the teacher candidate’s field experience classroom. The Public School Partner will assess the lesson, and the scores will be entered in Chalk and Wire. The candidate must be assessed at least at the level of “Basic” on Planning (INTASC Principle 7).

Faculty Recommendations

The Faculty Recommendation for the Pre-Teacher Candidate form must be completed by the respective Effective Methods faculty member. This form requests the assessor’s rating of the pre-teacher candidate in the areas of scholarship and dispositions related to a Christian ethic of care. The candidate must receive an average rating at least 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.

Department Recommendations

The teacher candidate's name will also be submitted to the department chairperson of the respective major. The respective department chairperson will be requested to indicate whether or not the student is an acceptable candidate for admission to the teacher education program.

Credit Hour Requirement

The pre-teacher candidate must have successfully completed a minimum of 45 semester hours of college course work at the time of admission (conclusion of the semester of application).

Grade Point Average Requirement

The pre-teacher candidate must have a minimum cumulative grade point average (GPA) of 2.5 at the time of admission (conclusion of the semester of application).

Test Requirement

The pre-teacher candidate must successfully complete the three tests comprising Praxis I, written or computer versions, with the following minimum respective scores: Reading – 175, Writing – 173, Mathematics – 172. *

*A minimum score of 1100 on the two-part SAT or 1650 on the new three-part SAT or an ACT score of 24 may be substituted for the Praxis I tests.

Note: It is imperative that the pre-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.

Lock II Admission to the Clinical Experience Criteria

Requirements at beginning of the semester

Lock II Application Criteria:

- The teacher candidate will apply for admission to Lock II as part of the requirements for EDUC 4502, Pre-Clinical Field Experience application.
- The teacher candidate must sign a statement indicating adherence to a Code of Professional Ethics.

Clinical Experience Application Materials Criteria:

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 4628, Clinical Experience I and EDUC 4638, 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 4628 and 4638 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, fee of \$54.25. 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
- \$105.00 initial licensure fee, which does not include the cost of the FBI fingerprint review.

Requirements at the conclusion of the semester

Portfolio Review Criteria:

The teacher candidate will present evidence that competency has been established in relation to INTASC/SWU Principles. The portfolio will be reviewed by the candidate's academic advisor must be assessed at least at the level of "Basic" on nine of the INTASC Principles and all four areas of the Southern Wesleyan University dispositions.

The teacher candidate will complete and include in the portfolio the *Pre-Clinical Dispositions Self-Assessment* form.

Field Component Assessment Criteria:

The *Pre-Clinical Assessment of the Teacher Candidate* form will be completed by the teacher candidate's Unit Supervisor and Pre-Clinical Field Experience Public School Partner. The teacher candidate must be assessed at least at the level of "Basic" on nine of the INTASC principles and all of the Southern Wesleyan University dispositions.

Praxis II Tests Criteria:

The teacher candidate must provide evidence that the Praxis II tests have been either registered for or taken. (Before state licensure can be obtained the teacher candidate must pass the Praxis II: Subject Assessments exams. 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 Educational Testing Service website - www.ets.org/praxis.)

Student Life Recommendation:

The teacher candidate must have the recommendation of the Office of Student Life.

GPA Requirement:

The teacher candidate's transcript must indicate that all course work will be completed prior to enrollment in EDUC 4628, Clinical Experience I and EDUC 4638, 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.

The teacher candidate must have the minimum grade point average (GPA) required in all courses with a minimum cumulative GPA of 2.5 prior to the start of the Clinical Experience.

Lock III Admission for Teacher Certification Criteria

Requirements at beginning of the semester

Lock III Application Criteria:

- The teacher candidate will apply for admission to Lock III during the EDUC 4628, Clinical Experience I and EDUC 4638 Clinical Experience II orientation.
- 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.

Requirements at the conclusion of the semester

Portfolio Review Criteria:

- The third and final review of the teacher candidate's electronic portfolio will be by the Coordinator of Field Studies. The portfolio will present evidence that the teacher candidate has met competency in all INTASC Principles and SWU Dispositions by achieving at least a score of "Basic" on the all components of the e-portfolio.
- The teacher candidate must complete and include the *Teacher Candidate Dispositions Self Assessment* form.

Clinical Experience Assessment Criteria:

- The teacher candidate must obtain minimum final grades of 2.5 in EDUC 4628, Clinical Experience I and EDUC 4638, Clinical Experience II.
- The teacher candidate must receive a final overall rating of "Competent" on ADEPT Performance Standards 1-10 by Supervisor I, Supervisor II, and the Cooperating Teacher upon the completion of each Clinical Experience.

Clinical Component Assessment Criteria:

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

Certification Recommendation Criteria:

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. (<http://www.ets.org/praxis/sc/requirements>).

Conditional Admission

A teacher candidate who does not fully meet any requirement pertaining to the Lock Assessment criteria is placed on the status of “Pending”. At that point, depending upon the extent of deficiencies, the teacher candidate is requested to meet with the Academic Advisor to discuss those areas in which deficiency has been noted. The student’s Academic Advisor formulates a Plan of Action or Exception Request for the teacher candidate that addresses areas of deficiency. The School of Education faculty considers all Exception Requests. Each Plan of Action and Exception is monitored by the Associate Dean of the School of Education and the Systems Specialist, and the completion of its requirements confirmed by the Dean of the School of Education or a designee.

