
Part Three:

Program Definitions and Course Requirements

“Instruct a wise man and he will be wiser still. Teach a righteous man and he will add to his learning”

Proverbs 9:9

“The world of knowledge takes a crazy turn when teachers themselves are taught to learn.”

Bertolt Brecht

Program Definitions

At Risk identifies those learners who are at-risk at not being successful for reasons not addressed through exceptionalism or multiculturalism.

Chapter P134 of the Wisconsin Administrative Code describes the performance-based, standards-informed expectations of an approved education program.

Clinical Program means supervised experiences in a school setting which provide practical experience for the student enrolled in a professional education program including pre-student teaching, student teaching, practicum and internships. (Also called field work or pre-student teaching clinical—PST's)

Collateral Courses are those courses offered outside the major or minor discipline that fulfill the unique requirements of a program of study.

Communication Skills means proficiency in reading, writing, mathematics, speaking, listening, media, and technology including computers and emerging technology along with the ability to integrate those skills for instruction.

Concentration represents a minimum of 12 credit hours of course work in a subject.

Conceptual Framework is the articulation of the standards, assessments, and benchmarks used by an institution of higher education to determine the communication skills, human relation, teaching dispositions, content knowledge, pedagogical knowledge, and teaching practice competence of students who are candidates for certification.

Content Knowledge means understanding the central concepts, tools of inquiry, and structures of a subject area.

Continuous Program Review means a system of review and approval of teacher education programs, whereby program results are reviewed by the school annually and approval is granted by the state superintendent typically on a five-year basis.

Cooperating Teacher means a state certified or licensed school professional in a private or public early childhood, elementary, middle, junior high, or high school who supervises students during their clinical programs in cooperation with the college or university supervising staff and who meets specific criteria required (experience and supervision course).

Coordinator of Clinical Experiences is a member of the teacher education support staff whose primary responsibility is to identify schools for the purpose of clinical, practicums, and teacher candidacy.

Course means organized subject matter in which instruction is offered within a specified period of time and for which credit is usually granted by an accredited college or university.

Declaration means when a student formally declares a particular discipline as his/her major or minor field of study.

DPI means the Wisconsin Department of Public Instruction, the government agency within the state whose primary responsibility is to oversee K-12 public education.

Discipline of Teacher Education, or School of Education means the academic division within Wisconsin Lutheran College engaged in the preparation of professional school personnel in Wisconsin.

Director of Certification and Licensure means the principle administrator whose responsibility is to certify and license graduates of the approved teacher education program at Wisconsin Lutheran College.

Director of Teacher Education means the principal administrator of the approved teacher education program at Wisconsin Lutheran College.

“Dispositions” in light of Wisconsin Lutheran College Conceptual Framework The term dispositions refers to (a) the visible manifestations of the teacher's faith as s/he nurtures positive, professional relationships with students, parents, colleagues, and community; and (b) the personal and professional integrity that will be apparent in the life of the Christian teacher as that person serves and leads.

Diversity encompasses acceptance and respect. It means understanding that each individual is unique, recognizing that individual differences exist. These can be along the dimensions of race, ethnicity, gender, sexual orientation, socio-economic status, age, physical abilities, religious beliefs, or other ideologies. Diversity is the exploration of these differences in a safe, positive, and nurturing environment. It is about understanding each other and moving beyond simple tolerance to embracing and celebrating the rich dimensions contained within each learner or educator.

edTPA means Educator Teacher Performance Assessment. During teacher candidacy, students must complete the edTPA. Several sessions of EDU 496 provide guidance in completing this performance-based assessment. edTPA is scored independently by nationally trained reviewers. The \$300 scoring cost is included as a course fee for EDU 496.

Electives are optional courses offered within a particular discipline allowing students to investigate specific interest or expand breadth of understanding.

Emotional Intelligence is a type of social intelligence that involves the ability to monitor one's own and other's emotions, to discriminate among them, and to use the information to guide one's thinking and actions. It enables the personal attributes of self-awareness, impulse control, persistence, confidence, self-motivation, empathy, social deftness, trustworthiness, adaptability, and a talent for collaboration.

Equivalency means the state or condition of being equal or comparable in value, meaning, or effect to given criteria established for courses, course work, programs, or experiences.

ETS Recognition of Excellence acknowledges, commends, and encourages outstanding individual performance on select PRAXIS II tests that measure specific subject matter. Examinees must earn the scaled score achieved by the top 15% of individuals who took the test. ETS issues a certificate, congratulatory letter, and notes the award on all Praxis reports.

Field Work means clinical experiences in PK-12 settings.

FTEA (Future Teachers Education Association) is the student education organization at Wisconsin Lutheran College.

General Education Program means that component of the institution's baccalaureate degree program, in addition to course work taken in the major, minor, and the professional education sequence, which emphasizes the study of behavioral and social sciences, fine arts, humanities, natural sciences, and mathematics (GDR's).

IHE means an institution of higher education located in Wisconsin or out of state that is an accredited, four-year baccalaureate degree granting institution.

Initial Educator means an individual who has successfully completed an approved program and who is licensed by the School of Education for the first time in a particular level or category.

In-service Educator means an educator under contract.

Institutional Endorsement means written verification from the certifying officer at an institution which prepares professional school personnel that the applicant has satisfactorily completed the approved program and is recommended for a specific level or category license.

Institution or College means Wisconsin Lutheran College

Integration means a curriculum framework using thematic units as an organizing principle where important concepts or topics related to the theme are identified and content and skills are integrated and used without regard to subject area lines.

Interdisciplinary Minor means the completion of an array of courses in language arts, mathematics, science, and social studies as part of an approved program that authorizes the individual to teach integrated and interdisciplinary courses at the middle school levels.

Internship means an opportunity for the best pre-service teachers to enter the profession as a licensed teacher under a specialized contract. Because "Every intern can student teach—every student teacher cannot intern," eligible teacher candidates must interview and demonstrate above average competencies and self-direction.

Knowledge means having the understanding of and ability to communicate the basic concepts of a field of study.

License means a document, including permits, issued by the School of Education under this chapter granting authority or permission to serve as an educator in Wisconsin public schools and is available to educators in private religious and nonsectarian schools.

L.T.I. (Language Testing International). All students majoring or minoring in foreign language education must take both a written and oral proficiency test in their chosen language. L.T.I. is the company that has developed language proficiency testing and is the exclusive licensee of the American Council on the Teaching of Foreign languages (ACTFL).

Major means a field of study in which a student completes at least 36 semester credits as part of the approved program leading to certification.

Minor means a field of study in which a student completes at least 24 semester credits as part of the approved program leading to certification.

No Child Left Behind (NCLB) is the reauthorization of the Elementary and Secondary Education Act, originally passed in 1965. NCLB was passed into law in 2002 and represents a significant change in the federal government's role in public schools throughout the United States, particularly in terms of assessment, accountability, and teacher quality.

Pedagogical Knowledge means an understanding of learning, human development, professional ethics, motivational techniques, cultural and individual differences, instructional strategies, classroom management, and assessment strategies that have an impact on the learner.

Performance-based Licensing means licensing that is focused on improved pupil learning and based on an assessment system that measures a candidate's knowledge, skills, and disposition for teaching against established standards of performance and best practices.

