

School of Education

The School of Education is committed to preparing teachers and educational specialists who uphold the Jesuit traditions of *cura personalis* (care for the whole person), social justice, academic excellence, ethical behavior, and service to the urban community. The sequence of professional courses offered by the School of Education is designed to support these traditions by integrating the theoretical and practical dimensions of teaching and by providing opportunities for students to experience the implementation of both dimensions in Milwaukee area public, private, and parochial schools. Further, the importance of subject matter knowledge, culturally and developmentally relevant pedagogy, and technological applications in enhancing student learning is emphasized throughout coursework and field experiences. Observation, tutoring, and small group instruction in a wide variety of settings are integral to the program, providing a solid foundation for successful student teaching experiences and entry to the profession.

The teacher preparation programs offered by the School of Education have been developed to satisfy the university core requirements and to meet the Wisconsin Department of Public Instruction Certification Code. Students who are preparing to teach are expected to demonstrate knowledge, skills, and dispositions in ten areas which have been identified by the Department of Public Instruction and in two additional areas which have been specified by the School of Education: commitment to social justice and use of technology. Assessment of student outcomes occurs at multiple intervals throughout the program. In order to ensure that students are well-prepared to enter the teaching profession, School of Education course goals and objectives are carefully aligned with proficiencies associated with quality teaching.

DEGREES OFFERED

Students who complete the teacher education program at Marquette University graduate with a double major: a major in education and a major in an academic content area. The bachelor of arts or bachelor of science degree is conferred by the college in which the student's major department is located. Thus the major and core requirements of that college must be met and the academic standards of that college maintained. The School of Education provides the professional course sequence, recommends for certification, and administers admission and retention in its programs and field experiences.

The degrees of master of education, doctor of education, and master of arts and doctor of philosophy with concentrations in education are offered by the School of Education through the Marquette University Graduate School. It also offers the master of arts in teaching degree for students of Spanish and the specialist certificate directed toward licensing as principal, superintendent, or director of instruction. Details for these programs are contained in the *Graduate Bulletin*.

ADMISSION REQUIREMENTS

Students interested in the Teacher Education Program must apply for formal admission to the School of Education through the Office of Teacher Education. The admission and retention requirements at Marquette University meet the requirements established by the Wisconsin Department of Public Instruction. Students are advised to apply during the term in which they are enrolled in EDUC 008, Introduction to Teaching in a Diverse Society.

Students must meet the following requirements to be admitted to the Teacher Education Program:

- Achieve a Q.P.A. of 2.500 in a minimum of 40 credits of undergraduate course work.
- Obtain passing scores on the Praxis I Academic Skills Test.
- Complete EDUC 008 and EDUC 048 with a minimum grade of C.
- Demonstrate mastery of written and oral communication as evidenced in ENGL 001, ENGL 002, EDUC 008 and EDUC 048.
- Demonstrate entry-level technology skills as defined by the School of Education.

Applications for admission to the program are reviewed frequently. Students who do not meet the state mandated 2.500 Q.P.A. requirement can apply and appeal for admission under the 10 percent rule provided the remaining requirements have been met. Further, students who do not achieve passing scores on all three components of the Praxis I assessment (after a minimum of two attempts) can appeal admission under the 10 percent rule providing the remaining requirements have been met. The state allows each institution to admit up to 10 percent of its students who have not achieved the required quality point average or passed the Praxis I assessment.

RETENTION IN PROGRAM

Students must retain a cumulative quality point average of 2.500 after they are admitted to the program. The Wisconsin Department of Public Instruction requires that students achieve a 2.750 Q.P.A. in their major, minor, and professional education sequence to student teach and to be licensed. The School of Education does not count courses with a grade of CD or lower to meet the requirement in the professional education sequence. Courses with these grades must be repeated. Anyone with questions related to admissions or retention should contact the Office of Teacher Education. While the admission requirements apply to all students, the School of Education reserves the right to deny admission or retention to students who demonstrate unprofessional behavior.

ACCREDITATION

The School of Education is a member of the American Association of Colleges for Teacher Education. All programs are accredited by the North Central Association and by the State of Wisconsin. Undergraduate programs are accredited by the National Council for Accreditation of Teacher Education.

