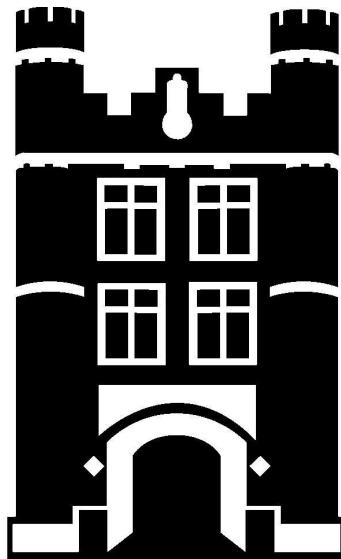


Teacher Education

at



THE COLLEGE OF
WOOSTER

Teaching from a Liberal Arts Perspective

Supplement to the Catalogue

Mission, Values, Graduate Qualities, Teaching Standards, Program Policies and Procedures Handbook

2020-2021

NOTICE OF NONDISCRIMINATORY POLICY

The College of Wooster does not discriminate on the basis of age, sex, race, creed, national origin, disability, handicap, sexual orientation, or political affiliation in the admission of students, or their participation in College educational programs, activities, financial aid, or employment.

This ***Supplement to the Catalogue*** is designed to help you understand the mission, goals, values, standards, policies, and procedures of the Department of Education at the College of Wooster, especially as these relate to those of the College (COW), Ohio Department of Education (ODE), and Council for the Accreditation of Educator Preparation (CAEP).

The Department of Education is driven by the College's ***Graduate Qualities*** and by the Ohio Department of Education's ***Standards for the Teaching Profession***, outlined briefly below and in more detail throughout this ***Supplement***.

The College of Wooster Graduate Qualities: Graduates of the College should demonstrate the following personal and intellectual capacities:

- Independent Thinking
- Integrative and Collaborative Inquiry
- Dynamic Understanding of the Liberal Arts
- Effective Communication
- Global Engagement and Respect for Diversity
- Social Justice and Civic Responsibility

The Department of Education and the Ohio Department of Education Standards for the Teaching Profession: Licensed graduates of the College should demonstrate a working knowledge and an effective application of teaching skills and dispositions relative to the following standards:

- **The Focus on Teaching and Learning**
 - Students
 - Content Knowledge
 - Assessment
 - Instruction
- **The Conditions for Teaching and Learning**
 - Learning Environment
- **Teaching as a Profession**
 - Collaboration and Communication
 - Professional Responsibility, Growth, and Reflection



Dear Prospective Educator:

Welcome to the Teacher Education Program at The College of Wooster! This *Supplement to the Catalogue* is designed to add to the College of Wooster Catalogue and outline very specific requirements for earning the initial four-year Ohio Resident Educator teaching license. You are expected to regularly refer to this *Supplement* throughout your time in the Teacher Education Program at Wooster.

It is important that you become familiar with the requirements for licensure outlined in this document. In addition, I strongly recommend that you make an appointment early in your academic career with a faculty member within the Department of Education who will answer questions regarding teaching licensure. Even if the person with whom you meet does not serve as your official academic advisor, this meeting is very important as you work your way through the requirements for licensure. It is suggested that you check-in with a Department of Education faculty member regularly regarding your progression through licensure requirements throughout your four years at Wooster.

Students may double major in Education AND a second discipline resulting in the completion of two majors and a teaching license. Students may choose to seek a teaching license in either *Preschool-5th grades- Primary, 7th-12th grades- Integrated Language Arts, Integrated Social Studies, Mathematics, Chemistry, Physics, Earth Sciences, Physics, French, German and Spanish*. Students who complete the Teacher Education Program are fully credentialed to teach in the state of Ohio and may seek licensure in other states. Music Education is a separate major at Wooster and is primarily advised through the Music Department. Members of both departments believe the combined approach of the liberal arts and professional education is an excellent way to prepare capable, confident, and professional educators.

Individuals interested in teaching in a public school setting must hold a teaching license. Students who plan to pursue options other than public school instruction may find it beneficial to pursue the minor in Education (which does not lead to licensure). Course requirements for the minor are outlined in this *Supplement*. Please speak with a member of either Department regarding your career plans so you may be properly advised about the Education Major, the Music Education or the Education minor.

Members of the Departments of Education and Music Education look forward to working with you as you prepare to become a professional educator. Please let us know how we may be of assistance.

Sincerely,

Matthew Broda
Chair, Department of Education
330-263-2303, mabroda@wooster.edu

TEACHER EDUCATION PROGRAM
The Department of Education and Music Education
Mission, Values, Graduate Qualities, Teaching Standards

Teaching from a Liberal Arts Perspective:
The College of Wooster

The College of Wooster's Mission Statement

The College of Wooster is a community of independent minds, working together to prepare students to become leaders of character and influence in an interdependent global community. We engage motivated students in a rigorous and dynamic liberal education. Mentored by a faculty nationally recognized for excellence in teaching, Wooster graduates are creative and independent thinkers with exceptional abilities to ask important questions, research complex issues, solve problems, and communicate new knowledge and insight (College of Wooster Catalogue, 2011-12, back of front cover):

The College of Wooster's Core Values

“The values that govern our shared pursuits and the ideas that we holds true”

- Education in the Liberal Arts Tradition
- A Focus on Research and Collaboration
- A Community of Learners
- Independence of Thought
- Social and Intellectual Responsibility
- Diversity and Inclusivity

The College of Wooster Graduate Qualities

Graduates of the College should demonstrate the following personal and intellectual capacities:

- Independent Thinking
- Integrative and Collaborative Inquiry
- Dynamic Understanding of the Liberal Arts
- Effective Communication
- Global Engagement and Respect for Diversity
- Social Justice and Civic Responsibility

The College of Wooster's Perspective on Liberal Arts

The liberal arts involve the study of human achievements in extending the boundaries of knowledge, of efforts to comprehend the unknown, to formulate values, to evolve and express a sense of human understanding. Wooster believes that such study will provide the best means of acquiring the capacity and perspective necessary in our complex and ever-changing world and the insight and vision to shape the future. The College believes, moreover, that all liberal education must be continuing education that offers increase and renewal to the end of life. It does not assume that everything can and must be taught. It seeks, rather, a liberal education that will truly free undergraduates for a lifetime of intellectual adventure, one that will help them meet new situations as they arise, and one that will allow them to develop harmoniously and independently (College of Wooster Catalogue, 2011-12, p. 9).

The College of Wooster's Curriculum - *A Wooster Education*

The College of Wooster seeks to create independent learners. *A Wooster Education* is characterized by how it identifies the goals of liberal arts curriculum and how these goals relate to the process of creating engaged and independent learners and informed and involved citizens. At Wooster, student development from "FYS to I.S." (First-Year Seminar to Independent Study) aims to provide a path to independence by developing a student's understanding of the nature, the range, and the goals of intellectual inquiry, the ability to communicate effectively, especially in writing, and the opportunity to work in the major field of study. Students learn to ask the important question, to cut through irrelevance to the heart of issues, and ultimately to shape knowledge into vision and action (College of Wooster Catalogue, 2011-12, p 14).

Framed by the First-Year Seminar in Critical Inquiry and the Senior Independent Study Project, *A Wooster Education* requires all students to successfully complete the following requirements:

1. First-Year Seminar in Critical Inquiry
2. Demonstration of basic writing proficiency through a placement exam or completion of the *College Writing Tutorial*
3. At least one *writing intensive (W)* course
4. At least one course in *Diversity, Power, and Privilege (D)*
5. At least one course in *Global Engagement (GE)*
6. Either a *Religious Studies (R)* or *Social Justice (SJ)* course
7. At least one *Quantitative Literacy* course
8. Demonstration of proficiency in a foreign language through the second-level in a given language sequence, either through placement or coursework
9. At least six courses in the category, *Learning Across the Disciplines*
 - Two from Arts and Humanities
 - Two from History and Social Sciences
 - Two from Mathematical and Natural Sciences
10. At least seven-to-nine courses in a major field of study (*Education students double-major*)
11. One Junior Independent Study Project (required in most departments, one semester)
12. One Senior Independent Study Project (two semesters in all departments)

The College of Wooster and Independent Study

The College of Wooster is nationally recognized for its programs of Independent Study, and for more than fifty years the College has required that every graduate complete a significant Independent Study project. The capacity for individual inquiry and expression marks the liberally educated person, and the

Independent Study program at Wooster provides an opportunity through which the capacity may be nurtured.

Independent Study provides all students the opportunities to engage in an activity both personally meaningful and appropriate to their individual fields and interests. It is not reserved for the few. Independent Study is the culmination of *A Wooster Education* and provides the basis for a lifetime of independent learning. Students begin in their first year to develop their abilities in writing, reading, and critical thinking required for the project and to explore various areas of intellectual interest (College of Wooster Catalogue).

Student teaching serves as the equivalent of the Senior Independent Study Project in Music Education. In all other majors, candidates complete a two-semester Senior Independent Study Project in addition to completing a semester-long Student Teaching Experience. Education faculty frequently serve as second readers for candidates completing a Senior Independent Study Project in an area related to education. Education faculty occasionally serve as primary advisors on some Senior Independent Study projects.

Teaching from a Liberal Arts Perspective: The Department of Education

The Department of Education Vision Statement

Striving to be Ohio's leader in new educator excellence, mentored development, research and educational thought.

