WOFFORD COLLEGE
TEACHER EDUCATION PROGRAM

Scholarly Performance
Excellence in Character
Leadership
Life-Long Learning

Teacher Education Handbook
**Spring 2012**

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Introduction

Wofford College offers a teacher preparation program to prepare its graduates to teach in public or private secondary schools grades 9-12 in: biology, chemistry, English, mathematics, broad fields social studies (history, government, economics, psychology, and sociology), and a K-12 certification in French and Spanish. All programs are approved by the South Carolina Department of Education.

Through general education, professional education, and the academic content major, teacher candidates receive the academic base that will serve as the foundation for their entry into the teaching profession. The Wofford College Teacher Education Program provides the professional education courses as well as the field and clinical experiences needed to prepare teacher candidates for excellent service to the public and private schools of South Carolina and other states.

When deciding to become a teacher, the candidate must realize the stringent preparation requirements and the great responsibilities for the professional educator. Because seeking a teaching credential through Wofford’s program will require many hours of intensive study, a prospective teacher candidate should give careful consideration to the demands of the program of preparation and teaching as a career before committing to teaching and choosing a teaching major.

This Teacher Education Handbook describes the Teacher Education Program at Wofford College and provides the details of entering, remaining in, and completing the program. The Handbook also identifies program components and requirements. It is supplemented by specific and detailed separate handbooks on field experiences and clinical practice.

Persons interested in the program or who have questions should contact the Education Department Chair at Wofford College.
Historical Background

Wofford College was chartered in 1851, with a gift of $100,000 from Benjamin Wofford, who gave the College its initial money and its enduring direction. According to the Wofford College catalogue, "The future Methodist bishop stressed that the new institution would neither pattern itself after the South's then elitist public universities nor the narrow sectarian colleges sponsored by some denominations. Instead he argued, 'It is impossible to conceive of greater benefit — to the individual or to society — than those embraced in the gift of a liberal (or liberating) education, combining moral principle . . . with the enlightened and cultivated understanding which is the product of thorough scholarship' " (p. 8). The first class was admitted in 1854 and Wofford has operated continuously on its original campus in Spartanburg, South Carolina. Currently the College is governed by the 29-member Board of Trustees. This number will increase as the Board decided in 2004-2005 to add one additional member per year for four years, reaching a maximum of 31 members by 2008. The College is affiliated with the South Carolina Conference of the United Methodist Church. It is accredited by the Commission of Colleges of the Southern Association of Colleges and Schools (SACS) to offer two degrees — a Bachelor of Arts and a Bachelor of Science. The academic year follows a 4-1-4 structure — four-month fall and spring semesters bracketing a one-month Interim.

Purpose of the College (1965)

Founded in 1854 and related to the United Methodist Church, Wofford College is a privately supported four-year liberal arts college of approximately one thousand undergraduate men and women. The purpose of Wofford College is to function as a liberal arts institution of superior quality. Its chief concern is the development of an intellectual, spiritual, and aesthetic atmosphere in which serious and inquiring minds of students and faculty alike will be challenged to a common search for truth and freedom, wherever that search may lead, and in which each person may become aware of his or her own individual worth while aspiring to high standards of learning and morality. In such an environment all members of the Wofford community should develop intellectual curiosity, independence of thought, maturity of judgment, self-discipline, religious faith, and moral character so that they will be ever sensitive to the duties and responsibilities of good citizenship and render effective leadership and generous service to the communities in which they live. This concept of liberal education is in harmony with the ideals of the United Methodist Church, to which the college is related, and should lead to a Christian philosophy of life among all who study and teach and work here (Wofford College Catalogue, page 8).

History of Teacher Preparation

On June 8, 1994, the South Carolina State Board of Education granted the restructured teacher education program at Wofford College full approval for its teacher certification programs. From 1994-2001, the Unit offered certification in biology, chemistry, English, French, mathematics, physics, Spanish, social studies and psychology. The Program’s mission, goals, and objectives served well for those seven years. Full program approval was again granted for the years July 1, 2001 to June 30, 2006. And additional certification area, German, was approved. Subsequently, the SC Department of Education adopted the NCATE standards for both public and private
institutions of higher education and the process of program review and revision began again in the summer of 2001. In 2005, the following certification areas were dropped from the program: German, Spanish, and physics as these areas had not had any teacher candidates enrolled within the last three years. The certification area of psychology was placed under the broad field social studies program. Certification in Spanish was granted by the SDE in Fall 2009.

The Unit continues to prepare graduates to secure South Carolina certification to teach in secondary schools (grades 9-12) in the following subject areas: biology, chemistry, English, mathematics, and broad field social studies (economics, government, history, psychology, and sociology). Foreign language certification is for grades K-12 and candidates may become certified in French and Spanish. Each program, designed to assist the teacher candidate in becoming an articulate, scholarly and caring teacher, is regularly reviewed not only to endure its compliance with the Specialized Professional Associations (SPAs), but also to ensure that the respective departments consider the curriculum content to be appropriate and current according to research. The Unit maintains full program approval by the South Carolina State Department of Education for each of these programs.

**The Vision of the Teacher Preparation Program**

The vision of the Teacher Preparation Program aligns with that of Wofford College. Wofford College seeks to be recognized for superior undergraduate learning and for helping to develop graduates who better the world and themselves. The college encourages and enhances positive values and capabilities appropriate to productive students, leadership traits and ongoing learning.

The Unit envisions its teacher candidates as knowledgeable and committed to providing instruction within positive learning environments that meet the needs of diverse student populations. These candidates, as leaders in their school communities, are guided by a professional code of ethical behavior and a commitment to life-long learning.

The vision of the Unit also reflects the standards for the National Council for the Accreditation of Teacher Education (NCATE), the Interstate New Teacher Assessment and Support Consortium (INTASC), the Specialized Professional Association standards, and the South Carolina Policy guidelines for Teacher Education (March 2005). The standards present the teacher as highly qualified in his/her subject area who plans, implements and assesses learning for diverse student populations, who is reflective in practice and who exhibits continued professional development.
South Carolina Standards for Teacher Preparation Programs

**ADEPT Performance Standards**
All initial teacher preparation programs must develop and implement a process that integrates the ADEPT performance standards throughout candidates' coursework, field experiences, and clinical practice and that provides evidence that all candidates meet the ADEPT beginning teacher competencies. This standard applies to candidates preparing to work as general or special education teachers as well as to other professional school (i.e. “special area”) personnel. ADEPT performance standards are guidelines for general and special education teachers and for special area personnel and are available online at [http://www.scteachers.org/Adept/index.cfm](http://www.scteachers.org/Adept/index.cfm).

**PreK-12 Academic Standards**
All teacher preparation candidates must know, understand, and demonstrate the use of national and state student academic achievement standards for all subject areas in which they will be certified to teach. Teacher preparation units must provide assessment data to indicate that candidates know, understand, and can apply the appropriate South Carolina PreK-12 academic standards. (Copies of all current South Carolina preK-12 academic standards are available on the SDE’s Web site at [http://www.myscschools.com/agency/pr/standards-and-curriculum/](http://www.myscschools.com/agency/pr/standards-and-curriculum/).

**Education and Economic Development Act**
All educator preparation units must provide assessment evidence to indicate that all candidates enrolled in educator preparation, school guidance counseling, and education administration programs possess the knowledge, skills, and dispositions to integrate the following into the preK-12 curriculum:

- (a) career guidance,
- (b) the use of the cluster of study curriculum frameworks,
- (c) the use of individual graduation plans,
- (d) the instruction of students with diverse learning styles,
- (e) the elements of the Career Guidance Model (published in the 1999 SDE document *South Carolina Comprehensive Developmental Guidance ad Counseling Program Model*, which is available in PDF format at [http://www.statelibrary.sc.gov/secdocs/Ed8332/000147.pdf](http://www.statelibrary.sc.gov/secdocs/Ed8332/000147.pdf))
- (f) contextual teaching,
- (g) cooperative learning, and
- (h) character education.

Institutions must also prepare and assess all candidates in the use of applied methodologies in preK-12 academic courses.

Additional information on the Education and Economic Development Act (EEDA) and the career cluster objectives is available online at [http://ed.sc.gov/topics/careerandtech/](http://ed.sc.gov/topics/careerandtech/).

**South Carolina Safe School Climate Act**
The Safe School Climate Act is designed to prevent harassment, intimidation, and bullying by mandating that before January 1, 2007, each of the state's school districts adopt a policy prohibiting those behaviors (2006 S. C. Acts 59, to be codified at S. C. Code Ann. § 59-63-110 et seq.).

All educator preparation units must provide assessment evidence to indicate that candidates in all certification programs as well as graduate students in counseling and education administration programs possess the knowledge, skills, and dispositions to identify and prevent bullying, harassment, and intimidation in schools.

**Commitment to Diversity**
The SDE expects all graduates of South Carolina teacher preparation institutions to possess a strong knowledge of cultural diversity issues that include a global and multicultural perspective. Graduates must also be able to teach all students regardless of exceptionalities, backgrounds, or socioeconomic status. The SDE is committed to having a teacher population that is prepared to teach the diverse students being served in South Carolina. It is expected that all teacher education units will recruit teacher candidates from culturally diverse backgrounds.
Conceptual Framework of the Teacher Education Program

The Mission of the Education Department
In support of the mission of Wofford College to provide a superior liberal arts education that fosters a commitment to excellence in character, scholarly performance, leadership, and life-long learning, the mission of the Unit mirrors that of the College. The Unit’s mission is to prepare teacher candidates who excel in scholarly performance, demonstrate excellence in character, serve as leaders within both their professional and civic communities and model their commitment to life-long learning.

The Philosophy of the Education Department
The Unit operates from a constructivist point of view and thus we believe that knowledge is formed within the learner. That is, learners construct meaning to make sense of their world. Effective teachers facilitate this process through careful questioning, inquiry, discussion, and social interactions. Our role as educators is to empower students to critically examine their world through discussions with others equally equipped for the task and develop an understanding of the relevance of the information to their lives. Teacher candidates must understand the significance of such critical examination and praxis as they empower students to participate in the crucial processes that are mandatory if our democratic way of life is to be maintained and guaranteed.

Teacher candidates who complete the Teacher Education Program at Wofford College will
  • Believe that all students can learn.
  • Know the content they teach,
  • Know how to teach this content,
  • Be successful in teaching a diverse population of students,
  • Respect and care about their students,
  • Be reflective in their practice,
  • Provide leadership to their schools and communities, and
  • Engage in life-long learning

The Goal of the Teacher Education Program
The goal of the Teacher Education Program is to produce knowledgeable teachers (scholarly performance) who demonstrate excellence in character, provide leadership to their schools and communities and model their commitment to life-long learning.

This goal builds upon the mission statements of Wofford College and the Unit. It was around this goal that the Unit standards for the knowledge, skills and dispositions for our teacher candidates were developed. The following objectives support the Program’s goal:

(1) To support the broad liberal arts background of general knowledge and skills as a basis for the development of diverse cultural literacy and understanding of our cultural heritage;
(2) To support and foster the development of a depth of knowledge and skills in at least one teaching area of specialization;

(3) To provide a sequence of professional courses and experiences that will form the philosophical, psychological, sociological, historical, and methodological bases of teaching and learning and understanding of various cultural, socio-economic, and ability levels of students;

(4) To present effective models, methods, materials, and resources in order that teacher candidates develop and demonstrate the required pedagogical skills and proficiencies for teaching and learning; and

(5) To model those personal and professional dispositions that we expect of our teacher candidates.

There are four principles of the Program’s Conceptual Framework: scholarly performance, excellence in character, leadership, and life-long learning.

Scholarly Performance
• Liberal Arts Foundation
• Academic Content Knowledge
• Professional and Pedagogical Knowledge and Skills

The Unit’s definition of scholarly performance refers to knowledge in the Liberal Arts, the academic content, and the content and skills provided by the professional education unit. The development of a strong knowledge base and skills from which our candidates can draw, both in the classroom and in the larger educational environment, has been a guiding principle of our teacher education program. Learning occurs through several avenues, and a teacher serves as both a knowledgeable authority and as a facilitator of learning. In the process of teaching the content, learning must become meaningful. College faculty help teacher candidates construct meaning of what is taught and make it a part of their own knowledge base. This happens in the classroom, in the laboratory and through the clinical experiences, professional conversations, discussions, and workshops.

Excellence in Character
• Professional and Ethical Conduct
• Respect for Others and the Profession

The Unit has identified characteristics of the professional behaviors and ethical principles and respect for others and the profession as the hallmarks of excellence in character that the program helps candidates master. Teachers must serve as role models of good character. They must acknowledge, accept and welcome the diversity of their student population. They do not discriminate on the basis of race, ethnicity, gender, religion, national origin, socioeconomic status or sexual orientation. In their classrooms teachers have a responsibility to exercise their authority in an ethical manner. They must take responsibility for establishing a positive classroom climate and be committed to employing democratic values. Candidates must be
willing to examine and reflect on their choices from different perspectives and must anticipate the consequences of their choices. We expect our candidates to model respect toward students and parents, colleagues, and others within their school community, and to work collaboratively with students, fellow teachers, parents, and administrators of all backgrounds.

Leadership
- Personal Teaching Efficacy
- Professional Collaboration
- Clear Communication
- Technologically Skilled

The Unit defines educational leaders as possessing a personal teaching efficacy who willingly engage in professional collaboration, who understand the importance of clear communication and keep abreast of new ideas and understandings in the field. Educational leaders understand the need to remain current in the application of technology to instruction and model this application. Leaders who are inclusive in their approach to instruction possess dispositions that value and support the variety of backgrounds and special needs exhibited by their students. Emerging leaders foster collaboration to make schools better places for learning. They demonstrate through their own behaviors a respect for cultural differences, for those with different skills and abilities, interests and perspectives. As they teach and work within their school community, they foster relationships that support student learning and well being.

Collaboration requires that candidates possess skills for developing personal and interpersonal relationships. They respect the opinions and values of others. They encourage family, school and community relationships that support learning. They view education as paramount to supporting our democratic way of life.

Lifelong Learning
- Reflective Practice
- Professional Growth

The Unit considers reflective practice and commitment to professional growth as representative of our candidates emerging commitment to lifelong learning. Conscientious teachers recognize their professional responsibility for engaging in appropriate professional practices and practice self-reflection as a means to improve professional judgment. Teachers who engage in reflective practice think critically about pedagogy, subject matter, and the needs and backgrounds of all students. They use research, theory and law and the wisdom of practice to guide decision-making. The ability to think critically about their work requires that candidates systematically reflect on the learning environments they create where the importance of students working individually and cooperatively is emphasized and where the effective use of technology to enhance learning is used judiciously.