Performances mean evidence that an individual can demonstrate techniques that improve pupil learning.

Pre-service Educator means a student in the process of preparing for the teaching profession, not yet under contract.

Portfolio means a collection of documentary evidence to demonstrate proficiency that may include but is not limited to: whole group and individual pupil performance as measured by state, local, formal, and informal assessments; lesson plans; supervisor and mentor comments of classroom performance; journals documenting samples of pupil errors and analysis of teacher interpretations of errors; ongoing documentation of classroom management techniques and results; and curriculum adaptations for children with disabilities or other exceptionalities with related outcome measures. Wisconsin Lutheran College has four portfolio review points: at entry, during progress, before teacher candidacy, and at exit.

Practicum describes an independent study that involves practical experience working in formal/informal classroom settings. A practicum requires a written prospectus. A reflection must be one piece of the documentation of growth.

Praxis I/Praxis Core Academic Skills for Educators Test (CORE) identifies the essential entry-level skills in reading, writing, and mathematics that every future teacher should possess. Students must meet or exceed state established scores on this test or have qualifying ACT or SAT scores to be eligible to be admitted to the teacher education program and enroll in EDU 300+ courses.

Praxis II (Content Knowledge) Tests identifies the essential knowledge concepts that prospective teachers should possess and demonstrates achievement at determined performance levels. Wisconsin Lutheran College students should take this test upon acquiring junior status and achieve established score before being admitted to teacher candidacy. The deadline for passing Praxis II score submission is October 15 (Spring) or April 15 (Fall). Failure to successfully pass the Praxis II prohibits participation in teacher candidacy. (Effective 7/1/04)

Primary Teacher Candidacy Supervisor means the member of the education faculty assigned as the college supervisor for a teacher candidate.

Professional Development Plan means a list of activities, timelines for achievement, and a plan for assessment that indicates professional growth that has as a goal the improvement of student learning.

Professional Education Sequence means the educational foundations, the instructional materials and the methodology course work, and the clinical program designed for student enrolled in a professional education program.

Professional Education Program means the sequence of courses included in the baccalaureate degree for preparing professional school personnel for certification in the state of Wisconsin.

Pupil means any person age birth through 21 who is enrolled in a prekindergarten through grade 12 school or a school program.

Rationale means justification or explanation of reasons, specifically applied to the justification for the inclusion of an artifact under a teacher standard in the teacher education portfolio. A rationale must answer: What? So What? And Now What? regarding the selected artifact.

Reflection means an elaboration on the self-evaluation of one's particular experience which responds to the 4R's: Recollection, Reaction, Relevance, and Responsibility (**Appendix E**).

Research Base means the theoretical bases upon which a program of study in professional education is organized including the formal structure of inquiry used for the purpose of making program improvements. (Best Practices)

Servant Leader describes the dual nature of our conceptual framework because as Christian educators we both serve others and prepare to lead when appropriate.

Service Learning is a teaching method that integrates community service into the school curriculum by addressing real life problems. Service-Learning must address an identifiable need, allow students to develop positions of advocacy, and engage them in acts of service that are clearly connected to the curriculum of the school. Opportunity for reflection is to be present at the various stages of service-learning.

State Superintendent means the superintendent of public instruction for the State of Wisconsin.

Student Teaching means classroom practice through observation, participation, and actual teaching under the direction of a college supervisor of teacher candidates and a cooperating teacher as a part of the professional education program offered by Wisconsin Lutheran College.

T-Chart is a practical document in which Wisconsin Lutheran College education majors upon acceptance into teacher education plan their 4-5 year course of study. A copy of the T-chart is filed with the student's advisor.

Teacher Candidate Supervisor means the member of the full-time and/or adjunct faculty designated as the subject area supervisor of a teacher candidate as deemed necessary by the Director.

Teacher Education means the preparation of professional school personnel through the approved professional education program offered by Wisconsin Lutheran College at the baccalaureate level.

Title II of the HEA Report Every spring Wisconsin Lutheran College reports its performance scores on standardized test and other assessments to the DPI as mandated by the Higher Education Act. The state then prepares an annual report card on the quality of teacher education which is submitted to the U.S. Department of Education. Wisconsin Lutheran College formally publishes its results online at its website and in admissions materials.

Wisconsin Foundations of Reading Test (FoRT) Beginning on January 31, 2014, candidates in Wisconsin applying for an initial license in grades K-5th grade or special education, or for a license as a reading teacher or reading specialist, will be required to take and pass the Foundations of Reading test. WLC students applying for a license in Early Childhood/Middle Childhood (EC/MC), Middle Childhood/Early Adolescence (MC/EA), or Cross-Categorical Special Education, must receive a passing score of 240 or higher on the Foundations of Reading test by the deadline or they will not be admitted to teacher candidacy. The deadline for passing the Foundations of Reading test is Fall Semester Graduation (Spring Teacher Candidacy) or Spring Semester Graduation (Fall Teacher Candidacy). Failure to successfully pass the Foundations of Reading test prohibits participation in teacher candidacy.

Wisconsin Model Academic Standards means pupil academic standards for licenses. [118.20 (1) (a)], Stats.

Wisconsin Standards for Teacher Development and Licensure means the standards for licenses contained in subch. II.

Wisconsin Improvement (Intern) Program (WIP) is a consortium of teacher preparation institutions and the DPI. The purpose of WIP is to promote and encourage the professional development and education of teachers throughout their careers. Two major initiatives of WIP are the Teacher Intern Program and the funding of professional development programs for interns and cooperating teachers throughout the state.

TEACHER EDUCATION PROGRAM REQUIREMENTS

General Requirements for a License

All students seeking licensure to teach in public schools of the state of Wisconsin must meet the following requirements which constitute the approved program for Early Childhood/Middle Childhood (formerly PK to Grade 6 or approximately ages Birth to 11); Middle Childhood/Early Adolescence (formerly Grades 1-9 or approximately ages 6 to 13); Early Adolescence/Adolescence (formerly Grades 6 10 12 or approximately ages 13 to 21); and Wide Range (formerly Grades K-12 or approximately ages 6 to 21) for a specialized subject area of Art, Music, Foreign Language, or Theatre. All requirements must be met before a recommendation for a teaching license can be authorized. Please consult the School of Education web page of Wisconsin Lutheran College Academic Bulletin for course descriptions. Specific course syllabi are also available in the School of Education Office.