CERTIFICATION

The Wisconsin Department of Public Instruction approves the teacher preparation program offered by Marquette University. This approval includes the elementary/middle school sequence, the middle/secondary sequence, and the majors and minors named in the following pages. A student who satisfactorily completes a professional sequence and an academic major, and who demonstrates mastery of the School of Education standards as evidenced in a portfolio can be recommended for certification in the state of Wisconsin. Completion of course work is a necessary but not sufficient condition for certification. The professional judgement of faculty, supervisors, and the Director of Teacher Education enter into the final decision. A student must complete an application for certification and pay the required fee. Applications are available in the Office of Teacher Education, Schroeder Complex, 150.

Changes required by the Wisconsin Department of Public Instruction and state law are ongoing. These changes may require revision of the programs of study and the certification procedures described on the pages which follow.

A student who plans to teach in a state other than Wisconsin should recognize that reciprocal certification agreements with other states change from time to time. The student should write directly to the department of education of the state involved, requesting a copy of the certification requirements of the state and application procedures for licensure. If specific certification

courses other than those required for Wisconsin are noted, such courses should be elected by the student during the junior and senior years. Students are also encouraged to discuss other state certification requirements with their advisers or the director of Teacher Education.

Certification levels available to Marquette students are elementary/middle (grades 1-8) and middle/secondary (grades 6-12). Students should check with the Office of Teacher Education for the requirements and availability of each level for the different majors and minors.

The following statistics attest to the quality in terms of employability of the Marquette teacher education program. At the close of the 1999-2000 academic year, 96 percent of the School of Education students who completed the program obtained employment in the teaching profession. Of the 82 students who were program completers, 54 remained in Wisconsin, and 60 percent of those chose to work in Milwaukee Public Schools. Twenty-four program completers returned to their home states to seek employment.

FIELD EXPERIENCES

Education students participate in field experiences with public, private, and parochial schools in the Milwaukee area. The Department of Public Instruction requires a minimum of 100 hours to be completed prior to student teaching. Of these, 50 hours must be in diverse settings with students or adults whose backgrounds differ from that of the field student. Marquette University's program exceeds the minimum requirements of the state with specific hours being assigned to various courses. Students must meet Marquette's requirements.

PARTNERSHIP SCHOOLS

Marquette University's School of Education has entered into partnership agreements with four schools in the Milwaukee Public School district: Lloyd Street School, Sarah Scott Middle School for the Health Sciences, Wisconsin Conservatory of Lifelong Learning, and Roosevelt Middle School of the Arts. These schools serve as laboratories for field placements and student teaching in exchange for access to university resources and opportunities for faculty and staff development.

FACILITIES

EDUCATIONAL RESOURCES CENTER

The School of Education maintains an Educational Resources Center in Schroeder Complex, 199. Collections of the ERC include sample curriculum guides from many cities and states, sample copies of elementary, middle, and secondary school textbooks, pamphlet material related to issues in teaching, audio-visual material and equipment, educational computer software, and other materials related to teaching and learning. Material in the ERC may be used by any student in the university with priority for the needs of students enrolled in the School of Education. Throughout the year, the ERC sponsors exhibits and programs open to students and others.

PARENTING CENTER

The Parenting Center offers outreach training and services to the community on parenting young children. The center is supported by the School of Education. The center sponsors classes for parents, conducts workshops/training for agency personnel who work with parents, and provides other parent/child services. The center also conducts research on parenting and offers a course on parenting to undergraduate and graduate students. The Parenting Center is located in the William and Evelyn Krueger Parent and Child Care Center at 749 N. 17th Street.

THE RALPH C. HARTMAN LITERACY AND LEARNING CENTER

The Hartman Literacy and Learning Center is a facility within the School of Education which supports undergraduate and graduate literacy related programs. The center library houses a children's literature collection which is used by the School of Education students as well as children and families participating in the Marquette University Family Literacy Project, a collaboration between the university and neighborhood elementary schools. Students enrolled in EDUC 160 (Practicum in Reading) participate in the Family Literacy Project by tutoring small groups of

children in reading and writing after school. The Hartman Literacy and Learning Center provides faculty and staff to support and conduct research regarding the project.

BACKGROUND CHECKS, DRUG TESTING

Some degrees, majors and/or courses may require a student to submit to a criminal background check and/or drug testing. The results of those checks and/or tests may affect the student's eligibility to continue in that degree, major and/or course.