Learning should not stop once a teacher candidate receives certification. Teachers as responsible professionals demonstrate that learning is valued when they model their commitment to self-directed life-long learning and seek out opportunities to improve, to grow, and to change.
Knowledge, Skills, and Dispositions

The knowledge, skills and dispositions established by the Teacher Education Program and listed below are derived from the college and program missions and the conceptual framework, and they are informed by professional and state standards.

1. Candidates demonstrate knowledge of the content area of specialization as prescribed by the South Carolina State Department of Education Teacher Preparation Program Approval Standards and by the academic departments in which they earn their degrees.

2. Candidates develop and implement instructional plans and strategies that reflect best practices in their area of certification which include principles and processes of the school-to-work concept, and which are aligned with P-12 academic standards.

3. Candidates can relate knowledge of the principles of life-long human growth and development and their application to learning and teaching theories, and incorporate this knowledge into their instruction and interactions with students.

4. Candidates know the historical, philosophical, and societal foundations of education and have developed a philosophy of education.

5. Candidates model appropriate communication skills and behaviors that enable them to work effectively with diverse student populations, with colleagues, and with the larger community that the school serves.

6. Candidates advocate for students and families, when appropriate, and foster collaborative relationships with the family, school and community to enhance the educational experiences and well-being of all learners.

7. Candidates select and implement appropriate instructional and technology strategies to create educational environments that meet the needs of diverse learners.

8. Candidates maintain a learning environment that promotes learning for all while supporting student responsibility for learning, motivation, and behavior.

9. Candidates demonstrate proficiency in the use of formative and summative assessments to diagnose and measure student learning and provide opportunities for students’ self-evaluation.

10. Candidates model a professional teaching efficacy and demonstrate their commitment to educational equity. They believe that they can impact student learning in a positive manner and that awareness of and adjustments for learner differences contribute to the academic success or failure of students. They develop and implement appropriate practices so that they can help all students realize their potential as effective members of a democratic society.
11. Candidates model ethical behaviors that reflect acknowledgement, acceptance of, and respect for the diverse population of learners and for the rights and needs of all who are invested in the success of students.

12. Candidates exhibit the characteristics of professional teachers and emerging leaders as they work with colleagues and parents; they are responsible, honest, and punctual; they possess a personal self-discipline, they consider personal presentation, and they plan ahead.

13. Candidates willingly engage in the practice of regular reflection and use this reflection to monitor and adjust their learning practices, and they model continued professional development.
Program Components

The Teacher Education Program at Wofford College has three interrelated components. First, there are studies required of all candidates to ensure a broad exposure to our intellectual heritage. For this purpose students are required to take courses in English, fine arts, foreign language, the humanities, speech, science, history, philosophy, diverse cultures, religion, mathematics, and physical education. These are commonly referred to as “general education” courses and requirements. The requirements in general education for graduation by Wofford and the requirements in general education for certification to teach are slightly different in certain respects. Students should be familiar with the specific listings in the Wofford College Catalogue and in this Handbook.

The second component of the Teacher Education Program is concentrated study in one or more fields. The College requires each student to complete a major in one of several fields. In order to obtain a solid grounding in their subject, candidates in teacher education also complete a major in the field they will teach. To graduate, teacher candidates must complete the Wofford College requirements for a major; to become licensed to teach, they must complete the South Carolina Department of Education approved Wofford College Teacher Education Program requirements in the teaching major of specialization. Candidates should become familiar with both the College’s requirements and the Program’s requirements. A statement of the Wofford requirements for a major can be found in the Wofford College Catalogue. The specific certification requirements for each approved program are stated later in this Handbook.

The third part of the Teacher Education Program is made up of courses in professional education and of field and clinical experiences in the schools. This is referred to as the professional education component of the program. Theses offerings include depth of study for those who wish to become a professional teacher, but many of these offering may be taken by any student who wishes to broaden his or her understanding of education.* The professional education requirements of the Teacher Education Program are listed in this Handbook.

*Students not admitted to the Teacher Education Program may enroll for twelve elective hours in certain courses offered by the Department (Education 200, 220, 320, or 330). After twelve hours
the student must seek formal admission to the program in order to take additional education
courses. Admission to the program should be sought in the sophomore year.

**Organization and Administration of the Teacher Education Program**

The program in teacher education involves most faculty at Wofford College and is
coordinated by the Education Department Chair, who provides leadership and direction for the
entire Teacher Education Program. The Education Department faculty is responsible for the
professional education component of the curriculum.

The Board of Trustees of the College has delegated the authority for academic programs
to the faculty. The Dean of the College is the officer responsible for working with the faculty to
implement academic programs. The Dean reports to the President of the College. The
Education Department Chair is responsible to the Dean of the College for the administration of
the Teacher Education Program. This responsibility includes scheduling education courses and
field experiences, planning and evaluating the curriculum in education, teaching education
courses, advising teacher education candidates, informing faculty and administrators of the
College of the needs of the program, assuring compliance with the teacher education program
approval requirements of the South Carolina Department of Education, and coordinating the
efforts of faculty in preparing candidates within teaching fields.

The chairs of the departments in the teaching areas (of biology or in English, for
example) are responsible for curriculum and instruction in their areas. Because Wofford College
is small and personal, much of the coordination among faculty occurs informally. Nevertheless,
coordination is formally organized, as well. While the coordination in teacher education is the
responsibility of the Education Department Chair, he or she accomplishes coordination through
the Teacher Education Committee of the faculty. The Teacher Education Committee is
composed of the members of the faculty in the Education Department, the Dean of the College,
representatives of the faculty in the teaching major areas, and representatives of the students in
the Teacher Education Program. (A list of the members of the Teacher Education Committee
can be obtained annually from the Education Department Chair.) The Education Department
Chair serves as chair of the Committee. The Committee evaluates and plans the program, and
advises and makes recommendations on teacher preparation to the various department chairmen,
to the Dean, and to the faculty. The Committee has direct access to the faculty at monthly faculty
meetings. Changes in the curriculum are referred by the Teacher Education Committee to the
Curriculum Committee of the faculty and brought to the full faculty by the Curriculum
Committee. The Unit chair also serves as a non-voting member of the Curriculum Committee
to ensure coordination between the Education Department and those departments where
certification is offered.

The Committee meets at least five times annually to review and give direction to the
program and to hear concerns, suggestions, and recommendations from teacher candidates.
Three teacher candidates also serve on this committee. Candidates and others may bring
suggestions or recommendations to any member of the Teacher Education Committee at any
time. Questions about the program should always be directed to the Education Department
Chair.
Standards for Admission to, Retention in, Exit from the Program, and Certification Recommendation

Because of the nature of teaching and the young people who are served by teacher candidates and ultimately by graduates of the Wofford College Teacher Education Program, the Education Department maintains a policy of selective admission to, retention in, and recommendation to state department of education for teacher certification.

Requirements for admission, retention and program completion are listed below.

**Admission to the Program**

Students who plan to pursue a program of studies leading to initial certification must submit a formal application to the Education Department. Students are encouraged to apply for admission after completion of 45 semester hours.

To seek **formal admission** to the Teacher Education Program (TEP) students must:
1. Complete a minimum of 45 semester hours, which will meet degree requirements.
2. Complete and submit the required application forms.
3. Achieve at least a cumulative GPA of 2.5 on a 4.0 scale or a cumulative 2.25 on a 4.0 scale with a recommendation of an institutional review committee, which documents the reasons for the exception.
4. Successfully pass the Pre-Professional Skills Test (PPST) or have the approved cut-off scores on the ACT or SAT.
5. Submit two professional recommendations on character and academic promise from a general education and a teacher education faculty member.
6. Submit a signed disclosure form.
7. Submit the required admissions essay.

To initiate admission procedures, the student must submit the following to the Education Department Chair: Interest Form (Form #1), Application for Admission to the Teacher Education Program (Form #2), a minimum of two recommendations (one from general education faculty and one from teacher education faculty) (Form #3), the signed arrest disclosure (Form #5), a transcript, and the required essay must also be included.

The Education Department Chair will review the application for completeness and submit it with the recommendations to the Teacher Education Committee for review, discussion, and action. The Education Department Chair will notify the candidate through the Letter of Admission to the Teacher Education Program (Form #6) of the Committee’s action. At the same time, the Education Department Chair will officially notify the candidate of the Teacher Education Program requirements to follow for his/her teaching major and for program completion and graduation based on the date of admission to the program.

**Transfer students** should discuss their status with the Education Department Chair upon their arrival on campus.
Students who are graduates of other four-year institutions and who desire to complete work leading to teacher certification must meet the following requirements:

1. Fulfill all the requirements of the approved program in which they wish to enroll.
2. Present transcripts reflecting all college work.
3. Submit a letter of character recommendation.
4. Follow the procedures for admission to the Teacher Education Program.

**Criminal Records Check**
The South Carolina General Assembly passed Senate Bill 154 and became a law on January 1, 2005. This law, effective for those who began their clinical teaching in the fall 2005 and subsequent semesters, applies to candidates who are enrolled in full-time clinical teaching.

Section 59-25-115 of this law specifies that before beginning the full-time clinical teaching experience in South Carolina, a teacher education candidate shall undergo a state criminal records check by the South Carolina Law Enforcement Division (SLED) and a national criminal records check supported by fingerprints by the Federal Bureau of Investigation (FBI). The costs associated with the FBI background checks are those of the applicant. Information reported relative to prior arrests or convictions will be reviewed by the State Department of Education and the State Board of Education when warranted, according to board guidelines. A teacher candidate with prior arrests or convictions of a serious nature that could affect his/her fitness to teach in the public schools of South Carolina may be denied the opportunity to complete the clinical teaching experience, and thus affect eligibility for initial teacher certification. An individual who is denied this opportunity as a result of prior arrests or convictions, after one year, may request reconsideration under guidelines established by the State Board of Education.

The criminal records check will be handled through the Office of Teacher Certification at the South Carolina State Department of Education and will be considered phase one of a person's application for a teaching credential. Provided the criminal records check is conducted within 18 months of the time the teacher candidate formally applies for a teaching certificate, the fingerprinting will not have to be repeated at the time of application. A graduate of a teacher education program applying for initial teacher certification must have completed the FBI fingerprint process within eighteen months of formally applying for initial teacher certification or the fingerprint process must be repeated.

**Retention in the Program**
To be retained in the Teacher Education Program, the candidate must:
1. Maintain a 2.5 GPA overall and in the content major.
2. Successfully complete all coursework in the professional education sequence (EDU 200, 220, 320, 330, 340, 420, 430) with a grade of C or higher and the prescribed field experiences (EDU 340, 420, and 430) with a rating of 3 (Target) or 2 (Acceptable), prior to enrolling in EDU 440: Clinical Practice.
3. SLED criminal records check prior to first field placement.
4. Take Praxis II Exam(s) in candidate’s content area.
The Appeals Process
The Education Department has the following procedures for complaints:

Channels for Complaints:
Individual Faculty Member
Chair of the Education Department
Vice President and Dean of Academic Affairs

Issues Related to Faculty and/or Course Requirements
Candidates and other students are requested to discuss questions or issues related to Unit faculty, advising or courses with the faculty member first. If a satisfactory solution is not reached, they may schedule an appointment with the Chair of the Education Department. These issues are usually resolved through references to syllabi, the Wofford College catalogue, and college or state certification requirements. If the concern is not solved, then the student or candidate is requested to take the concern to the Dean of Academic Affairs.

Issues Related to Requirements
When candidates have questions or issues related to departmental policies and procedures, they may schedule an appointment with the Chair of the Education Department. These issues are frequently resolved through references to the catalogue, and college and/or state certification requirements.

Issues Related to Behavior and/or Attitude
The assessment system does provide for the assessment of candidate behaviors and attitudes through the dispositions check. Candidates first complete a disposition self-check during Education 320: Human Growth and Development. Additional checks occur in Education 420: Instructional Methods and Education 440: Clinical Practice. At each point the Teacher Education faculty member would note the candidate’s self-assessment. Issues might include such items as lateness showing up for class, failure to submit work on time, need for improvement in oral and/or written communication skills, etc. Candidates with serious behavior and/or attitude problems would first be counseled by their course professor, then the Chair of the Unit, and if applicable, by their cooperating teacher. If the problems were to continue, the candidate would be required to participate in a meeting with the education faculty and other educators involved in the situation, to discuss the problem and develop a plan for remediation. Any plan for remediation is put in writing, signed by all concerned parties, and placed in the candidate’s permanent file. All parties also receive a copy of the signed plan. Follow-up sessions are scheduled are necessary. Failure to remediate problems result in a request for dismissal from the program by recommendation of the Chair of the Teacher Education Committee.

Program Completion
To be considered a program completer, candidates must meet the following requirements:
1. Successfully complete EDU 440 — Clinical Practice with a rating of 2 (Acceptable) or 3 (Target) on all ADEPT Performance Standards and all Program Dispositions;
2. Successfully complete the Clinical Practice Professional Teaching Portfolio with a rating of 2 (Acceptable) or 3 (Target);
3. Take both the Praxis II Specialty Area Exam(s) and the Principles of Learning and Teaching (PLT) Exam and have scores on file with the Education Department *;
4. Complete all graduation requirements for Wofford College; and
5. Submit a “Request for Transcript” to the College Registrar.

*Note: All teacher candidates must successfully pass the Praxis II Content Area Exam(s) and the Principles of Learning and Teaching Exam (PLT) to be recommended for initial certification initial certification.

**Praxis II Specialty Area Exam**
The specialty area examination is designed primarily for one's undergraduate major or the area in which one is seeking certification. Descriptions of the question categories in each of the specialty areas and test dates are found online at: [http://www.ets.org/praxis/](http://www.ets.org/praxis/). A student should take these examination(s) during the semester immediately preceding the student teaching semester. The majority of one's teaching major courses should have been completed prior to taking the specialty area examination(s). Score reports for this examination must also be furnished to the Chair of the Teacher Education Department. Teacher candidates cannot receive certification until they have met the required S. C. Praxis II score(s).