<p style="text-align: center;">Early Childhood Education Major Early Childhood (EC)/Middle Childhood (MC)-Ages Birth to 11 years</p>
--

A. **PROFESSIONAL SEQUENCE**—Required

EDU 201	Education in a Diverse Society	3 credits
EDU 210	Educational Psychology	3 credits
EDU 221	Instructional/Classroom Management Strategies	2 credits
EDU 311	Educating the Exceptional Individual	3 credits
EDU 312	Instructional Strategies/Curriculum/Methods	3 credits

EDU 314	Early Childhood Assessment	2 credits
EDU 315	Wellness and Movement	1 credit
EDU 316	Home/School/Community	2 credits
EDU 324	Teaching Social Studies	2 credits
EDU 327	Teaching Science	2 credits
EDU 328	Foundations of Teaching Mathematics	3 credits
EDU 330	Emerging Literacy 1	3 credits
EDU 332	Models of Teaching Writing	2 credits
EDU 333	Emerging Literacy 2	3 credits
EDU 402	History/Philosophy of Education	3 credits
EDU 431	Content Area Literacy	3 credits
EDU 451	Human Relations	3 credits
EDU 493	Portfolio Seminar	1 credit
EDU 496	Teacher Candidacy Seminar	2 credits

B. CLINICALS-- Experiences in the classroom—Required

EDU 292	Clinical: General	1 credit
EDU 382	Clinical: EC Model	1 credit
EDU 390	Clinical: Social Studies	1 credit
EDU 391	Clinical: Science	1 credit
EDU 392	Clinical: Math	1 credit
EDU 383	Clinical: Literacy Early Childhood	1 credit
EDU 396	Clinical: Literacy Elementary	1 credit
EDU 492	Clinical: Multicultural	1 credit
EDU 481	Early Childhood Practicum	2 credits
EDU 482	Kindergarten Practicum	3 credits
EDU 494	Teacher Candidate Internship	10 credits
OR		
EDU 495	Teacher Candidacy	10 credits

C. ELECTIVES--Choose a minimum of 7 credits

EDU 222	Instructional Technology	2 credits
EDU 223	Teaching in a Religious Setting	2 credits
EDU 280	Special Topics	1-3 credits
EDU 319	Early Childhood Topics	1-3 credits
EDU 320	Teaching Multiple Intelligence	2 credits
EDU 326	Teaching Health	1 credit
EDU 334	Reading Interest Early/Middle Childhood	2 credits
EDU 351	Strat for Teaching Behavior-Challenged Learners	3 credits
EDU 352	Introduction to Learning Disabilities	2 credits
EDU 353	Intervention Strategies and Approaches	3 credits
EDU 354	Gifted Learners	2 credits
EDU 360	Student Motivation	2 credits
EDU 373	Urban Education	2 credits
EDU 374	Clinical: Urban Education	1 credit
EDU 380	Special Topics	1-3 credits
EDU 403	Assessment and Evaluation for Academic Success	3 credits
EDU 404	Legal Topics for Teachers	2 credits
EDU 417	Directing Early Childhood Programs	2 credits
EDU 480	Special Topics	1-3 credits

D. MINOR (optional)

A minor of at least 24 credits is also optional in one of the following areas: Art (major equivalent), adaptive education, biology, English, English/Language Arts, Spanish, German, mathematics, communication/speech, communication/theatre, psychology, chemistry, general science, history, social studies, and music (major equivalent). (School districts have indicated a preference for a minor in one of the core areas: language arts, mathematics, social studies, or science.) Students are required to take EDU 341 & 395 only if the elected minor is outside of the four core areas. The exact requirements of the major and minors are listed on audit forms in the Registrar and Director of Education offices.

<p>Elementary Education Major Middle Childhood (MC)/Early Adolescent (EA)-Ages 6 to 13 years</p>

A. PROFESSIONAL SEQUENCE—Required

EDU 201	Education in a Diverse Society	3 credits
EDU 210	Educational Psychology	3 credits
EDU 221	Instructional/Classroom Management Strategies	2 credits
EDU 311	Educating the Exceptional Individual	3 credits
EDU 323	Instructional Strategies for Middle School	3 credits
EDU 324	Teaching Social Studies	2 credits
EDU 327	Teaching Science	2 credits
EDU 328	Foundations of Teaching Mathematics	3 credits
EDU 332	Models of Teaching Writing	2 credits
EDU 333	Emerging Literacy 2	3 credits
EDU 341	Instructional Strategies (Foreign Language)	2 credits
EDU 402	History/Philosophy of Education	3 credits
EDU 431	Content Area Literacy	3 credits
EDU 451	Human Relations	3 credits
EDU 493	Portfolio Seminar	1 credit
EDU 496	Teacher Candidacy Seminar	2 credits

B. CLINICALS—Experiences in the classroom—Required

EDU 292	Clinical: General	1 credit
EDU 394	Clinical: Middle	1 credit
EDU 390	Clinical: Social Studies	1 credit
EDU 391	Clinical: Science	1 credit
EDU 392	Clinical: Math	1 credit
EDU 395	Clinical: Minor (Foreign Language)	1 credit
EDU 396	Clinical: Literacy Elementary	1 credit
EDU 492	Clinical: Multicultural	1 credit
EDU 494	Teacher Candidate Internship	10 credits
OR		
EDU 495	Teacher Candidacy	10 credits

C. ELECTIVES—Choose a minimum of 5 credits

EDU 222	Instructional Technology	2 credits
EDU 223	Teaching in a Religious Setting	2 credits
EDU 280	Special Topics	1-3 credits
EDU 316	Home/School/Community Partnerships	2 credits
EDU 319	Early Childhood Topics	1-3 credits
EDU 320	Teaching Multiple Intelligence	2 credits
EDU 326	Teaching Health	1 credit
EDU 334	Reading Interest Early/Middle Childhood	2 credits
EDU 335	Reading Interests EA/A	2 credits
EDU 351	Strategies for Teaching Behavior-Challenged Learners	3 credits
EDU 352	Introduction to Learning Disabilities	2 credits
EDU 353	Intervention Strategies and Approaches	3 credits
EDU 354	Gifted Learners	2 credits
EDU 360	Student Motivation	2 credits
EDU 373	Urban Education	2 credits
EDU 374	Clinical: Urban Education	1 credit
EDU 380	Special Topics	1-3 credits
EDU 403	Assessment and Evaluation for Academic Success	3 credits
EDU 404	Legal Topics for Teachers	2 credits
EDU 417	Directing Early Childhood Programs	2 credits
EDU 480	Special Topics	1-3 credits

D. MINOR

A minor of at least 24 credits is also required in one of the following areas: Art (major equivalent), adaptive education, biology, English, English/Language Arts, Spanish, German, mathematics, communication/speech, communication/theatre, psychology, chemistry, general science, history, social studies and music (major equivalent). (School districts have indicated a preference for a minor in one of the core areas: language arts, mathematics, social studies, or science.) Students are required to take EDU 341 & 395 only if the elected minor is in foreign language. The exact requirements of the major and minors are listed on audit forms in the Registrar and Director of Education offices. NOTE: To be licensed in the foreign language minor area, the candidate must take and pass the LTI oral and written tests for that specific language.

