

EDUCATION (EDU)

The professional sequence in teacher education at Wisconsin Lutheran College is designed with attention to both the theoretical and practical dimensions of the teaching profession. Study about teaching is combined with actual observation, tutoring, teaching, and other clinical-laboratory experiences. Wisconsin Lutheran College has approval of its program in teacher education from the Department of Public Instruction, State of Wisconsin. Students who complete the professional teacher education requirements are eligible for licensure to teach in grades PK-6 (early childhood/elementary - developmental stages of early childhood through middle childhood), 1-9 (elementary/middle school - developmental stages of middle childhood through early adolescence), or 6-12 (middle and high school - developmental stages of early adolescence through adolescence). Some programs such as music, art, and foreign language offer licenses grades PK-12 - wide range (early childhood through secondary developmental stages or early childhood through adolescence.) Students should contact the director of teacher education for further information.

Any student may apply for admission to the School of Education at WLC upon completion of one year of full-time study or 32 credits as a part-time student at a 2.50 grade point average or higher. Students planning to enter the Teacher Education Program must submit supporting documents for approval by the School of Education and the student's major and minor departments. Students must have passing scores on the Pre-Professional Skills Tests (Praxis I) and a listening test as mandated by the Department of Public Instruction before they can be accepted into the School of Education. The exit GPA is 3.0 in the major, minor and/or professional sequence. The Praxis II must be taken and passed prior to making application for teacher candidacy. If scheduled to teach in spring, Praxis II test scores must be received by October 15th for the spring semester and April 15th for fall semester. Consult the www.ETS.org for the specific test required of major area.

Transfer students must submit college transcripts with appropriate test score and grade information and meet the above criteria prior to enrollment in any 300-level EDU course. They also need to sign a consent form allowing for investigation of the previous educational course work and clinical experiences along with supporting documents, the transfer student must participate in the admission process to the School of Education.

All WLC teacher education students must complete a disclosure questionnaire prior to participating in field work and student teaching. A background check is required. Education students must submit a general health form (including TB test) prior to clinical experiences and specifically teacher candidacy.

Course of Study

A. General Education Requirements: Students must satisfy the general education requirements for the bachelor of arts or the bachelor of science degrees. The requirements of the department from which the teaching major is selected must be fully met as described on the approved audit form. If a minor is selected, all departmental requirements for a minor must be satisfied also on an approved audit form. In addition, specific requirements for teaching from each department must also be met.

- B. Early Childhood Major (early childhood to middle childhood)
1. Major: Each student must complete an approved early childhood education major which is nested in the liberal arts studies as outlined on a designated list of courses. This permits the student to teach in early childhood/elementary classrooms grades PK - 6.
 2. Minor: Each student is encouraged to complete a minor.
- C. Elementary Major (middle childhood to early adolescence):
1. Major: Each student must complete an approved elementary education major which is nested in the liberal arts studies as outlined on a designated list of courses. This permits the student to teach any subject in a self-contained class in any grades, 1 through 8, and language arts, mathematics, science, social science and health in a departmentalized pattern.
 2. Minor: Each student must also complete a minor area such as: art, biology, chemistry, communication, German, English/language arts, history, mathematics, music, psychology, social studies, natural science, Spanish, theatre, or coaching. Students are highly encouraged to select a minor in one of the four core subject areas.
- D. Secondary Education Major (early adolescence to adolescence)
1. The Teaching Major: Each secondary education student must complete an approved teaching major in one of the following academic areas: art, broad field language arts or social sciences, biology, chemistry, communication, English, German, history, mathematics, music, psychology, Spanish, or theatre.
 2. The Teaching Minor: The student may also complete a teaching minor in one of the following academic areas: biology, chemistry, coaching, communication, English/language arts, German, history, mathematics, physics, psychology, Spanish, or theatre.
- E. Special Education Major
- This Cross-Categorical Special Education Major seeks to prepare candidates to utilize a variety of theoretical and research based practices to enable students with disabilities to reach their full potential. Moreover, candidates gain experience in the varied settings and roles of the special educator, including expanding consulting and collaborative roles in the inclusive classroom. The major allows candidates to complete all the coursework for certification as a special education teacher in cross-categorical special education (801). The major requires the completion of a concentration in one of three areas of emphasis in specific learning disabilities (SLD), emotional/behavior disorders (EBD), or cognitive disabilities (CD). offered at the present time.
- F. Adaptive Education Minor affords students the opportunity to develop knowledge and skills in the nature of the learner, the learning process and appropriate inclusive learning environment. In effect an educator with this background could be considered a learning strategist who models and

implements special interventions in his or her classroom or in a shared classroom experience. This is an elective minor for all levels of education. Elementary education majors must still complete a subject-area minor.

1. The coursework of the program consists of 21 credits: PSY 101,230; EDU 311, 316, 345, 351, 352, 360,403.
2. A practicum of 2-3 credits at the appropriate developmental level: EDU 484

NOTE: All of the coursework listed for the completion of this minor, with the exception of EDU 345 and 484, are currently offered in the EDU program.