CURRICULA INFORMATION

ELEMENTARY/MIDDLE SCHOOL TEACHER PREPARATION (GRADES 1-8)

The elementary/middle school education program leads to a teaching license for grades 1 through 8. Students who select this program complete the following components:

1. An academic major;
2. The core requirements for the college of their major with the inclusion/addition of specific state-mandated general education requirements;
3. The professional education course sequence.

Students must also meet the School of Education's admission and retention requirements.

STUDENTS WHO INTEND TO COMPLETE A TEACHER PREPARATION PROGRAM THROUGH THE MARQUETTE UNIVERSITY SCHOOL OF EDUCATION ARE STRONGLY ADVISED TO CONTACT THE OFFICE OF TEACHER EDUCATION AS EARLY AS POSSIBLE TO AVOID DELAYS IN THEIR PROGRAM.

(1) MAJORS, CORE REQUIREMENTS, AND STATE MANDATED GENERAL EDUCATION REQUIREMENTS

Students intending to complete an elementary/middle school teacher preparation program through the Marquette University School of Education must select an academic major and meet the core curriculum requirements of their college and also the Wisconsin state teacher certification general education requirements.

A. BACHELOR OF ARTS

Students who select an academic major from the following list will earn a bachelor of arts degree upon successful completion of their program.

- Anthropology
- English
- German
- Journalism
- Philosophy
- Psychology
- Sociology
- Theatre Arts
- Communication Studies (Speech)
- French
- History
- Latin
- Political science
- Religious studies
- Spanish

Students must also meet the core curriculum requirements for the bachelor of arts degree as follows:

ENGLISH REQUIREMENT

Elementary/middle school education majors must complete ENGL 001 and 002 for a minimum of six credits hours, unless placed directly into ENGL 002 or beyond by recommendation of the Department of English.

FOREIGN LANGUAGE (FOLA) REQUIREMENT

Elementary/middle school education majors in the College of Arts and Sciences must demonstrate competency in a foreign language through the intermediate college level — Foreign Language 004 or 010 (0-14 credits). Elementary/middle school majors in the College of Communication must demonstrate competency in a foreign language through the elementary level — Foreign Language 002 (0-8 credits).

HISTORY/SOCIAL-BEHAVIORAL SCIENCE REQUIREMENT

Elementary/middle school education majors must complete HIST 001, 002, 006, and POSC 020.

LITERATURE AND FINE ARTS REQUIREMENT

Elementary/middle school education majors must complete one three-credit course in literature, either English or foreign language (original or translation). EDUC 110 and 120 are accepted for the other course in literature. EDUC 100 is accepted for the Fine Arts requirement.

MATHEMATICS-LOGIC-COMPUTER REQUIREMENT

Elementary/middle school education majors must complete MATH 030, 031, and 032. A logic course cannot fulfill a math requirement for teacher education.

NATURAL SCIENCE REQUIREMENT

Elementary/middle school education majors must complete (1) both ARSC 010 and 011 or (2) both PHYS 009 and BIOL 002 and a third science course of at least two credits.

PHILOSOPHY REQUIREMENT

Elementary/middle school education majors must complete PHIL 050, 104, EDUC 158, and one three-credit elective PHIL course. Students in the College of Communication must complete PHIL 001, 050, 104, and EDUC 158. Some Arts and Sciences majors require a specific philosophy course which would complete the four-course philosophy requirement.

THEOLOGY REQUIREMENT

Elementary/middle school education majors must complete THEO 001, one second-level course (THEO 100-119), and one third-level course (THEO 120-199) in this sequence.

B. BACHELOR OF SCIENCE

Students who select an academic major from the following list will earn a bachelor of science degree upon successful completion of their program.

- Biology
- Chemistry
- Physics
- Broad field science
- Mathematics

Students must also meet the core requirements for the bachelor of science degree as follows:

ENGLISH REQUIREMENT

Elementary/middle school education majors must complete ENGL 001 and 002 for a minimum of six credits hours, unless placed directly into ENGL 002 or beyond by recommendation of the Department of English.

FOREIGN LANGUAGE REQUIREMENT (FOLA)

Elementary/middle school education majors must complete two courses in a foreign language unless they enter at Foreign Language 010, in which case one course is required.

HISTORY/SOCIAL-BEHAVIORAL SCIENCE

Elementary/middle school education majors must complete HIST 001, HIST 006 and one social/behavioral science course.