Secondary Education Major Early Adolescent (EA)/Adolescent (A)-Ages 12-21 years
--

A. PROFESSIONAL SEQUENCE—Required

EDU 201	Education in a Diverse Society	3 credits
EDU 210	Educational Psychology	3 credits
EDU 221	Instructional/Classroom Management Strategies	2 credits
EDU 311	Educating the Exceptional Individual	3 credits
EDU 323	Instructional Strategies for Middle School	3 credits
EDU 332	Models of Teaching Writing	2 credits
EDU 341	Instructional Strategies (Foreign Language)	2 credits
EDU 342	Instructional Strategies in the Major	2 credits
EDU 402	History/Philosophy of Education	3 credits
EDU 431	Content Area Literacy	3 credits
EDU 451	Human Relations	3 credits
EDU 493	Portfolio Seminar	1 credit
EDU 496	Teacher Candidacy Seminar	2 credits

B. CLINICALS—Experiences in the classroom—Required

EDU 292	Clinical: General	1 credit
EDU 394	Clinical: Middle	1 credit
EDU 393	Clinical: Major	1 credit
EDU 395	Clinical: Minor	1 credit
EDU 397	Clinical: Early Adolescent/Adolescent	1 credit
EDU 492	Clinical: Multicultural	1 credit
EDU 494	Teacher Candidate Internship	10 credits
OR		
EDU 495	Teacher Candidacy	10 credits

C. ELECTIVES—Choose a minimum of 3 credits

EDU 222	Instructional Technology	2 credits
EDU 223	Teaching in a Religious Setting	2 credits
EDU 280	Special Topics	1-3 credits
EDU 316	Home/School/Community Partnerships	2 credits
EDU 319	Early Childhood Topics	1-3 credits
EDU 320	Teaching Multiple Intelligence	2 credits
EDU 326	Teaching Health	1 credit
EDU 334	Reading Interest Early/Middle Childhood	2 credits
EDU 335	Reading Interest Early Adolescent/Adolescent	2 credits
EDU 351	Strategies for Teaching Behavior-Challenged Students	3 credits
EDU 352	Introduction to Learning Disabilities	2 credits
EDU 353	Intervention Strategies and Approaches	3 credits
EDU 354	Gifted Learners	2 credits
EDU 360	Student Motivation	2 credits
EDU 373	Urban Education	2 credits
EDU 374	Clinical: Urban Education	1 credit

EDU 380	Special Topics	1-3 credits
EDU 403	Assessment and Evaluation for Academic Success	2 credits
EDU 404	Legal Topics for Teachers	2 credits
EDU 417	Directing Early Childhood Programs	2 credits
EDU 480	Special Topics	1-3 credits

D. **MAJOR**

In addition, students must satisfy the requirements for a teaching major of at least 36 credits (some majors require more credits) in one of the approved areas: art, biology, broad field social science (Plan A or B, chemistry, communication, English, history, mathematics, music, Spanish, political science, psychology, theatre. (Check with the Teacher Education office for any newly approved majors not listed here.)

E. **MINOR**

Students MAY select one or more teaching minors of at least 24 credits if they have been accepted into the education program in a teaching major. Certifiable teaching minors are offered in biology, coaching, mathematics, history, English, chemistry, communication/speech, psychology, Spanish, theatre, and German. (Check with the Teacher Education office for any newly approved minors not listed here.)

Wide Range: ART Education and FOREIGN LANGUAGE Education Majors Early Childhood (EC) through Adolescence (A) (Ages birth to 21 years)

A. **PROFESSIONAL SEQUENCE-Required**

EDU 201	Education in a Diverse Society	3 credits
EDU 210	Educational Psychology	3 credits
EDU 221	Instructional/Classroom Management Strategies	2 credits
EDU 311	Educating the Exceptional Individual	3 credits
EDU 323	Instructional Strategies for Middle School	3 credits
EDU 332	Models of Teaching Writing	2 credits
EDU 342	Instructional Strategies in the Major (Art) (Foreign Lang.)	2 credits
EDU 343	EC Methods for Wide Range	2 credits
EDU 402	History/Philosophy of Education	3 credits
EDU 431	Content Area Literacy	3 credits
EDU 451	Human Relations	3 credits
EDU 493	Portfolio Seminar	1 credit
EDU 496	Teacher Candidacy Seminar	2 credits

B. **CLINICALS***

EDU 292	Clinical: General	1 credit
EDU 385	Clinical: Wide Range	1 credit
EDU 393	Clinical: Major	1 credit
EDU 394	Clinical: Middle	1 credit
EDU 397	Clinical: EA/A	1 credit
EDU 494	Teacher Candidacy Internship	10 credits

OR

EDU 495	Teacher Candidacy	10 credits
---------	-------------------	------------

*Must cover all ranges of developmental stages.

C. **ELECTIVES—Minimum of 2 credits**

EDU 222	Instructional Technology	2 credits
EDU 223	Teaching in a Religious Setting	2 credits
EDU 280	Special Topics	1-3 credits
EDU 319	EC Topics	1-3 credits
EDU 320	Teaching Multiple Intelligence	2 credits
EDU 326	Teaching Health	1 credit
EDU 334	Reading Interest Early/Middle Childhood	2 credits
EDU 335	Reading Interest Adolescence	2 credits

EDU 351	Strategies for Teaching Behavior-Challenged Students	3 credits
EDU 352	Introduction to Learning Disabilities	2 credits
EDU 353	Intervention Strategies and Approaches	3 credits
EDU 354	Gifted Learners	2 credits
EDU 360	Student Motivation	2 credits
EDU 373	Urban Education	2 credits
EDU 374	Clinical: Urban Education	1 credit
EDU 380	Special Topics	1-3 credits
EDU 403	Assessment and Evaluation for Academic Success	3 credits
EDU 404	Legal Topics for Teachers	2 credits
EDU 417	Directing EC Programs	2 credits
EDU 480	Special Topics	1-3 credits

NOTE: Immersion Experience for both the Wide Range Major and Minor in Foreign Language: An immersion experience of a minimum of six week in a country of the target language is to include:

- Enrollment in an approved college or university course(s) equivalent to a three credits minimum and approved by the WLC foreign language advisor and the Director of education.
- Cultural and travel experiences in the country of the target language.
- Non-American, Non-English speaking placements for living accommodations.
- A minimum of a thirty-minute presentation to the EDU faculty and students on the experience upon return to the WLC community.

<p>Wide Range: MUSIC Education Majors CHORAL (EA/A); GENERAL MUSIC (EC-A); INSTRUMENTAL MUSIC (EC-A)</p>

A. PROFESSIONAL SEQUENCE—Required

EDU 201	Education in a Diverse Society	3 credits
EDU 210	Educational Psychology	3 credits
EDU 221	Instructional/Classroom Management Strategies	2 credits
EDU 311	Educating the Exceptional Individual	3 credits
EDU 346	Instructional Strategies-General Music	2 credits
EDU 347	Instructional Strategies-Choral Music	2 credits
Or		
EDU 348	Instructional Strategies-Instrumental	2 credits
EDU 323	Instructional Strategies for Middle School	3 credits
EDU 343	EC Methods for Wide Range	2 credits
EDU 402	History/Philosophy of Education	3 credits
EDU 431	Content Area Literacy	3 credits
EDU 451	Human Relations	3 credits
EDU 493	Portfolio Seminar	1 credit
EDU 496	Teacher Candidacy Seminar	2 credits

B. CLINICALS*

EDU 292	Clinical: General	1 credit
EDU 385	Clinical: EC Methods for Wide Range	1 credit
EDU 393	Clinical: Major	1 credit
EDU 394	Clinical: Middle	1 credit
EDU 395	Clinical: Minor	1 credit
EDU 397	Clinical: EA/A	1 credit
EDU 495	Teacher Candidacy Internship	10 credits

OR

EDU 495	Teacher Candidacy	10 credits
---------	-------------------	------------

*Must cover all ranges of developmental stages.