CHALK & WIRE E-PORTFOLIOS

The teacher candidate will use the Chalk & Wire e-portfolio format to present artifacts that provide evidence of competency in state and national standards. Chalk & Wire is an electronic portfolio subscription system that allows the teacher candidate to access the requirements for education course, submit and store course assignments, and publish an electronic portfolio. In addition, Chalk & Wire can be used for many personal applications, like constructing a personal and professional portfolio. It also facilitates the collection of data by the School of Education. Each teacher candidate is required to purchase Chalk & Wire while enrolled in EDUC 120, Cornerstone to Education. 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 Systems Specialist. The electronic portfolio will be submitted 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

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.

SWU Disposition: The teacher demonstrates dispositions that promote scholarship within a Christian ethic of care.

**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 non-judgmentally to members of the community

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

<u>EEDA Standard</u>	<u>Course(s)</u>
Career guidance	EDUC 2113 Foundations of Education
Cluster of study	
Career Guidance Model	
Diverse learning styles	All methods courses
	EDUC 3203 Introduction to the Psychology of Exceptional Children
	EDUC 3363 Behavior of the Preschool Child
Contextual teaching	EDUC 4502 Preclinical-Unit/Lesson Plan
Cooperative learning	EDUC 4502 Preclinical-Unit/Lesson Plan
Character 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. 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."

Praxis I: Academic Skills Assessments

It is imperative that teacher candidates 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.

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 1650 on the SAT or an ACT score of 24 may substitute for the Praxis I tests.

Minimum Praxis I: Pre-Professional Skills Assessments 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	0030	570
Early Childhood Education	Education of Young Children	0021	158
Elementary Education	Elementary Education: Instructional Practices and Application Computer (Beginning November 2011)	5015	161
English	English Language, Literature and Composition: Content and Analysis	0044	166
Mathematics	Mathematics: Content Knowledge	0061	131
	and Mathematics: Proof, Logic, and Models, Part I	0063	137
Multi-Categorical Special	Special Education: Core Knowledge and Mild-to-moderate Applications (For highly qualified status must take Elementary Education: Content Area Exercises)	0543	158
		0015	161
Music	Music: Content Knowledge	0113	151
	and Music: Concepts and Processes	0111	145
Physical Education	Physical Education: Content Knowledge and Design	0095	169

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
Early Childhood Certificates	Principles of Learning and Teaching: Early Childhood	0621	157
Elementary Certificates	Principles of Learning and Teaching: Grades K-6	0622	160
All Middle Level Certificates	Principles of Learning and Teaching: Grades 5-9	0623	160
All Secondary Certificates	Principles of Learning and Teaching: Grades 7-12	0624	157
All K-12 Certificates	Select one of the three tests listed above	0621,0623, or 0624	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. 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 Studies 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 project.

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 public school partner.

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.

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 employment during the clinical experience semester is strongly discouraged. Permission from the Coordinator of Field Studies and the Dean must be obtained to maintain part-time employment, when necessary.

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 in 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.

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 change careers and become certified teachers in the state in areas of critical need. Career Changers 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 ⅓% 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.

EDUCATION CURRICULUM GUIDES

The curriculum guides 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 academic 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

*** Curriculum Guide ***

FRESHMAN YEAR

FIRST SEMESTER				SECOND SEMESTER				<i>Take Praxis I</i>
BIOL	100	4	General Biology I	BIOL	101	4	General Biology II	
BIOL	200	1	Biology Cornerstone Sem	CHEM	105	4	General Chemistry II	
CHEM	100	4	General Chemistry I	ENGL	101	3	Freshman English II	
EDUC	120	1	Cornerstone to Education	MATH	103	3	Applied Calculus (MATH 2504)	
ENGL	100	3	Freshman English I	SEMR	255	1	*Personal Wholeness	
SEMR	155	1	*Personal Wholeness			1	*Elective – for those needing 30 hours	
TOTAL		14		TOTAL		16		

SOPHOMORE YEAR

FIRST SEMESTER				SECOND SEMESTER			
<i>Apply for Lock I admission</i>							
ASTH	205	3	Aesthetics	BIBL	102	3	*New Testament (BIBL 1003)
BIBL	101	3	*Old Testament	BIOL	310	4	Microbiology
BIOL	320	4	Anatomy & Physiology I	BIOL	321	4	Anatomy & Physiology II
BIOL	331	3	Bioethics	EDUC	211	3	Foundations of Education
EDUC	312	3	Effect. Meth. Sec/Field Exp. 30 hours	ENGL	210	3	Speech Communication
<i>Fall semester only</i>				SEMR	355	1	*Personal Wholeness III
SEMR	205	1	Scientific Literacy				
TOTAL		17		TOTAL		18	

JUNIOR YEAR

FIRST SEMESTER				SECOND SEMESTER			
				<i>Apply for Lock II admission</i>			
BIOL	225	4	Ecology (BIOL 2074)	BIOL	345	4	**Cellular/Molecular Biol.
EDUC	327	3	Meth-Read Mid/Sec 36 hours Field Exp.	<i>Odd spring semester only</i>			
<i>Fall semester only</i>				EDUC	342	3	Instructional Technology
EDUC	420	3	***Meth. Teach. Sci./Sec.	PHYS	205	4	General Physics II
HIST		3	Any History	PSYC	311	3	Adolescent Psychology
PHYS	204	4	General Physics I	SEMR	455	1	*Personal Wholeness IV
TOTAL		17		TOTAL		15	