LITERATURE AND FINE ARTS REQUIREMENT

Elementary/middle school education majors must complete one three-credit course in literature (either English or foreign language). EDUC 110 and 120 are accepted as the second course in literature.

MATHEMATICS-LOGIC-COMPUTER REQUIREMENT

Elementary/middle school education majors must complete MATH 030, 031, and 032.

NATURAL SCIENCE REQUIREMENT

Elementary/middle school education majors must complete ARSC 010 and 011 or PHYS 009 and BIOL 002.

PHILOSOPHY REQUIREMENT

Elementary/middle school education majors must complete PHIL 050, 104, and EDUC 158.

THEOLOGY REQUIREMENT

Elementary/middle school education majors must complete THEO 001, one second-level course (THEO 100-119), and one third-level course (THEO 120-199) in this sequence.

(2) PROFESSIONAL EDUCATION SEQUENCE

To be eligible for an elementary/middle school teaching license, students must complete the following courses in the School of Education: EDUC 008, 048, 078, 079, 088, 100, 110, 120, 128, 140, 158, 160, 181, 190, and 191. Students must check with their advisers in the School of Education in regard to sequence and admission requirements. Usually, EDUC 181, Student Teaching, is the last course to be completed in a student's program. Students must apply to take EDUC 181 by Friday of the fourth week of the term prior to the term during which they plan to student teach.

**BACHELOR OF ARTS, COLLEGE OF ARTS AND SCIENCES
RECOMMENDED ELEMENTARY/MIDDLE (GRADES 1-8)
TEACHER PREPARATION CURRICULUM AND SUGGESTED TERM SCHEDULE**

This schedule is set up for completion of graduation requirements in four years and completion of certification requirements in one additional semester. Completion of both graduation and certification in four years is possible under certain circumstances.

Freshman

INTRODUCTION TO TEACHING AND SCHOOLING IN A DIVERSE SOCIETY

FIRST TERM	SEM. HRS.	SECOND TERM	SEM. HRS.
ARSC 010	4	ARSC 011	4
ENGL 001	3	ENGL 002	3
HIST 001	3	HIST 002	3
Foreign language 001	4	Foreign language 002	4
EDUC 008	3	EDUC 048	3
	17		17

Sophomore

FOCUS ON LEARNERS IN A DIVERSE SOCIETY

FIRST TERM	SEM. HRS.	SECOND TERM	SEM. HRS.
Foreign language 003	3	Foreign language 004	3
Literature elective	3	THEO 001	3
PHIL 050	3	HIST 006	3
EDUC 078	3	EDUC 079	3
POSC 020	3	EDUC 088	3
Major	3	Major	3
	18		18

Junior

FOCUS ON DEVELOPMENTALLY AND CULTURALLY RESPONSIVE PEDAGOGY

FIRST TERM	SEM. HRS.	SECOND TERM	SEM. HRS.
EDUC 110	4	EDUC 120	4
MATH 030	3	MATH 031	3
PHIL 104	3	PHIL elective	3
EDUC 140	2	EDUC 190	1
Theology (Second level – 100-119)	3	Theology (Third level – 120-199)	3
Major	3	Major	3
	18		17

Senior

FOCUS ON DEEPENING CONTENT KNOWLEDGE

FIRST TERM	SEM. HRS.	SECOND TERM	SEM. HRS.
EDUC 128	4	EDUC 160	4
MATH 032	3	EDUC 191	1
EDUC 100	3	EDUC 158	3
Major	3	Major	3
Major	3	Major	3
Major	3	Major	3
	19		17

Total — 141

Fifth Year

STUDENT TEACHING

FIRST TERM	SEM. HRS.
EDUC 181	12

Total — 153

Note: Elementary ACADEMIC MAJORS normally require a total of 10 courses. Most include at least one course that is also a core requirement.