The Department of Education Mission Statement

The Department of Education brings together engaged, independent thinkers and seeks to prepare future educational leaders who are reflective, socially minded, and influential in a diverse and interdependent global community. We engage motivated students, who value educational inquiry, through a rigorous and dynamic liberal education focused on emerging and progressive teaching and learning, with an emphasis on critical and creative thinking. Through extensive field experiences and dynamic on-campus learning, Wooster teacher candidates are deeply rooted in sound theoretical and pedagogical understanding and distinguish themselves in their ability to ask important questions, research complex issues, solve problems, and communicate new knowledge and insight in both individual and collaborative settings.

The Department of Education Philosophy Statement

The Teacher Education Program is designed to complement the principles and goals of the College's commitment to the liberal arts, the *Graduate Qualities*, independent study, and a lifetime of learning. In addition, the Department of Education utilizes the guidelines provided by the Ohio Department of Education (ODE), including the Educator Standards Board's *Standards for Ohio Educators*, and the Council for the Accreditation of Educator Preparation (CAEP) to shape, assess, and administer its Teacher Education Program.

The College of Wooster's Teacher Education Program is designed to reflect and promote current research, best practice in teaching, and collaborative relationships with colleagues and school professionals. Therefore, the Department of Education strives to prepare professional educators with the knowledge, skills and dispositions needed for life and work in an interdependent global community.

The Department of Education Program Goals

The Department of Education program goals reflect careful consideration by and discussion with faculty, College of Wooster teacher education faculty, students (often referred to as *candidates* throughout this document), stakeholders and school partners such as classroom teachers, and administrators. These program goals help define the teaching standards in which, upon graduation, all candidates in the Teacher Education Program are expected to demonstrate competence.

The Department of Education has established the following five goals:

1. Students to construct deep meaning and show proficiency in the seven departmental/state learning outcomes.

2. Provide traditional and alternative licensure pathways that prepare effective, thoughtful, and purposeful educators for work in early childhood, adolescence to young adult, and multi-age classrooms.
3. Provide for students with an interest in educational issues (i.e. public policy, law, social work, speech and language, TESOL) an array of coursework, field experiences, and intensive study.
4. Construct coursework, field experiences, and related experiences that foster deep and meaningful P-12 partnerships in support of area schools and educational communities.
5. Foster the interdependence of the College of Wooster curriculum by encouraging students to connect their work in education to the entirety of the academic experience and to use their experiences in the department to facilitate their growth and understanding of the Graduate Qualities.

The Department of Education Teaching Standards

The following Standards for the Teaching Profession reflect the Department of Education's vision of what its graduates will know and be able to do. These standards are aligned with the College's Graduate Qualities, the Ohio Standards for the Teaching Profession, and its own mission and desired outcomes. We are structured around the Ohio Standards for the Teaching Profession which ensures that our students will have shared language with our PK-12 teaching partners and gives our licensure candidates an extended engagement with the knowledge, skills and dispositions at the heart of teacher best-practices in Ohio's classrooms.

The Focus on Teaching and Learning

- **Standard 1: Students** - Teacher candidates understand student learning and development, and respect the diversity of the students they teach.
- **Standard 2: Content Knowledge** - Teacher candidates know and understand the content area for which they have instructional responsibility.
- **Standard 3: Assessment:** - Teacher candidates understand and use varied assessments to inform instruction and to evaluate and ensure student learning.
- **Standard 4: Instruction** - Teacher candidates plan and deliver effective instruction that advances the learning of each individual student.

The Focus on Teaching and Learning

- **Standard 5: Learning Environment** - Teacher candidates create learning environments that promote high levels of learning and achievement for all students.

Teaching as a Profession

- **Standard 6: Collaboration and Communication** - Teacher candidates collaborate and communicate with other educators, administrators, students, and parents and the community to support student learning.
- **Standard 7: Professional Responsibility, Growth, and Reflection** - Through reflection, teacher candidates assume responsibility for professional growth, performance, and involvement as an individual and as a member of a learning community.

InTASC Standards

The Interstate Teacher Assessment and Support Consortium (InTASC) is a consortium of state education agencies and national educational organizations dedicated to the reform of the preparation, licensing, and ongoing professional development of teachers. Created in 1987, InTASC's primary constituency is state

education agencies responsible for teacher licensing, program approval, and professional development. Its work is guided by one basic premise: An effective teacher must be able to integrate content knowledge with the specific strengths and needs of students to assure that all students learn and perform at high levels.

The Learner and Learning

- **Standard 1: Learner Development** - The teacher understands how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and designs and implements developmentally appropriate and challenging learning experiences.
- **Standard 2: Learning Differences** - The teacher uses understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards.
- **Standard 3: Learning Environments** - The teacher works with others to create environments that support individual and collaborative learning, and that encourage positive social interaction, active engagement in learning, and self motivation.

Content

- **Standard 4: Content Knowledge** - The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and creates learning experiences that make the discipline accessible and meaningful for learners to assure mastery of the content.
- **Standard 5: Application of Content** - The teacher understands how to connect concepts and use differing perspectives to engage learners in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues.

Instructional Practice

- **Standard 6: Assessment** - The teacher understands and uses multiple methods of assessment to engage learners in their own growth, to monitor learner progress, and to guide the teacher's and learner's decision making.
- **Standard 7: Planning for Instruction** - The teacher plans for instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills, and pedagogy, as well as the knowledge of learners and the community context.
- **Standard 8: Instructional Strategies** - The teacher understands and uses a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways.

Professional Responsibility

- **Standard 9: Professional Learning and Ethical Practice** - The teacher engages in ongoing professional learning and uses evidence to continually evaluate his/her practice, particularly the effects of his/her choices and actions on others (learners, families, other professionals, and the community), and adapts practice to meet the needs of learners.
- **Standard 10: Leadership and Collaboration** - The teacher seeks appropriate leadership roles and opportunities to take responsibility for student learning, to collaborate with learners, families, colleagues, and other school professionals, and community members to ensure learner growth, and to advance the profession.

The Department of Education Commitment to Diversity

The Department of Education is committed to providing teacher candidates with a broad, but extensive, cross-section of experiences with students and in classroom settings that foster a deep and meaningful respect for the diversity of and cultural competency with the students they teach, particularly those from minority and underserved communities. In addition, the Department encourages teacher candidates to regularly engage in both formal and informal cross-cultural dialogue about issues of diversity in its many forms as well as actively participate in events on campus designed to further their understanding of cultural diversity and to reflect on those experiences in their teaching practice.

The Department of Education Commitment to Technology

The Department of Education believes that technology is a ubiquitous part of 21st century learning and is committed to providing teacher candidates with ongoing, robust course-embedded experiences that thoughtfully integrate technology in its many forms into effective teaching and learning. Teacher candidates are required to regularly utilize varied progressive technologies both on-campus and in the field. The course-embedded technology model gives our students the most authentic opportunity for active experiential learning relevant to each content and/or pedagogical area and serves as a key assessment throughout the teacher education program. Additionally, the College's Instructional Technology Department supports faculty and students in the use and integration of technology in course work, field and clinical experiences.

Faculty Commitment of the Department of Education

Members of the Departments of Education at the College of Wooster strive to:

- Provide instruction based on current knowledge & research.
- Respect and support children and families.
- Recognize how biases influence learning and teaching.
- Maintain high standards.
- Remain open to new ideas.
- Continue to learn.
- Encourage self-evaluation and reflection.
- Provide support in the job search process.
- Support national professional organizations.
- Reflect the value of diversity and fairness in the learning process.
- **The College of Wooster Licensure Programs**

The Department of Education offers programs that lead to an initial Ohio four-year Resident Teaching license in the following:

- **Primary/Elementary Education**
 - **Ages 3-10 / Pre-kindergarten through Grade 5**
- **Adolescent to Young Adult Education (AYA)**
 - **Ages 12-21 / Grades 7-12**
 - Choose an area of specialty from one of the following areas:
 - Integrated English/Language Arts
 - Integrated Mathematics
 - Integrated Social Studies
 - Chemistry
 - Physics

- Earth Sciences
- Biology
- French
- German
- Spanish

The Departments of Education and Music offer a program that leads to an initial Ohio four-year Resident Teaching license in the following:

- **Multi-Age Music Education (MUED)**
 - **Ages 3-21 / Pre-kindergarten- Grade 12**

NOTE: *It is important that you become familiar with the requirements for licensure outlined in this document. In addition, you are **strongly encouraged to regularly make an appointment** to see any member of the Department of Education when you have questions regarding teaching licensure. A member of each Department does not serve as your official advisor but can be helpful in guiding you through the requirements for licensure. Ultimately you are responsible for knowing and fulfilling all of the course requirements for graduation and licensure. Utilizing the "Degree Progress" section in the Wooster Self-Service Advising Tool is especially helpful.*

The Department of Education Assessment System Overview

The Department of Education uses a detailed and comprehensive assessment system to assess the unit, program and candidate performance. Through the use of multiple measures at five steps, or “Gates,” the Department seeks to determine strengths and areas where improvement is needed. The Department regularly seeks input from its stakeholders to design and implement assessment tools and to interpret and use assessment results. The *Key Assessments* are outlined below, as used at each *Gate* of admission and continuation in the Teacher Education Program.