C. ELECTIVES—Minimum of 2 credits

EDU 222	Instructional Technology	2 credits
---------	--------------------------	-----------

EDU 223	Teaching in a Religious Setting	2 credits
EDU 280	Special Topics	1-3 credits
EDU 319	EC Topics	1-3 credits
EDU 320	Teaching Multiple Intelligence	2 credits
EDU 326	Teaching Health	1 credit
EDU 334	Reading Interest Early/Middle Childhood	2 credits
EDU 335	Reading Interest Adolescence	2 credits
EDU 351	Strategies for Teaching Behavior-Challenged Students	3 credits
EDU 352	Introduction to Learning Disabilities	2 credits
EDU 353	Intervention Strategies and Approaches	3 credits
EDU 354	Gifted Learners	2 credits
EDU 360	Student Motivation	2 credits
EDU 373	Urban Education	2 credits
EDU 374	Clinical: Urban Education	1 credit
EDU 380	Special Topics	1-3 credits
EDU 403	Assessment and Evaluation for Academic Success	3 credits
EDU 404	Legal Topics for Teachers	2 credits
EDU 417	Directing EC Programs	2 credits
EDU 480	Special Topics	1-3 credits

**Wide Range: THEATRE Education Majors
Early Childhood (EC) through Adolescence (A) (Ages birth to 21 years)**

A. PROFESSIONAL SEQUENCE—Required

EDU 201	Education in a Diverse Society	3 credits
EDU 210	Educational Psychology	3 credits
EDU 221	Instructional/Classroom Management Strategies	2 credits
EDU 311	Educating the Exceptional Individual	3 credits
EDU 323	Instructional Strategies for Middle School	3 credits
EDU 332	Models of Teaching Writing	2 credits
EDU 342	Instructional Strategies in the Major (Theatre)	2 credits
EDU 343	EC Methods for Wide Range	1 credits
EDU 402	History/Philosophy of Education	3 credits
EDU 431	Content Area Literacy	3 credits
EDU 451	Human Relations	3 credits
EDU 493	Portfolio Seminar	1 credit
EDU 496	Teacher Candidacy Seminar	2 credits

B. CLINICALS*

EDU 292	Clinical: General	1 credit
EDU 385	Clinical: Wide Range	1 credit
EDU 393	Clinical: Major	1 credit
EDU 394	Clinical: Middle	1 credit
EDU 397	Clinical: EA/Adolescent	1 credit
EDU 494	Teacher Candidacy Internship	10 credits

OR

EDU 495	Teacher Candidacy	10 credits
---------	-------------------	------------

*Must cover all ranges of developmental stages.

C. ELECTIVES—Choose at least one elective of 2 credits or more

EDU 222	Instructional Technology	2 credits
EDU 223	Teaching in a Religious Setting	2 credits
EDU 280	Special Topics	1-3 credits
EDU 319	EC Topics	1-3 credits
EDU 320	Teaching Multiple Intelligence	2 credits
EDU 326	Teaching Health	1 credit

EDU 334	Reading Interest Early/Middle Childhood	2 credits
EDU 335	Reading Interest EA/A	2 credits
EDU 351	Strategies for Teaching Behavior-Challenged Students	3 credits
EDU 352	Introduction to Learning Disabilities	2 credits
EDU 353	Intervention Strategies and Approaches	3 credits
EDU 354	Gifted Learners	2 credits
EDU 360	Student Motivation	2 credits
EDU 373	Urban Education	2 credits
EDU 374	Clinical: Urban Education	1 credit
EDU 380	Special Topics	1-3 credits
EDU 403	Assessment and Evaluation for Accademic Success	3 credits
EDU 404	Legal Topics for Teachers	2 credits
EDU 417	Directing EC Programs	2 credits
EDU 480	Special Topics	1-3 credits

Collateral Requirements—All Programs

Requirements also include:

MAT 116	Math for Life or higher level MAT course
PED 200	First Aid, CPR/AED (or equivalent certificate)
POL 200/202	American Government 1 or 2
ESS 182	Environmental Science—EC/MC & MC/EA; EA/A Science & EA/A Social Studies

Non-Western cultural course (at least one)

HIS _____	American History
ART 307	Non-western Art
ENG 307	Non-Western Perspectives

Fine Arts: Choose 1 of 3 (EC/MC and MC/EA)

ART 121	Design Foundations 2-D Design
OR	
ART 122	Design Foundations 3-D Design
MUS 100	Music Appreciation
THR 101	Introduction to Theatre

EC/MC = Early Childhood Education Major

MC/EA = Elementary Education Major

EA/A = Secondary Education Major

Note: These courses also fulfill General Degree Requirements. Students should do careful planning of their academic program to streamline their credit load. It is also wise to place an updated copy of your General Degree Requirement Audit Form in Appendix B.

Course Descriptions:

EDU 201 Education in a Diverse Society. 3 cr.

The organization, administration, special programs, and financing of education which reflect current social issues and project the future of education.

EDU 210 Educational Psychology. 3 cr.

This course introduces the psychological principles, theories, and methodologies related to issues of education, teaching, and learning in schools. Special emphasis is placed on child through adolescent cognitive, linguistic, socio-emotional, physical, and spiritual development. As well as the nature of learning within the context of the developing student in the classroom. Principles of Christian life and servant-leadership are integrated throughout the course. Offered every semester

EDU 221 Instructional and Classroom Management Strategies. 2 cr.

An examination of the objectives, materials, and methods of teaching on the elementary/middle and middle/secondary level. Includes preparation of units, demonstration, observation, and participation in instructional laboratory experiences geared for the respective elementary/middle or middle/secondary levels. Field work included: concurrently enroll in EDU 292.

EDU 222 Instructional Technology. 2 cr.

For the prospective teacher who desires to explore more innovative technological applications and software; off-campus investigation of technology in practice; demonstration and/or presentation of findings required. Prereq: EDU 201 and 221 or consent of the Director of Teacher Education.

EDU 223 Teaching in the Religious Setting. 2 cr.

Methods, curriculum and materials to support educators who take an active role in church, Bible study, and evangelism programs such as VBS and Sunday School; an overview of appropriate teaching practices for Bible history, catechism, and hymnology in an integrated format. Fieldwork may be included.

EDU 280 Topics in Instruction. 1-3 cr.

Special topics in education and instruction techniques will be taught occasionally. Possible areas of study include environmental education, specific exceptional education areas, cooperative learning, and collaborative instruction. Prereq: EDU 221 Field work may be included.

EDU 311 Educating the Exceptional Individual. 3 cr.

Study of individuals who have exceptional educational needs as defined by the state, the unique characteristics of the various disability areas, alternatives to providing the least restrictive educational environment, methods for teaching such children in the regular classroom, and the use of special referral systems and processes. Prereq: EDU 210 and admission to School of Education or consent of the Director of Teacher Education.

EDU 312 Instructional Strategies: Birth - 8. 3 cr.