**BACHELOR OF ARTS, COLLEGE OF COMMUNICATION
RECOMMENDED ELEMENTARY/MIDDLE SCHOOL (GRADES 1-8)
TEACHER PREPARATION CURRICULUM AND SUGGESTED TERM SCHEDULE**

Freshman

INTRODUCTION TO TEACHING AND SCHOOLING IN A DIVERSE SOCIETY

FIRST TERM	SEM. HRS.	SECOND TERM	SEM. HRS.
ENGL 001	3	ENGL 002	3
HIST 001	3	HIST 002	3
Foreign language 001	4	Foreign language 002	4
CMST 010	3	THEO 001	3
EDUC 008	3	EDUC 048	3
	16		16

Sophomore

FOCUS ON LEARNERS IN A DIVERSE SOCIETY

FIRST TERM	SEM. HRS.	SECOND TERM	SEM. HRS.
ARSC 010	4	ARSC 011	4
POSC 020	3	Literature elective	3
PHIL 001	3	PHIL 050	3
CMST 012	2	EDUC 079	3
EDUC 078	3	EDUC 088	3
Major	3	Major	3
	18		19

Junior

FOCUS ON DEEPENING CONTEXT KNOWLEDGE

FIRST TERM	SEM. HRS.	SECOND TERM	SEM. HRS.
PHIL 104	3	Theology (Second level – 100-119)	3
EDUC 110	4	HIST 006	3
MATH 030	3	EDUC 120	4
EDUC 140	3	MATH 031	3
Major	3	Major	3
Major	3	EDUC 190	1
	19		17

Senior

FOCUS ON DEVELOPMENTALLY AND CULTURALLY RESPONSIVE PEDAGOGY

FIRST TERM	SEM. HRS.	SECOND TERM	SEM. HRS.
Theology (Third level – 120-199)	3	EDUC 160	4
EDUC 128	4	EDUC 158	3
MATH 032	3	EDUC 191	1
Major	3	EDUC 100	3
Major	3	Major	3
	16	Major	3

Total — 138

Fifth Year

STUDENT TEACHING

FIRST TERM	SEM. HRS.
EDUC 181	12

Total — 150

Note: This schedule represents a generic major in Communication Studies. Please consult with the Communication Studies adviser for specific requirements related to each major.

**BACHELOR OF SCIENCE, COLLEGE OF ARTS AND SCIENCES, MATHEMATICS MAJORS
RECOMMENDED ELEMENTARY/MIDDLE SCHOOL (GRADES 1-8)
TEACHER PREPARATION CURRICULUM AND SUGGESTED TERM SCHEDULE**

Freshman

<i>INTRODUCTION TO TEACHING AND SCHOOLING IN A DIVERSE SOCIETY</i>			
FIRST TERM	SEM. HRS.	SECOND TERM	SEM. HRS.
MATH 080	4	MATH 081	4
ENGL 001	3	ENGL 002	3
ARSC 010	4	ARSC 011	4
Foreign language 001	4	Foreign language 002	4
EDUC 008	3	EDUC 048	3
	<hr/> 18		<hr/> 18

Sophomore

<i>FOCUS ON LEARNERS IN A DIVERSE SOCIETY</i>			
FIRST TERM	SEM. HRS.	SECOND TERM	SEM. HRS.
HIST 001	3	HIST 006	3
Literature Elective	3	MATH, LOGIC or COSC.	3
MATH, LOGIC, or COSC.	3	PHIL 104	3
PHIL 050	3	EDUC 079	3
EDUC 078	3	EDUC 088	3
Major	3	Major	3
	<hr/> 18		<hr/> 18

Junior

<i>FOCUS ON DEEPENING CONTEXT KNOWLEDGE</i>			
FIRST TERM	SEM. HRS.	SECOND TERM	SEM. HRS.
EDUC 140	2	Theology (Second level – 100-119).	3
THEO 001	3	EDUC 120	4
EDUC 110	4	MATH 031	3
MATH 030	3	Major	3
Social-Behavioral Science Elective	3	Major	3
Major	3	EDUC 190	1
	<hr/> 18		<hr/> 17

Senior

<i>FOCUS ON DEVELOPMENTALLY AND CULTURALLY RESPONSIVE PEDAGOGY</i>			
FIRST TERM	SEM. HRS.	SECOND TERM	SEM. HRS.
Theology (Third level – 120-199).	3	EDUC 160	4
EDUC 128	4	EDUC 158	3
MATH 032	3	EDUC 100	3
Major	3	EDUC 191	1
Major	3	Major	3
	<hr/> 16	Major	3
			<hr/> 17
		Total —	140

Fifth Year

<i>STUDENT TEACHING</i>	
EDUC 181	12
	Total — 152

Note: The mathematics major requires 39 hours of mathematics courses. Other bachelor of science requirements vary according to major. Please consult the Arts and Sciences section of this bulletin for specific information.