Gate 1: On-Track Status

- Course: EDUC 10000
- Key assessments:
 - Interview (Gate Meeting)
 - Philosophy of Education (Essay)
 - E-Portfolio (COW/OSTP Standards)
 - Dispositions (EDUC10000 Final Field Evaluation)
 - Personal GPA of 2.667 and Cohort GPA of 3.0
 - Declaration of Minor
 - Declaration of Major

Gate 2: Commitment and Formal Application/Acceptance Status

- Courses: EDUC 23100, EDUC 25100 or EDUC 21000
- Key assessments:
 - Interview (Gate Meeting)
 - E-Portfolio (AYA - COW/OSTP Standards, CAEP K-6 Elementary Teacher Preparation Standards Standards)
 - Lesson Planning Rubric
 - Pedagogy Evaluation (Pre-CPAST)
 - Dispositions Evaluation (Pre-CPAST)
 - Personal GPA of 2.667 and Cohort GPA of 3.0
 - Content GPA of 2.667
 - Declaration of Minor
 - Declaration of Major

Gate 3: Clinical/Student Teaching Placement

- Courses: EDUC 33000, 32000
- Key assessments:
 - Interview I (Course Professor), Interview II (Field Director)
 - E-Portfolio (NCTE, NCSS, NCTM, OSTP)
 - Pedagogy Evaluation (Pre-CPAST)
 - Dispositions Evaluation (Pre-CPAST)
 - Personal GPA of 2.667 and Cohort GPA of 3.0
 - Content GPA of 2.667
 - Instructional Unit Design (edTPA, locally scored)
 - ECE, NCTM, NCSS, NCTE

Gate 4: Program Completion

- Courses: EDUC 49000-49200 or 49300-49500
- Key assessments:
 - Interview (Gate Meeting)

- E-Portfolio (Add to Standards)
- Philosophy Revision
- Impact on Student Learning Project
- Pedagogy Evaluation (CPAST)
- Dispositions Evaluation (CPAST)
- Ohio Assessment for Educators (OAE)
- ODHE Compliance Modules
 - Standards for Professional Development
 - Operating Standards for Ohio Schools
 - Resident Educator Program
 - Licensure Code of Professional Conduct for Ohio Educators
 - Ohio Learning Standards
 - Substance Addiction Module
- **Gate 5: Post Graduate**
 - Key assessments:
 - Alumni Survey and/or Completer Survey (State and Local Instruments)
 - Principals' or Employers' Survey
 - RESA (Ohio)

NOTE: Adherence to the Department's attendance policy is a criterion for acceptance and continuation in all licensure programs and in all courses.

TEACHER EDUCATION PROGRAM

TABLE 1: Contact Information for Members of the Department of Education and Arts and Sciences Faculty who support the Teacher Education Program

	Department	Status	Position	Phone	Email	Office
DEPARTMENTAL FACULTY STAFF						
Broda, Matthew	Education	ON LEAVE	Associate Professor	330-263-2303	mabroda	Morgan 226
Bucher, Carol	Education	Part-time	Adjunct faculty	330-263-2231	cbucher	Morgan 208
Dunlap, Sarah	Education	Full-time	Director of Field Assessment, and Candidate Engagement	330-287-1961	sadunlap	Morgan 228
Graham, Joel	Music Education	Full-time	Visiting Assistant Professor	330-263-1941	jgraham	Scheide 218
Neptune, Allison	Education	Full-Time	Visiting Instructor	330-263-2231	aneptune	Morgan 208
Ozar, Ryan	Education	Full-Time	Visiting Assistant Professor	330-263-2424	rozar	Morgan 226
Spencer, Mary	Support Staff	Full-time	Administrative Coordinator	330-263-2302	mspencer	Morgan 204
Tefs, Gretchen	Education	Full-time	Visiting Instructor	330-287-1944	gtefs	Morgan 218
Wereley, Megan	Education	Full-time	Associate Professor	330-263-2229	mwereley	Morgan 225
Wong, Lisa	Music Education	Full-time	Visiting Assistant Professor	330-263-2050	lwong	Scheide 207
Zayed, Kevin	Education	Full-time	Visiting Assistant Professor	330-263-2099	kzayed	Morgan 227
SUPPORTING CAMPUS FACULTY						
Sene, Ibra	History	Full-time	Faculty Liaison/ History	330-287-2528	isene	Kauke 119
Pierce, Pamela	Math	Full-time	Faculty Liaison/ Mathematics	330-263-2389	ppierce	Taylor 314
Alkemeyer, Bryan	English	Full-time	Faculty Liaison/ Language Arts	330-263-2412	balkemeyer	Kauke 216

TEACHER EDUCATION PROGRAM

Department of Education

Services available to and expectations of all students at The College of Wooster

Academic Advising

You have an academic advisor either assigned to you through First-Year Seminar or because of your chosen major. You are required to seek advice from this individual at least once every semester. Along with this assigned academic advisor, members of the Department of Education also strongly recommend that you meet with a member of the Department of Education each semester in order to discuss and plan for the specific requirements in the teacher education program that leads to teacher licensure. Your assigned academic advisor often recommends the same.

Academic Integrity

The College of Wooster has operated under an academic honor code, The Wooster Ethic, since the beginning of 1962-63 when students initiated it. That honor code continues today. You have been asked to sign The Wooster Ethic and are expected to honor this code. The College's understanding and expectations in regard to issues of academic honesty are fully articulated in the *Code of Academic Integrity* as published in the **Scot's Key** and form an essential part of the implicit contract between the student and the College. The Code provides a framework at Wooster to help students develop their own personal integrity (<http://www.wooster.edu/policies>). Particular attention should be directed to the appropriate use of materials available online through the Internet. It is important that you read and understand the ethical use of information:

- <http://www.wooster.edu/library/sciref/Tutor/Ethics/ethics.html>

Whether intentional or not, improper use of materials can be considered a violation of academic honesty. You should cite your sources to avoid plagiarizing ideas and text. Particular attention should be directed to the appropriate use of materials available online through the Internet. It is important that you

Cheating in any of your academic work is a serious breach of the *Code of Academic Integrity* and is grounds for failing the entire course. Such violations include turning in another person's work as your own, copying from any source without proper citation, going beyond what is allowed in a group project, fabricating excuses, and lying in connection with your academic work. You will be held responsible for your actions. If you are unsure as to what is permissible, always consult your course instructor.

Academic Support

If you are a student with a documented learning disability, please register with Amber Larson, Director of the Learning Center (ext. 2595 or alarson@wooster.edu). The Learning Center is located in APEX (ext. 2595) and is the office that will assist you in developing a plan to address your academic needs and adjustments. The Learning Center (ext. 2595) offers services designed to help students improve their overall academic performance. Sessions are structured to promote principles of effective learning and academic management. Any student on campus may schedule sessions at the Learning Center.

Counseling

The College provides professional and confidential counseling at The Longbrake Student Wellness Center (ext. 2319). This center is located on Wayne Avenue across from the Compton Residence Hall and the Kittredge Dining Hall and is open 24 hours.

Recording a Class Session/Faculty Member

No student may record, tape or photograph any classroom activity without the express written consent of the faculty member teaching the course and/or student(s) participating in the classroom activity. If a student believes that they are disabled and needs to record or tape classroom activities, they should contact the Office of the Secretary (ext. 2141) to request an appropriate accommodation.

The Minor In Education

The minor in Education consists of six courses as follows:

Two required courses:

Education 10000	Introduction to Education
Psychology 11000 OR	Child and Adolescent Development
Psychology 32700	Developmental Psychology

Two courses selected from the following groups:

Education 23100 OR	Introduction to Early Childhood Development and Education
Education 25100	Introduction to Adolescent and Young Adult Development and Education
Education 17000 OR	Teaching Children with Exceptionalities
Education 30000	Teaching Diverse Populations

Two courses selected from the following group (students may petition to have a course not listed used in substitution):

Africana Studies 10000	Introduction to Africana Studies
Communication 14500	Language Development in Children
Communication 15200	Public Speaking
Education 16000	Environmental Education
Education 19900-04	Intro to Urban Education
Education 19900-05	Teaching Globally Engaged Learners
Education 20500	Reading, Teaching, and Learning: Literature and Media for Children and Young Adolescents
Education 26500	Social and Cultural Environments in Early Childhood Education
English 25003	Children as Readers: The Texts of Childhood/Adolescence
History 11500	History of Black America: From West Africa Origins - Present
Philosophy 22300	Philosophy, Culture, and Education
Anthropology 20100	Education in Sociocultural Context
Sociology 20900	Inequality in America
Sociology 21400	Racial and Ethnic Groups in American Society

Department of Education

Teacher Education Program Overview

The Teacher Education Program at the College of Wooster is administered through its Department of Education and reports directly to the Provost, an internal Advisory Board (College faculty, administrators, and students) and an external Advisory Board (local teachers, administrators and community members) support the program. The Teacher Education Program is supported with the following faculty and staff:

- **Matthew Broda, Alison Neptune, Ryan Ozar, Alison Schmidt, Gretchen Tefs, Megan Wereley, and Kevin Zayed** serve as full-time faculty members in Education responsible for teaching, developing, and assessing the Teacher Education Program.
- **Lisa Wong** serves as a full-time faculty member in Music Education responsible for teaching, developing, and assessing the Music Teacher Education Program.
- **Carol Bucher** is a part-time adjunct faculty member responsible for teaching one course each semester.
- **Sarah Dunlap** is a full-time Director of Field, Assessment and Candidate Engagement who oversees field and clinical placements as well as state and national accreditation efforts.

