EDUCATION

FACULTY:
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The Department of Education offers a teacher preparation program that leads to an Ohio, initial, four-year Resident Educator teaching license. Education is not a major at Wooster. Instead, students simultaneously pursue an academic major in a department or program while completing all of the coursework required for the Ohio teaching license.

The Department of Education provides opportunities for its teacher candidates to learn and teach within a liberal arts environment that values independence, leadership, inquiry, and tradition. The teacher education program prepares reflective and competent educators for work in classrooms, schools, and a variety of educational communities.

The Department recognizes that this preparation is provided in collaboration with all academic programs at Wooster. Throughout the teacher preparation program, students are immersed in hands-on, one-on-one experiences with classroom teachers, college faculty, and students. The Department emphasizes the importance of effective writing, speaking, and interpersonal skills and strives to encourage its graduates to become educational leaders in a complex and global society.

Minor in Education

Consists of six courses:

- EDUC 10000
- One of the following courses: PSYC 11000 or 32700
- One of the following courses: EDUC 23100 or 25100
- One of the following courses: EDUC 20000 or 30000
- Two of the following courses: AFST 10000, COMM 14500, 15200, EDUC 26500, ENGL 25000, HIST 11500, PHIL 22300, SOAN 20100, SOCI 20900 or 21400

Special Notes:

- Students may earn a teaching license through the Department of Education with or without a minor.
- Only grades of C- or better are accepted for the minor.

DEPARTMENTAL STANDARDS FOR THE TEACHING PROFESSION

The following seven standards for the teaching profession reflect a connection between the goals of Wooster's teacher education program and the Ohio Standards for the Teaching Professions. Listed below is a brief explanation of what the Department expects teacher licensure candidates to achieve by the end of the teacher education program:

- ***Student Learning:*** Candidates understand student learning and development and respect the diversity of students they will teach.
- ***Content Knowledge***: Candidates know and understand the content area for which they will have instructional responsibility.

- ***Assessment*:** Candidates understand and use varied assessments to inform instruction, evaluate, and ensure student learning.
- ***Instruction:*** Candidates plan and deliver effective instruction that advances the learning of each individual student.
- ***Learning Environment:*** Candidates create learning environments that promote high levels of learning and achievements for all students.
- ***Collaboration and Communication***: Candidates collaborate and communicate with students, parents, families, and other educators, administrators, and the community to support student learning.
- ***Professional Responsibility, Growth, and Reflection:*** Through reflection, candidates assume responsibility for professional growth, performance, and involvement as individuals and as members of a learning community.

LICENSURE AREAS

At Wooster, students can pursue a teaching license in one of the following areas:

Early Childhood*	Adolescent to Young Adult	Multi-Age
Grades PreK–3	Grades 7–12	Grades PreK–12
Ages 3–8	Ages 12–21	Ages 3–21
	Areas of Specialty:	*Area of Specialty:*
	Integrated Language Arts (English major)	Music
	Integrated Mathematics (Mathematics major)	
	Integrated Social Studies (usually History major)	

*Early Childhood licensure candidates may also seek the *Grades 4/5 Endorsement* after completing the additional required coursework.

One hundred percent of Wooster completers seeking the initial and/or Resident Educator Ohio teaching license passed the required Praxis II examinations during the past three academic years.

REQUIRED COURSES FOR LICENSURE

Early Childhood Education (Grades preK-3, Ages 3-8)

- EDUC 10000, 11000, 14000, 20000, 21000, 23100, 26000, 26500, 31000, 49000, 49100, 49200
- COMM 14500
- PSYCH 11000 or 32700

Adolescent to Young Adult Education (Grades 7-12, Ages 12-21)

- EDUC 10000, 12000, 25100, 30000, 32000, 49300, 49400, 49500
- PSYCH 11000 or 32700

For specific content courses, see *Teacher Education at the College of Wooster: A Supplement to the Catalogue* which is available from any faculty member in the Department of Education.