**Principles of Learning and Teaching (PLT) Exam**
The Principles of Learning and Teaching (PLT) Exam is required for all teacher candidates seeking certification. Descriptions of the question categories in each of the PLT and test dates are found online at: [http://www.ets.org/praxis/](http://www.ets.org/praxis/). Teacher candidates are required to take this exam and report their scores to the Chair of the Teacher Education Department during their clinical practice semester. Teacher candidates cannot receive certification until they have met the required S. C. PLT score.
Field Experiences and Clinical Practice

At each level of professional education experience at Wofford College, candidates are provided opportunities to apply their knowledge, skills, and dispositions in simulated and actual classroom situations. Field experiences are offered in cooperating schools/districts as an integrated part of the sequential professional education course offerings (see Professional Education requirements in this Handbook and the separate Field Experience Handbook). Candidates will receive the Field Experience Handbook upon admission to the program, as well as components of the handbook in courses that require field experiences.

The culmination of the Teacher Education Program is the clinical practice experience during the candidate’s senior year.

Eligibility for Clinical Practice

To be eligible for clinical practice, the teacher candidate must have met the following requirements:

1. Maintain a 2.5 GPA overall and in the content major.
2. Complete a SLED criminal record check prior to field placement.
3. Take Praxis II exam(s) in candidate’s content area.
4. Received through the campus mail information on the clinical practice assignment in a “Notification of Clinical Practice Placement” (Form #22), as well as in an orientation session.
5. Met with the college supervisor to discuss the clinical practice assignment and to review procedures and expectations.

A separate Clinical Practice Handbook includes detailed policies, procedures, and responsibilities for the clinical practice experience. The Clinical Practice Handbook will be distributed to candidates during the orientation session prior to the beginning of clinical practice.
**Permanent Cumulative Record**

Upon admission to the Teacher Education Program, the Education Department Chair will establish a permanent cumulative record for the student. The records will be located in the Education Department office and will contain the following information:

1. Teaching major and Education advisors' names;
2. Teacher Education Program Interest Form;
3. Application for Admissions to the Teacher Education Program with the two appropriate recommendations forms for admission to the Teacher Education Program;
4. Teacher Education Program admission information with action of the Teacher Education Committee on admission and date of admission;
5. Dated notification of admission to the Teacher Education Program;
6. Grade point average (both semester-by-semester listing and a cumulative record);
7. Official basic skills proficiency test scores on Praxis I: Academic Skills Assessments or Required scores on the ACT or SAT.
8. Dispositions Checks (Education 320, Education 420, and Education 440);
9. Official scores for the appropriate Praxis II: Subject Area Specialty Tests and Principles of Learning and Teaching Exam (PLT) required for initial certification;
10. Assisting, Developing, and Evaluating Profession Teaching (ADEPT) records of observations, evaluations and conferences during the clinical practice semester;
11. Evaluations of all field experiences (to be used to identify strengths and weaknesses prior to clinical practice in order to allow for intervention and remediation as needed);
12. Clinical practice evaluations written by the cooperating teacher(s) and the College supervisor(s);
13. Individual Teacher Education Program Worksheets for the candidate’s (a) professional education and teaching major(s) preparation, and (b) general education course work;
14. Any other appropriate information related to the candidate’s academic performance and qualifications for teaching, or information useful for tracking the candidate’s progress through the program.
Candidates are to work closely with the Education Department Chair in maintaining the required contents of their cumulative records, and are to understand that all course grades earned are to be made available by the Registrar to Education Department Chair in compliance with state program approval standards and Wofford College Teacher Education Program policies. Candidates may review the contents of their Teacher Education Program records upon request to the Education Department Chair.

Exit from the Program

As the candidate nears the completion of the Teacher Education Program, he/she must confer with the Education Department Chair on the submission of all required work and documents. A list of required items will be given to the candidate well in advance of the end of the candidate’s last semester. Also, the candidate must have an exit interview with the Education Department Chair or a designee, and an evaluation of the Teacher Education Program by the candidate must be completed.
South Carolina Certification

Candidates who successfully complete the requirements of the Wofford College Teacher Education Program and have received the appropriate scores in the Specialty Area Examinations and the Principles of Learning and Teaching are eligible for S. C. certification to teach in their specialization areas of biology, chemistry, English, mathematics and broad fields social studies (economics, government, history, sociology, and psychology) in secondary schools (grades 9-12) of South Carolina. Candidates in French and Spanish are eligible for certification to teach in grades K-12 in South Carolina. Because there are reciprocity agreements between South Carolina and all other fifty states, certification in South Carolina may lead to certification in other states as well. It is important to remember, however, that teachers are licensed by states, not by colleges, and that requirements may vary from one state to another. Candidates should be sure they know the regulations of the Department of Education in the state in which they want to teach.

Certification Recommendation

Prior to clinical practice, the teacher candidate will be informed by the Chair of the Education Department of the specific items required for certification recommendation. Once a candidate has completed the Teacher Education Program, the Education Department Chair must verify information required by the South Carolina Department of Education for recommendation for certification.
Standards of Conduct for South Carolina Educators

Pursuant to State Board of Regulation 43-58, the State Board of Education has the legal authority to deny, revoke, or suspend a certificate, or issue a public reprimand, for the following causes:

- incompetence,
- willful neglect of duty,
- willful violation of the rules and regulation of the State Board of Education,
- unprofessional conduct,
- drunkenness,
- cruelty,
- crime against the law of this state or the United States,
- immorality,
- any conduct involving moral turpitude,
- dishonesty,
- evident unfitness for the position for which one is employed,
- sale or possession of narcotics,
- obtaining or attempting to obtain a certificate by fraudulent means or through misrepresentation of material facts,
- failure to comply with the provisions of a contract without the written consent of the local school board,
- test security violation,
- failure to comply with a court order for child support, and
- failure for a second time to complete successfully the formal evaluation process as an annual contract teacher.

The State Board of Education may impose any one of the following disciplinary actions on an educator certificate:

- permanent revocation;
- revocation with the right to reapply after three years;
- suspension for a specified period of time;
- suspension for a specified period of time, upon satisfaction of certain conditions such as drug or alcohol testing, counseling, or treatment; psychiatric testing, counseling, or treatment; or other conditions appropriate to the facts of the case;
- public reprimand.

The process for taking disciplinary action on an educator certificate:

1. The Department of Education may learn of possible grounds for disciplinary action on an educator certificate from a school district superintendent pursuant to State Board of Education Regulation 43-58.1, other states, the media, and individual complaints.

2. Once the Department of Education learns of conduct that may constitute just cause for disciplinary action, the Department will notify the educator of pending disciplinary action and of the educator’s right to a hearing. The educator has fifteen days from the receipt of the notice to make a written request for a hearing.

3. If the educator fails to request a hearing within this time frame, he or she will waive the right to a hearing and the State Board may impose disciplinary action based on the information presented by the Department.

4. If the educator requests a hearing, a hearing will be conducted before the Board or a hearing officer, pursuant to State Board of Education Rule BCAF, Procedures for Educator Certification Hearings.
South Carolina educators have had disciplinary action taken on their certificates for

• pursuing a personal, inappropriate relationship with a student;
• touching a student inappropriately;
• engaging in a physical altercation with a student
• supplying alcohol or drugs to a student;
• using a school computer to view or download pornography;
• sending or receiving prurient e-mails;
• violating test security;
• violating state or federal laws involving drugs or alcohol or other illegal behavior;
• embezzling public funds;
• committing breach of trust; and
• breaching a teaching contract.

Applicants for certification in South Carolina have had their applications for certification denied because they have serious criminal records and, in some cases, failed to fully disclose their criminal records.

Notice of the denial, suspension or revocation of an educator’s certificate is sent to all districts in South Carolina and to the National Association of State Directors of Teacher Education and Certification (NASDTEC) Clearinghouse. Notice of a public reprimand is sent only to the school districts.
Student Participation in the Teacher Education Program
Development and Evaluation

Wofford College provides procedures for candidate participation in the development and evaluation of the Teacher Education Program. At least three candidates enrolled in the program serve as members of the Teacher Education Committee. A major responsibility of the student members of this Committee is to provide input and represent the views of other students in the program.

Once candidates are admitted to the Teacher Education Program, they are expected to become active members of the Unit’s Teacher Education Student Society (TESS). The TESS organization, which has elected officers, serves as an advisory group to the Education Department faculty, as well as a professional development group for all teacher candidates. Through meetings of this organization at least twice each semester during the academic year, candidates are given the opportunity to express their views and concerns regarding the Teacher Education Program.

Candidates evaluate courses and field and clinical experiences using forms developed by the Education Department faculty as well as forms provided by the Dean’s office. Just prior to graduation, candidates are asked to provide an evaluation of their professional development within the Teacher Education Program.

Candidate input, through the student TESS group and the Teacher Education Committee, is considered in program and policy development, implementation, and revision.
Student Services

Wofford College provides a comprehensive program of student services to support the Teacher Education Program. The Deans and the Registrar exercise general supervision over the student services programs. Services are available through the College advising and counseling programs, the Office of Career Services and Placement, the residence halls, the health facilities, the Financial Aid Office, and the Office of the Chaplain. All of these services are intended to help meet the needs and develop the capabilities of students and are described in detail in the Wofford College Catalogue, the Student Handbook, and various student services publications.

Faculty advisors provide advice and counseling to students. Advisors see their students during registration and periodically throughout any school session. More specifically, the advising and counseling programs are designed as listed below.

1. Each new student is assigned to a faculty advisor for the first two years at Wofford. Before each registration, freshmen and sophomores plan their academic programs with the assistance of their advisors, who are also available throughout the year to help with curricular or non-curricular guidance.

2. Toward the end of the sophomore year, students are to specify the academic department or program in which they intend to major. When that step is taken, the department chair or faculty coordinator in the intended major becomes the student’s advisor for the junior and senior years. During that time, students may and should consult their advisors on all matters concerning their majors and related work.

3. The procedures and services described in the two sections immediately above also apply to students who enter Wofford on transfer from other institutions. The individual arrangements are specific to the stage at which the student enters.

4. Pre-professional advising for the preparation of teaching is provided by the Education Department faculty who serve as advisors to students that elect to seek certification and for the candidate whose study program cuts across majors and classes. Advisors and students work together using an appropriate Individual Teacher Education Program Worksheet to outline plans of study and procedures which are appropriate to the students’ interests, to the requirements of Wofford College, and to the requirements of the approved Teacher Education Program in one of the approved teaching specializations.

Advisors of candidates in the Teacher Education Program maintain in each candidate’s Education Department file a current checklist of those courses/experiences required in the program approved by the South Carolina Board of Education for the candidate’s area of study. This file is reviewed each semester after admission to the program.

Advisors of teacher candidates maintain a cumulative record of each advisee’s progress toward the degree and inform the candidate of his or her progress on a regular basis. This file is reviewed each semester after admission to the program.
The advisors also inform candidates of their strengths and weaknesses regarding knowledge, skills, and dispositions and suggest courses of action whenever it is appropriate to do so. Special attention is given to the pre-clinical practice evaluation using the Wofford College Teacher Education Program Form #20.

The candidate’s advisor receives evaluations of the field experiences of his or her advisees. These evaluations are reviewed, discussed, and used in appropriate ways to aid the candidate in the development of the KSDs.

Whenever deficiencies are noted, every effort is made to assist candidates. The Education Department Chair or his/her designee works with the candidates and College faculty to assist a candidate in any area — from possible failure on all or part of the Praxis II and PLT to special needs in courses, field experiences, or other areas.

College faculty provide out-of-class assistance to candidates who experience academic difficulty. The candidate’s faculty advisor is in the best position to survey possibilities and offer suggestions to any advisee who needs assistance.

Faculty advisors, Education Department faculty, or the candidate can request assistance from the various campus counseling resources noted above.

In any case of failure by a teacher candidate to attain a performance rating of target or acceptable on observations based on the South Carolina Assisting, Developing, and Evaluating Professional Teaching (ADEPT) process, the Education Department faculty will provide additional instruction in the Performance Standards (PSs) and the ADEPT process of observance, assisting, and evaluating performance. Additional observations will be conducted.

In any case of doubt about remediation resources and assistance for any part of the program, a query should be made of the Education Department Chair.

Although each candidate’s progress is reviewed each semester after admission into the program, candidate progress will undergo a major audit in the first semester of the senior year. The Education Department Chair will assure completion of all required courses, field and clinical experiences, applicable tests (e.g. Praxis and PLT) and other experiences needed for graduation and certification. This audit will be repeated prior to graduation to ensure full compliance with all approved program requirements.

As a component of student services, the Education Department will provide information on teacher supply and demand and job openings annually.

Additionally, information is made available in the Education Department on opportunities for graduate study program in teacher education.
Teacher Education Program Suggested Schedule and Sequence of Activities

Candidates who are interested in preparing to teach should confer with faculty in the Education Department as early as their freshman year, complete the appropriate admission forms, secure a copy of the Individual Teacher Education Program Worksheet for the intended major, talk with appropriate faculty advisors, and begin planning their schedule or program of studies leading to completion of the Teacher Education Program. Candidates will need to consider all components of the program including general education requirements, professional education requirements, and teaching major or specialization requirements.

The following schedule and sequence of activities is suggested.

**Freshman Year**
1. Secure information on the approved Teacher Education Program and study all requirements, including those for general education, professional education, and the intended teaching major(s).

2. If a candidate does not have the approved ACT or SAT as set by the South Carolina legislature, he or she must take the ETS Praxis I: Academic Skills Assessments. Candidates must meet the minimum scores mandated by the South Carolina State Board of Education on Pre-Professionals Skills Test (PPST, Praxis I) in Reading (175) Mathematics (172) and Writing (173). This test can be taken as wither a pencil and paper test or a computer-based test. Information for Praxis registration is available in the Education Department. The closest computer-based testing center is in Greenville, the Prometric Testing Center (Telephone 864-676-1506) and is located off of Pelham Road in the Eastside Medical Center at the corner of Enterprise Boulevard and Brendon Way. Brendon Way is the first street to the right on Pelham Road after the Pelham Road/Haywood Road Intersection. The Eastside Medical Center is the second building on your left when you turn onto Brendon Way (a bank is the first building). The Prometric Testing Center is in Suite 100 and can be accessed at the back entrance of the building.

   For test preparation and online registration, visit [http://www.ets.org/praxis](http://www.ets.org/praxis)

3. Begin attending the Teacher Education Student Society meetings as a prospective teacher education candidate.

**Sophomore Year**
1. Take Education 200 and 220. Consider taking Education 320 or 330, if possible.

2. Complete the application packet for admission to the Teacher Education Program and submit it to the Education Department Chair once the candidate has successfully completed 45 semester hours. (See program admission requirements.)
3. Secure specific information on all of the requirements of the Teacher Education Program and make appointments with faculty advisors in both the intended teaching major area(s) and in professional education (Education Department).