An examination of a developmentally appropriate program planning: the leading models of ECE and the published curricula to facilitate the diverse needs of young children. Both a linear and integrated study of math, science/environmental science, social studies, art, and music are researched. Guidance and the development of social/emotional competence coupled with an anti-bias and multicultural lens are also explored as integral to the learning environment. Field work required: concurrently enroll in EDU 382.

EDU 314 Assessment Early Education. 2 cr.

Introduces the purpose of assessment and evaluation methods with developmental considerations and procedures that frame standardized and alternative assessments in early childhood. Focus is given to designing the environment, to play observation, and to intervention as a significant and developmentally appropriate form of assessment.

EDU 315 Wellness and Movement. 1 cr.

A study of movement experiences for the early childhood classroom. Identifies curriculum (health, nutrition, and fitness) strategies, and resources that are developmentally appropriate. Emphasis is given to the preschool and early elementary levels with integration to the classroom. Kindergarten field work included

EDU 316 Home/School/Community Partnerships. 2 cr.

A study of the relationship between children, families, schools, and the community. The course focuses on family structures and social factors that influence them. Emphasis will be given to developing partnership programs, techniques of communication between home and school, methods of actively engaging families in the school, and the use of community resources to benefit family and school interaction. Field workrequired: students concurrently enroll in EDU 417.

EDU 319 Seminar: Topics in Early Childhood Education. 1-3 cr.

Specialized programs offered to utilize the expertise of EC educators available as guest instructors or to complement the core program by addressing timely issues of concern for ECE programs. Includes topics appropriate for recertification and staff development.

EDU 320 Teaching Multi Intelligences. 2 cr.

Study of methods and materials integrating multiple intelligence theory in the classroom. Emphasis placed on addressing the unique needs of visualspatial, musical, and bodily-kinesthetic learners through the integration of music, movement, and the visual arts in the core subject matter.

EDU 323 Instructional Strategies: Middle School. 3 cr.

This course examines middle school structure, models of curriculum integration, and methods. In addition, participants examine physical, intellectual, and socio/emotional development issues are integrated as essential components of middle school instruction. Field work included: concurrently enroll in EDU 394.

EDU 324 Teaching Social Studies. 2 cr.

An examination of the objectives and techniques of teaching social studies on the elementary/middle school level including study of service learning, curriculum materials, methods, assessment, and evaluation. Prereq: EDU 221 and admission to School of Education or consent of the Director of Teacher Education. Field work included: students concurrently enroll in EDU 390.

EDU 326 Teaching Health. 1 cr.

Study of methods, materials and content of elementary/middle school health programs. Areas stressed include critical health issues concepts and environmental concerns which interrelate the positive relationship between health knowledge and practice and integrate with core subjects. Prereq: EDU 221 and admission to School of Education or consent of the Director of Teacher Education.

EDU 327 Teaching Science. 2 cr.

An introduction to teaching the content and processes of science in the elementary/middle school. Included are the components of good science education: the nature of problem solving, scientific knowledge, and the interactions of science, technology, and society. Methods and strategies of teaching science will be studied and practiced. Students will play an active role in sharing their activities and will practice teaching techniques. Attendance at an environmental science education workshop is required. Students are also responsible for basic science content. Field work included: students concurrently enroll in EDU 391.

EDU 328 Teaching Mathematics. 3 cr.

Content and methods of teaching mathematics to middle childhood through early adolescent students. Curricula, lesson preparation, and the context for learning are emphasized within the framework of national/state standards. Problem-solving, the use of technology, assessment, and an action research model are included. Field work included: students concurrently enroll in EDU 392. Prereq: a college math course, EDU 221, and admission to School of Education or consent of the Director of Teacher Education.

EDU 330 Emerging Literacy 1. 3 cr.

A study of the ways children from infancy through grade 5K develop as oral language users, readers, and writers. Emphasis is given toward classroom organization, curriculum design, instructional strategies, and home/school collaboration to support children's literacy learning. Field work required: concurrently enroll in EDU 383.

EDU 332 Models of Teaching Writing. 2 cr.

A study of the methods at the elementary and middle/secondary levels as applied to the content areas. Students examine the theories, methods, and instructional techniques informing each method.

EDU 333 Emerging Literacy 2. 3 cr.

A study of the nature and process of reading, instructional procedures for developing reading skills (phonological awareness, letter/sound relationships, spelling patterns, word meaning and structure), comprehension, reading and writing workshop (whole, small, and individual work), reading intervention models, language development and handwriting. Field work required: concurrently enroll in EDU 396.

EDU 334 Reading Interests: Middle Childhood. 2 cr.

Study of the story interests of children; emphasis on interactive strategies involving content area applications and processing through social and affective responses; correlation of literature as instructional, enjoyable and bibliotherapeutic. Prereq: Admission to School of Education or consent of the Director of Teacher Education.

EDU 335 Reading Interests: Pre-Adolescent and Adolescent. 2 cr.

Study of reading interests of the young adult: grades 6 and above; examination of historical development, current trends, and characteristics of young adult literature; analysis and investigation of the present reading, viewing and listening habits of adolescents; evaluation of such from the Christian perspective emphasized. Prereq: Admission to School of Education or consent of the Director of Teacher Education.

EDU 341 Instruction Strategies in the Minor. 2 cr.

A practical examination of the objectives, methods, skills, curriculum for teaching in the minor areas. Includes study of activity learning, materials, development and implementation of curriculum, evaluative methods and instructional strategies employed in the teaching of the minor. Prereq: EDU 221 and admission to School of Education or consent of the Director of Teacher Education. (Primarily intended for middle or middle/secondary level minors.) Field work included: students concurrently enroll in EDU 395.

EDU 342 Instruction Strategies in the Major. 2 cr.

A practical examination of the objectives, methods, skills, curriculum for teaching in the major areas. Includes study of activity learning, materials, development and implementation of curriculum, evaluative methods and instructional strategies employed in the teaching of the middle/secondary major. Prereq: EDU 221 and admission to School of Education or consent of the Director of Teacher Education. (Primarily intended for middle or middle/secondary level minors.) Field work included: students concurrently enroll in EDU 393.

EDU 343 Early Childhood Methods for Wide Range Educators. 2 cr.

This course focuses on the research that embodies the study of planning for developmentally appropriate curricula and classroom to support the physical, social/emotional, and cognitive/literacy development of children at the early childhood level. Emphasis is on applying such knowledge and skills to art, music, theatre, and/or foreign language. Activities develop specific capabilities and attitudes

that anchor the academic foundation for school success. Innovative strategies and assessment for measuring learning in these disciplines are also included. Field work required (EDU 385).

EDU 345 Instructional Strategies, Assessment, and Curriculum for Students with Learning and Behavior problems. 3 cr.

The instructional content, research-based strategies, diagnosis, and evaluation of effective practice for responsive programming for special needs learners; addresses formalized individualized plans; focuses on systematic approaches and methods for selection, development, and maintenance of materials, environments and resources for optimum learning. Prereq: PSY 101, 230; EDU 210, 311, and admission to the Special Education Major or consent of the Director of Teacher Education.

EDU 346 Instructional Strategies/General Music. 2 cr.

A methods course in general music which will develop the skills and strategies needed in the instruction of general music from primary through secondary schools. Prereq: Admission to Music Education.