Multi-Age Education: Music Education (Grades PreK-12, Ages 3-21)

See Music Education under *MUSIC.*

EDUCATION COURSES

EDUC 10000. INTRODUCTION TO EDUCATION

This is a survey course that addresses a variety of topics that include: history of education; diversity of learners; societal changes; educational philosophy; instructional technology; school organization; family and com-

munity involvement; cultural diversity; differentiation; lesson planning; and professional development. The course includes a 50-hour supervised field placement in the appropriate content area in a local school. Enrollment in this course is typically limited to first year and sophomore students. *(1.25 course credits) Annually. Fall and Spring.*

EDUC 11000. USING PHONICS TO TEACH READING AND DEVELOP LITERACY (Communication)
In this course students explore techniques and strategies used to teach children to match, blend, and translate letters of the alphabet into sounds they represent and meaningful units. Emphasis is placed on the following topics: technology-related resources; the nature and role of word recognition; multiple literacies; methods and rationale for the instruction of phonemic awareness; fluency and vocabulary; instructional strategies for using children's literature; diversity; differentiation; decoding; spelling; and word recognition. This class includes a series of focused observations in various early childhood classrooms. *Annually. Fall.*

EDUC 12000. CONTENT AREA READING
In this course students consider and examine the research and reading strategies used when teaching content in grades 7-12. Emphasis is placed on the following topics: diversity of learners; needs of struggling readers; developing effective strategies; reflection; ESL/ELL learners; instructional technology; differentiation; assessment; and cooperative and collaborative learning. Students observe teachers using content area reading teaching strategies. *(.5 course credit) Prerequisite: EDUC 10000. Annually. Spring.*

EDUC 14000. INTERDISCIPLINARY FINE ARTS IN THE EARLY CHILDHOOD YEARS
This course is designed to help students explore developmentally appropriate practice and curriculum design and implementation within the areas of art, music, drama, and movement. Students examine lesson planning, assessment, instructional technology, community organizations that support the arts, instructional strategies, developmentally appropriate practice, diversity, differentiation, interdisciplinary planning, teaching and learning, and program organization and classroom management available to meet the needs of all learners within the area of fine arts. Several observations and hands-on clinics sponsored by a local community arts center are required in this course. *Annually. Spring.*

EDUC 16000. FUNDAMENTALS OF ENVIRONMENTAL EDUCATION
This course will explore the core components of environmental education including: foundations of environmental education, environmental literacy, planning and implementing environmental education curricula, assessment and evaluation of environmental education curricula, and the fostering of learning in environmental education settings.

EDUC 20000. TEACHING CHILDREN WITH SPECIAL NEEDS (Communication)
This course is designed to explore the federal government's exceptionalities categories and special education models currently used in schools. Emphasis is placed on the following topics: laws governing special education; research-to-practice gap; disproportionate representation in special needs classrooms; impact of ELL/ESL; at risk students; collaborations with colleagues and students' families; instructional differentiation; early intervention; problem-solving; writing and interpreting the I.E.P.; and cultural diversity. The course includes a 20-hour field placement within a special needs classroom. *Annually. Fall and Spring.*

EDUC 21000. THEORY AND PRACTICE IN TEACHING READING
This is a comprehensive course that introduces students to the theory and practice of acquiring literacy and developing instructional strategies for teaching reading in early childhood settings. Some course topics include: theoretical and methodological approaches; diagnostic and organizational techniques; writing; new and multiple literacies; assessment; teaching comprehension, vocabulary, phonemics awareness, writing, and working with words; content area reading; children's literature; ESL/ELL learners; differentiation; teaching diverse populations; instructional technology; the role of family and community; and classroom environment. This course includes a 50-hour supervised field experience in a reading/literacy-related classroom. *(1.25 course credits) Prerequisite: EDUC 10000. Annually. Spring.*

EDUC 23100. INTRODUCTION TO EARLY CHILDHOOD DEVELOPMENT AND EDUCATION
This course introduces students to the theory and practice which drives current early childhood education. Designed to present an exploration of an integrated and developmentally appropriate curriculum and the implementation of that curriculum, the course provides opportunities to examine many topics related to early childhood education. A 50-hour supervised field experience in an appropriate educational setting provides exposure to a diverse student population, instructional technology in an array of social service agencies, the early childhood profession, and a variety of curriculum guidelines and expectations. *(1.25 course credits) Prerequisite: EDUC 10000. Annually. Fall.*