SENIOR YEAR

FIRST SEMESTER				SECOND SEMESTER			
<i>Take Praxis II</i>				<i>Apply for Lock III admission</i>			
BIOL	350	4	**Genetics	EDUC	462	8	Clinical Experience
EDUC	320	3	Intro. Exceptional Child	EDUC	463	8	Clinical Experience
EDUC	329	2	Classroom Management				
EDUC	450	2	Pre-Clinical Experience 80 hours	TOTAL		16	
RELG	240	3	*Basic Christian Belief				
BIOL	450	1	Biology Capstone Seminar				128 Total Credit hours
TOTAL		15					

* REQUIRED FOR DEGREE BUT NOT APPROVED PROGRAM

** TAUGHT ON ALTERNATING YEAR BASIS

*** TAUGHT IN FALL OR SPRING ACCORDING TO DEMAND

EARLY CHILDHOOD EDUCATION

*** Curriculum Guide ***

FRESHMAN YEAR

FIRST SEMESTER			SECOND SEMESTER			<i>Take Praxis I</i>	
ASTH	205	3	Aesthetics	BIBL	102	3	*New Testament Survey
BIBL	101	3	*Old Testament Survey	BIOL	110	4	Biology for Non-majors
ENGL	100	3	Freshman English I	EDUC	120	1	Cornerstone to Education
HIST	106	3	Survey World Civilization	ENGL	101	3	Freshman English II
MATH	105	3	Quantitative Reasoning	SEMR	255	1	*Personal Wholeness II
SEMR	155	1	*Personal Wholeness I	PSYC	200	3	General Psychology
TOTAL		16		TOTAL		15	

SOPHOMORE YEAR

FIRST SEMESTER			SECOND SEMESTER				
<i>Apply for Lock I admission</i>							
EDUC	211	3	Foundations of Education	EDUC	203	3	Methods Math Early Childhood
EDUC	366	3	Effective Methods-EC 30 hrs Field Exp	<i>Spring semester only</i>			
<i>Fall semester only</i>			EDUC	318	3	Ethics of Education	
ENGL	205	3	World Cultural Literature	ENGL	210	3	Speech Communication
PHSC	154	4	Physical Science	HIST	205	3	Survey American History
PSYC	310	3	Child Psychology	RELG	240	3	*Basic Christian Beliefs
<i>Fall semester only</i>			TOTAL		15		
TOTAL		16					

JUNIOR YEAR

FIRST SEMESTER			SECOND SEMESTER			<i>Apply for Lock II admission</i>	
EDUC	307	2	Emergent Literacy	EDUC	336	3	Behav. Pre Child 36 hrs Field Exp
<i>Fall semester only</i>			<i>Spring semester only</i>				
EDUC	320	3	Intro. Psych of Exceptional Child	EDUC	342	3	Instructional Technology
EDUC	374	2	Methods Creative Arts Elementary	EDUC	352	3	Curr, Instr, Assess Gen & Special Ed
<i>Fall semester only</i>			<i>Spring semester only</i>				
EDUC	401	3	Method Social Studies Early Childhood	EDUC	377	2	Methods Science Early Childhood
<i>Fall semester only</i>			<i>Spring semester only</i>				
EDUC	404	3	Methods Reading in Gen. & Special Ed	EDUC	405	2	Assessing Reading and Guiding Instr.
<i>Fall semester only</i>			<i>Spring semester only</i>				
SEMR	355	1	*Personal Wholeness III	SOSC	215	2	Economic Geography
	1		*Elective – for those needing 30 hours	<i>Spring semester only</i>			
TOTAL		15		TOTAL		15	

SENIOR YEAR

FIRST SEMESTER			SECOND SEMESTER			<i>Apply for Lock III admission</i>	
<i>Take Praxis II</i>							
EDUC	329	2	Classroom Management	EDUC	462	8	Clinical Experience
EDUC	450	2	Pre-clinical Experience 80 hrs	EDUC	463	8	Clinical Experience
ENGL	304	3	Children's Literature	TOTAL		16	
<i>Fall semester only</i>			<i>120 Total Credit hours</i>				
PHED	406	3	Methods Health & P.E. Elementary				
<i>Fall semester only</i>							
SEMR	455	1	*Personal Wholeness IV				
	3		*Elective				
TOTAL		14					

*REQUIRED FOR DEGREE BUT NOT APPROVED PROGRAM.

EARLY CHILDHOOD & ELEMENTARY EDUCATION

*** Curriculum Guide ***

FRESHMAN YEAR

FIRST SEMESTER			SECOND SEMESTER			<i>Take Praxis I</i>	
ASTH	205	3	Aesthetics	BIBL	102	3	*New Testament Survey
BIBL	101	3	*Old Testament Survey	BIOL	110	4	Biology for non-majors
ENGL	100	3	Freshman English I	EDUC	120	1	Cornerstone to Education
HIST	106	3	Survey World Civilization	ENGL	101	3	Freshman English II
MATH	105	3	Quantitative Reasoning	HIST	205	3	Survey American History
SEMR	155	1	*Personal Wholeness I	SEMR	255	1	*Personal Wholeness II
TOTAL	16			SOSC	215	2	Economic Geography
							<i>Spring semester only</i>
				TOTAL	17		