MIDDLE SCHOOL/SECONDARY TEACHER PREPARATION (GRADES 6-12)

The middle school/secondary education program leads to a teaching license for grades 6 through 12. Students who select this program complete the following components:

1. An academic major;
2. The core requirements for the college of their major with the inclusion/addition of specific state-mandated general education requirements;
3. The professional education course sequence.

Students must also meet the School of Education's admission and retention requirements.

STUDENTS WHO INTEND TO COMPLETE A TEACHER PREPARATION PROGRAM THROUGH THE MARQUETTE UNIVERSITY SCHOOL OF EDUCATION ARE STRONGLY ADVISED TO CONTACT THE OFFICE OF TEACHER EDUCATION AS EARLY AS POSSIBLE TO AVOID DELAYS IN THEIR PROGRAM.

(1) MAJORS, CORE REQUIREMENTS, AND STATE MANDATED GENERAL EDUCATION REQUIREMENTS

Students intending to complete a middle school/secondary teacher preparation program through the Marquette University School of Education must select an academic major and meet the core curriculum requirements of their college and also the Wisconsin state teacher certification general education requirements. The state approved teaching majors and minors at Marquette have been cooperatively developed by the School of Education and other colleges and departments of the university. All students working toward teacher certification must complete at least one **teaching** major.

A. MAJORS LEADING TO A BACHELOR OF ARTS DEGREE

Students who select an academic major from the following list will earn a bachelor of arts degree upon successful completion of their program.

- Anthropology
- English
- German
- Journalism
- Philosophy
- Psychology
- Sociology
- Theatre Arts
- Communication Studies (Speech)
- French
- History
- Latin
- Political science
- Religious studies
- Spanish

Students are encouraged to earn certification in a second teaching major or in one or more teaching minors. To be certified to teach a second subject area, Wisconsin requires nine credits in the second subject area in addition to the required credits in the major area.

Students must also meet the core curriculum requirements for the bachelor of arts degree as follows:

ENGLISH REQUIREMENT

Middle school/secondary education majors must complete ENGL 001 and 002 for a minimum of six credits hours, unless placed directly into ENGL 002 or beyond by recommendation of the Department of English.

FOREIGN LANGUAGE (FOLA) REQUIREMENT

Middle school/secondary education majors in the College of Arts and Sciences must demonstrate competency in a foreign language through the intermediate college level – Foreign Language 004 or 010 (0–14 credits). Middle school/secondary majors in the College of Communication must demonstrate competency in a foreign language through the elementary level – Foreign Language 002 (0-8 credits).

HISTORY/SOCIAL-BEHAVIORAL SCIENCE REQUIREMENT

Middle school/secondary education majors must complete HIST 001, 002 and an elective social or behavioral science course. EDUC 078, which is required, is accepted as the fourth course in this core area.

LITERATURE AND FINE ARTS REQUIREMENT

Middle school/secondary education majors must complete two three-credit courses in literature, either English or foreign language (original or translation). Students must also complete one fine arts course for a minimum of two credits. Four terms of non-credit music courses (MUSI 010, 016, 020, 030, and/or 031) will waive the two credit fine arts requirement.

MATHEMATICS-LOGIC-COMPUTER REQUIREMENT

Middle school/secondary education majors must complete two math courses or a math course and a computer science course. Math courses must be at the appropriate level for their college to fulfill core curriculum requirements. A logic course cannot fulfill a math requirement for teacher education.

NATURAL SCIENCE REQUIREMENT

The state requires applicants for certification in broad field social science with any social science teaching major to complete environmental science as well as life science and physical science. Applicants for certification in other majors need both life science and physical science, but not necessarily environmental science. Middle school/secondary education majors meet all three requirements by completing (1) both ARSC 010 and 011 or (2) both PHYS 009 and BIOL 002.

PHILOSOPHY REQUIREMENT

Middle school/secondary education majors must complete PHIL 050, 104, EDUC 158, and one three-credit elective PHIL course. Students in the College of Communication must complete PHIL 001, 050, 104, and EDUC 158. Some Arts and Sciences majors require a specific philosophy course which would complete the four-course philosophy requirement.

THEOLOGY REQUIREMENT

Middle school/secondary education majors must complete THEO 001, one second-level course (THEO 100-119), and one third-level course (THEO 120-199) in this sequence.