4. Enroll in appropriate general education and teaching major courses prescribe the approved program.

5. Attend the Teacher Education Student Society meetings as a prospective teacher candidate.

6. Receive notice from the Education Department Chair of formal action taken by the Teacher Education Committee for admission to the Teacher Education Program based on:
   
   a. Completion of 45 semester hours of course work applicable to a Wofford degree.

   b. A cumulative GPA of 2.5 on a 4.0 scale or a cumulative 2.25 on a 4.0 scale with a recommendation of an institutional review committee that documents reasons for the exception.

   c. Passing scores on the Praxis I (PPST/CBT) in reading, writing and mathematics or have the SC approved SAT or ACT scores.

   d. Written recommendations on both character and academic performance from a general education faculty member and a teacher education faculty member.

Junior Year
1. Enroll in Education 320 (if not already taken), 330, and 340

2. Apply for clinical practice for the senior year by April 15.

3. Submit an autobiography (Form 21) to the Education Department by April 15 for use in clinical practice placement.

4. Enroll in any remaining required general education courses and take additional required courses in the teaching major.

5. Secure conferences with faculty advisors in both the teaching major and professional education as needed.

6. Attend Teacher Education Student Society meetings (also required).

Senior Year
1. Take Education 420 and 430 (Interim) and any required professional education course(s) not completed.

3. Take the ETS Praxis II: Specialty Area Test(s) in the appropriate teaching major(s) prior to enrolling in clinical practice and have the scores on file in the Education Department Office.

4. Take the ETS Principles of Learning and Teaching (PLT) examination during the semester of clinical practice and have the scores on file in the Education Department Office.

5. Complete an application for an initial teaching certificate, complying with all requirements for securing the certification as outlined in this Handbook and in the Clinical practice Handbook.

6. Complete all courses in the approved teaching major and in any other program component.

7. Check records to determine if all College graduation requirements have been or will be met by the end of the academic year.

8. Attend Teacher Education Student Society meetings (required).
Courses of Study and Sequence

Teacher candidates should follow carefully the approved Individual Teacher Education Program Worksheet(s) for the selected teaching major(s) and for the general education program for candidates planning to teach. Candidates should confer with the appropriate faculty advisors about the courses in general education, professional education, and the teaching major that should be taken each year, and more specifically each semester. Attention should be given to prerequisite courses and the proper sequence of study in the teaching major. All requirements in the approved program components (general education, professional education, and teaching major) must be fulfilled. Departmental advisors and the Education Department Chair can and will generate a course sequence of study that will be appropriate.

Candidates may want to use the Wofford College Teacher Education Program Course Sequence Planning Form that follows. The use of this planning design will give direction to the candidate’s total program of study. Candidates should note that study beyond that typical four-year college period might be necessary in some teaching specializations in order to complete the Teacher Education Program at Wofford College and secure a recommendation for initial certification in South Carolina.

An additional semester or a summer school session may be necessary to complete specialization program requirements. Candidates should schedule required courses only after consultation with advisors in the teaching major and professional education as appropriate to avoid taking additional course work or extending the time needed to complete all Teacher Education Program requirements in general education, professional education, and the teaching major or specialization.
Wofford College Teacher Education Program
Course Sequence Planning Form

Student ___________________________________ Teaching Major __________________________
(Certification Area)
Date ____________________________

In planning your course sequence, consider all general education, teaching major or specialization, and professional education requirements. Observe carefully prerequisite courses. Note that interim study in the senior year must be reserved for seminars/field experience in teaching methodology, and that the second semester of the senior year is to be devoted to clinical practice. Please follow carefully the Individual Teacher Education Program Worksheet for the appropriate teaching major. Summer school study or in some instances an additional semester of study may be required to complete the approved Teacher Education Program at Wofford College.

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Field Experiences and Clinical Practice

At each level of professional education experience at Wofford College, candidates are provided opportunities to apply their knowledge, skills and dispositions in simulated and actual classroom situations. Field experiences are offered in cooperating schools/districts as an integrated part of the sequential professional education course offerings (see Professional Education requirements in this Handbook and the separate Field Experiences Handbook). Candidates will receive the Field Experiences Handbook upon admission to the program, as well as components of the handbook in courses that require field experiences.

The culmination of the Teacher Education Program is the clinical practice experience during the candidate’s senior year.

Eligibility for Clinical Practice

To be eligible for clinical practice, the teacher candidate must have met the following requirements:

1. Maintain a 2.5 GPA overall and in the content major.
2. Successfully complete all coursework in the professional education sequence (EDU 200, 220, 320, 330, 340, 420, 430) with a grade of C or higher and the prescribed field experiences (EDU 340, 420, and 430) with a rating of 3 (Target) or 2 (Acceptable), prior to enrolling in EDU 440: Clinical Practice.
3. Completed a SLED criminal records check prior to first field experience placement.
4. Taken Praxis II exam(s) in candidate’s content area.
5. Received through the campus mail information on the clinical practice assignment in a "Notification of Clinical Practice Placement" (Form #22), as well as in an orientation session.
6. Met with the college supervisor to discuss the clinical practice assignment and to review procedures and expectations.

A separate Clinical Practice Handbook includes detailed policies, procedures, and responsibilities for the clinical practice experience. The Clinical Practice Handbook will be distributed to candidates during the orientation session prior to the beginning of clinical practice.
Resources

Media Resources

Wofford College provides appropriate and varied media and technology resources to support the preparation of future teachers. These resources include the following:

The Sandor Teszler Library with seating accommodations for 385 readers and a system that supports the research needs of the students and faculty through a collection of locally held books and periodical materials as well as a wide range of electronic resources. These collections and resources are available at all time through the campus network, which includes computers and terminals within the library. The library’s online catalogue holds the bibliographic records of Wofford College and nearby Spartanburg Methodist College, as well as links to a number of local, regional, and national libraries and information services via dedicated line and Internet. Holdings in the collections include books, bound journals, microform equivalents, and audio-visual and non-print media. All departments of the library are under the supervision of professional librarians and library hours are posted each semester, Interim, and summer session.

Technology Services that support campus-wide utilization of the latest in technology resources. Specifically, the College provides through the Technology Services Department media services for all teaching-learning environments on campus (e.g. classrooms, auditorium), including the installation and maintenance of all audio-visual resources. This department operates and manages the campus cable television system, television station, video editing center, and the telephone system and its related operation. Further, Technology Services provides an instructional technology lab to assist in the use of all technology resources in classes through training seminars and services for classroom applications of various programs of instruction. Arrangements for use of technology services such as the video-editing centre can be made through the Education Department office.

Computer Services that support the broad use of computer on campus. Specifically, this department manages the data network, Internet connections, student computer labs, all campus desktop computers, the e-mail system, and administrative software functions and programs. Students have access to computer labs that are open on an established and posted schedule each semester, Interim, and summer session. Technical assistance is also available to students through computer lab personnel.

The Department of Information Technology provides continuous updating of the management and delivery of technology assistance campus wide. Information on the changes will be available in the office of Information Technology.
**Specialized Resources**

Wofford College provides space, equipment, supplies, and laboratories needed for each instructional program/teaching specialization included in the Teacher Education Program. Specifically, appropriate classrooms, equipment, and laboratories and needed supplies are made available in:

1. **science** (e.g., biology) classroom and laboratories in the Milliken Science Building;
2. **world language** classrooms, and laboratory located in the Olin Building;
3. **English** classrooms and Writing Laboratory located in the Main Building and library;
4. **mathematics** classrooms and word areas located in the Olin Building;
5. **social studies** (e.g., history, economics, government, psychology, sociology, and geography) classrooms and work areas located primarily in the Main Building, Daniel Building, in the renovated Milliken Science Building, and Olin Building; and
6. **general education program areas**, such as art classrooms, slide library, and art laboratories (located in the Daniel Building and DuPre), music classrooms (also in Daniel Building), and physical education classrooms and activity areas (located in the Richardson Building and the Tennis Center).

**Curriculum Resources**

The College maintains a curriculum laboratory containing a variety of appropriate K-12 materials and media to provide instructional support for the Teacher Education Program. The curriculum laboratory is located adjacent to the Education Department faculty offices in the Daniel Building. The facility is open each semester on a schedule posted at the beginning of each semester. During the Interim, the curriculum laboratory is open all day each weekday and in the evening hours by appointment. The curriculum laboratory is administered by Education Department faculty who are well informed about program offerings and resources needed to support these offerings.

The curriculum laboratory includes in its holding the following items:

1. Examination copies of a representative sample of currently used student textbooks, teachers’ editions, and other related instructional materials/resources typically used in area public schools that provide facilities and support for practicum and clinical practice experiences. (Primarily the curriculum focus is on textbooks, materials, and resources in the teaching majors or specialization areas of Wofford’s program.)
2. Various examples of teaching aids, such as maps, globes, charts, kits, videos, and transparencies.


4. Some equipment and supplies for materials development and preparation.

5. Sample copies of current curriculum guides [as available] from the seven Spartanburg County school districts used for field assignments, including clinical practice.

6. Copies of the South Carolina curriculum standards, and national standards (SPAs) appropriate for the approved secondary teaching majors or specialization areas at Wofford (biology, chemistry, English, mathematics, French, Spanish, and broad fields social studies. Copies of relevant federal and state legislation impacting curriculum and teaching will be available through the office of the Education Department Chair or the curriculum laboratory.)

7. Sample instructional resources that provide information and illustrations for methods of teaching (a) School-to-Work and (b) students from diverse backgrounds (e.g., minority students, students with disabilities, students at risk for school dropout, and gifted/talented students).

8. Praxis I, II, and PLT resources for candidates, including Tests at a Glance booklets, and other study and preparation documents.
South Carolina Teacher Certification Requirements:  
Teaching Area Examinations

In addition to the completion of specified scholastic requirements, an individual applying for initial teacher certification must present the minimum required score on the appropriate examination(s) as established by the South Carolina State Board of Education.

A. Praxis II and Principles of Learning and Teaching (PLT)

All persons applying for initial teacher certification in South Carolina after July 1, 2006, must achieve a minimum required score of 165 on the Principle of Learning and Teaching (PLT) in addition to the required score on the appropriate specialty area examination listed below. The applicant must take the PLT K-6 (0522) or the PLT 9-12 (0524), depending on the area of certification.

B. Specialty Area Examinations

A set score on the Specialty Area Examination of the Praxis II is required for certification in those areas for which an appropriate teaching area examination exists and has been validated for use in South Carolina. The subject areas listed below have the Praxis II required scores. Please contact the Education Department Chair for the most up-to-date information, which is distributed periodically by the South Carolina Department of Education.

Specialty Area Examinations appropriate for Wofford College teacher education program completers as of July 1, 2010 are listed below.

<table>
<thead>
<tr>
<th>Area of Certification</th>
<th>Teaching Area Examinations (Codes)</th>
<th>Required Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>Biology</td>
<td>Biology and General Science (0030)</td>
<td>570</td>
</tr>
<tr>
<td>Chemistry</td>
<td>Chemistry, Physics and General Science (0070)</td>
<td>570</td>
</tr>
<tr>
<td>Broad Fields Social Studies</td>
<td>Social Studies: Content and Interpretation (0086)</td>
<td>153</td>
</tr>
<tr>
<td>(Economics, Government, History,</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Psychology, Sociology)</td>
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</tr>
<tr>
<td>English</td>
<td>English Language, Literature, and Composition: Content and Analy</td>
<td>166</td>
</tr>
<tr>
<td>(0044)</td>
<td>zis (0054)</td>
<td></td>
</tr>
<tr>
<td>French</td>
<td>World Languages: French (0174)</td>
<td>162</td>
</tr>
<tr>
<td>Mathematics</td>
<td>Mathematics Content Knowledge (0061)</td>
<td>131</td>
</tr>
<tr>
<td>(0063)</td>
<td>Proofs, Models, and Problems, Part 1 (0063)</td>
<td>137</td>
</tr>
<tr>
<td>Spanish</td>
<td>World Languages: Spanish (0195)</td>
<td>168</td>
</tr>
</tbody>
</table>
Special Wofford College Requirements on Praxis I, II, PLT Score Reports

Each candidate taking the Praxis I, II, and PLT Examinations must list Wofford College (Code: 5912) as one of the recipients of the score reports for each examination. Score reports for Praxis II must be received before the candidate will be allowed to complete clinical practice. Information on these examinations is available in the Education Department offices.
Teacher Education Program Requirements

The specific Teacher Education Program course requirements for the three previously described components (general education studies, a teaching major or specialization, and professional education course work and clinical experiences) are in the following section and in the Appendix.

**General Education Requirements**
General education requirements are met when the courses/experiences listed below have been successfully completed. For teacher candidates some of the requirements differ from those required for a BA/BS from Wofford College.

**English** (Six Semester Hours)
This requirement is met by successfully completing:
- English 102
- Any 200-level English literature course

**Fine Arts** (Three or Four Semester Hours)
This requirement is met by successfully completing one three-semester hour 200-level course in Art, Music, or Theatre (except that Music 220 may not be used to meet this requirement), or by successfully completing four semester hours in Music 100, 101, 102, 103, 150, 151, 260 and/or 301.

**Foreign Language** (Four to Ten Semester Hours)
This requirement is met by successfully completing one of the following course sequences or courses, with placement made by the faculty. Normally, placement is determined by previous foreign language study.
- Chinese 101, 102 (10 hours); or Chinese 201 (5 hours).
- French 101, 102 (6 hours); or 200 or 201 or 202 (4 hours).
- German 101, 102 (6 hours); or 201 or 202 (4 hours).
- Spanish 101, 102 (6 hours); or 201 or 202 (4 hours).

**Humanities 101** (Three Semester Hours)
This course is required of every freshman, and a passing grade is required for graduation. Students who do not pass the course in the fall will repeat it during the spring semester of their freshman year.

**Physical Education** (Two Semester Hours)
This requirement is met by successfully completing two semesters of Physical Education, each in a different activity.

**Interim** (Eight Semester Hours)
Graduation requires completing one interim project (four semester hours each) for each year of enrollment at the College. Normally, the first three are considered part of the general education program. The Interim in the senior year is a part of the program in professional education (see Professional Education Requirements).
**Public Speaking** (Three Semester Hours)
This requirement is met by successfully completing: English 388.

**Mathematics** (Three Semester Hours)
This requirement is met by successfully completing three semester hours in mathematics in any course in the department.