SOPHOMORE YEAR

FIRST SEMESTER			SECOND SEMESTER				
			<i>Apply for Lock I admission</i>				
EDUC	211	3	Foundations of Education	EDUC	203	3	Methods - Math Early Childhood
EDUC	366	3	Effective Methods-EC 30 hrs Field Exp.				<i>Spring semester only</i>
			<i>Fall semester only</i>				
ENGL	205	3	World Cultural Literature	EDUC	204	3	Methods - Math Elementary
PHSC	154	4	Physical Science				<i>Spring semester only</i>
PSYC	200	3	General Psychology	EDUC	300	3	Effective Methods-Elem 30 hrs Field Exp
TOTAL	16			EDUC	318	3	Ethics Education
				ENGL	210	3	Speech Communication
				RELG	240	3	*Basic Christian Beliefs
				TOTAL	18		

JUNIOR YEAR

FIRST SEMESTER			SECOND SEMESTER				
			<i>Apply for Lock II admission</i>				
EDUC	307	2	Emergent Literacy	EDUC	336	3	Behavior Pre Child 36 hrs Field Exp
			<i>Fall semester only</i>				
EDUC	370	2	Methods - Language Arts Elementary	EDUC	342	3	Instructional Technology
			<i>Fall semester only</i>				
EDUC	376	3	Methods - Science Elem 36 hrs Field Exp	EDUC	352	3	Curr, Instr, Assess for Gen & Special Ed
			<i>Fall semester only</i>				
EDUC	401	3	Method - Social Studies Early Childhood	EDUC	377	2	Methods - Science Early Childhood
			<i>Fall semester only</i>				
EDUC	404	3	Methods - Reading Gen & Special Ed	EDUC	378	3	Method - Social Studies Elementary
			<i>Fall semester only</i>				
PSYC	310	3	Child Psychology	EDUC	405	2	Assessing Reading and Guiding Instr.
			<i>Fall semester only</i>				
SEMR	355	1	*Personal Wholeness III	TOTAL	16		<i>Spring semester only</i>
TOTAL	17						

SENIOR YEAR

FIRST SEMESTER			SECOND SEMESTER				
			<i>Take Praxis II</i>				
EDUC	320	3	Intro. Psych of Except. Child	EDUC	462	8	Clinical Experience
EDUC	329	2	Classroom Management	EDUC	463	8	Clinical Experience
EDUC	374	2	Methods - Creative Arts Elementary. Fall	TOTAL	16		
			<i>Fall semester only</i>				
EDUC	450	2	Pre-Clinical Experience 80 hrs				
ENGL	304	3	Children's Literature Fall				
			<i>Fall semester only</i>				
PHED	406	3	Health & P.E. - Elementary Fall				129 Total Credit hours
			<i>Fall semester only</i>				
SEMR	455	1	*Personal Wholeness IV				
TOTAL	16						*REQUIRED FOR DEGREE BUT NOT APPROVED PROGRAM

ELEMENTARY EDUCATION

*** Curriculum Guide ***

FRESHMAN YEAR

FIRST SEMESTER			SECOND SEMESTER			<i>Take Praxis I</i>
BIBL	101	3 *Old Testament Survey	ASTH	205	3	Aesthetics
BIOL	110	4 Biology for non-majors	BIBL	102	3	*New Testament Survey
ENGL	100	3 Freshman English I	EDUC	120	1	Cornerstone to Education
MATH	105	3 Quantitative Reasoning	ENGL	101	3	Freshman English II
SEMR	155	1 *Personal Wholeness I	HIST	106	3	Survey World Civilization
		1 *Elective – for those needing 30 hours	SEMR	255	1	*Personal Wholeness II
					1	*Elective– for those needing 30 hours
TOTAL	15		TOTAL	15		

SOPHOMORE YEAR

FIRST SEMESTER			SECOND SEMESTER			
<i>Apply for Lock I admission</i>						
EDUC	300	3 Effective Methods Elem 30 hrs Field Exp.	EDUC	204	3	Methods - Math Elementary
ENGL	205	3 World Cultural Literature	<i>Spring semester only</i>			
HIST	205	3 Survey American History	EDUC	211	3	Foundations of Education
PSYC	200	3 General Psychology	ENGL	210	3	Speech Communication
RELG	240	3 *Basic Christian Beliefs	PHSC	154	4	Physical Science
			SOSC	215	2	Economic Geography
			<i>Spring semester only</i>			
TOTAL	15		TOTAL	15		

JUNIOR YEAR

FIRST SEMESTER			SECOND SEMESTER			
			<i>Apply for Lock II admission</i>			
EDUC	370	2 Methods - Language Arts Elementary	EDUC	318	3	Ethics Education
		<i>Fall semester only</i>	EDUC	342	3	Instructional Technology
EDUC	376	3 Methods - Science Elem 36 hrs Field Exp.	EDUC	352	3	Curr, Instr, Assess for Gen & Special Ed
		<i>Fall semester only</i>	<i>Spring semester only</i>			
EDUC	404	3 Methods - Reading Gen & Special Ed	EDUC	378	3	Methods - Social Studies Elementary
		<i>Fall semester only</i>	<i>Spring semester only</i>			
ENGL	304	3 Children's Literature	EDUC	405	2	Assessing Reading and Guiding Instr.
		<i>Fall semester only</i>	<i>Spring semester only</i>			
PSYC	310	3 Child Psychology			1	*Elective
		<i>Fall semester only</i>				
SEMR	355	1 *Personal Wholeness III				
TOTAL	15		TOTAL	15		