The Field and Accreditation Director acts as the Chief Certification/Licensing Officer and oversees administration of Title II reporting, assessment, and other special program reporting.

Wooster's Teacher Education Program offers 12 teacher licensure programs that are fully accredited by the Ohio Department of Higher Education.

In the past two years, Wooster's graduates have achieved a 96% passage rate on the newly adopted Ohio Assessments for Educators (OAE) licensure exams. Full passage rate and other state and federally required reporting can be found on our departmental web page:

<http://www.wooster.edu/academics/areas/education/reports/>

All potential teacher candidates are required to apply for full admission into the Teacher Education Program. Throughout the chosen licensure area, candidates are required to pass through four "Gates" as outlined below:

Candidates can be denied admission/continuation of a program at any time if they do not meet the specified criteria for each "Gate." Assessment of student performance and progress, program effectiveness, and faculty performance is ongoing. If the student is placed on *denied* status at any Gate he/she is required to meet with the Chair of the Department of Education in order to discuss an action plan and/or appeal. At any point when denied admission, the student is asked to write a Continuous Improvement Plan (CIP) outlining what he/she plans to do to meet the specific deficit. The Chair of the Department of Education must approve the CIP. Once the conditions of the CIP have been met, the student must send a letter to the Chair requesting its removal and reconsideration for admittance into the specified licensure program.

Upon completion of GATE 2, **full admission status must be achieved** before a final clinical/student teaching placement can be made after successful completion of GATE 3. Assessment of student performance and progress, program effectiveness, and faculty performance is ongoing with key assessments occurring at Gates 1, 2, 3, 4, and 5 (see p. 16 of this document). College alumni and

employers working with Wooster graduates are surveyed in post years 2 and 4 and results from these surveys are used to make changes and/or maintain current practices in the Teacher Education Program.

All teacher candidates at Wooster seeking licensure must double major in Education and second major in the content field most closely aligned with the teaching license being sought (PK-5 candidates may choose any academic major). Teacher candidates at Wooster have the option of earning a teaching license in the following areas:

TABLE 3: Overview of Teacher Education Candidates

Licensure Program	Grade levels	Content areas	Most common major at Wooster
Primary Elementary Education	PK-5	Any major can be selected	Psychology, Sociology, and Communication Sciences & Disorders
Adolescent to Young Adult Education	7-12	Integrated Language Arts, Integrated Mathematics, Integrated Social Studies Chemistry Biology Earth Sciences Physics French German Spanish	English, Mathematics, History, Chemistry, Biology, Earth Sciences, Physics, French, German, Spanish
Multi-Age Education	P-12	Music	Music Education

Teacher candidates participate in field placements and clinical experiences/student teaching in a variety of schools. All candidates must pass a criminal background check prior to their first field experience (and again prior to Student Teaching) in order to enter and work in assigned schools and educational settings for field and clinical placements. Candidates must also sign a "Statement of Good Moral Standing" annually.

All candidates participating in field placements *are encouraged* to have a car on campus. **Candidates completing the student/clinical teaching experience are required to provide their own transportation.**

The Department of Education at Wooster maintains working P-12 partnerships with several Wayne County school districts , private P-12 schools, and private and public preschools. Teacher candidates tutor at local schools, work in high school writing labs, the local Boy's and Girl's Club, and/or provide support for school projects and programs. For example, over the past several years, Wooster's education students have supported classroom teachers in reading assessment projects, writing grants, in science classrooms with specific projects, with class assignments, as lab technicians, and in writing labs.

TEACHER EDUCATION PROGRAM

Department of Education and Music Education

GATES for Program Admission and Continuation Steps, Criteria, Application Timeline, Continuous Improvement Plan & Appeal Process

As a student you are required to apply for admission to and continuation in the Teacher Education Program at four distinct GATES throughout your years at Wooster. At GATE 5, as alumni, you are asked to respond to a survey and provide feedback about the Teacher Education Program. The GATES, criteria, retention policy, application timeline, continuous improvement plan, and appeal processes are outlined below. The interview forms used at each step can be found in the appendices (Appendices A-D):

TABLE 4: Gates for Program Admission and Continuation

GATES	POINT OF APPLICATION/ COURSE	KEY ASSESSMENTS
Gate 1 On-Track	EDUC 10000	Interview Philosophy Essay E-Portfolio Field Evaluation Dispositions Evaluation Personal GPA 2.667 (Cohort GPA 3.0) SAT/ ACT Score in top 50% nationally (Cohort)
Gate 2: Commitment and Formal Application	EDUC 210 or 23100, EDUC 25100	Interview E-Portfolio Field Evaluation (Pedagogy) Dispositions Evaluation Lesson Planning Rubric Personal GPA 2.667 (Cohort GPA 3.0) Declaration of Major
Gate 3 Formal Application for Clinical/Student Teaching Placement	EDUC 32000 or 33000	Interview (Course Professor and Field Director) E-Portfolio Field Evaluation (Pedagogy) Dispositions Evaluation Personal GPA 2.667 (Cohort GPA 3.0) GPA in the Major of 2.667 (AYA only) Instructional Unit Design (edTPA)
Gate 4 Program Completion	EDUC 49000-49200 EDUC 49300-49500	Interview E-Portfolio Philosophy Revision Proof Project - Impact on Student Learning Student Teaching Evaluation (Pedagogy) Dispositions Evaluation Ohio Assessment for Educators (OAE) ODHE Compliance Modules Program-Specific Addendum
Gate 5 Post Graduate	Alumni status	Alumni Survey Employer Survey RESA

Adherence to the Department's attendance policy is a criterion for acceptance and continuation in all licensure programs and in all courses.

Continuous compliance with the criteria for *on track* (GATE 1), *full admission* (GATE 2), *student teaching/clinical placement* (GATE 3), *program completion* (GATE 4) and *alumni status* (GATE 5) outlined above is expected of all candidates enrolled in the Teacher Education Program at Wooster. Lack of compliance results in a provisional or denied status in the early part of the program. If this status continues as a candidate progresses, the candidate will be denied a student teaching placement and unable to complete the Teacher Education Program and ultimately unable to earn the teaching license. In order to maintain the “full” admission status that leads to licensure, the candidate must continue to meet the criteria stated at each GATE of the application and continuation process.

APPLICATION TIMELINE

At each GATE, you will complete an application packet and meet and confer with a member of the Department of Education faculty. Following submission of your application packet and the conference, you will be provided a letter of documentation and the requisite admissions status. Exceptional cases will be submitted to the Department of Education at its next regularly scheduled, departmental meeting. At this meeting, admission status will be discussed and voted on. A letter explaining your admission status will be sent to you no later than three weeks after this meeting.

CONTINUOUS IMPROVEMENT PLAN

If you receive *on-track status* (GATE 1), *full admission* (GATE 2), *placement in student/clinical teaching* (GATE 3), or *program completion status* (GATE 4), you will be reminded that all criteria must be met in order to maintain this status.

If you are placed on *denied* status at any GATE and at any point in the Teacher Education Program, you will be required to meet with the Chair of the Department of Education in order to discuss your action plan and/or appeal. At any point when denied admission, you will be asked to write a Continuous Improvement Plan (CIP) outlining what you plan to do to meet the specific deficit. The Chair of the Department of Education must approve the CIP.

APPEAL PROCESS

You have the right to petition the Department at any time, asking that your admission status be reconsidered. You must provide evidence to support your appeal. If you wish to file an appeal, you must send your request to the Chair of the Department of Education. If an appeal is denied and you wish to continue the appeal process, you must meet with the Dean of Curriculum and Academic Engagement. At the time of an appeal, the Chair of the Department of Education will submit your name to the Department of Education at its next regularly scheduled, department meeting. At this meeting, your appeal will be discussed and voted on by all in attendance. You will receive notification of the Department’s decision within three weeks of the Department meeting.

COMPLAINTS

Any complaints about the teacher preparation program must be submitted to the Chair of the Department of Education. If the complaint is about the Chair, then it must be filed with the Dean for Faculty Development. Once filed all complaints (other than those filed about the Chair) are discussed and solutions sought at the weekly departmental meetings. A formal letter then goes out to each student, explaining the Department’s decision.

TEACHER EDUCATION PROGRAM

Departments of Education and Music Education

Overview of Licensure Requirements

Below is an overview of requirements for teaching licensure. Please consult with a member of the Department of Education or Music Education for appropriate advice in meeting these criteria.

1. Candidates for primary, adolescent and young adult, or multi-age education licensure must fulfill requirements outlined at each GATE of admission and continuation outlined in this supplement.
2. In addition to successful course completion, all candidates for teaching licensure are responsible for the following:
 - Successfully completing the field experiences accompanying each professional education course.
 - Successfully completing the appropriate teacher examinations in the Ohio Assessments for Educators series.
 - Successfully completing the Departmental Proof Project (impact on student learning).
 - Meeting with a faculty member in the Department of Education each semester to review progress toward licensure.
 - Completing a criminal background check.
 - Creating a OHID account with the Ohio Department of Education
 - Completing and submitting an application for licensure.

Materials and information regarding procedures and fees for OAEs, the criminal background check, and the license application are available from the Director of Field, Assessment and Candidate Engagement.