**Natural Science** (B.A. Degree) (Eight Semester Hours)
This requirement is met by successfully completing a two-course sequence from the Bachelor of Science tract OR by taking one life science and one physical science chosen from the lists below:

**Life Sciences:**
- Biology 104, 150, 151, 212, 214.
- Psychology 104, 150, 200, 230.
- Environmental Science 104, 203.

**Physical Sciences:**
- Chemistry 104, 123, 124.
- Physics 104, 121, 122, 141, 142.
- Environmental Science 104, 203.

*Note that some of the courses above have prerequisites or require permission of instructor.*

Students earning credit through AP, CLEP, IB or certain other tests/experiences for BIO 101/102 or ENVS 110/111 may apply those hours to either the BA or BS Natural Science general education requirement.

The introduction to science series: Chemistry and Physics 104. To meet the requirement using either of the 104 courses, students must complete one in life science (Biology 150 or Psychology 150) and one in physical science (Chemistry 104 or Physics 104).

**Natural Science** (B.S. Degree) Twelve to Sixteen Semester Hours:
This requirement is met either by successfully completing four courses, two in each of two departments, chosen from the following list:
- Biology 150, 151, 212, 214.
- Chemistry 123-124.
- Physics 121, 122; or 141, 142.
- Psychology 150, 200, 210, 230, 300.

**History, Philosophy, Religion and Culture and Peoples** (Twelve Semester Hours)
Four courses, one from each department:
- History: only 101 and 102 count toward the requirement.
- Philosophy: 120 or any 200-level course. (NOTE: Physics majors must take Phil. 223.)
- Religion: any 200-level course.
- Cultures and Peoples: any course from a list of those designated by the faculty as *Cultures and Peoples* courses. Courses meeting this option focus on the study of cultures other than European and European-settler cultures, or the interaction between and comparison of European and non-Western cultures.
**Professional Education Requirements**

Professional education course requirements are met when the course/experiences listed below have been successfully completed.

- Education 200. Foundation of Education (3 sem. hours)
- Education 220. Teaching Diverse Student Populations (3 sem. hours)
- Education 320. Human Growth and Development (3 sem. hours)
- Education 330. Educational Psychology (3 sem. hours)
- Education 340. The Teaching of Reading (w/ field experience) (3 sem. hours)
- Education 420. Instructional Methods (w/ field experience) (3 sem. hours)
- Education 430. Senior Seminar and Field Experience (4 sem. hours)
- Education 440. Clinical Practice (6 or 12 sem. hours)
Overview of the ADEPT System

South Carolina’s system for Assisting, Developing, and Evaluating Professional Teaching (ADEPT) grew out of the knowledge that good teaching is fundamental to student achievement. Since its statewide implementation in 1998, the ADEPT system has focused on promoting effective teaching throughout each stage of a teacher’s career.

As its name implies, the ADEPT system addresses teacher performance through three primary processes: assisting, developing, and evaluating. Since these processes are interrelated, all occur at each phase of the career continuum. However, the emphasis placed on each process differs according to the needs and career stage of each teacher.

During the first phase of their careers, candidates enrolled in teacher education programs focus on developing the requisite knowledge and skills relative to ADEPT. In order to maintain their accreditation, colleges and universities must ensure that their teacher graduates are prepared to meet the ADEPT standards.

Upon entering the profession, new teachers receive assistance designed to promote their successful transition into professional practice. Research clearly indicates that providing support to new teachers enhances their teaching performance, increases student achievement, and improves teacher retention. Evaluation at this stage is formative in nature, and development focuses on improving weaknesses relative to the performance standards.

The third stage of ADEPT, formal evaluation signals a dramatic shift in purpose. It is at this point that high-stakes, consequential decisions are made concerning teaching performance. Given appropriate preparation and support during the previous two stages, most teachers are successful in achieving the high performance standards. Nonetheless, the formal evaluation process is an important part of quality assurance.

It is at the fourth and final stage, informal evaluation, that the ADEPT system comes full circle. Once again, the primary focus is on professional development, but, in contrast to the initial stage, the onus of responsibility for professional growth falls on the teacher. It is through this self-directed, goals-based process that experiences, successful teachers are able to engage in lifelong learning and further, to give back to the profession.

Central to the ADEPT system is a set of expectations for what all teachers should know, be able to do, and assume responsibility for accomplishing on an ongoing basis. These expectations, the ADEPT performance standards, form the linchpins that connect all stages of a teacher’s career, beginning with teacher preparation and continuing through induction, high-stakes performance evaluation(s), and, finally, ongoing, self-directed professional development.

There are ten ADEPT Performance Standards (APSs) for classroom teachers. For the purposes of ADEPT, the term classroom teachers refers to certified teachers of core academics subjects, related subjects (e.g., physical education, career and technology education) and special education. The term classroom teachers does not include special area personnel (e.g., school guidance counselors, library media specialists, and speech-language therapists).
Teaching Majors or Specialization Areas

Seven teaching majors or specializations are offered at Wofford College. These include biology, chemistry, English, French, mathematics, Spanish, and broad fields social studies (economics, government, history, psychology, sociology). Requirements or the program of studies for each specialization are listed in Appendix A. The program of studies in each teaching major or specialization provides a depth of knowledge in the academic discipline.

Individual worksheets for the teaching majors or specializations are available from the Education Department. Each student should follow the appropriate worksheet(s) for his or her teaching major(s) or specialization(s) when selecting course work over the four (or more) years of study in the teacher education program.

While a suggested course sequence for the entire program is available in each specialization, each student should confer with his or her academic teaching major advisor to determine the most appropriate schedule for each semester. Some departments publish a multi-year schedule of course offerings. This schedule will help the teacher education student plan precisely his or her course of study in the teaching major over the entire program. Forms for planning individual course sequences are included in Appendix B.

Questions about the specialization requirements should be directed to the chair of the department offering the teaching major. Also, the Education Department Chair may be contacted for assistance.
Appendices
**Appendix A**  
Wofford College  
Teacher Education Program  
General Education Requirements Checklist

Student's Name____________________________ Social Security No.________________________

<table>
<thead>
<tr>
<th>Subject</th>
<th>Date</th>
<th>Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>English (Six Semester Hours)</strong></td>
<td></td>
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<tr>
<td>English 102</td>
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<tr>
<td>English 200-level course:________</td>
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<tr>
<td><strong>Fine Arts (Three or Four Semester Hours)</strong></td>
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<tr>
<td><strong>Foreign Language (Four or Six Semester Hours)</strong></td>
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<tr>
<td><strong>Humanities (Three Semester Hours)</strong></td>
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<tr>
<td>Humanities 101</td>
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</tr>
<tr>
<td><strong>Natural Science (B.A. Degree — Eight Semester Hours)</strong></td>
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<tr>
<td>Biological Science:__________</td>
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<tr>
<td>Physical Science:__________</td>
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<tr>
<td><strong>Natural Science (B.S. Degree — Sixteen Semester Hours)</strong></td>
<td></td>
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<tr>
<td>Biological Science:__________</td>
<td></td>
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<tr>
<td>Physical Science:__________</td>
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</tr>
<tr>
<td><strong>History, Philosophy, and Religion (Twelve Semester Hours)</strong></td>
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</tr>
<tr>
<td>(one course from each category plus one additional course from any department listed below.)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>History:__________</td>
<td></td>
<td></td>
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<tr>
<td>Philosophy:__________</td>
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<tr>
<td>Religion:__________</td>
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<tr>
<td>Cultures and Peoples__________</td>
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<td></td>
</tr>
<tr>
<td>Physical Education</td>
<td>Date</td>
<td>Grade</td>
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<td>--------------------------------------------------------</td>
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</tr>
<tr>
<td>Physical Education 101</td>
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<td></td>
</tr>
<tr>
<td>Physical Education 102</td>
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</tr>
</tbody>
</table>

*Interim (Eight Semester Hours)*

| Freshman Year:                                          |      |       |
| Sophomore Year:                                         |      |       |

**Communications** (Three Semester Hours)

| English 388                                            |      |       |

**Mathematics** (Three Semester Hours)  

*Only Interim hours (eight) are included in Professional Education requirements.  
*A single three-hour course may meet the requirement in more than one category.*
Appendix B

Individual Teacher Education Program Worksheets

The official Individual Teacher Education Program Worksheets for the approved teaching majors or specialization areas are listed below and are included in this order in this Appendix A. Each worksheet lists the professional education requirements and the specific teaching major requirements for the teaching major or specialization. General information about program admission and NTE (Praxis II) scores is provided for completion on each form:

- English, Form 38
- Biology, Form 40
- Chemistry, Form 41
- Mathematics, Form 42
- French, Form 47
- Spanish, Form 48
- Broad Fields Social Studies, History, Form 43
- Broad Fields Social Studies, Government, Form 44
- Broad Fields Social Studies, Economics, Form 45
- Broad Fields Social Studies, Sociology, Form 46
- Broad Fields Social Studies, Psychology, Form 54
Wofford College
Individual Teacher Education Program Worksheet
English Teaching Major

Student's Name_________________________________________ S. C. Grade Span 9 - 12

I. General Information
   _____ SAT (1100) or _____ SAT (1650 – 3 part version) or ____________ ACT (24) or
   _____ All three sections of Praxis I: PPST passed
   _____ 2.5 GPA admission
   _____ Approved admission to program
   _____ Praxis II: English Language, Literature, and Composition
       Content & Analysis (0044): Passing Score (166/     )
   _____ PLT: Principles of Learning and Teaching (0524): Passing Score (165/     )

II. General Education
See General Education Requirements in the Teacher Education Handbook.

III. Professional Education

<table>
<thead>
<tr>
<th>Course</th>
<th>Date</th>
<th>Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>Education 200. Foundations of Education (3 sem. hours)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Education 220. Teaching Diverse Student Populations (3 sem. hours)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Education 320. Human Growth and Development (3 sem. hours)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Education 330. Educational Psychology (3 sem. hours)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Education 340. The Teaching of Reading (w/field experience) (3 sem. hours)</td>
<td></td>
<td></td>
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<tr>
<td>Education 420. Instructional Methods (w/field experience) (3 sem. hours)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Education 430. Senior Seminar and Field Experience (4 sem. hours)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Education 440. Clinical Practice (12 sem. hours*)</td>
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</tr>
</tbody>
</table>

   *6 semester hours if candidate has completed all graduation requirements.

IV. Major: English

   Major Co-requisites (9 semester hours)
   English 201. English Literature to 1800
   English 202. English Literature since 1800
   English 203. Survey of American Literature
   English 211. Shakespeare
   English 212. American Literature
   English 213. Modern and Contemporary Literature
   English 214. Women and Gender Studies
   English 215. World Literature
   English 216. Comparative Literature
   English 217. African American Literature
   English 218. Latin American Literature
   English 219. Asian American Literature

   Minimum of 30 sem. hrs. in English to include the following:

V. Four of the following courses are required for Teacher Education Program candidates (12 semester hours):

<table>
<thead>
<tr>
<th>Course</th>
<th>Date</th>
<th>Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>English 324. Ethnic American Literature (3 sem. hours) OR</td>
<td></td>
<td></td>
</tr>
<tr>
<td>English 339. Comparative Literature of the Emerging World</td>
<td></td>
<td></td>
</tr>
<tr>
<td>English 341. Literary Theory OR</td>
<td></td>
<td></td>
</tr>
<tr>
<td>English 345. Literature and Gender Theory (3 sem. hours)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>English 342. Contemporary English Grammar and Usage OR</td>
<td></td>
<td></td>
</tr>
<tr>
<td>English 343. History of the English Language (3 sem. hours)</td>
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</tr>
<tr>
<td>English 344. Adolescent Literature (3 sem. hours)</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
### Form #38

#### VI. Minimum of one course from groups A, B, C, and D, and one course from either group E or F. Courses taken to meet Teacher Education Program requirements listed under V also satisfy English Department category requirements.

Minimum of one course from each of the following groups:

**A.**
- English 301. English Medieval Literature
- English 302. Chaucer
- English 303. Early English Drama and Lyric
- English 304. Spenser, Milton, and the Renaissance Epic
- English 305. Shakespeare's Comedies and Histories
- English 306. Shakespeare's Tragedies and Romances
- English 307. Seventeenth-Century English Literature

**B.**
- English 308. Restoration and 18th Century English Drama
- English 309. English Literature of the Restoration and Eighteenth Century, 1660-1800
  - *English 311. The English Romantic Period*
  - *English 312. The Victorian Period*
- English 313. Nineteenth Century Issues and Topics
- English 314. The Irish Revival
- *English 331. The Early English Novel*
- *English 332. The Later English Novel*

**C.**
- English 319. Native American Writers
- English 320. African American Literature
  - *English 321. American Literature before the Civil War*
  - *English 322. American Literature after the Civil War*
- English 323. Southern Literature
- English 324. Ethnic American Literature
- English 330. Black Arts Movement

**D.**
- English 316. Contemporary British Literature
- English 325. Modern Drama
- English 326. Contemporary American Fiction
- English 327. Contemporary American Poetry
- English 328. Contemporary Drama
- English 329. Postmodern Literature
- English 333. The Modern Novel
- English 334. Modern Poetry

**E.**
- English 336. European Masterpieces: Antiquity to Renaissance
- English 337. European Masterpieces: Seventeenth Century to Present
- English 338. Early Women Writers
- English 339. Comparative Literature of the Emerging World
- English 360. Greek and Roman Drama
- English 480. Advanced Topics in Literature
**Form #38**

<table>
<thead>
<tr>
<th>Date</th>
<th>Grade</th>
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</tr>
</tbody>
</table>

F. English 341. Principles of Literary Criticism  
   English 342. Contemporary English Grammar and Usage  
   English 343. History of the English Language  
   English 345. Literature and Gender Theory

Three of a student's ten courses (9 semester hours) may come from the  
Creative Writing sequence (English 371-378), and/or  
Communication courses (English 381-388), and/or 300-level English/film courses.

<table>
<thead>
<tr>
<th>Date</th>
<th>Grade</th>
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<tbody>
<tr>
<td></td>
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</tbody>
</table>

* Recommended for teacher certification  
Candidate has completed the state-approved program in the primary area of

______________________________ with student teaching at ________________________________

School in ________ grade and in ________________ area.