SPECIAL NOTE ON BROAD FIELD SOCIAL SCIENCE TEACHING LICENSE EXTENSION

To broaden career opportunities, students are encouraged to examine the broad field social science teaching license extension. It includes courses in economics, history, political science, psychology, geography (please see ANTH 110), and sociology. The student completes a 34-36 credit teaching major in an approved social science area and completes seven courses in other social science disciplines. Students must check with the Office of Teacher Education regarding specific course options. Those who complete this program earn a Wisconsin certification in their teaching area and in broad field social sciences; this enables one to teach "fusion" courses such as civics, contemporary problems, and social problems. Also, those who complete the broad field social sciences program may earn licensure in any other social science area with a minimum of nine credits in that area beyond their major through the Wisconsin Department of Public Instruction.

B. BACHELOR OF SCIENCE DEGREE

Students who select an academic major from the following list will earn a bachelor of science degree upon successful completion of their program.

- Biology
- Chemistry
- Physics
- Broad field science
- Mathematics

Students are encouraged to earn certification in a second teaching major or in one or more teaching minors. To be certified to teach a second subject area, Wisconsin requires nine credits in the second subject area in addition to the required credits in the major area.

Students must also meet the core requirements for the bachelor of science degree as follows:

ENGLISH REQUIREMENT

Middle school/secondary education majors must complete ENGL 001 and 002 for a minimum of six credits hours, unless placed directly into ENGL 002 or beyond by recommendation of the Department of English.

FOREIGN LANGUAGE REQUIREMENT (FOLA)

Middle school/secondary education majors must complete two courses in a foreign language unless they enter at Foreign Language 010, in which case one course is required.

HISTORY/SOCIAL-BEHAVIORAL SCIENCE

Middle school/secondary education majors must complete HIST 001 and one additional history or social-behavioral science course.

LITERATURE AND FINE ARTS REQUIREMENT

Middle school/secondary education majors must complete two three-credit courses in literature, either English or foreign language (original or translation).

MATHEMATICS-LOGIC-COMPUTER REQUIREMENT

Middle school/secondary education majors must complete two courses in mathematics, logic, or computer science.

NATURAL SCIENCE REQUIREMENT

Middle school/secondary education majors must complete ARSC 010 and 011 or PHYS 009 and BIOL 002.

PHILOSOPHY REQUIREMENT

Middle school/secondary education majors must complete PHIL 050, 104, and EDUC 158.

THEOLOGY REQUIREMENT

Middle school/secondary education majors must complete THEO 001, one second-level course (THEO 100-119), and one third-level course (THEO 120-199).

SPECIAL NOTE ON BROAD FIELD SCIENCE TEACHING MAJOR WITH TEACHING MINORS IN BIOLOGY, CHEMISTRY, OR PHYSICS

Students who complete the program with licensure in grades 6 through 12 may be employed to teach:

1. All science in grades 6 through 9 and general science including physical science in grades 10 through 12;
2. Biology, chemistry, or physics (their minor area).

Interested students should see the chairs of biology, chemistry, or physics and their advisers or the Director of Teacher Education.

A student completing all of the course work earns a broad field science teaching major and a teaching minor in his or her science area of study. Also, those who complete the broad field science program may earn licensure in any of the three science areas with a minimum of nine credits through the Wisconsin Department of Public Instruction.

Courses common to all the broad field science majors are BIOL 001, 002, or 004, and BIOL 090; CHEM 001, 002, 023, and 024; PHYS 008 and 009; and PHIL 050 and 130.

In addition,

- Biology minors take BIOL 100, 125, 135, 170; PHYS 001 and 002; and COSC 050 and MATH 073 or 080.
- Chemistry minors take CHEM 110 and an upper division chemistry elective of at least two credits, BIOL 100 and 125; PHYS 001 and 002; and COSC 050 and MATH 073 or 080.
- Physics minors take PHYS 001 and 002, or 003 and 004, plus 104, 105 and MATH 080, 081, and 082.

(2) PROFESSIONAL EDUCATION SEQUENCE

To be eligible for a middle school/secondary school teaching license, students must complete the following courses in the School of Education: EDUC 008, 048, 078, 079, 088, 125, 128, 158, 176, 190, 191, and one advanced methods course in their teaching major. Students must check with their advisers in the School of Education in regard to sequence and admission requirements. Usually, EDUC 176, Student Teaching, is the last course to be completed in a student's program. Students must apply to take EDUC 176 by Friday of the fourth week of the term prior to the term during which they plan to student teach.