Program Planning Procedures

Students are advised to follow the procedures outlined below for planning their Teacher Education program:

1. Students interested in pursuing teaching licensure should **see a member of the Department of Education or Music Education as early as possible** in their Wooster career. Faculty can guide students in preparing a four-year program of study and assist in course selection (see Appendix E) and can help the student navigate through the requirements for licensure (see Appendix F).
2. Education 10000 is the initial course for all students seeking teaching licensure. Some students in the Early Childhood Program begin with Education 11000 or 17000. Students pursuing licensure should take Education 10000 before the end of the sophomore year, preferably during the first or second semester of the first year or, at the latest, fall semester of the sophomore year. Applying for *On-Track* Status to the Teacher Education Program is made at the conclusion of this course (EDUC 10000).
3. Once students make a formal application for admission to the Teacher Education Program, they must assume the responsibility for monitoring their own progress toward completion of requirements for licensure and graduation. **Students should review their Degree Progress report on Wooster Self Service as well as consult regularly with both of their academic advisers (in the Education Department and second major)**. This collaborative approach will ensure the provision of

appropriate guidance in fulfilling the requirements for the program of study. **Ultimately you are responsible for knowing and fulfilling all of the course requirements for graduation and licensure.**

TEACHER EDUCATION PROGRAM

Department of Education and Music Education

Field, Support, and Clinical/Student Teaching Experiences

Field Experience

1. Beginning with the Education 10000, 11000, 17000 or Music 29000, students participate in a variety of field experiences in local P-12 school settings. Field experience is intended to complement the college classroom activities and provide opportunities for significant reflective and “hands-on” learning.
2. Expectations and procedures for field participation are outlined in writing by the faculty member teaching each course.
3. Candidates complete approximately 50 field hours in several field-based courses and approximately 8-20 field hours in several other education courses.
4. **Success in the field experience is essential for continued progress in the Teacher Education Program.** To assess student progress, mentor teachers and college supervisors provide written and verbal feedback on student performance throughout the field experience. Students must earn a minimally acceptable score (specified at each gate) in all areas on both the mentor teacher and supervising teacher field evaluation forms completed at the end of the field placement in order to be considered successful. If a student does not attain the minimal score or better in all areas, a CIP (Continuous Improvement Plan) must be written and filed with the Chair of the Department of Education.
5. A candidate participating in a field placement is strongly encouraged to have a vehicle to use to get to and from the field placement.
6. If the candidate has a vehicle and agrees to drive other students to the field placement, he/she is required to complete a transportation information update each academic year by providing e proof of a valid driver's license and insurance.
7. All students going into the schools for a field placement must successfully complete a FBI/BCI criminal background check before being permitted to enter a school. If the student does not complete the criminal background check or is denied clearance, the field placement cannot be completed, and may result in a failing grade for the course associated with the field placement.

Clinical / Student Teaching Experience

1. The student is **required** to have a vehicle and provide his/her own transportation while completing the clinical/student teaching experience.
2. Clinical/student teaching is a full-time, thirteen-week experience.

3. Those students completing the clinical/student teaching experience in the spring typically begin student teaching in February to provide time to meet requirements for Senior Independent Study.
4. Local clinical/student teaching experiences take place in surrounding counties (e.g. Wayne County and neighboring counties). Students are not permitted to student teach in their home district or outside a 20 mile radius of Wooster.
5. In addition to the twelve-week teaching experience, each student teacher is required to attend a Student Teaching Seminar, held 12 times throughout the semester when student teaching is being completed.
6. The application for student teaching must be filed with the Director of Field, Assessment and Candidate Engagement in the semester preceding the one in which the student teaching will take place. The application deadline will be determined and announced by the Director.
7. Throughout the student teaching experience, teacher candidates will be regularly evaluated by their mentor teachers and Department of Education faculty, in order to affirm their candidacy for teaching licensure. In order to assess content knowledge within an academic field, all candidates are observed by a licensed teacher in their academic discipline or by a teacher with experience in their academic discipline.
8. All students going into the schools for a clinical placement must successfully complete a criminal background, all required OAE assessments and the ODHE compliance modules.

A matrix of the field and clinical experiences required in Primary, Adolescent to Young Adult, and Multi-Age licensure programs follows:

TABLE 5: Field and clinical experiences in the Primary Elementary Education program: grades P-5, ages 3-10

Course taken with a field or clinical experience	Group, individual or clinical	# of hours in the field/ clinical	Length of time in the field/ clinical	When course is typically taken	Nature of the placement
EDUC 10000	Individual	50 hours	9 weeks	First or Soph. year	Typically the first placement Placements mostly made in a P-5 classroom
PSYC 11000	Individual	20 hours	15 weeks	Soph. year	College of Wooster Nursery School with 3-5 year olds
EDUC 11000	Group	8 hours	5 visits	First or Soph. year	Focused field visiting four classrooms to observe phonics instruction
EDUC 17000	Individual	21 hours	7 weeks	First or Soph. year	Intervention Settings
EDUC 21000	Individual	50 hours	8 weeks	Soph. or Jr. year	Reading and writing classrooms in a P-5 classroom, different from a previous placement
EDUC 23100	Individual and/or partner	50 hours	8 weeks	Soph. or Jr. year	P-5 classroom, different from a previous placement/ often a pre-school placement
EDUC 33000	Individual	50 hours	8 weeks	Jr. or Sr. year	P-5 classroom, different from a previous placement with emphasis on math, science, or social studies
EDUC 30000	Individual	8 hours	2-3 visits	Soph. or Jr. year	Focused field visiting various social service agencies that serve families and children
EDUC 31000	Individual	13 hours	13 visits	Jr. or Sr. year	Conduct an <i>Impact on Student Learning</i> project with an individual student and classroom teacher
EDUC 49000 49100 49200	Clinical	480 hours	12 weeks	Sr. yr. or as post graduate	P-5 classroom different from previous field placements (whenever possible)
TOTALS	12 courses taken in professional education			270 field hours 480 clinical hours	

**TABLE 6: Field and clinical experiences in the Adolescent to Young Adult licensure program:
grades 7-12 and ages 14-21 in Integrated Language Arts, Integrated Mathematics, and Integrated Social Studies**

Course taken with a field or clinical experience	Group, individual or clinical	# of hours in the field/clinical	Length of time in the field/clinical	When course is typically taken	Nature of the placement
EDUC 10000	Individual	50 hours	8 weeks	First or Soph. year	Typically the first placement Placements attempted to be consistent with content area
PSYC 11000	Individual	20 hours	15 weeks	Soph. year	College of Wooster Nursery School with 3-5 year olds
EDUC 12000	Group	8 hours	2-3 visits	Soph. or Jr. year	Focused field observing reading environments in 7-12 schools and ESL tutoring in local Family learning center
EDUC 17000	Individual	21 hours	7 weeks	First or Soph. year	Intervention Settings
EDUC 25100	Individual and/or partner	50 hours	8 weeks	Soph. or Jr. year	7-12 classroom, different from a previous placement/ consistent with content area
EDUC 30000	Group	8 hours	5 weeks	Sr. year	Shadow a professional for five weeks
EDUC 32000	Individual	50 hours	8 weeks	Jr. or Sr. year	7-12 classroom, different from a previous placement/ specific content methods course consistent with content area
EDUC 49300 49400 49500	Clinical	480 hours	12 weeks	Sr. yr. or as post graduate	7-12 classroom different from previous field placements (whenever possible)
TOTALS	10 courses taken in professional education				207 field hours 480 clinical hours

TABLE 7: Field and clinical experiences in the multi-age licensure program: ages 3-21 in Music

Course taken with a field or clinical experience	Group, individual or clinical	# of hours in the field/ clinical	Length of time in the field/ clinical	When course is typically taken	Nature of the placement
EDUC 10000	Individual	50 hours	8 weeks	First or Soph. year	Typically the first placement Placement made in a P-12 classroom consistent with content area
PSYC 11000	Individual	20 hours	15 weeks	Soph. year	College of Wooster Nursery School with 3-5 year olds
EDUC 12000	Group	6-8 hours	2-3 visits	Soph. or Jr. year	Focused field observing reading environments in 7-12 schools and ESL tutoring in local Family learning center
MUSC 29000	Individual	6 hours	3 visits	First or Soph. year	Early field placements in music classrooms
MUSC 34200	Individual	25 hours	8 weeks	Soph. or Jr. year	Field placements in music classrooms different from previous placements
MUSC 34300	Individual	13 hours	8 weeks	Junior Year	Field placements in music classrooms different from previous placements
MUSC 34400	Individual	13 hours	8 weeks	Junior Year	Field placements in music classrooms different from previous placements
EDUC 30000	Group	8-10 hours	4-5 visits	Sr. year	Shadow a professional for five weeks
EDUC 49600 49700 49800	Clinical	435 hours	12 weeks	Sr. yr. or as post graduate	P-12 classroom different from previous field placements (whenever possible) and at 2 different levels (primary and high school)
TOTALS	11 courses taken in professional education			141-145 field hours 435 clinical hours	

TEACHER EDUCATION PROGRAM

Department of Education and Music Education

Ohio Assessments for Educators Exams

TITLE II Information

This section is divided into three parts:

- Explanation of the Ohio Assessment for Educators (OAE)
- College of Wooster student results on the Title II report
- College of Wooster student results on the OAE exams

General Overview

The Ohio Assessments for Educators assess the content-area and professional (pedagogical) knowledge of candidates who are seeking initial Ohio educator licensure or adding a new licensure area. The assessments are aligned with Ohio's Learning Standards.