EDU 347 Instructional Strategies/Choral. 2 cr.

A methods course in choral music which will develop the skill and strategies needed in the instruction of choral music from primary through secondary schools. Prereq: Admission to Music Education.

EDU 348 Instructional Strategies/Instrumental. 2 cr.

A methods course in instrumental music which will develop the skills and strategies needed in the instruction of instrumental music from primary through secondary schools. Prereq: Admission to Music Education.

EDU 349 Teaching Literature: Theory and Practice. 3 cr.

A survey of adolescent literature and issues in selecting and teaching literature. Introduction to reader-response theory and the teaching of literature and writing. Prereq: Admission to the Teacher Education Program.

EDU 351 Strategies for Teaching Behavior-Challenged Learners 3cr.

A multi-faceted study of strategies that assist with developing a responsibility-oriented classroom; practice at clarifying and communicating expectations; establishing reasonable rules, logical consequences and problem solving; exploration of tools that guide a positive learning environment; focuses on those learners with additional challenges in behavior as a result of emotionally/behaviorally disabled or at risk characteristics. Establishing skills developing a Functional Behavioral Assessment (FBA) and Behavioral Intervention Plans (BIP) are practiced. Prereq: EDU 311 and admission to the Special Education Major consent of the Director of Teacher Education.

EDU 352 Introduction to Learning Disabilities. 2 cr.

Study of the intervention and remediation techniques to assist learners in academic and social/behavioral areas; teaming and collaborative approaches are examined with emphasis on delivering appropriate programming and instruction for the learning disabled student in the inclusive setting. Prereq: EDU 311 and admission to School of Education, the Special Education Major or consent of the Director of Teacher Education.

EDU 353 Intervention Strategies and Approaches for (LD, EBD, CD). 3 cr.

A practical study in the observation and identification of reading and mathematics learning difficulties; emphasis is on designing informal assessments, interpreting formal assessments, and developing ageappropriate math and reading strategies, including tutorial assistance reinforcement and remediation strategies, and real-life applications. Components of Response to Intervention are utilized for optimum student learning. Prereq: EDU 311 and admission to School of Education or consent of the Director of Teacher Education.

EDU 354 Gifted Learners. 2 cr.

Exploration of various models which address the needs of the gifted/ talented learner through extension or enrichment; study of the social, academic, and environmental issues confronting such learners. Prereq: EDU 311 and admission to School of Education or consent of the Director of Teacher Education.

EDU 357 Collaborative and Assistive Technology. 3 cr.

This class concentrates on two major topics: One, working with dynamic sharing and cloud computing and its implications and impact on education; and two, technologies used for assistive and remedial education. This is a project based, implementation-style course. Prereq: admission to the Special Education Major or consent of the Director of Teacher education.

EDU 360 Student Motivation. 2 cr.

Focus on the environmental issues, teacher strategies, and home partnership that are critical elements affecting student motivation; identification, cause and correction of underachievement. Prereq: EDU 311 and admission to School of Education or consent of the Director of Teacher Education.

EDU 373 Urban Education. 2 cr.

An immersion experience designed to assist qualified upper division teacher candidates explore high performing schools in an urban setting. Prereq: EDU 311, admission to the School of Education and consent of the director of CfUT.

EDU 374 Urban Education Practicum. 1-3 cr.

Students will participate in a one-semester clinical, internship position, or approved work-study program in an urban setting. Concurrently enroll in EDU 373.

EDU 380 Special Topics 1-3 cr.

EDU 399 Practicum in Reading/Language Arts. 1-3 cr.

By arrangement with the department.

EDU 402 History and Philosophy of Education. 3 cr.

A study of the precedents, problems, trends, and ideas which have shaped education throughout history into what we know and understand it to be today. Analysis of educational thought, philosophical trends, and current perspectives on the means, methods, and systems of education from early history to the present in Western civilization. Prereq: senior standing.

EDU 403 Assessment and Evaluation for Academic Success. 3 cr.

Examination of learning as informed through various forms of assessment; informal to formal, authentic to standardized-study of appropriate application for correction, grading, evaluation and assessment; emphasis on improvement of instruction. Assessment of exceptional learners, practical and ethical considerations, alternative assessments, including educational, behavioral, and psychological procedures. Prereq: Admission to the School of Education, senior status, and EDU 331 or consent of the Director of Teacher Education.

EDU 404 Legal Topics for Teachers. 2 cr.

Overview of critical court cases and laws that impact the daily lives of teachers; examination of resulting school policies, liability issues, and avenues of protection for students, parents and teachers under the law. Prereq: Admission to the School of Education and senior status or consent of the Director of Teacher Education.

EDU 405 Special Education Law and Legal/Ethical Considerations. 3 cr.

In-depth analysis of special education legislation, implementation trends on the state and local levels, and legal implications for faculty and staff; Examination, Development, and Assessment of individualized Plans; Focus on effective meeting protocols, communication, and conflict resolution. Prereq: admission to the Special Education Major or consent of the Director of Teacher Education.

EDU 417 Directing Early Childhood Programs. 2 cr.

Focuses on the defining facets of leadership (i.e. supporting children/colleagues/parents, ethics through the Christian lens), program and facility assessment, utilizing state and credentialing resource guidelines, staffing and professional development, as well as policy making, advertisement, and funding issues. Emphasis will be on identifying best leadership practices for urban and suburban childcare settings. Field work included (optional international field work).

EDU 431 Content Area Literacy. 3 cr.

Instruction in the teaching of reading and writing within the content areas on the elementary/middle/secondary level. Consideration of the nature of the learner, the readability and scope of content area materials, theories and methods of language arts curriculum, instructional techniques relating to continued literacy development within content areas, remediation and enrichment activities. Emphasis on the interactive processes of reading, writing and learning. Field work included: early adolescence/adolescence majors concurrently enroll in EDU 396.

EDU 451 Human Relations for Educators. 3 cr.

A study of human and intergroup relations; values, lifestyles, and contributions of racial, cultural, and economic groups in American society; the forces of racism, prejudice, and discrimination. Prereq: Admission to the School of Education, and senior status or consent of the Director of Teacher Education. Includes structured field experience for those students who have not met hours as specified: students concurrently enroll in EDU 492.

EDU 480 Special Topics. 1-3cr.

EDU 481 Early Childhood Practicum. 2 cr.

Practical experience in a pre-kindergarten setting. Students spend a minimum of 90 hours, assisting and teaching in a range of cross-curricular instructional activities with a focus on literacy, classroom management and discipline. Practicum students are also required to attend an initial and mid-semester seminar held during the practicum with members of the education faculty who supervise practicum students and with candidate peers to discuss, compare, and analyze challenges, experiences and difficulties encountered in the classroom. Emphasis is also placed on connecting this classroom experience with the teaching profession. The seminar seeks to reinforce, through presentation and discussion, the “strands” of theory and practice that were integrated throughout the WLC teacher education program, connecting those to the Wisconsin State Teaching Standards.

EDU 482 Kindergarten Practicum. 3 cr.