SENIOR YEAR

FIRST SEMESTER			SECOND SEMESTER			
<i>Take Praxis II</i>			<i>Apply for Lock III admission</i>			
EDUC	320	3 Intro. Psych of Exceptional Child	EDUC	462	8	Clinical Experience
EDUC	329	2 Classroom Management	EDUC	463	8	Clinical Experience
EDUC	374	2 Methods - Creative Arts Elementary	TOTAL 16			
		<i>Fall semester only</i>				
EDUC	450	2 Pre-Clinical Experience	120 Total Credit hours			
PHED	406	3 Methods – Health & P.E. Elementary				
		<i>Fall semester only</i>				
SEMR	455	1 *Personal Wholeness IV				
		3 *Elective				
TOTAL	16					

*REQUIRED FOR DEGREE BUT NOT APPROVED PROGRAM

ENGLISH EDUCATION

*** Curriculum Guide ***

FRESHMAN YEAR

FIRST SEMESTER			SECOND SEMESTER			<i>Take Praxis I</i>	
BIBL	101	3	*Old Testament Survey	BIBL	102	3	*New Testament Survey (BIBL 1003)
ENGL	100	3	Freshman English I	EDUC	120	1	Cornerstone to Education
ENGL	115	1	**Cornerstone English Seminar	ENGL	101	3	Freshman English II
			<i>Even fall semester only</i>	SEMR	155	1	*Personal Wholeness II
HIST		3	History			4	Science
MATH	105	3	Quantitative Reasoning			3	*Elective
SEMR	155	1	*Personal Wholeness I			1	*Elective – for those needing 30 hours
TOTAL		14		TOTAL		16	

SOPHOMORE YEAR

FIRST SEMESTER			SECOND SEMESTER				
			<i>Apply for Lock I admission</i>				
ASTH	205	3	Aesthetics	EDUC	211	3	Foundations of Education
EDUC	312	3	Effect. Meth. Sec. / 30 hrs Field Exp	ENGL	210	3	Speech Communication
			<i>Fall semester only</i>	ENGL	301	3	**American Literature
ENGL	205	3	World Cultural Literature				<i>Even spring semester only</i>
ENGL		3	English Elective/Major Honors Project	ENGL	315	3	**Advanced Writing (ENGL 3183)
RELG	240	3	*Basic Christian Beliefs				<i>Even spring semester only</i>
TOTAL		15		ENGL	450	3	**Shakespeare
							<i>Even spring semester only</i>
				TOTAL		15	

JUNIOR YEAR

FIRST SEMESTER			SECOND SEMESTER			<i>Apply for Lock II admission</i>	
EDUC	327	3	Methods - Read Sec. / 36 hrs Field Exp	EDUC	320	3	Intro. To Exceptional Child
			<i>Fall semester only</i>	ENGL	306	3	**English Literature II
EDUC	342	3	Instructional Technology				<i>Odd spring semester only</i>
EDUC	415	3	**Methods - English Secondary	ENGL	430	3	**History English Language
			<i>Even fall semester only</i>				<i>Odd spring semester only</i>
ENGL	420	3	**Modern Grammar	ENGL	415	1	Capstone English Seminar
			<i>Even fall semester only</i>	ENGL		3	English Elective/Major Honors Project
SEMR	200	1	*Personal Wholeness III	PSYC	311	3	Adolescent Psychology
		1	*Elective				<i>Spring semester only</i>
TOTAL		15		TOTAL		16	

SENIOR YEAR

FIRST SEMESTER			SECOND SEMESTER			<i>Apply for Lock III admission</i>	
			<i>Take Praxis II</i>				
EDUC	329	2	Classroom Management	EDUC	462	8	Clinical Experience
EDUC	450	2	Pre-Clinical Experience 80 hrs	EDUC	463	8	Clinical Experience
ENGL	300	3	**Adolescent Literature				
			<i>Odd fall semester only</i>	TOTAL		16	
ENGL	305	3	**English Literature I				121 Total Credit hours
			<i>Odd fall semester only</i>				
ENGL	470	3	**Literary Criticism				
			<i>Odd fall semester only</i>				
SEMR	455	1	*Personal Wholeness IV				
TOTAL		14					

*REQUIRED FOR DEGREE BUT NOT APPROVED PROGRAM.

** TAUGHT ON ALTERNATING YEAR BASIS

MATHEMATIC EDUCATION

*** Curriculum Guide ***

FRESHMAN YEAR

FIRST SEMESTER				SECOND SEMESTER				<i>Take Praxis I</i>
CPSC	110	3	Intro to Computers	BIBL	101	3	*Old Testament	
ENGL	100	3	Freshman English I	EDUC	120	1	Cornerstone to Education	
MATH	250	4	Calculus I	ENGL	101	3	Freshman English II	
			<i>Fall semester only</i>	MATH	215	3	Discrete Mathematics	
SEMR	155	1	*Personal Wholeness I				<i>Spring semester only</i>	
		4	Any lab science	MATH	251	4	Calculus II	
							<i>Spring semester only</i>	
				SEMR	255	1	*Personal Wholeness II	
TOTAL		15		TOTAL		15		