All students seeking initial licensure in the state of Ohio must take the required OAE exams. Specific information about the OAE testing requirements is available at <http://www.oh.nesinc.com/Home.aspx>

Information about testing requirements in Ohio is also available at the Ohio Department of Education website at www.ode.state.oh.us

PRIMARY EDUCATION Licensure Requirements

GRADES PRE-KINDERGARTEN THROUGH 5 AGES 3-10

At times a course substitution must be made because a course is not offered in a particular academic year or another course is comparable. This does not happen often and must be approved by the Chair of the Department from which the course is offered (if appropriate) and the Chair of the Department of Education.

At times a student chooses to take a course off campus, during the summer or during an off-campus study experience. A student seeking licensure may only take two Education courses off campus and count these in the licensure program being completed.

Prior to being licensed, those seeking P-5 licensure must pass the required Ohio Assessments for Educators. To date, 100% of College of Wooster graduates taking these tests have passed.

If interested in P-5 licensure, please make an appointment to meet with Megan Wereley (ext. 2229, mwereley@wooster.edu).

Double-Major: Primary Education and Content Major

DEPT	COURSE #	TITLE	COMPLETED
EDUC	10000	Introduction to Education	
PSYC	11000	Child and Adolescent Development	
EDUC	11000	Using Phonics to Teach Reading	
EDUC	17000	Introduction to Intervention and Student Support (D)	
EDUC	21000	Theory and Practice in Teaching Reading	
EDUC	23100	Introduction to Primary (Elementary) Education (W)	
EDUC	27000	STEM in P-5 Learning Environments	
EDUC	28000	Integrating Social Studies and the Arts in P-5 Learning	
EDUC	30000	Classroom Management as Social Justice (SJ)	
EDUC	31000	Assessment and Intervention in Teaching Reading	
EDUC	33000	Advanced Methods and Assessment in Primary (Elementary) Education	
EDUC	49000	Primary (Elementary) Student Teaching & Seminar	
EDUC	49100	Primary (Elementary) Student Teaching & Seminar	
EDUC	49200	Primary (Elementary) Student Teaching & Seminar	

Please confer with the Chair of specific departments regarding requirements for a content area major.

ADOLESCENT TO YOUNG ADULT EDUCATION Licensure Requirements

**GRADES 7-12
AGES 12-21**

**Licensure is offered in Integrated Language Arts, Integrated Mathematics,
and Integrated Social Studies, Chemistry, Biology, Earth Sciences, Physics,
French, German, Spanish**

Students choose one area of licensure

At times a course substitution must be made because a course is not offered in a particular academic year or another course is comparable. This does not happen often and must be approved by the Chair of the Department from which the course is offered (if appropriate) and the Chair of the Department of Education.

At times a student chooses to take a course off campus, during the summer or during an off-campus study experience. A student seeking licensure may only take two Education courses off campus and count these in the licensure program being completed.

Prior to being licensed, those seeking Adolescent to Young Adult licensure must pass the required Ohio Assessments for Educators exams. In the past three years of reporting, 100% of Wooster's students passed the required tests.

If interested in Adolescent to Young Adult licensure, please make an appointment to meet with Ryan Ozar (ext. 2424, rozar[@wooster.edu">@wooster.edu](mailto:)).

Double-Major: English and Education

EDUC Major - AYA Integrated Language Arts

DEPT	Course #	Title	Completed
EDUC	10000	Introduction to Education	
PSYC	11000 or 32700	Child and Adolescent Development	
EDUC	12000	Content Area Literacy	
EDUC	17000	Introduction to Intervention and Student Support (D)	
EDUC	20500	Reading, Teaching, and Learning	
EDUC	25100	Introduction to Adolescent to Young Adult Education (W)	
EDUC	30000	Classroom Management as Social Justice (SJ)	
EDUC	32000	Advanced Methods and Assessment in AYA Education	
EDUC	49300	AYA Student Teaching & Seminar	
EDUC	49400	AYA Student Teaching & Seminar	
EDUC	49500	AYA Student Teaching & Seminar	
ENGL	160XX or 161XX	Non-Fiction Writing	
ENGL	22000	Shakespeare	
ENGL	27000	Tutoring Methods	

ENGL Major (11 courses)

- ENGL 120xx
- ENGL 20000 - Investigations in Literary Theory and Research Methods
- One elective in Literature [Before 1800]
- One elective in Literature [Before 1900]
- Four elective English courses (above 120XX)
- ENGL 45100 - Independent Study Thesis I
- ENGL 45200 - Independent Study Thesis II

If you are double majoring in Education, you will be required to be selective in your course section in the English major in order to meet the State of Ohio requirements and to be prepared for your content specialization exams. Use this guide below when selecting your 11 courses in English.

To be well rounded and prepared, we ask that ENGL and EDUC double majors seek out courses along the spectrum of the ENGL major. You are already required to take courses in the 120XX, 20000, 22000, 160XX rubrics, but we ask that you also include with following with your remaining electives:

- English 21000: Any Gender, Race, and Ethnicity course
- English 23000-23100: Any History course
- English 24000-24100: Any Textual Formation course

DEPT	Course #	Title	Completed
ENGL	120XX		
ENGL	20000	Investigations in Literary Theory and Research Methods	
ENGL	Any	Before 1800 Elective	
ENGL	Any	Before 1900 Elective	
ENGL	Above 120XXX		
ENGL	40100	Junior Independent Study	
ENGL	45100	Senior Independent Study 1	
ENGL	45200	Senior Independent Study 2	

Double-Major: Mathematics and Education

EDUC Major - AYA Integrated Mathematics

DEPT	Course #	Title	Completed
EDUC	10000	Introduction to Education	
PSYC	11000	Child and Adolescent Development	
EDUC	12000	Content Area Literacy	
EDUC	17000	Introduction to Intervention and Student Support (D)	
EDUC	25100	Introduction to Adolescent to Young Adult Education (W)	
EDUC	30000	Classroom Management as Social Justice (SJ)	
EDUC	32000	Advanced Methods and Assessment in AYA Education	
EDUC	49300	AYA Student Teaching & Seminar	
EDUC	49400	AYA Student Teaching & Seminar	
EDUC	49500	AYA Student Teaching & Seminar	
MATH/DATA	22700/32500	Operations Research or Applied Data Science (taken in Spring junior year)	
MATH	22900	Probability Theory	
MATH	33400	Abstract Algebra I	

MATH Major (13 courses)

- One of the following courses:
 - MATH 11100 - Calculus & Analytic Geom I
 - MATH 10800 - Calculus With Algebra B
- MATH 11200 - Calculus & Analytic Geom II
- MATH 21100 - Linear Algebra
- MATH 21200 - Multivariate Calculus
- MATH 21500 - Transition to Advanced Mathematics
- One of the following courses:
 - CSCI 10000 - Scientific Computing
 - CSCI 11000 - Imperative Problem Solving
- One of the following courses:
 - MATH 22700 - Operations Research
 - DATA 32500 - Applied Data Science (ideally taken in Spring of junior year)
- MATH 22900 - Probability Theory
- MATH 33400 - Abstract Algebra
- Two full-credit Mathematics courses numbered above 21500 (*DATA 23100 - Applied Statistical Methods also meets this requirement*)
- MATH 45100 - Independent Study Thesis I
- MATH 45200 - Independent Study Thesis II

If you are double majoring in Education and Mathematics, you may find the following suggested non-major courses to be beneficial in helping you prepare for your content specialization exams.

- MATH 10000 - Math In Contemporary Society
- MATH 10200 - Introduction to Statistics
- DATA 10600 - Introduction to Data Science

DEPT	Course #	Title	Completed
MATH	11100 or 10800	Calculus and Analytic Geom. I or Calculus with Algebra B	
MATH	11200	Calculus & Analytic Geom II	
MATH	21100	Linear Algebra	
MATH	21200	Multivariate Calculus	
MATH	21500	Transition to Advanced Mathematics	
CSCI	10000 or 11000	Scientific Computing or Imperative Problem Solving	
MATH/DATA	22700/32500	Duplicated from above	
MATH	22900	Duplicated from above	
MATH	33400	Duplicated from above	
MATH	Above 21500		
MATH	Above 21500		
MATH	45100	Senior Independent Study 1	
MATH	45200	Senior Independent Study 2	

Double-Major: History and Education

EDUC Major - AYA Integrated Social Studies

DEPT	Course #	Title	Completed
EDUC	10000	Introduction to Education	
PSYC	11000	Child and Adolescent Development	
EDUC	12000	Content Area Literacy	
EDUC	17000	Introduction to Intervention and Student Support (D)	
EDUC	25100	Introduction to Adolescent to Young Adult Education (W)	
EDUC	30000	Classroom Management as Social Justice (SJ)	
EDUC	32000	Advanced Methods and Assessment in AYA Education	
EDUC	49300	AYA Student Teaching & Seminar	
EDUC	49400	AYA Student Teaching & Seminar	
EDUC	49500	AYA Student Teaching & Seminar	
ECON	10100	Principles of Economics	
PSCI	11000	Introduction to U.S. National Politics	
PSCI	14000	Introduction to Comparative Politics	
SOAN	10000/11000	Introduction to Sociology or Anthropology	
SOAN	Elective	SOCI 20100, 20600, 20900, 21400, ANTH 22000, 23100	

HIST Major (11 courses)