______________________________
Advisor's Signature, Education Department  
Date
Form #40

Wofford College
Individual Teacher Education Program Worksheet
Biology Teaching Major

Student's Name ________________________________ S. C. Grade Span 9 - 12

I. General Information
   ______ SAT (1100) or ______ SAT (1650 – 3 part version) or _______ ACT (24) or
   ______ All three sections of Praxis I: PPST passed
   ______ 2.5 GPA admission
   ______ Approved admission to program
   ______ Praxis II: Biology & General Science (0030): Passing Score (570/   )
   ______ PLT: Principles of Learning and Teaching: Score (165/   )

II. General Education
   See General Education Requirements in the Teacher Education Handbook.

III. Professional Education

<table>
<thead>
<tr>
<th>Course</th>
<th>Date</th>
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<tbody>
<tr>
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</tr>
<tr>
<td>Education 440. Clinical Practice (6 or 12 sem. hours)</td>
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</tbody>
</table>

IV. Major: Biology
Minimum of 63-64 hours in biology and related courses to include the following:

A. Major Requirements (38-39 semester hours)
   Core and Advanced Courses
   Biology 150. Biological Inquiry
   Biology 151. Biological Development
   Biology 212. Introduction to Genetics and Molecular Biology
   Biology 214. Introduction to Cell & Developmental Biology
   Biology 324. Microbiology
   Biology 399. Evolution
   Biology 370. Field Biology
   or
   Biology 386. Freshwater Biology

   One of the following courses:
   Biology 340. Human Anatomy and Development
   Biology 342. Human Physiology
   Biology 440. Comparative Anatomy
B. *Two Elective Advanced Courses in Biology
   (One 4-semester hours; one 3- or 4-semester hours)
   (Required to complete major.  See Biology Department Rules.)

   ________________________________________  __________  __________

   *These elective courses are required to complete the major.

C. Related Courses (25 semester hours)
   Chemistry 123. General Chemistry
   Chemistry 124. General Chemistry
   Physics 121. General Physics
   Physics 122. General Physics
   Mathematics 181. Calculus 1 or
   Mathematics 120. The Study of Patterns
   Mathematics 140. Statistics
   Computer Science 101. An Introduction to Computers

D. Other Requirement
   Comprehensive Examination (Senior year)

Candidate has completed the state-approved program in the primary area of
_________________________________________ with student teaching at ________________________________

School in ________ grade and in _________________________ area.

________________________________________  ____________________
Advisor's Signature, Education Department            Date
Form #41

Wofford College
Individual Teacher Education Program Worksheet
Chemistry Teaching Major

Student's Name ________________________________ S. C. Grade Span 9 - 12

I. General Information
   ______ SAT (1100) or ______ SAT (1650 – 3 part version) or ________ ACT (24) or
   ______ All three sections of Praxis I: PPST passed
   ______ 2.5 GPA admission
   ______ Approved admission to program
   ______ Mathematics
   ______ Praxis II: Chemistry, Physics & General Science (0070): Passing Score (540/ )
   ______ Praxis II: PLT ______ (165/ )

II. General Education
   See General Education Requirements in the Teacher Education Handbook.

III. Professional Education

<table>
<thead>
<tr>
<th>Course</th>
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<td>Education 320. Human Growth and Development (3 sem. hours)</td>
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<td>Education 330. Educational Psychology (3 sem. hours)</td>
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<tr>
<td>Education 420. Instructional Methods (w/field experience) (3 sem. hours)</td>
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<tr>
<td>Education 430. Senior Seminar and Field Experience (4 sem. hours)</td>
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<tr>
<td>Education 440. Clinical Practice (6 or 12 sem. hours)</td>
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</tr>
</tbody>
</table>

IV. Major: Chemistry (the Liberal Arts Chemistry Track)
   Minimum of 28-30 semester hours in chemistry and related courses
to include the following:

A. Major prerequisites and corequisites:
   Chemistry 123-123L. General Chemistry (4)
   Chemistry 124-123L. General Chemistry (4)
   Physics 121, 122. General Physics (8)
   Or
   Physics 141, 142. Physics for Science and Engineering (8)
   Mathematics 181, 182. Calculus I, II (6)

B. Major Requirements:
   Chemistry 203-203L. Organic Chemistry I (4)
   Chemistry 204-204L. Organic Chemistry II (4)
   Chemistry 214-214L. Introductory Analytical Chemistry (4)
   Chemistry 313-313L. Physical Chemistry and Lab (4)
   Chemistry 360. Chemical Information Retrieval (1)
C. Additional Requirements for the Liberal Arts Track:
   1.) Chemistry 309-309L. Biochemistry and Lab (4)  
   2.) Chemistry 308-308L. Biotechnology and Lab (4) 
      Or 
      Chemistry 314. Physical Chemistry II (3) 
      Or 
      Chemistry 323-323L. Inorganic Chemistry and Lab (4) 
   3.) Chemistry 421. Advanced Organic Chemistry 
      Or 
      Chemistry 411-411L. Chemical Inst. and Lab (4) 

D. And one four-hour Biology course (other than Bio 104)

__________________________________________

Candidate has completed the state-approved program in the primary area of
__________________________________________ with clinical practice at ____________________________

School in _________ grade and in __________________________ area.

__________________________________________

Advisor's Signature, Education Department                  Date
Form #42

Wofford College
Individual TEP Worksheet
Mathematics Teaching Major

Student's Name ____________________________ S. C. Grade Span 9 - 12

I. General Information
   ______ SAT (1100)
   ______ SAT (1650 – 3 part version)
   ______ ACT (24)
   ______ All three sections of Praxis I: PPST passed
   ______ 2.5 GPA admission
   ______ Approved admission to program
   ______ Reading
   ______ Writing
   ______ Mathematics
   ______ Praxis II: Mathematics Content Knowledge (0061): Passing Score (131/       )
   ______ Mathematics: Proofs, Models and Problems Part I (0063): Passing Score (137/     )
   ______ PLT: Principles of Learning and Teaching: Score (165/     )

II. General Education
   See General Education Requirements in the Teacher Education Handbook.

III. Professional Education

   Education 200. Foundations of Education (3 sem. hours) Date Grade
   Education 220. Teaching Diverse Student Populations (3 sem. hours)
   Education 320. Human Growth and Development (3 sem. hours)
   Education 330. Educational Psychology (3 sem. hours)
   Education 340. The Teaching of Reading (w/field experience) (3 sem. hours)
   Education 420. Instructional Methods (w/field experience) (3 sem. hours)
   Education 430. Senior Seminar and Field Experience (4 sem. hours)
   Education 440. Clinical Practice (6 or 12 sem. hours)

IV. Major: Mathematics
   Major Prerequisites (6 semester hours)
   Mathematics 181. Calculus 1
   Mathematics 182. Calculus 2

   Minimum of 30 hours in mathematics to include the following:

   A. Major Requirements
      Computer Science 235. Programming & Problem Solving
      Mathematics 140. Statistics
      Mathematics 220. Linear Algebra
      Mathematics 235. Discrete Mathematical Models
      Mathematics 260. Introduction to Proofs
      Mathematics 310. History of Mathematics
      Mathematics 410. Geometry
      Mathematics 431. Abstract Algebra

   B. One Course from the following:
      Mathematics 210. Multivariable Calculus
      Mathematics 240. Differential Equations
      Mathematics 320. Mathematical Modeling
C. One Additional Mathematics Courses Above 200 (3 sem. hours)

_______________________________  ______  ______

Candidate has completed the state-approved program in the primary area of
_______________________________ with student teaching at __________________School

in ________ grade and in __________________ area.

_______________________________  __________________
Advisor's Signature, Education Department  Date
Form #43

Wofford College
Individual Teacher Education Program Worksheet
Social Studies — Major in History

Student's Name ___________________________ S. C. Grade Span 9 - 12

I. General Information
   _____ SAT (1100) or _____SAT (1650 – 3 part version) or _____ACT (24) or
   _____ All three sections of Praxis I: PPST passed
   _____ 2.5 GPA admission
   _____ Approved admission to program
   _____ Praxis II: Social Studies
      • Content Knowledge (0081): Passing Score (158/      )
      • Interpretation of Materials (0083): Passing Score (160/      )
   _____ PLT: Principles of Learning and Teaching (0524) Score: (165/      )

II. General Education
   See General Education Requirements in the Teacher Education Handbook.

III. Professional Education
   Date       Grade
   Education 200. Foundations of Education (3 sem. hours)   _______  _______
   Education 220. Teaching Diverse Student Populations (3 sem. hours)   _______  _______
   Education 320. Human Growth and Development (3 sem. hours)   _______  _______
   Education 330. Educational Psychology (3 sem. hours)   _______  _______
   Education 340. The Teaching of Reading (w/field experience) (3 sem. hours)   _______  _______
   Education 420. Instructional Methods (w/field experience) (3 sem. hours)   _______  _______
   Education 430. Senior Seminar and Field Experience (4 sem. hours)   _______  _______
   Education 440. Clinical Practice (6 or 12 sem. hours)   _______  _______

IV. Major: Social Studies — Major in History
   Minimum of 51 hours in social studies to include the following:
   A. Major Prerequisites (6 semester hours)
      History 101. History of Modern Western Civilization to 1815   _______  _______
      History 102. History of Modern Western Civilization Since 1815   _______  _______
      Senior Reading Program   _______  _______
   B. Major Requirements (27 semester hours)
      1. History 260. Historiography and Research Methods   _______  _______
      2. At least 9 semester hours in American History
         (201-202, 305-325, 316 or 319 recommended)   _______  _______
      3. At least 3 sem. hours in early European History
         History 330. Ancient World   _______  _______
         History 340. The Early and High Middle Ages (400-1200)   _______  _______
         History 341. The Late Middle Ages and Renaissance (1100-1500)   _______  _______
         History 350. The Reformation and Counter Reformation (1400-1688)   _______  _______
         History 360. Europe from Louis XIV to the French Revolution (1600-1800)   _______  _______
         History 383. Tudor-Stuart Britain   _______  _______
         History 386. History of Science (may count)   _______  _______
as either early or modern)

4. At least 3 sem. hours in modern European History
   History 370. Europe in the Age of Revolutions, 1789-1850
   History 380. Europe in the Age of Anxieties, 1850-1914
   History 381. Europe in the Age of World Conflict, 1914-1945
   History 384. Modern Britain
   History 385. Women in European History
   History 386. History of Science
   History 387. Imperial Russia
   History 388. Modern Germany
   History 389. Topics in Modern Intellectual History

5. At least 3 sem. hours in nonwestern history
   History 391. Modern Middle East
   History 392. Modern East Asia
   History 395. Modern Imperialism
   History 396. Colonial Latin American History
   History 397. Modern Latin American History

6. Six Semester Hours of Electives in History

V. Required Related Courses (18 semester hours)
   A. Geography 201. Introduction to Geography
      Government 203. Foundations of World Politics
      Economics 201. Principles of Microeconomics
      Economics 202. Principles of Macroeconomics
   B. One of the following courses in Sociology
      Sociology 200. Introduction to Anthropology
      *Sociology 205. Cultural Anthropology
      Sociology 210. Introduction to Sociology

* Recommended to fulfill Cultures and Peoples

VI. Major Assessment Field Test — ETS History Major

Candidate has completed the state-approved program in the primary area of

_________________________ with student teaching at ____________________________ School

in _________ grade and in __________________ area.

_________________________  __________________
Advisor's Signature, Education Department    Date
Form #44

Wofford College
Individual Teacher Education Program Worksheet
Social Studies — Major in Government

Student's Name__________________________________________ S. C. Grade Span 9-12

I. General Information
   _____ SAT (1100) or _____ SAT (1650 – 3 part version) or _____ ACT (24) or
   _____ All three sections of Praxis I: PPST passed
   _____ 2.5 GPA admission
   _____ Approved admission to program
   _____ Praxis II: Social Studies
      • Content Knowledge (0081): Passing Score (158/___)
      • Interpretation of Materials (0083): Passing Score (160/___)
   _____ PLT: Principles of Learning and Teaching (0524) Score: (165/___)

II. General Education
   See General Education Requirements in the Teacher Education Handbook.

III. Professional Education

<table>
<thead>
<tr>
<th>Course</th>
<th>Date</th>
<th>Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>Education 200. Foundations of Education</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Education 220. Teaching Diverse Student Populations</td>
<td></td>
<td></td>
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<tr>
<td>Education 320. Human Growth and Development</td>
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<tr>
<td>Education 330. Educational Psychology</td>
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<tr>
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<tr>
<td>Education 420. Instructional Methods (w/field experience)</td>
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<td>Education 430. Senior Seminar and Field Experience</td>
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<tr>
<td>Education 440. Clinical Practice (6 or 12 sem. hours)</td>
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</tbody>
</table>

IV. Major: Social Studies — Major in Government
   Minimum of 48 hours in social studies to include the following:

   A. Major Requirements (30 semester hours including 202-203)
      Before other courses (6 semester hours):
      Government 203. Foundations of World Politics

   B. Distribution Requirement beyond Government 202 and 203
      (24 semester hours) At least six semester hours in American Government beyond Government 202

      ____________________________
      ____________________________

      At least six semester hours in International Relations and Comparative Government beyond Government 203

      ____________________________
      ____________________________
At least six semester hours in Political Theory


Six additional semester hours (an elective) in one of the three subdivisions of government


C. Related Courses (24 semester hours)

1. History
   History 101. History of Mod. West. Civil. to 1815
   History 102. History of West. Civil. Since 1815
   History 201. History of the United States, 1607-1865
   History 202. History of the United States Since 1865

2. Geography
   Geography 201. Introduction to Geography

3. Economics
   Economics 201. Principles of Microeconomics
   Economics 202. Principles of Macroeconomics

4. Sociology
   One of the following courses
   Sociology 200. Introduction to Anthropology
   *Sociology 205. Cultural Anthropology
   Sociology 210. Introduction to Sociology

* Recommended for Cultures and Peoples

Candidate has completed the state-approved program in the primary area of

________________________ with student teaching at______________________________School

in __________ grade and in __________________________ area.