SOPHOMORE YEAR

FIRST SEMESTER				SECOND SEMESTER			
			<i>Apply for Lock I admission</i>				
BIBL	102	3	*New Testament (BIBL 1003)	EDUC	211	3	Foundations of Education
CPSC	100	3	Fund. of Programming (CPSC 1903)	ENGL	210	3	Speech Communication
EDUC	312	3	Effect. Meth. Sec. w/ 30 hrs Field Exp	HIST	106	3	Survey of World Civ.
			<i>Fall semester only</i>	MATH	306	3	**College Geometry
MATH	352	4	Calculus III				<i>Even Spring semester only</i>
			<i>Fall semester only</i>				
		2	Elective				
TOTAL		15		TOTAL		15	

JUNIOR YEAR

FIRST SEMESTER				SECOND SEMESTER			
							<i>Apply for Lock II admission</i>
ASTH	205	3	Aesthetics	EDUC	320	3	Intro. To Exceptional Child
EDUC	327	3	Teach. Read Sec w/ 36 hrs Field Exp	MATH	311	3	**Linear Algebra
			<i>Fall semester only</i>				<i>Odd Spring semester only</i>
EDUC	422	3	**Meth. of Teaching Math Sec.	PSYC	311	3	Adolescence Psychology
			<i>Even Fall semester only</i>				<i>Spring semester only</i>
MATH	440	3	**Abstract Algebra	RELG	240	3	*Basic Christ Belief
			<i>Even Fall semester only</i>				
SEMR	355	1	*Personal Wholeness III				
		2	Elective				
TOTAL		15		TOTAL		15	

SENIOR YEAR

FIRST SEMESTER				SECOND SEMESTER			
			<i>Take Praxis II</i>				<i>Apply for Lock III admission</i>
EDUC	342	3	Instructional Technology	EDUC	462	8	Clinical Experience
EDUC	329	2	Classroom Management	EDUC	463	8	Clinical Experience
EDUC	450	2	Pre-Clinical Experience 80 hrs				
SEMR	455	1	*Personal Wholeness IV	TOTAL		16	
STAT	312	3	Statistics for Business				
		3	Elective				
TOTAL		14					120 Total Credit hours
							*REQUIRED FOR DEGREE BUT NOT APPROVED PROGRAM.
							**TAUGHT ON ALTERNATING YEAR BASIS
							***EDUC 3383 Middle School Curriculum w/36 hr Field Exp. suggested

MUSIC EDUCATION

*** Curriculum Guide - Vocal ***

FRESHMAN YEAR

FIRST SEMESTER			SECOND SEMESTER			<i>Take PRAXIS I</i>		
CPSC	111	3	Intro. Computers & Music (w/lab)	BIBL	101	3	*Old Testament	
ENGL	100	3	Freshman English I	EDUC	120	1	Cornerstone of Education	
MATH	105	3	Quantitative Reasoning	ENGL	101	3	Freshman English II	
MUSC	101	3	Freshman Theory I	MUSC	102	3	Freshman Theory II	
MUSC	106	1	Freshman Aural Fundamentals I	MUSC	107	1	Freshman Aural Fundamentals II	
MUSC		1	Applied Major – Vocal w/ Diction Lab	MUSC		1	Applied Major – Vocal w/ Diction Lab	
MUSC		1	Applied Minor	MUSC		1	Applied Minor	
MUSC		1	Ensemble	MUSC		1	Ensemble	
SEMR	155	1	*Personal Wholeness I	SEMR	255	1	*Personal Wholeness II	
TOTAL		17		TOTAL		15		

SOPHOMORE YEAR

FIRST SEMESTER			SECOND SEMESTER				
			<i>Apply for Lock I admission</i>				
EDUC	211	3	Foundations of Education	HIST	106	3	Survey of World Civilizations
EDUC	312	3	Effect. Meth. Sec w 30 hr field Exp <i>fall only</i>	MUSC	202	3	Sophomore Theory II
ENGL	210	3	Speech Communication	MUSC	207	1	Sophomore Aural Fundamentals II
MUSC	201	3	Sophomore Theory I	MUSC	208	1	Music Literature <i>spring only</i>
MUSC	206	1	Sophomore Aural Fundamentals I	MUSC		2	Aesthetics Option (includes ensemble)
MUSC		1	Applied Major – Vocal w/ Diction Lab	MUSC		1	Applied Major – Vocal w/ Diction Lab
MUSC		1	Applied Minor	MUSC		1	Applied Minor
MUSC		1	Ensemble	MUSC		4	Science
TOTAL		16		TOTAL		16	

JUNIOR YEAR

FIRST SEMESTER			SECOND SEMESTER				
EDUC	320	3	Intro to Exceptional Children	BIBL	102	3	*New Testament (or BIBL 1003)
EDUC	327	3	Teach. Read Sec. Field Exp <i>fall only</i>	MUSC	225	1	** Brass Methods <i>spring odd</i>
MUSC	221	1	** Strings Methods <i>fall even</i>	MUSC	226	1	** Percussion Methods <i>spring odd</i>
MUSC	303	2	Form and Analysis <i>fall only</i>	MUSC	306	2	Advanced Conducting <i>spring only</i>
MUSC	305	2	Basic Conducting <i>fall only</i>	MUSC		2	Applied Major
MUSC		2	Applied Major	MUSC		1	Ensemble
MUSC		1	Ensemble	PSYC	312	3	Human Growth <i>spring only</i>
SEMR	355	1	*Personal Wholeness III	RELG	240	3	*Basic Christian Beliefs
TOTAL		15		TOTAL		16	