- HIST 201xx - The Craft of History (any course in the History 201 rubric can be taken to satisfy this requirement)
- Seven additional History courses, including:
 - Four History courses at the 200-level or above
 - At least one course designated as a "Pre-1800 Perspectives Course"
 - At least one course designated as a "Global Perspectives Course"
- HIST 40100 - Junior Independent Study
- HIST 45100 - Senior Independent Study 1
- HIST 45200 - Senior Independent Study 2

If you are double majoring in History and Education, you will be required to be selective in your courses in the History major in order to meet State of Ohio requirements for your content specialization exams. Use this guide below when selecting your 11 courses in History:

Western Civilization Sequence (BOTH)

- HIST 10600: Western Civilization to 1600
- HIST 10700: Western Civilization since 1600

Early American History (at least ONE):

- HIST 11000: The United States Experience (to 1877)
- HIST 23500: The American Revolution & the Constitution
- HIST 24400: Issues in Early American Social History
- Substitutions with permission

Recent American History (at least ONE):

- HIST 11100: The United States Experience (since 1877)
- HIST 23700: The United States and China
- HIST 23900: Recent America: The United States since 1945
- Substitutions with permission

Non-Western History (at least ONE):

- HIST 21600: Modern Latin America
- HIST 22700: The Modern Middle East
- HIST 23400: Traditional China
- HIST 23500: Modern China
- HIST 23600: Modern Japan
- HIST 23100: The Making of Africa
- HIST 23200: Africa from Colonization to Globalization
- Substitutions with permission

DEPT	Course #	Title	Completed
HIST	HIST 10600		
HIST	HIST 10700		
HIST	Any		
HIST	20000+	(Early American History)	
HIST	20000+	(Recent American History)	
HIST	20000+	(Non-Western History)	
HIST	20000+		
HIST	201XX	The Craft of History	
HIST	40100	Junior Independent Study	
HIST	45100	Senior Independent Study 1	
HIST	45200	Senior Independent Study 2	

Double-Major: Chemistry and Education

EDUC Major - AYA Chemistry

DEPT	Course #	Title	Completed
EDUC	10000	Introduction to Education	
PSYC	11000	Child and Adolescent Development	
EDUC	12000	Content Area Literacy	
EDUC	17000	Introduction to Intervention and Student Support (D)	
EDUC	25100	Introduction to Adolescent to Young Adult Education (W)	
EDUC	30000	Classroom Management as Social Justice (SJ)	
EDUC	32000	Advanced Methods and Assessment in AYA Education	
EDUC	49300	AYA Student Teaching & Seminar	
EDUC	49400	AYA Student Teaching & Seminar	
EDUC	49500	AYA Student Teaching & Seminar	
CHEM	11200	General Chemistry II	
CHEM	21100	Organic Chemistry I	
CHEM	21500	Analytical Chemistry	
CHEM	31800	Physical Chemistry	

CHEM Major (16 courses):

- CHEM 11200 - General Chemistry II (see note below)
- CHEM 21100 - Organic Chemistry I
- CHEM 21200 - Organic Chemistry II
- CHEM 21500 - Analytical Chemistry
- CHEM 24000 - Inorganic Chemistry
- CHEM 31800 - Physical Chemistry I
- CHEM 31900 - Physical Chemistry II
- MATH 11100 - Calculus & Analytic Geom I
- MATH 11200 - Calculus & Analytic Geom II

One of the following courses:

- PHYS 11100 - Calculus Physics I
- PHYS 10700 - Algebra Physics I

One of the following courses:

- PHYS 11200 - Calculus Physics II
- PHYS 10800 - Algebra Physics II

Two of the following courses:

- CHEM 21600 - Environmental Chemistry
- CHEM 31300 - Advanced Organic Chemistry
- CHEM 31600 - Instrumental Analysis
- CHEM 33400 - Biophysical Chemistry
- CHEM 34100 - Advanced Inorganic Chemistry
- BCMB 30300 - Techniques in Biochemistry & Molecular Biology
- BCMB 33100 - Principles of Biochemistry
- BCMB 33200 - Biochemistry of Metabolism
- BCMB 33300 - Chemical Biology (see note below)
- CHEM 40100 - Introduction to Independent Study
- CHEM 45100 - Independent Study Thesis
- CHEM 45200 - Independent Study Thesis

DEPT	Course #	Title	Completed
CHEM	11200	General Chemistry II	
CHEM	21100	Organic Chemistry I	
CHEM	21200	Organic Chemistry II	
CHEM	21500	Analytical Chemistry	
CHEM	24000	Inorganic Chemistry	
CHEM	31800	Physical Chemistry	
CHEM	31900	Physical Chemistry II	
MATH	11100	Calculus & Analytic Geometry	
MATH	11200	Calculus & Analytic Geometry	
PHYS	11100 or 10700	Calculus Physics I or Algebra Physics I	
PHYS	11200 or 10800	Calculus Physics II or Algebra Physics II	
CHEM/BCMB		Select from list above	
CHEM/BCMB		Select from list above	
CHEM	40100	Introduction to Independent Study	
CHEM	45100	Independent Study Thesis	
CHEM	45200	Independent Study Thesis	

Double-Major: Biology and Education

EDUC Major - AYA Biology

DEPT	COURSE #	TITLE	Completed
EDUC	10000	Introduction to Education	
PSYC	11000	Child and Adolescent Development	
EDUC	12000	Content Area Literacy	
EDUC	17000	Introduction to Intervention and Student Support (D)	
EDUC	25100	Introduction to Adolescent to Young Adult Education (W)	
EDUC	30000	Classroom Management as Social Justice (SJ)	
EDUC	32000	Advanced Methods and Assessment in AYA Education	
EDUC	49300	AYA Student Teaching & Seminar	
EDUC	49400	AYA Student Teaching & Seminar	
EDUC	49500	AYA Student Teaching & Seminar	
BIOL	11100	Foundations of Biology	
BIOL	20100	Gateway to Molecular & Cell Biology	
BIOL	20200	Gateway to Eco, Evo, & Organ Biology	

BIOL Major (14 courses)

- CHEM 11200 - General Chemistry II

One of the following courses:

- MATH 10700 - Calculus With Algebra A
- MATH 11100 - Calculus & Analytic Geom I
- CHEM 21100 - Organic Chemistry I
- PHYS 10700 - Algebra Physics I
- PHYS 11100 - Calculus Physics I

Each of the following courses:

- BIOL 11100 - Foundations of Biology
- BIOL 20100 - Gateway to Molecular & Cellular Biology
- BIOL 20200 - Gateway to Eco, Evo & Organ Biology
- BIOL 20300 - Research Skills in Biology

A selection of the following courses:

- Five elective 300-level Biology courses
- At least three of them having laboratory components
- At least one course from each of the two major subdivisions of biology (2 total)

All three of the following courses:

- BIOL 40100 - Independent Study and Biostatistics
- BIOL 45100 - Independent Study Thesis
- BIOL 45200 - Independent Study Thesis

DEPT	COURSE #	TITLE	Completed
CHEM	11200	General Chemistry II	
MATH/CHEM/PHYS		See course list above	
BIOL	11100	Foundations of Biology	
BIOL	20100	Gateway to Molecular & Cell Biology	
BIOL	20200	Gateway to Eco, Evo, & Organ Biology	
BIOL	20300	Research Skills in Biology	
BIOL	300xx*	BIOL Elective - LAB (see note above)	
BIOL	300xx*	BIOL Elective - LAB (see note above)	
BIOL	300xx*	BIOL Elective - LAB (see note above)	
BIOL	300xx*	BIOL Elective - Subdivision Course (see note above)	
BIOL	300xx*	BIOL Elective - Subdivision Course (see note above)	
BIOL	40100	Jr. Independent Study and Biostatistics	
BIOL	45100	Independent Study Thesis	
BIOL	45100	Independent Study Thesis	

Double-Major: Earth Sciences and Education

EDUC Major - AYA Geoscience

DEPT	Course #	Title	Completed
EDUC	10000	Introduction to Education	
PSYC	11000	Child and Adolescent Development	
EDUC	12000	Content Area Literacy	
EDUC	17000	Introduction to Intervention and Student Support (D)	
EDUC	25100	Introduction to Adolescent to Young Adult Education (W)	
EDUC	30000	Classroom Management as Social Justice (SJ)	
EDUC	32000	Advanced Methods and Assessment in AYA Education	
EDUC	49300	AYA Student Teaching & Seminar	
EDUC	49400	AYA Student Teaching & Seminar	
EDUC	49500	AYA Student Teaching & Seminar	
ESCI	20000	Earth Systems	
ESCI	20500	Earth Materials	
ESCI	28000	Hydrology	

ESCI Major (13 courses)

- One 100-Level ESCI Course
- ESCI 20000 - Earth Systems
- ESCI 20500 - Earth Materials
- ESCI 25000 - Intro to Geographic Info Systems (GIS)
- ESCI 28000 - Hydrology

- ESCI 40100 - Junior Independent Study
- ESCI 45100 - I.S. Thesis—Semester One
- ESCI 45200 - I.S. Thesis—Semester Two

One Cognate ENVS Course from the following:

- ENVS 10000 - Key Concepts in Environmental Studies
- ENVS 11000 - Science, Society & Environment
- ENVS 19902 - The Science of Environmental Issues

One of the following courses:

- ESCI 27000 - Paleoclimate
- ESCI 27500 - Modern Climate Change

One of the following courses:

- ESCI 37000 - Sedimentology & Stratigraphy
- ESCI 37500 - Geomorphology
- Two ESCI or Cross-Listed Electives, at least one at the 300-level