_________________________________________________
Advisor's Signature, Education Department                  Date
Form #45

Wofford College
Individual Teacher Education Program Worksheet
Social Studies — Major in Economics

Student's Name ________________________________  S. C. Grade Span 9 - 12

I. General Information
   ______ SAT (1100) or ______ SAT (1650 – 3 part version) or ______ ACT (24) or
   ______ All three sections of Praxis I: PPST passed _______ Reading
   ______ 2.5 GPA admission _______ Writing
   ______ Approved admission to program _______ Mathematics
   ______ Praxis II: Social Studies
      • Content Knowledge (0081): Passing Score (158/   )
      • Interpretation of Materials (0083): Passing Score (160/   )
   ______ PLT: Principles of Learning and Teaching (0524) Score: (165/   )

II. General Education
See General Education Requirements in the Teacher Education Handbook.

III. Professional Education

   Date  Grade
   Education 200. Foundations of Education (3 sem. hours) ______  ______
   Education 220. Teaching Diverse Student Populations (3 sem. hours) ______  ______
   Education 320. Human Growth and Development (3 sem. hours) ______  ______
   Education 330. Educational Psychology (3 sem. hours) ______  ______
   Education 340. The Teaching of Reading (w/field experience) (3 sem. hours) ______  ______
   Education 420. Instructional Methods (w/field experience) (3 sem. hours) ______  ______
   Education 430. Senior Seminar and Field Experience (4 sem. hours) ______  ______
   Education 440. Clinical Practice (6 or 12 sem. hours) ______  ______

IV. Major: Social Studies — Major in Economics
Minimum of 66 hours in social studies to include the following:

A. Major Prerequisites (9 semester hours)
   Mathematics 140. Statistics ______  ______
   Mathematics 160 or 181. ______  ______
   Any Computer Science ______  ______

B. Major Requirements (30 semester hours)
   Economics 201. Principles of Microeconomics ______  ______
   Economics 202. Principles of Macroeconomics ______  ______
   Economics 301. Microeconomic Theory ______  ______
   Economics 302 or 322. Macroeconomic Theory ______  ______
   Economics 450. Senior Seminar ______  ______
   Fifteen Additional Semester Hours in Economics ______  ______

____________________________________________________________________
____________________________________________________________________
____________________________________________________________________
C. Required Related Courses (24 semester hours)

1. History
   History 101. History of Mod. West. Civil. to 1815
   History 102. History of Western Civil. Since 1815
   History 201. History of the United States, 1607-1865
   History 202. History of the United States Since 1865

2. Geography
   Geography 201. Introduction to Geography

3. Government
   Government 203. Foundations of World Politics

4. Sociology
   One of the following courses
   Sociology 200. Introduction to Anthropology
   *Sociology 205. Cultural Anthropology
   Sociology 210. Introduction to Sociology

*Recommended for Cultures and Peoples

Candidate has completed the state-approved program in the primary area of ____________

with student teaching at ____________________________________________ School

in ________ grade and in ______________ area.

__________________________________________  ______________
Advisor's Signature, Education Department                Date
Form #46

Wofford College
Individual Teacher Education Program Worksheet
Social Studies — Major in Sociology

Student's Name__________________________________________ S. C. Grade Span 9 - 12

I. General Information

<table>
<thead>
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<th>SAT (1100)</th>
<th>SAT (1650 – 3 part version)</th>
<th>ACT (24)</th>
<th>All three sections of Praxis I: PPST passed</th>
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<td>Reading</td>
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<td>Writing</td>
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<td>Mathematics</td>
</tr>
</tbody>
</table>

I. Praxis II: Social Studies

- Praxis I: Reading: 158/160
- Praxis I: Writing: 160/165

II. General Education
See General Education Requirements in the Teacher Education Handbook.

III. Professional Education

<table>
<thead>
<tr>
<th>Course</th>
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<tbody>
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<tr>
<td>Education 440. Clinical Practice (6 or 12 sem. hours)</td>
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IV. Major: Social Studies — Major in Sociology
Minimum of 54 hours in social studies to include the following:

A. Major Requirements (27 semester hours)

* Sociology 200. Introduction to Anthropology
  Sociology 210. Introduction to Sociology
  Sociology 320. Social Psychology
  Sociology 330. Social Research
  Sociology 340. The Development of Sociological Theory

Sociology 450: Capstone Course (Spring 2008)

Three Additional Electives in Sociology

<table>
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<th>Course</th>
<th>Date</th>
<th>Grade</th>
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</table>

C. Required Related Courses (27 semester hours)

1. History

   History 101. History of Mod. West. Civil. to 1815
   History 102. History of Western Civil. Since 1815
   History 201. History of the United States, 1607-1865
   History 202. History of the United States Since 1865

2. Geography
Geography 201. Introduction to Geography

3. Government
   Government 203. Foundations of World Politics

4. Economics
   Economics 201. Principles of Microeconomics
   Economics 202. Principles of Macroeconomics

*With permission of the Sociology Department chairman, majors may substitute Sociology 205 or Sociology 225 for Sociology 200.

Candidate has completed the state-approved program in the primary area of

__________________________ with student teaching at _______________________________ School
in __________ grade and in __________________________ area.

_________________________________________________________
Advisor's Signature, Education Department Date
Student's Name_________________________ S. C. Grade Span K - 12

I. General Information
   _____ All three sections of Praxis I: PPST passed _____ Reading
       _____ Writing
   _____ or Required SAT/ACT scores _____ Mathematics
   _____ 2.5 GPA admission
   _____ Approved admission to program
   _____ Praxis II: World Languages (0174): Passing Score (162/   )
   _____ PLT: (Select one: 0522, 0523, 0524) (165/   )

II. General Education
   See General Education Requirements in the Teacher Education Handbook.

III. Professional Education

   Education 200. Foundations of Education (3 sem. hours)    Date    Grade
   Education 220. Teaching Diverse Student Populations (3 sem. hours)
   Education 320. Human Growth and Development (3 sem. hours)
   Education 330. Educational Psychology (3 sem. hours)
   Education 340. The Teaching of Reading (w/field experience) (3 sem. hours)
   Education 420. Instructional Methods (w/field experience) (3 sem. hours)
   Education 430. Senior Seminar and Field Experience (4 sem. hours)
   Education 440. Clinical Practice (6 or 12 sem. hours)

IV. Major: French
   Minimum of 3-6 semester hours in major prerequisites from A.1.,
   and a minimum of 4 semester hours from A.2., and 24 semester
   hours of major requirements in French from B.

   A. Major Prerequisites (6-12 semester hours)
      1. French 101-102. Beginning Active French (6 sem. hrs.)    Date    Grade
      2. French 201-202. Intermediate Active French (8 sem. hrs.)

   Note: Prerequisites can be satisfied by demonstrated proficiency through
   testing or by taking courses.
B. Major Requirements (24 semester hours)  

Fourteen semester hours:
1. French 303. Advanced French (3 sem. hrs.)  
3. French 308. Introduction to French Literature (3 sem. hrs.)  
4. French 443. French Phonetics (4 sem. hrs.)  

C. Ten additional semester hours  

5. Courses chosen from the following list must include at least two 400-level courses, one of which must be in literature  
(French 412, 413, 414, 415, 421, 480+)  
French 241, 242, 243. Language and Culture via Satellite  
(1-3 semester hours)  
French 306. The French World: Africa, Europe, the Americas  
(4 sem. hours)  
French 412. The French Novel (3 sem. hrs.)  
French 413. French Poetry (3 sem. hrs.)  
French 414. French Non-Fiction (3 sem. hrs.)  
French 415. The French Theater (3 sem. hrs.)  
French 421. French Film Seminar (4 sem. hrs.)  
French 440. The Art and Craft of Translation (3 sem. hrs.)  
French 442. Oral Proficiency: Conversing and Interpreting in French (3 sem. hrs.)  
French 480+. Special Topics in French  
(3 or 4 sem. hrs., as appropriate)  

6. One semester of foreign study in a French-speaking culture or the equivalent, to be determined by the Department Chair (e.g., native speakers or extended foreign residency in a francophone environment). With approval of the Department Chair, courses of equivalent appropriateness may be taken abroad and substituted for course requirements in general education, professional education, or teaching specialization.  

7. Level of Advanced Low in oral French, according to current guidelines established by the American Council on the Teaching of Foreign Languages (ACTFL) 2002. A student will have an official rating by an ACTFL certified tester; the cost of the first test is to be paid by the college.  

Candidate has completed the state-approved program in the primary area of  
______________________________ with student teaching at ________________________________  

School in ________ grade and in __________________ area.  

__________________________________________________________________________  
Advisor's Signature, Education Department Date
Form #48

Wofford College
Individual Teacher Education Program Worksheet
Teaching Major in Spanish (K-12)

Teacher Candidate’s Name ____________________________  S. C. Grade Span 9-12

I. General Information

_____ All three sections of Praxis I passed

_____ or Required SAT/ACT scores

_____ Reading

_____ Writing

_____ Mathematics

_____ 2.5 GPA admission

_____ Approved admission to TEP

_____ Praxis II: World Languages (0195): Passing Score: (168/   )

_____ PLT: Principles of Learning and Teaching (0522, 0523, 0524). Score: (165/   )

II. General Education

See General Education Requirements in The Teacher Education Handbook.

III. Professional Education

Education 200. Foundations of Education (3 sem. hours)  
Date  
Grade

Education 220. Teaching Diverse Student Populations (3 sem. hours)  
Date  
Grade

Education 320. Human Growth and Development (3 sem. hours)  
Date  
Grade

Education 330. Educational Psychology (3 sem. hours)  
Date  
Grade

Education 340. The Teaching of Reading (w/field experience) (3 sem. hours)  
Date  
Grade

Education 420. Instructional Methods (w/field experience) (3 sem. hours)  
Date  
Grade

Education 430. Senior Seminar and Field Experience (4 sem. hours)  
Date  
Grade

Education 440. Clinical Practice (6 or 12 sem. hours)  
Date  
Grade

IV. Major: Spanish

Minimum of 3-6 semester hours in major prerequisites from A.1., and a minimum of 4 semester hours from A.2., and 24 semester hours of major requirements in Spanish from B and C.

A. Major Prerequisites (6-12 semester hours)

1. Spanish 101-102. Beginning Active Spanish (6 semester hours)  
   Date  
   Grade

2. Spanish 201-202. Intermediate Active Spanish (8 semester hours)  
   Date  
   Grade

Note: Prerequisites can be satisfied by demonstrated proficiency through testing or by taking courses.

B. Major Requirements (30 semester hours) including 201 or 202 or the equivalent.

The following courses are required: (17 semester hours)

1. Spanish 303. Advanced Spanish (3 sem. hrs.)  
   Date  
   Grade

2. Spanish 305. The Hispanic World: Spanish America (4 sem. hrs.)  
   Date  
   Grade

   Date  
   Grade

4. Spanish 308. Modern Writers of the Hispanic World (3 sem. hrs.)  
   Date  
   Grade

   Date  
   Grade
C. Two 400 level courses, at least one of which must be in literature.
   Spanish 411. Writers and Their Worlds (3 sem. hrs.)
   Spanish 412. Hispanic Narrative Fiction (3 sem. hrs.)
   Spanish 413. Hispanic Poetry (3 sem. hrs.)
   Spanish 414. Hispanic Non-Fiction (3 sem. hrs.)
   Spanish 416. Interdisciplinary Iberoamerican Cultural Studies (3 sem. hrs.)
   Spanish 421. Spanish and Spanish American Film Seminar (4 sem. hrs.)
   Spanish 440. The Craft of Translation (3 sem. hrs.)
   Spanish 441. Practical and Creative Writing in Spanish (3 sem. hrs.)
   Spanish 442. Oral Proficiency: Conversing and Interpreting in Spanish (3 sem. hrs.)
   Spanish 445. Advanced Spanish Structures, Syntax, Morphology, and Lexicon (3 sem. hrs.)
   Spanish 480. Advanced Topics in Spanish

D. One semester of foreign study in a Spanish-speaking country or the equivalent, to be determined by the Department Chair (e.g. native speakers or extended foreign residency in a Spanish environment). With approval of the Dept. Chair, courses of equivalent appropriateness may be taken abroad and substituted for course requirements in general education, professional education or teaching specialization.

E. Level of Advanced Low in oral Spanish, According to current guidelines established by the American Council on the Teaching of Foreign Languages (ACTFL). A student will have an official rating by an ACTFL certified tester; the cost of the first test is to be paid by the college.

Candidate has completed the state-approved program in the primary area of ___________________________ with Clinical Practice at ___________________________

School in ________ grade and in ___________________________ area.

Advisors’s Signature, Education Department ___________________________ Date ___________________________
Form #54

Wofford College
Individual Teacher Education Program Worksheet
Social Studies — Major in Psychology

Student's Name ________________________________  S. C. Grade Span 9 - 12

I. General Information
   ______ SAT (1100) or ______ SAT (1650 – 3 part version) or ______ ACT (24) or
   ______ All three sections of Praxis I: PPST passed
   ______ Reading
   ______ 2.5 GPA admission
   ______ Writing
   ______ Approved admission to program
   ______ Mathematics
   ______ Praxis II: Psychology (0390): Passing Score (720/____)
   ______ PLT Score (165/____)

II. General Education
   See General Education Requirements in the Teacher Education Handbook.

III. Professional Education
   Education 200. Foundations of Education (3 sem. hours)
   Education 220. Teaching Diverse Student Populations (3 sem. hours)
   Education 320. Human Growth and Development (3 sem. hours)
   Education 330. Educational Psychology (3 sem. hours)
   Education 340. The Teaching of Reading (w/field experience) (3 sem. hours)
   Education 420. Instructional Methods (w/field experience) (3 sem. hours)
   Education 430. Senior Seminar and Field Experience (4 sem. hours)
   Education 440. Clinical Practice (6 or 12 sem. hours)

IV. Major: Psychology
   A. Major Requirements (38 semester hours)
      Psychology 200. Experimental Methods (4)
      Psychology 210. Sensation & Perception (4)
      Psychology 220. Abnormal Psychology (3)
      Psychology 230. Biological Psychology (4)
      Psychology 240. Child Development (3)
      Psychology 250. Social Psychology (3)
      Psychology 300. Learning and Adaptive Behavior (4)
      Psychology 310. Cognitive Science (3)
      Psychology 451 or 452. Senior Thesis (4)
      plus three approved electives in Psychology:
      Psychology _____________________________ (3)
      Psychology _____________________________ (3)
      Psychology _____________________________ (3)
V. Integrated Social Studies Courses (18 semester hours)
   A. Geography 201. Introduction to Geography
      Government 203. Foundations of World Politics
   C. Economics 201. Principles of Microeconomics
      Economics 202. Principles of Macroeconomics
   D. History 101. Mod. West. Civil. to 1815
      History 102. West. Civil. Since 1815
      History 201. United States 1607-1865
      History 202. United States since 1865
   E. One of the following courses in Sociology
      Sociology 200. Introduction to Anthropology
      *Sociology 205. Cultural Anthropology
      Sociology 210. Introduction to Sociology

* Recommended to fulfill Cultures & Peoples

Candidate has completed the state-approved program in the primary area of ________
with student teaching at ____________________________

School in ________ grade and in _______________________ area.