EDUC 24100. INTRODUCTION TO MIDDLE CHILDHOOD EDUCATION
This course introduces students to middle level education and addresses the following topics: knowledge and pedagogy in middle childhood settings; the nature of early adolescence; the needs and development of the young adolescent; assessment; middle school philosophy and organization; instructional technology; differentiation; the role of family and community; and the ways in which a young adolescent fits into the school context. A 50-hour supervised field experience in grades 4 or 5 is required. *(1.25 course credits) Prerequisite: EDUC 10000. Alternate years. Fall.*

EDUC 24200. CURRICULUM STUDIES IN THE UPPER ELEMENTARY YEARS
In this course students review and use the research that informs instructional practice in curriculum and academic content standards in the upper elementary school grades. Students use these standards to design and assess instructional materials and strategies used to teach science, social studies, mathematics, language arts, fine arts, and technology in the upper elementary grades. In addition, students consider the challenges of teaching all learners, including ESL/ELL, diverse learners, and special needs students. *Prerequisite: EDUC 10000. Alternate years. Spring.*

EDUC 25100. INTRODUCTION TO ADOLESCENT AND YOUNG ADULT EDUCATION
This course is designed to introduce students to teaching at the adolescent to young adult level, grades 7-12. Emphasis is placed on the following topics: evidence-based learning; instructional technology; curriculum models; learning theories; instructional planning; assessment; motivation; the role of family and community; accountability; classroom management; and strategies for meeting the needs of all learners. A 50-hour supervised field experience in a local 7-12 classroom appropriate to the area of licensure is required. *(1.25 course credits) Prerequisite: EDUC 10000. Annually. Fall. [W]*

EDUC 26000. CURRICULUM: MATH/SCIENCE/SOCIAL STUDIES IN THE EARLY CHILDHOOD YEARS
This course is designed to help students examine curriculum and instruction in the areas of math, science, health, safety, and nutrition in the early childhood years. Topics include: developmentally appropriate practice; content area reading; content specific teaching and assessment strategies; the role of family and community; differentiation; instructional technology; ESL/ELL learners; and collaborative and cooperative learning. A 50-hour supervised field placement in a content-specific early childhood setting is required. *(1.25 course credits) Prerequisite: EDUC 10000. Annually. Spring.*

EDUC 26500. SOCIAL AND CULTURAL ENVIRONMENTS IN EARLY CHILDHOOD EDUCATION
This course examines current research that addresses the significance of the home, school, and community on the growth and development of young children. Emphasis is placed on early childhood educators establishing and maintaining collaborative, cooperative programs and activities that involve families of young children. Topics are explored through lecture, readings and discussions, student presentations, small and large group activities, community speakers, community field trips, video presentations, and 10 hours of focused, field-directed experiences. *Annually. Fall. [W, HSS]*

EDUC 30000. ISSUES IN EDUCATION: TEACHING DIVERSE POPULATIONS
This course examines topics relevant to teachers preparing to teach grades 7-12. Topics include: classroom management; effective professional relationships; roles and responsibilities of various school personnel; collaborative teaching and learning; differentiated instruction; teaching students with disabilities; ESL/ELL learners; content area reading; multicultural education; legal and ethical implications of teaching; school finance; educational technology; professionalism; standards and accountability; and school reform. Guest speakers from local schools and focused observations are integral to the course. *Prerequisite: EDUC 10000, 25100 or MUSC 29000. Annually. Fall*

EDUC 31000. ASSESSMENT AND INTERVENTION IN TEACHING READING
This course is designed to provide an in-depth exploration of formal and informal assessment and intervention strategies in the early childhood years. Topics include: observation and assessment of reading skills; value-added assessments; diagnosis and remediation of reading difficulties; use of children's literature; multidisciplinary teaching, planning, and evaluation of instructional lessons and units; evaluation of technology tools; implementation of the I.E.P.; use of family-centered assessment; reflective practice; collegial relationships; and professionalism. An "impact on student learning" project is integral to this course and requires both pre- and post- assessments and a 12-week tutoring experience with school-aged children. *Prerequisite: EDUC 10000 and 11000. Annually. Fall.*

