Progressivism permeates both the undergraduate and graduate curriculum. In foundations courses, information about progressivist philosophy is both taught and modeled during class activities. Methods courses and field experiences in every certification area emphasize techniques and strategies consistent with the progressivist/constructivist philosophy as students engage in active, cooperative learning. USC Upstate students, with the guidance of USC Upstate School of Education faculty, construct knowledge about students, teaching, learning, and schools as they engage in reflective exercises. A goal of the USC Upstate School of Education is to prepare undergraduate and graduate teachers who will continue to grow through reflection. As summary statements of unit philosophy and mission, faculty members have adopted the following statements as organizing themes for undergraduate and graduate teacher education programs.

**USC UPSTATE SCHOOL OF EDUCATION**

**Mission**
- To prepare effective teachers who are reflective practitioners and professionals.
- To serve the needs of schools in the state of South Carolina, particularly the upstate, working collaboratively with K-12 school personnel.
- To advance understanding of how teaching and learning occur effectively.

**Core Values/Goals**
The USC Upstate Educational Professional Program emphasizes candidate content knowledge, pedagogical skills, and dispositions for teaching. Each of these elements is essential for the effective preparation of teachers. Clearly, teachers must possess deep knowledge and understanding of the subject matter they teach. Also, teachers must understand the best way to present materials to students, assuring that all students learn. And equally, teachers must possess fundamental beliefs about learners, teachers, and teaching. The education Professional Program “core values” are our goals and are expressed by the following:
- The faculty and candidates of the USC Upstate School of Education value reflective teaching practice.
- The faculty and candidates of the USC Upstate School of Education value learner-centered pedagogy.
- The faculty and candidates of the USC Upstate School of Education value performance-based assessment.
- The faculty and candidates of the USC Upstate School of Education are committed to and affirm diversity.
- The faculty and candidates of the USC Upstate School of Education are committed to professional responsibility.

**Education and Economic Development Act (2005) EEDA**
On May 27, 2005, Governor Mark Sanford signed the Education and Economic Development Act (EEDA), new legislation designed to give South Carolina students the educational tools they need to build prosperous, successful futures.

As a teacher training institution with a number of programs in initial and advanced teacher education, USC Upstate is mandated by EEDA to include in our training of teacher candidates the following components:
- The Career Guidance Process
- Career Clusters and Individual Graduation Plans
- SC Career Guidance Standards and Competencies