_________________________ Date _________________
Advisor's Signature, Education Department

*Physical Science is required to satisfy teacher education certification requirements.
Appendix C

Selected Program Forms and Documents

Only selected Teacher Education Program forms and documents, which are referred to in various sections of this Handbook, are included in this Appendix C. All forms specifically related to field experiences and clinical practice are included in the respective handbooks for these Teacher Education Program experiences. A complete list of all program forms is given in Form #55 in Appendix C. This list is provided as convenience to the candidate in identifying appropriate forms for various program components.

The candidates should give special attention to the following forms included in this document:

• Teacher Education Program Interest Form
• Application for Admission to Teacher Education Program (#1)
• Teacher Education Admission Form (#2)
• Admission Recommendation Form (#3)
• Release Form (#4)
• Arrest Disclosure Form (#5)
• Program Admission Notification Form (#6)
• Pre-Clinical Practice Evaluation Form (#20)
• Application for Clinical Practice Form (#21)
• Clinical Practice Essay Form (#21A)
• Notification of Clinical Practice Placement Form (#22)
Wofford College
TEACHER EDUCATION PROGRAM INTEREST FORM

Date__________________________

Name ___________________________ Soc. Sec. No. ___________________________
    (Last)      (First)     (Middle)

College Address___________________  P. O. Box__________________________

E-Mail Address ____________________________

Home Address__________________________ (Street and/or Post Office Box #)
    (Permanent)

         (City)            (County)            (State)            (Zip)
Parents, Guardians or Spouse ________________________________
    (Name)            (Address)

High School from which you graduated______________________________
    (City)            (State)            (Year)

In what state(s) are you planning to teach?______________________________

Intended Major(s)______________________________

What subject do you plan to teach?______________________________

When do you expect to graduate? ________________

Will you have use of an automobile for all field experiences and clinical practice? ____________

What mathematics course(s) have you passed? ________________________________

What science courses have you passed? ________________________________

Have you taken the S. C. Teacher Education Program Admission Test (PPST)? __Yes___No
    When?______________________________ Where?______________________________

Student’s Signature______________________________ Date__________________
Form #1

Wofford College
APPLICATION FOR ADMISSION TO TEACHER EDUCATION PROGRAM

Name _______________________________ Soc. Sec. No. __________________
(Last) (First) (Middle) W#: __________________

College Address _______________ Telephone _______________ Email Address _______________

Home Address __________________________ Telephone __________________
(Permanent) _______________________________________________________________________

Graduate of _______________________________________________________________________ High School. When? _____________

Date of Birth ___________________ Anticipated Wofford College Graduation Date _______________

Physical Limitations, if any ____________________________

Academic Major __________________________ Planned Teaching Field ___________________
(declared or planned) __________________________________________________________________

Number of Hours Completed at the end of this term _______________ Current GPA _____________

Colleges Attended other than Wofford ___________________________________________________

Signed __________________________________________ Date _______________

Note: My signature gives permission to the Education Department to secure the necessary admission information specified below, from the appropriate offices. I also agree to the conditions required to remain in the program.

Requirements for Admission to the Teacher Education Program*

1. Complete a minimum of 45 semester hours, which will meet degree requirements. Approved____ Date ________

2. Achieve at least a cumulative GPA of 2.5 on a 4.0 scale or cumulative 2.25 on a 4.0 scale with a recommendation of an institutional review committee, which documents the reasons for the exception. Approved____ Date ________

3. Successfully complete the Pre-Professional Skills Test (PPST) or have the approved cut-off scores on the ACT or SAT. Approved____ Date ________

4. Receive two personal recommendations (one each from general education and teacher education faculty). Approved____ Date ________

5. Submit the required admissions essay. Approved____ Date ________

6. Provide a statement of disclosure concerning eligibility for full certification based on the required FBI background check as a prerequisite for clinical practice. Approved____ Date ________

Date of Approval _______________ Date Student Notified _______________ By _________

Conditions Required to Remain in Program:

1. Maintain a 2.5 GPA overall and in teaching major.

2. Successfully complete all coursework in the professional education sequence (Education 200, 220, 320, 330, 340, 420 and 430) with a grade of C or higher and the prescribed field experiences (Education 340, 420, and 430) with a rating of (Target) or 2(Acceptable), prior to enrolling in Education 440: Clinical Practice.

* Admission to the Teacher Education Program does not imply continuation.
Form #2

Wofford College
TEACHER EDUCATION PROGRAM ADMISSION FORM

Name ___________________________________ Soc. Sec. No. __________________________

Address ___________________________________ Phone________________________

________________________________________

Email Address__________________________ Yr. of Exp. College Graduation_________

Date of Birth_____________________________ Major(s)__________________________

State(s) where you wish to teach_____________ Year of High School Graduation_______

Student’s Signature________________________ Date______________________________

=======================================================================
To be completed by the Education Department Chair (based on latest transcript):

GPA_________ as of _________ Semester (A cumulative GPA of 2.5 on a 4.0 scale or a cumulative
Based on _______ Semester Hours. 2.25 on a 4.0 scale with a recommendation of an institutional
review committee which documents reasons for the exception. Semester hours earned must be at least 45.
Written documentation for the exception is attached.)

Signature_________________________ Date________________

Education Department Chair

=======================================================================

Education Program Admission Test  Passing Score  Date  Verification
Reading (PPST After 10/17/98) _____________________________
Writing (PPST After 10/17/98) _____________________________
Mathematics (PPST After 10/17/98) _____________________________
Required score on the SAT or the ACT _____________________________

Education Program Admission Test  Passing Score  Date  Verification
Reading (PPST After 10/17/98) _____________________________
Writing (PPST After 10/17/98) _____________________________
Mathematics (PPST After 10/17/98) _____________________________
Required score on the SAT or the ACT _____________________________

=======================================================================

General Education Faculty Recommendation____________________ Date________________

Education Faculty Recommendation____________________ Date________________

The education advisor acknowledges that formal admission criteria are met and recommends the
student for admission to the Teacher Education Program.

Education Advisors Signature____________________ Date________________

=======================================================================

Action of the Teacher Education Admission Committee: Admit_______ Reject_______
Date: ____________________________

Signature of Teacher Education Department Chair____________________

*Distribution:  Teaching Major Advisor, Education Advisor, Education Department Permanent File
Form #3

Wofford College  
Teacher Education Program  

Admission Recommendation

Date ________________________________

At this time, I do ____ , do not ____ recommend

______________________________
(Teacher Candidate)

as a suitable candidate both in academic ability and character for the Teacher Education Program at Wofford College.

______________________________
(Signature)

COMMENTS: ______________________________________________________________________
_________________________________________________________________________________
_________________________________________________________________________________
_________________________________________________________________________________
_________________________________________________________________________________

(Please return to the Education Department Chair.)
STATE OF SOUTH CAROLINA
COUNTY OF SPARTANBURG

In consideration of receiving permission from Wofford College, a corporation, to participate in practicums, clinical practice, field experiences or any activities related to course work, the undersigned hereby releases Wofford College, its agents, officers, servants, and employees, of and from all liability, claims, demands, actions and causes of action whatsoever arising out of or related to any loss, damage or injury of the undersigned in connection with the participation set forth above.

I give the College permission to release information for purposes of certification and accreditation.

This Release shall be binding upon the heirs, executors, administrators and assigns of the undersigned.

IN WITNESS WHEREOF, the undersigned has executed this Release this

___________ day of ______________________ , 20__.

________________________________________
(Signature)

WITNESS:
_______________________________________

_______________________________________
Form #5

Teacher Candidate Declaration Form

1. Have you ever been arrested? (Example: getting a traffic ticket)
   
   _____Yes   _____No

2. Have you ever been convicted, found guilty, entered a plea of no contest, paid a fine or otherwise had adjudication withheld in a criminal offense, other than a minor traffic offense?
   
   _____Yes   _____No

3. Are there any criminal charges now pending against you?
   
   _____Yes   _____No

If yes to any of the above, please provide below the specific criminal charge, as well as the outcome of the charge (unless the charge is still pending). Please note that any criminal record that has not been sealed or expunged by a written court order must be reported.

____________________________________________________________________________
____________________________________________________________________________
____________________________________________________________________________
____________________________________________________________________________

I certify that I believe the above information to be accurate and complete.

____________________________________________________________________________
Teacher Candidate Name (please print)

____________________________________________________________________________
Teacher Candidate Signature

____________________________________________________________________________
Date
Form #6

Wofford College
Education Department
Teacher Education Program

Admission Notification

Date ________________________

Student ________________________ Social Security No. ________________

Campus Address ___________________________________________________

or

Local Address ___________________________________________________

Dear ________________________,

Having met the criteria for formal admission to the Teacher Education Program, you are hereby notified of your acceptance in the program as of ________________________.

You have been given the worksheets for the general education requirements for teacher education students and your academic teaching major. Please be sure to follow these requirements in planning your schedule and registering for the appropriate courses each semester. Also, enclosed you will find a copy of the Teacher Education Handbook. This handbook should be useful as you complete the requirements for a teaching credential here at Wofford College.

Congratulations on your acceptance into the program. Please call me at 597-4519 to set up an appointment to review your progress in the program. Please feel free to contact me at any time that you need my assistance.

For the Teacher Education Committee

______________________________
Chair of Education Department

Enclosures

I have received a copy of the Teacher Education Handbook.

______________________________    ________________________
Signature                Date
Form 20  
Wofford College  
Pre-Clinical Practice Evaluation Form

Teacher Candidate ________________________________ Social Security # ________________

Evaluator ________________________________ Date ________________________________

Based on coursework, test scores, observations, filed experiences, and recommendations, identify apparent strengths and weaknesses in relation to readiness for Clinical Practice. Use the items below to guide your evaluation.

<table>
<thead>
<tr>
<th>Criteria/KSD</th>
<th>Target (3)</th>
<th>Acceptable (2)</th>
<th>Unacceptable (1)</th>
<th>Score</th>
</tr>
</thead>
</table>
| Academic Knowledge:  
  KSD1: Scholarly Performance: | The teacher candidate consistently and effectively demonstrates these behaviors, characteristics, skills & knowledge. | The teacher candidate usually demonstrates these behaviors, characteristics, skills & knowledge. | The teacher candidate does not demonstrate these behaviors, characteristics, skills & knowledge. |       |
| Teaching Methods:  
  KSD 2 Pedagogical Content Knowledge | | | | |
| Classroom Management:  
  KSD 8, 10 Leadership, Character | | | | |
| Rapport With Students  
  KSD 5, 10, 11 Leadership, Character | | | | |
| Organization  
  KSD 12 Leadership | | | | |
| Dependability and punctuality  
  KSD 12 Leadership | | | | |
| Planning  
  KSD 12 Leadership | | | | |
| Cooperation with faculty/others  
  KSD 6 Leadership | | | | |
| Written Communication Skills  
  KSD 5 Leadership | | | | |
| Oral Communication Skills  
  KSD 5 Leadership | | | | |

Comment on any special strengths or weaknesses that might help this teacher candidate have a successful teaching experience.

__________________________________________

Teacher Candidate’s Signature ________________________________

(Indicating Review/Receipt of Report)
Form #21

Wofford College
Application for Clinical Practice

<table>
<thead>
<tr>
<th>TEC Recommendation:</th>
<th>(Check one below.)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Favorable</td>
<td>Fall, _______ Semester</td>
</tr>
<tr>
<td>Unfavorable</td>
<td>Spring, _______ Semester</td>
</tr>
<tr>
<td>Rejected</td>
<td></td>
</tr>
<tr>
<td>Date</td>
<td></td>
</tr>
</tbody>
</table>

Date______________________________

Name_________________________________________ Soc. Sec. No.__________________________

 (Last) (First) (Middle)

Campus Post Office Box _________ Email Address ________________________________
or

Off-Campus Address ________________________________

Home Address ____________________________________________

(Permanent) (Street and/or Post Office Box No.)

__________________________________________

(City) (State) (Zip) (County)

Off-Campus Telephone ___________________________ or Cell Number _______________________

Parents, Guardians or Spouse ________________________________

(Name)

__________________________________________ (Address) ____________________________ (Telephone)

High School from which you graduated ____________________________ (City and State) ____________________________ (Year)

I will _____, will not _____ have an automobile to use for completing clinical practice.

I would prefer to complete my clinical practice at ____________________________ high school.

(Indicate 1 for first choice and 2 for second choice) ____________________________ high school.

Reasons for choices: ____________________________________________________________

___________________________________________________________

Major(s) __________________________________________________________
Form #21, Page 2

How many semester hours will you have in your teaching field when you begin clinical practice? __________

When do you expect to graduate? ________________________

List below courses you are taking this semester: ________________________________

____________________________________  _______________________________________

____________________________________  _______________________________________
Form #21A

Wofford College
Education Department

To Student Teaching Candidates

Re: Application for Clinical Practice

Please prepare a written two-three page educational autobiography to be attached to and submitted with Form #21, Application for Clinical Practice.

This autobiography should address your educational background from elementary school through the present. The following topics should be included:

1. Schools attended and date(s) of graduation
2. Participation in extra-curricular activities
3. Offices held while in school
4. Club memberships
5. Other related information

Your autobiography should include any work experiences that you have had with children and youth, including tutoring, Boys or Girls Scouting, summer camps, church school or programs, recreational programs, music activities, camps, etc. Describe any other work experiences you have had. Conclude with a statement or paragraph about your interests or goals in becoming a teacher. Include what you hope to accomplish, the type of teaching position you desire and the general location where you would like to teach. Describe and discuss any other items that you believe will be helpful to the Education Department faculty in providing meaningful experiences for you while you engage in clinical practice here at Wofford College in collaboration with a local area secondary school.

Please submit your autobiography to me by ________________________.

It must be typewritten and it should be a sample of your best work. It will be used as a sample of your writing skills.

Sincerely,

Cynthia A. Suárez, Ed.D.
Chair
Form #22

Wofford College
Education Department
Notification of Clinical Practice Placement

Date ____________________________

Teacher Candidate ____________________________

Campus Post Office Box __________
or
Local Address ____________________________

Dear ____________________________,

You have been approved for Clinical Practice for __________ and assigned to ________________ for this experience in the Teacher Education Program. The cooperating teacher will be ________________.

Please plan to meet with the Education Department Chair in the Olin Building, Room ______, on ____________________________ for a required orientation session on Clinical Practice and the South Carolina ADEPT Professional Standards.

The Education Department faculty and cooperating teachers hope that this experience will offer you a variety of meaningful learning opportunities to better prepare you for the teaching profession.

We look forward to working with you during the Fall semester.

Sincerely,

Cynthia A. Suárez, Ed.D.
Chair, Teacher Education Committee

CS/jb