G. Learning Disabilities Minor

1. The coursework of the program consists of 24 credits: EDU 316, 345, 351, 352, 353, 357, 403, 405, 484.

H. Through the cooperation of several departments, interdisciplinary majors are offered for secondary education students whose interests transcend the practical boundaries of academic departments. Students should contact the School of Education for more information.

BROAD FIELD SOCIAL SCIENCES

Broad field social sciences includes study in the following disciplines: anthropology, economics, geography, history, psychology, and sociology.

BROAD FIELD LANGUAGE ARTS

Broad field language arts includes study in the following disciplines: art, communication and english.

BROAD FIELD SCIENCES

Broad field sciences includes study in the following disciplines: biology, chemistry, earth-space science, and physics.

I. Professional Sequence

1. Early Childhood Education
 - a. The certification program consists of 44 credits in major course work: EDU 201, 210, 221, 311, 312, 314, 315, 316, 324, 327, 328, 330, 332, 333, 402, 431, 451, 493.
 - b. The program includes 8 credits of clinicals: EDU 292, 382, 383, 390, 391, 392, 396, 492.
 - c. At least 7 electives credits, including a practicum.
 - d. 12 credits in teacher candidacy: EDU 495 and 496.
2. Elementary Education Major
 - a. The certification program consists of 35 credits in course work: EDU 201, 210, 221, 311, 323, 324, 327, 328, 332, 333, 402, 431, 451, 493.
 - b. The program includes 8 credits of pre-student teaching clinicals EDU 292, 390, 391, 392, 394, 396, 492.
 - c. At least 5 elective credits.
 - d. 12 credits in teacher candidacy: EDU 495 and 496.
3. Secondary Education Major
 - a. The certification program in consists of at least 30-32 credits in course work: EDU 201, 210, 221, 311, 323,

332, 341/342, 402, 431, 451, 493.

- b. The program includes 6 credits of pre-student clinicals EDU 292, 393, 394, 395, 397, 492
 - c. Corresponding methods course and clinical from: 324, 327, 328, 333.
 - d. At least 5 elective credits.
 - e. 12 credits in teacher candidacy: EDU 495 and 496.
4. (Art/Music/Foreign Language/Theatre) Education Major Wide Range (PK -12 / Birth to 21 years)
- a1. The certification program for Art/Theatre/Foreign Language consists of at least 30 credits: EDU 201, 210, 221, 311, 323, 332, 342, 343, 402, 431, 451, 493.
 - a2. The certification program for Music consists of at least 30 credits: EDU 201, 210, 221, 311, 323, 343, 402, 431, 451, 493, MUS 322, 323/324.
 - b1. (Art/Theatre) The program includes 6 credits in clinicals: EDU 292, 385, 393, 394, 397, 492.
 - b2. (Foreign Lang.) The program includes 6 credits in clinicals: EDU 292, 385, 393, 394, 397, 492.
 - b3. (Music) The program includes 7 credits in clinicals: EDU 292, 385, 393, 394, 395, 397, 492.
 - c. (Art/Music/For. Lang./Theatre) At least 2 credits in electives.
 - d. 12 credits in teacher candidacy at all 3 levels - middle childhood/early adolescence, adolescence - EDU 495, 496.
5. Special Education Major
- a. This major is to be taken in conjunction with a EDU major in MC/EA or EA/A with a subject area major.
 - b. A content area minor is required with the MC/EA (Elementary Education) major.
 - c. A content area major is required with the EA/A (Secondary Education) major,
 - d. The coursework of the program consists of 38 credits: PSY 101,290; EDU 311, 376, 345, 351, 352, 353, 355, 357, 360, 403, 405, 484, 485.
 1. EDU 484: A practicum of 2 credits at the appropriate developmental level in the area of cross-categorical special education.
 2. EDU 485: A practicum of 2 credit at the appropriate developmental level in the area of concentration (SLD), (EBD), or (CD).
- J. Collateral Requirements (many of which fulfill general education requirements)
- a. ESS 182, an American History course, PED 200, POL 200 or 202, a Non-Western Course.
 - b. One of ART 121, ART 122, MUS 100, THR 101, 201 or 210.
- K. Fieldwork: The clinical experiences are developmental in scope and sequence, occurring in a variety of settings. They consist of observations, interviews and participation in numerous instructional activities. Documentation is required as outlined in the *Teacher Education Handbook*. Field hours are designated

for certain EDU courses in the professional sequence. Consult Appendix C of the Teacher Education Handbook.

- I. Evaluation of Performance Leading to Licensure: Faculty of the School of Education exercises professional judgment in evaluating the performance of course work, the clinical experiences, and portfolio preparation. This evaluation emphasizes performance evidence of the knowledge, skills and dispositions (including moral and ethical considerations) identified as essential for a qualified beginning educator. National subject area standards, INTASC standards, NBTS standards, and Wisconsin DPI standards also provide foundation for assessment of performance. Consult the *Teacher Education Handbook* for the requirements at each stage of progress through the program.

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 work required: 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 visual-spatial, 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 methods.

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 3 cr.

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 age-appropriate 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. 1-3cr.

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. (Pre-requisite: Admission to the post-bac certification program and permission of the Director of Certification.)