EDUC 32000. CURRICULUM METHODS AND ASSESSMENT IN ADOLESCENT AND YOUNG ADULT EDUCATION: INTEGRATED LANGUAGE ARTS, INTEGRATED MATHEMATICS, OR INTEGRATED SOCIAL STUDIES
This course is designed for those students who plan to teach grades 7-12 in either English/Language Arts, Mathematics or the Social Studies. Topics include: curriculum development, content area reading, implementation of Ohio Academic Content Standards and/or the Common Core State Standards; instructional models and methods; issues of diversity; integration of instructional technology and 21st century learning; assessment strategies; and research applications/best practices appropriate to the specified content area. Students will also examine and utilize appropriate professional standards (NCTE, NCTM, or NCSS). A 50-hour supervised field placement in a content-appropriate classroom setting is required. One-third of the course is taught in a public school by grades 7-12 classroom teachers licensed within the associated content area. *(1.25 course credits), Prerequisite: EDUC10000 and 25100. Annually. Spring.*

STUDENT TEACHING

Student Teaching is required in all three licensure areas. This is the culminating experience in the Teacher Education Program and consists of a full-time, twelve-week supervised teaching experience in a setting appropriate to the areas of licensure. In addition, participation in the Student Teaching Seminar, held one evening a week throughout the entire semester, is required of ALL student teachers. If completed in the Fall semester, Student Teaching begins on the first day of the public school's academic year (usually one week before the College begins) and continues through mid-November. The remaining five weeks of the semester are dedicated to Independent Study and Student Teaching Seminar. If completed in the Spring semester, students dedicate the first four weeks of the semester to Independent Study and Student Teaching Seminar, and then begin Student Teaching in early February. If the student is completing Student Teaching as a post-graduate and the Independent Study requirement is fulfilled, the dates for Student Teaching and requirement of Student Teaching Seminar remain the same. The student teacher is responsible for providing his/her own transportation throughout the Student Teaching experience. Enrollment in this course is typically limited to seniors or recent post-graduates. *Prerequisite: All professional Education courses and most-to-all content-related coursework. Annually. Fall and Spring.*

EDUC 49000, 49100, 49200. EARLY CHILDHOOD STUDENT TEACHING AND SEMINAR
Placement consists of a full-time, 12-week supervised teaching experience in a pre-school, K, 1st, 2nd, or 3rd grade classroom.

EDUC 49300, 49400, 49500. ADOLESCENT/YOUNG ADULT STUDENT TEACHING AND SEMINAR
Placement consists of a full-time, 12-week supervised teaching experience in a local, approved adolescent and young adult setting (grades 7-12) within the appropriate area of licensure.

EDUC 49600, 49700, 49800. MULTIAGE STUDENT TEACHING AND SEMINAR
Placement consists of a full-time, 12-week supervised teaching experience in a local, approved multiage music setting (two different levels, divided among the pre-school, K-6, 7-8, and 9-12 environments).

GLOBAL/URBAN STUDENT TEACHING
Students may also elect to student teach in a global or urban setting through Educators Abroad- a college-endorsed study-abroad program. Students participating in this program must attend Student Teaching Seminar in the semester prior to their student teaching experience and complete all of the College of Wooster student teaching requirements and forms. Students interested in pursuing this placement option should inform the Field Director two-semesters prior to the semester they wish to student teach.

CROSS-LISTED COURSES ACCEPTED FOR EDUCATION CREDIT

AFRICANA STUDIES
AFST 10000. INTRODUCTION TO AFRICANA STUDIES *[C, AH, or HSS]*

COMMUNICATION
COMM 14500. LANGUAGE DEVELOPMENT IN CHILDREN *[HSS]*
COMM 15200. PUBLIC SPEAKING *[AH]*

ENGLISH

ENGL 25000. READERS' RESPONSES TO TEXTS

HISTORY

HIST 11500. HISTORY OF BLACK AMERICA: FROM WEST AFRICAN ORIGINS TO THE PRESENT *[C, HSS]*

PHILOSOPHY

PHIL 22300. PHILOSOPHY, CULTURE, AND EDUCATION *[AH]*

PSYCHOLOGY

PSYC 11000. CHILD AND ADOLESCENT DEVELOPMENT *[HSS]*

PSYC 32700. DEVELOPMENTAL PSYCHOLOGY: THEORY AND RESEARCH *[W]*

SOCIOLOGY AND ANTHROPOLOGY

SOAN 20100. EDUCATION IN SOCIOCULTURAL CONTEXT *[C, HSS]*

SOCI 20900. INEQUALITY IN AMERICA *[HSS]*

SOCI 21400. RACIAL AND ETHNIC GROUPS IN AMERICAN SOCIETY *[C, HSS]*