Recommended Elective Courses

- ESCI 11000 Environmental Geology
- ESCI 11500 Oceanography
- ESCI 12000 Geology of National Parks
- ESCI 330 Igneous and Metamorphic Petrology
- ESCI 345 Tectonics and Basin Analysis

DEPT	Course #	Title	Completed
ESCI	100XX		
ESCI	20000	Earth Systems	
ESCI	20500	Earth Materials	
ESCI	25000	Intro to Geographic Info Systems (GIS)	
ESCI	28000	Hydrology	
ESCI	27000 or 27500	Paleoclimate or Modern Climate Change	
ESCI	37000 or 37500	Sedimentology & Stratigraphy or Geomorphology	
ESCI	300XX		
ESCI	300XX		
ESCI		ENVS Cognate Course (see list above)	
ESCI	40100	Junior Independent Study	
ESCI	45100	I.S. Thesis	
ESCI	45200	I.S. Thesis	

Double-Major: French and Education

EDUC Major - AYA French and Francophone Studies

DEPT	Course #	Title	Completed
EDUC	10000	Introduction to Education	
PSYC	11000	Child and Adolescent Development	
EDUC	12000	Content Area Literacy	
EDUC	17000	Introduction to Intervention and Student Support (D)	
EDUC	25100	Introduction to Adolescent to Young Adult Education (W)	
EDUC	30000	Classroom Management as Social Justice (SJ)	
EDUC	32000	Advanced Methods and Assessment in AYA Education	
EDUC	49300	AYA Student Teaching & Seminar	
EDUC	49400	AYA Student Teaching & Seminar	
EDUC	49500	AYA Student Teaching & Seminar	
FREN	22000	Intro to Francophone Texts	
FREN	22400	Studies in Francophone Culture	
FREN	31900	Applied Linguistics	

FREN Major (11 courses)

- FREN 21600 - Advanced French
- FREN 22000 - Intro to Francophone Texts
- FREN 22400 - Studies in Francophone Culture
- FREN/GRMN/SPAN 31900 - Applied Linguistics (cross listed)
- Five elective courses at the 200-level or above.
 - FREN 20100 and 20300 may count as electives
 - Must include at least two 300-level courses
- FREN 45100 - Independent Study Thesis
- FREN 45200 - Independent Study Thesis

DEPT	Course #	Title	Completed
FREN	21600	Advanced French	
FREN	22000	Intro to Francophone Texts	
FREN	22400	Studies in Francophone Culture	
FREN	31900	Applied Linguistics	
FREN	20XXX+	FREN Elective	
FREN	20XXX+	FREN Elective	
FREN	20XXX+	FREN Elective	
FREN	30XXX	FREN Elective	
FREN	30XXX	FREN Elective	
FREN	45100	Independent Study	
FREN	45200	Independent Study	

Double-Major: German and Education

EDUC Major - AYA German Studies

DEPT	Course #	Title	Completed
EDUC	10000	Introduction to Education	
PSYC	11000	Child and Adolescent Development	
EDUC	12000	Content Area Literacy	
EDUC	17000	Introduction to Intervention and Student Support (D)	
EDUC	25100	Introduction to Adolescent to Young Adult Education (W)	
EDUC	30000	Classroom Management as Social Justice (SJ)	
EDUC	32000	Advanced Methods and Assessment in AYA Education	
EDUC	49300	AYA Student Teaching & Seminar	
EDUC	49400	AYA Student Teaching & Seminar	
EDUC	49500	AYA Student Teaching & Seminar	
GRMN	202000	Intermediate German Level II	
GRMN	25000	Advanced German: Texts & Contexts	
GRMN	31900	Applied Languages	

GRMN Major (11 courses)

- GRMN 20100 - Intermediate German Level I
- GRMN 20200 - Intermd German Level II
- GRMN 25000 - Advanced German: Texts & Contexts
- GRMN 26000 - Kultkunde: Intro to German Studies
- At least two of the following courses:
 - GRMN 30001
 - GRMN 30005
 - GRMN 34000 - Major Themes in German Literature
- FREN/GRMN/SPAN 31900 - Applied Linguistics
- One elective from
 - GRMN 22700 - German Literature in Translation
 - GRMN 23000 - Theaterpraktikum
 - Any 300-level, or German related course in another department
- GRMN 40100 - Independent Study
- GRMN 45100 - Independent Study Thesis
- GRMN 45200 - Independent Study Thesis

DEPT	Course #	Title	Completed
GRMN	201000	Intermediate German Level I	
GRMN	202000	Intermediate German Level II	
GRMN	25000	Advanced German: Texts & Contexts	
GRMN	26000	Kultkunde: Intro to German Studies	
GRMN	30001/30005/34000	One of the following	
GRMN	30001/30005/34000	One of the following	
GRMN	31900	Applied Languages	
GRMN	22700/23000/3000+	One elective	
GRMN	40100	Jr. Independent Study	
GRMN	45100	Independent Study Thesis	
GRMN	45200	Independent Study Thesis	

Double-Major: Spanish and Education

EDUC Major - AYA Spanish Studies

DEPT	Course #	Title	Completed
EDUC	10000	Introduction to Education	
PSYC	11000	Child and Adolescent Development	
EDUC	12000	Content Area Literacy	
EDUC	17000	Introduction to Intervention and Student Support (D)	
EDUC	25100	Introduction to Adolescent to Young Adult Education (W)	
EDUC	30000	Classroom Management as Social Justice (SJ)	
EDUC	32000	Advanced Methods and Assessment in AYA Education	
EDUC	49300	AYA Student Teaching & Seminar	
EDUC	49400	AYA Student Teaching & Seminar	
EDUC	49500	AYA Student Teaching & Seminar	
SPAN	20XXX+	SPAN Elective	
SPAN	20XXX+	SPAN Elective	
SPAN	31900	Applied Languages	

SPAN Major (11 courses)

- Four Spanish courses at the 200-level or above
- SPAN 31900 - Applied Linguistics (cross listed)
- One of the following:
 - SPAN 22300 - Readings in Spanish Peninsular Cultures
 - SPAN 22400 - Readings in Latin American Cultures
- One of the following:
 - SPAN 27000 - Spanish Phonology
 - SPAN 31000 - Structure of Modern Spanish
- SPAN 30100 - Cervantes: Don Quixote
- SPAN 30500 - The Contemporary Latin American Novel
- One of the following:
 - SPAN 30900 - Trends in Spanish American Literature
 - SPAN 31100 - Adv. Seminar in Hispanic Language
- Junior Independent Study (At least one 300-level course that is not SPAN 31900)
- SPAN 45100 - Independent Study Thesis
- SPAN 45200 - Independent Study Thesis

DEPT	Course #	Title	Completed
SPAN	20XXX+	SPAN Elective	
SPAN	20XXX+	SPAN Elective	
SPAN	20XXX+	SPAN Elective	
SPAN	20XXX+	SPAN Elective	
SPAN	31900	Applied Linguistics	
SPAN	22300 or 22400	Readings in Spanish Peninsular Cultures or Readings in Latin American Cultures	
SPAN	27000 or 31000	Spanish Phonology or Structure of Modern Spanish	
SPAN	301000	Cervantes: Don Quixote	
SPAN	30500	The Contemporary Latin American Novel	
SPAN	30900 or 31100	Trends in Spanish American Literature or Adv. Seminar in Hispanic Language	
SPAN	30XXX	Junior Independent Study (see above)	
SPAN	45100	Independent Study	
SPAN	45200	Independent Study	

MULTI-AGE EDUCATION

Licensure Requirements

Licensure in Music

Students choose one area of licensure

Grades Pre-Kindergarten- 12
Ages 3-21

At times a course substitution must be made because a course is not offered in a particular academic year or another course is comparable. This does not happen often and must be approved by the Chair of the Department from which the course is offered (if appropriate) and the Chair of the Department of Education.

At times a student chooses to take a course off campus, during the summer or during an off-campus study experience. A student seeking licensure may only take 2 Education courses off campus and count these in the licensure program being completed.

Prior to being licensed, those seeking Multi-Age licensure must pass one of the *Principles of Learning and Teaching P-3, 5-9, OR 7-12* and content-specific (e.g. Music) Praxis II exams sponsored by ETS. To date, 100% of College of Wooster graduates taking these tests have passed.

If interested in Licensure in Music, please make an appointment to meet with Lisa Wong (lwong@wooster.edu).

**MULTI-AGE EDUCATION
Professional Education
Requirements**

Grades Pre-Kindergarten-12
Ages 3-21

PROFESSIONAL EDUCATION: 9.5 (10.5) courses 38 (42) semester hours

Education 100: Introduction to Education 4 semester hours

Psychology 110: Child and Adolescent Development 4 semester hours
OR Psychology 327: Developmental Psychology:
Theory and Research

Education 120: Content Area Reading 2 semester hours

Education 300: Classroom Management 4 semester hours
as Social Justice

Education 396-398: Multi-Age Student Teaching 12 semester hours
and Seminar

Prior to being licensed, those seeking Multi-Age licensure must pass the Ohio Assessment for Educators: Multi-Age (PK-12) Music and Content-Specific (e.g. Music Content Knowledge, etc.). To date, 100% of Wooster's students passed the required licensure tests.

If interested in Licensure in Music, please make an appointment to meet with Lisa Wong (lwong@wooster.edu).

Additional materials can be found on the Department of Education website:
education.spaces.wooster.edu