SENIOR YEAR

FIRST SEMESTER			SECOND SEMESTER			<i>Take PRAXIS II</i>			
			<i>Apply for Lock II admission</i>						
MUSC	224	1	** Woodwinds Methods <i>fall odd</i>	EDUC	329	2	Classroom Management		
MUSC	330	3	Phil. Foundations for Musician <i>fall only</i>	EDUC	450	2	Pre Clinical Experience		
MUSC	406	3	Orchestration/Arranging <i>fall only</i>	MUSC	408	3	Hist. of Western Music II <i>spring only</i>		
MUSC	407	3	History of Western Music I <i>fall only</i>	MUSC	442	2	Sec Choral Music Methods <i>spring only</i>		
MUSC	435	2	Vocal Pedagogy <i>fall only</i>	MUSC		2	Applied Major/Recital		
MUSC	441	2	Elementary Music Methods <i>fall only</i>	MUSC		1	Ensemble		
MUSC		2	Applied Major	TOTAL		12			
MUSC		1	Ensemble						
SEMR	455	1	*Personal Wholeness IV	(Ninth Semester)			<i>Apply for Lock III Admission</i>		
TOTAL		18		EDUC	462	8	Clinical Experience I		
						EDUC	463	8	Clinical Experience II
						TOTAL		16	

* Required for degree but not for approved program

** Taught on alternating year basis

Total Credit Hours 141

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

*** Curriculum Guide – Instrumental ***

FRESHMAN YEAR

FIRST SEMESTER				SECOND SEMESTER			
CPSC	111	3	Intro. Computers & Music (w/lab)	BIBL	101	3	*Old Testament
ENGL	100	3	Freshman English I	EDUC	120	1	Cornerstone of Education
MATH	105	3	Quantitative Reasoning	ENGL	101	3	Freshman English II
MUSC	101	3	Freshman Theory I	MUSC	102	3	Freshman Theory II
MUSC	106	1	Freshman Aural Fundamentals I	MUSC	107	1	Freshman Aural Fundamentals II
MUSC		1	Applied Major	MUSC		1	Applied Major
MUSC		1	Applied Minor	MUSC		1	Applied Minor
MUSC		1	Ensemble	MUSC		1	Ensemble
SEMR	155	1	*Personal Wholeness I	SEMR	255	1	*Personal Wholeness II
TOTAL		17		TOTAL		15	

SOPHOMORE YEAR

FIRST SEMESTER				SECOND SEMESTER			
<i>Apply for Lock I admission</i>							
EDUC	211	3	Foundations of Education	HIST	106	3	Survey of World Civilizations
EDUC	312	3	Effect. Meth. Sec w 30 hr field Exp <i>fall only</i>	MUSC	202	3	Sophomore Theory II
ENGL	210	3	Speech Communication	MUSC	207	1	Sophomore Aural Fundamentals II
MUSC	201	3	Sophomore Theory I	MUSC	208	1	Music Literature <i>spring only</i>
MUSC	206	1	Sophomore Aural Fundamentals I	MUSC		2	Aesthetics Option (includes ensemble)
MUSC		1	Applied Major	MUSC		1	Applied Major
MUSC		1	Applied Minor	MUSC		1	Applied Minor
MUSC		1	Ensemble	MUSC		4	Lab Science
TOTAL		16		TOTAL		16	

JUNIOR YEAR

FIRST SEMESTER				SECOND SEMESTER			
EDUC	320	3	Intro to Exceptional Children	BIBL	102	3	*New Testament (or BIBL 1003)
EDUC	327	3	Teach. Read Sec. Field Exp <i>fall only</i>	MUSC	151	1	Concert Choir
MUSC	151	1	Concert Choir	MUSC	225	1	** Brass Methods <i>spring odd</i>
MUSC	221	1	** Strings Methods <i>fall even</i>	MUSC	226	1	** Percussion Methods <i>spring odd</i>
MUSC	303	2	Form and Analysis <i>fall only</i>	MUSC	306	2	Advanced Conducting <i>spring only</i>
MUSC	305	2	Basic Conducting <i>fall only</i>	MUSC		2	Applied Major
MUSC		2	Applied Major	MUSC		1	Ensemble
MUSC		1	Ensemble	PSYC	312	3	Human Growth <i>spring only</i>
SEMR	355	1	*Personal Wholeness III	RELG	240	3	*Basic Christian Beliefs
TOTAL		16		TOTAL		17	

SENIOR YEAR

FIRST SEMESTER				SECOND SEMESTER			
<i>Apply for Lock II admission</i>				<i>Take PRAXIS II</i>			
MUSC	224	1	** Woodwinds Methods <i>fall odd</i>	EDUC	329	2	Classroom Management
MUSC	330	3	Phil. Foundations for the Musician <i>fall only</i>	EDUC	450	2	Pre Clinical Experience
MUSC	406	3	Orchestration/Arranging <i>fall only</i>	MUSC	408	3	Hist. of Western Music II <i>spring only</i>
MUSC	407	3	History of Western Music I <i>fall only</i>	MUSC	443	2	Sec Instrumental Methods <i>spring only</i>
MUSC	441	2	Elementary Music Methods <i>fall only</i>	MUSC		2	Applied Major/Recital
MUSC		2	Applied Major	MUSC		1	Ensemble
MUSC		1	Ensemble	TOTAL		12	
SEMR	455	1	*Personal Wholeness IV	<i>Apply for Lock III Admission</i>			
TOTAL		16		(Ninth Semester)			

* Required for degree but not for approved program

** Taught on alternating year basis

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

Total Credit Hours 141

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.