Practical experience in a kindergarten setting. Students spend a minimum of 135 hours, assisting a range of instructional activities, focusing on areas of literacy, classroom management, and discipline. (Limited to EC/MC students who seek the additional licensure of MC/EA) Practicum candidates are also required to attend an initial and mid-semester seminar held during the practicum with members of the education faculty who supervise practicum students and with candidate peers to discuss, compare, and analyze challenges, experiences, and difficulties encountered in the classroom. Emphasis is also placed on connecting this classroom experience with the teaching profession. The seminar seeks to reinforce, through presentation and discussion, the “strands” of theory and practice that were integrated throughout the WLC teacher education program, connecting those to the Wisconsin State Teacher Standards

EDU 483 General Practicum. 1-3 cr.

Practical experience in a general educational setting. Students spend a minimum of 45 hours per credit, assisting and teaching in a range of cross-curricular instructional activities with a focus on literacy, classroom management, and discipline.

EDU 484 Practicum in Adaptive Education. 2-3 cr.

Students spend a minimum of 45 hours/credit in an inclusive and/or special education setting, assisting with instruction, assessment and discipline in the area of primary licensure.

EDU 485 Practicum in the Special Education Classroom. 2 cr.

A practical experience in which students observe special education teachers, assist with small group instruction, and teach micro lessons in the major, focusing on their concentration in learning disabilities. Must be taken concurrently with EDU 352 or with consent of the Director of Teacher Education.

EDU 199-499 Independent Study. 1-3 cr.

By arrangement with the department and approved by the Director of Teacher Education.

Clinical Experiences

EDU 292 Clinical: Pre-admission. 1 cr.

A practical experience in elementary, middle, or secondary schools in which students observe teachers, assist with small group instruction, interact in diverse learning environments, and teach a program lesson. Must be taken concurrently with EDU 221 or with consent of the director.

EDU 382 Clinical: Early Childhood Models. 1 cr.

A practical experience in preschool classrooms which emphasizes foundational components in developing a developmentally appropriate program. Must be taken concurrently with EDU 310 or EDU 312 or with consent of the director.

EDU 383 Clinical: Literacy Early Childhood Education. 1 cr.

A practical experience in primary classrooms which emphasizes curriculum development, lesson planning, and assessments in a developmentally appropriate program. Must be taken concurrently with EDU 330 or with consent of the Director of Teacher Education.

EDU 385 Clinical: Wide Range Educators. 1 cr.

A practical experience in early childhood settings which emphasizes curriculum, instruction and assessments in a developmentally appropriate art, music, theatre, or foreign language class.

EDU 390 Clinical: Social Studies. 1 cr.

A practical experience in the middle school setting which emphasizes the service learning component of the teacher education program; observation of classroom instruction and mentoring of middle school students in a service learning project. Must be taken concurrently with EDU 324 or with consent of the Director of Teacher Education.

EDU 391 Clinical: Science. 1 cr.

A practical experience in elementary, middle, or secondary schools in which students observe teachers, assist with small group instruction, and teach a micro lesson in science. Must be taken concurrently with EDU 327 or with consent of the Director of Teacher Education.

EDU 392 Clinical: Mathematics 1 cr.

A practical experience in middle childhood and/or early adolescent mathematics in which the students observe teachers, assist with small group instruction, teach two complete lessons, and collect data for an action research project. Must be taken concurrently with EDU 328 or with consent of the Director of Teacher Education.

EDU 393 Clinical: (Major) Secondary. 1 cr.

A practical experience in a secondary school in which students observe teachers, assist with small group instruction, and teach micro lessons in their major. Must be taken concurrently with EDU 342 or with consent of the Director of Teacher Education.

EDU 394 Clinical: Middle. 1 cr.

A practical experience in a middle school in which students observe teachers, assist with small group instruction, and teach micro lessons in their major or minor. Must be taken concurrently with EDU 323.

EDU 395 Clinical: (Minor) Middle/Secondary. 1 cr.

A practical experience in a middle or secondary school in which students observe teachers, assist with small group instruction, and teach micro lessons in their minor. Must be taken concurrently with EDU 341 or with consent of the Director of Teacher Education.

EDU 396 Clinical: Literacy: Middle Childhood. 1 cr.

A practical experience in a literacy tutoring program and in the elementary classroom emphasizing developmental reading: observation of teachers, assistance with deficient and gifted readers, and instruction of skill and literature-based lessons. Must be taken concurrently with EDU 333 or with consent of the Director of Teacher Education.

EDU 397 Clinical: Literacy: Early Adolescence/Adolescence 1 cr.

A practical experience in a literacy tutoring program and in the middle/secondary classroom emphasizing content area reading: observation of teachers, assistance with deficient and gifted readers, and instruction of lessons which emphasize reading skills. Must be taken concurrently with EDU 331 or with consent of the director.

EDU 492 Clinical: Multiculturalism. 1 cr.

Field experience in PK-12 schools which addresses awareness of diversity and multiculturalism. This clinical is taken only when these hours have not been met through other clinical experiences as described in Appendix C of the Teacher Education Handbook. If needed, taken concurrently with EDU 451 or with consent of the Director of Teacher Education.

EDU 493 Portfolio Seminar. 1 cr.

An integrative academic experience required of all EDU majors in their final academic semester prior to student teaching. This course is considered a capstone course where students demonstrate through an electronic portfolio and formal presentation that they have the knowledge, skills, and dispositions necessary for the formal student teaching or internship experience. Prereq: Admission to the School of Education and completion or concurrent enrollment in the final course of the program.

EDU 494 Teacher Candidate Internship. 10 cr.

A supervised internship in which students engage in planned instruction and other duties as a designated part of a teaching experience on the early childhood, elementary, middle or high school levels. Placement is limited to schools in the Metro Milwaukee area. Students must have transportation. Teacher Candidacy with the seminar is considered a full load; no other classes should be added. Because of state requirements, students follow the calendar of the school district, not the college. Prereq: All other education courses, completion of clinical experiences, portfolio presentation, and formal department approval.

EDU 495 Teacher Candidacy. 10 cr.

A supervised practicum in which students engage in planned instruction and other duties as a designated part of a teaching experience on the early childhood, elementary, middle or high school levels. Placement is limited to schools in the Metro Milwaukee area. Students must have transportation. Teacher Candidacy with the seminar is considered a full load; no other classes should be added. Because of state requirements, students follow the calendar of the school district, not the college. Prereq: All other education courses, completion of clinical experiences, portfolio presentation, and formal department approval.

EDU 496 Seminar for Teacher Candidates. 2 cr.

A seminar held weekly during the Teacher Candidacy experience with members of the education faculty and other teacher candidates to discuss and explore challenges, experiences, and difficulties encountered during the teaching experience. Must be taken concurrently with EDU 494/495.

EDU 497 Professional Development Experience. 2 cr.

This combined theoretical-practice course is intended for those pursuing post-baccalaureate teacher certification as an initial license or as an add-on license. Participants overview professional literature, set professional teaching goals, design objectives that operationalize the goals. In-depth research on "Best Practices" provides the knowledge base for the teacher to implement strategies in the classroom. Application of assessment efforts determine whether growth in student learning has occurred as a result of these strategies. (Prerequisite: Admission to the post-bac certification program and permission of the Director of Certification.)