PHYSICAL EDUCATION

*** Curriculum Guide ***

FRESHMAN YEAR

FIRST SEMESTER			SECOND SEMESTER		
BIBL	101	3	BIBL	102	3
ENGL	100	3	BIOL	105	4
HIST		3	EDUC	120	1
MATH		3	ENGL	101	3
PHED	116	2	SEMR	255	1
					3
SEMR	155	1			
TOTAL	15		TOTAL	15	

SOPHOMORE YEAR

FIRST SEMESTER			SECOND SEMESTER		
ENGL	210	3	ASTH	205	3
EDUC		3	EDUC	211	3
PHED	110	1	PHED	102	1
			PHED	204	3
PHED	200	3	PHED	309	2
PHED	202	2	PHED	301	2
PHED	302	3			1
TOTAL	15		TOTAL	15	

JUNIOR YEAR

FIRST SEMESTER			SECOND SEMESTER		
EDUC	327	3	PHED	303	3
EDUC	342	3	PHED	305	2
PHED	313	2	PHED	311	2
RELG	240	3	PHED	315	2
SEMR	355	1	PHED	403	3
		3	PSYC	312	3
TOTAL	15		TOTAL	15	

SENIOR YEAR

FIRST SEMESTER			SECOND SEMESTER		
EDUC	329	2	EDUC	462	8
EDUC	450	2	EDUC	463	8
PHED	306	2	TOTAL	16	
PHED	308	2			
PHED	310	2			
PHED	406	3			
SEMR	455	1			
TOTAL	14				

120 Total Credit hours

*REQUIRED FOR DEGREE BUT NOT APPROVED PROGRAM

** TAUGHT ON AN ALTERNATING YEAR BASIS

SPECIAL EDUCATION

*** Curriculum Guide ***

FRESHMAN YEAR

FIRST SEMESTER			SECOND SEMESTER			<i>Take Praxis I</i>	
BIBL	101	3	*Old Testament Survey	BIBL	102	3	*New Testament Survey
ENGL	100	3	Freshman English I	BIOL	101	4	Biology for Non-majors
HIST	106	3	Survey World Civilization	EDUC	120	1	Cornerstone to Education
MATH	103	3	Quantitative Reasoning	ENGL	101	3	Freshman English II
SEMR	155	1	*Personal Wholeness I	PHSC	151	4	Physical Science
			1 *Elective – for those needing 30 hours	SEMR	255	1	*Personal Wholeness II
TOTAL		14		TOTAL		16	

SOPHOMORE YEAR

FIRST SEMESTER			SECOND SEMESTER				
			<i>Apply for Lock I admission</i>				
ASTH	205	3	Aesthetics	EDUC	204	3	Methods - Math Elem. Spring
EDUC	300	3	Effective Methods-Elem. 30 hr Field Exp	EDUC	423	3	**Char. of Learning Disabilities
ENGL	205	3	World Cultural Literature	<i>Even Spring semester only</i>			
HIST	205	3	Survey American History	ENGL	210	3	Speech Communication
RELG	240	3	*Basic Christian Beliefs	PHED	303	3	P.E. & Health - Adapted w Field Exp
SEMR	355	1	*Personal Wholeness III	<i>Spring semester only</i>			
				PSYC	312	3	Human Growth and Development
				<i>Spring semester only</i>			
TOTAL		16		TOTAL		15	

JUNIOR YEAR

FIRST SEMESTER			SECOND SEMESTER				
			<i>Apply for Lock II admission</i>				
EDUC	211	3	Foundations of Education	EDUC	324	3	**Char. of Mild to Mod. 36 hr Field Exp
EDUC	320	3	Intro. Psych of Exceptional Child	<i>Odd Spring semester only</i>			
EDUC	404	3	Methods - Read Gen./Sp Ed	EDUC	352	3	Curr., Instruc., Assessment for Gen/Sp Ed.
			<i>Fall semester only</i>	<i>Spring semester only</i>			
EDUC	323	3	**Methods – Learning Disabled	EDUC	405	2	Assessing Reading and Guiding Instr.
			<i>Even Fall semester only</i>	<i>Spring semester only</i>			
EDUC	374	2	Methods – Creative Arts Elem.	EDUC	424	3	**Char. of Behavior/Emotional Disorders
			<i>Fall semester only</i>	<i>Odd Spring semester only</i>			
SEMR	355	1	*Personal Wholeness IV	PSYC	441	3	Disorders of Personality
				<i>Spring semester only</i>			
				SOSC	215	2	Economic Geography
				<i>Spring semester only</i>			
TOTAL		15		TOTAL		16	

SENIOR YEAR

FIRST SEMESTER			SECOND SEMESTER				
			<i>Take Praxis II</i>				
EDUC	318	3	Ethics in Education	EDUC	462	8	Clinical Experience
EDUC	342	3	Instructional Technology	EDUC	463	8	Clinical Experience
EDUC	325	3	**Methods - Mild to Mod. Disabled	TOTAL			
			<i>Odd Fall semester only</i>			16	
EDUC	329	2	Classroom Management	125 Total Credit hours			
EDUC	425	3	**Methods - Behavior /Emotional Disorders	*REQUIRED FOR DEGREE BUT NOT APPROVED PROGRAM			
			<i>Odd Fall semester only</i>	** TAUGHT ON AN ALTERNATING YEAR BASIS			
EDUC	450	2	Pre-Clinical Experience				
TOTAL		16					