**BACHELOR OF ARTS, COLLEGE OF ARTS AND SCIENCES
RECOMMENDED MIDDLE SCHOOL/SECONDARY (GRADES 6-12)
TEACHER PREPARATION CURRICULUM AND SUGGESTED TERM SCHEDULE**

Freshman

INTRODUCTION TO TEACHING AND SCHOOLING IN A DIVERSE SOCIETY

FIRST TERM	SEM. HRS.	SECOND TERM	SEM. HRS.
ARSC 010	4	ARSC 011	4
ENGL 001	3	ENGL 002	3
HIST 001	3	HIST 002	3
Foreign language 001	4	Foreign language 002	4
EDUC 008	3	EDUC 048	3
	<hr/> 17		<hr/> 17

Sophomore

FOCUS ON LEARNERS IN A DIVERSE SOCIETY

FIRST TERM	SEM. HRS.	SECOND TERM	SEM. HRS.
Foreign language 003	3	Foreign language 004	3
Social-Behavioral Science Elective	3	COSC 050 or MATH elective	3
MATH elective	3	PHIL 104	3
PHIL 050	3	EDUC 079	3
EDUC 078	3	EDUC 088	3
Major	3	Major	3
	<hr/> 18		<hr/> 18

Junior

FOCUS ON DEEPENING CONTEXT KNOWLEDGE

FIRST TERM	SEM. HRS.	SECOND TERM	SEM. HRS.
Literature Elective	3	Theology (Second level – 100-119)	3
THEO 001	3	EDUC 125	4
EDUC 128	4	EDUC 190	1
PHIL elective	3	Fine Arts elective	2/3
Major	3	Major	3
Major	3	Major	3
	<hr/> 19		<hr/> 19-20

Senior

FOCUS ON DEVELOPMENTALLY AND CULTURALLY RESPONSIVE PEDAGOGY

FIRST TERM	SEM. HRS.	SECOND TERM	SEM. HRS.
Literature elective	3	EDUC 176	12
Theology (Third level – 120-199)	3	EDUC 158	3
Advanced Methods Course	3		
EDUC 191	1		
Major	3		
Major	3		
Major	3		
	<hr/> 19		<hr/> 15

Total — 142-143

Note: ONE TEACHING MAJOR normally requires a total of 12 courses plus the appropriate advanced methods course. Many majors include two courses that are also core requirements. Thus, this schedule indicates ten MAJOR courses.

**BACHELOR OF ARTS, COLLEGE OF COMMUNICATION
RECOMMENDED MIDDLE SCHOOL/SECONDARY (GRADES 6-12)
TEACHER PREPARATION CURRICULUM AND SUGGESTED TERM SCHEDULE**

Freshman

INTRODUCTION TO TEACHING AND SCHOOLING IN A DIVERSE SOCIETY

FIRST TERM	SEM. HRS.	SECOND TERM	SEM. HRS.
ENGL 001	3	ENGL 002.....	3
HIST 001	3	HIST 002.....	3
Foreign language 001.....	4	Foreign language 002	4
CMST 010	3	THEO 001.....	3
EDUC 008	3	EDUC 048.....	3
		Major	3
	<hr/>		<hr/>
	16		19

Sophomore

FOCUS ON LEARNERS IN A DIVERSE SOCIETY

FIRST TERM	SEM. HRS.	SECOND TERM	SEM. HRS.
ARSC 010.....	4	ARSC 011	4
Soc/behavioral science elective.....	3	Literature elective	3
PHIL 001	3	PHIL 050.....	3
Literature elective.....	3	EDUC 079.....	3
EDUC 078	3	EDUC 088.....	3
Major.....	3	Major	3
	<hr/>		<hr/>
	19		19

Junior

FOCUS ON DEEPENING CONTEXT KNOWLEDGE

FIRST TERM	SEM. HRS.	SECOND TERM	SEM. HRS.
PHIL 104	3	Theology (Second level – 100-119).....	3
Math elective	3	Math/computer science elective.....	3
EDUC 128	4	EDUC 125.....	4
Major.....	3	EDUC 190.....	1
Major.....	3	Major	3
Major.....	3	Major	3
	<hr/>		<hr/>
	19		20

Senior

FOCUS ON DEVELOPMENTALLY AND CULTURALLY RESPONSIVE PEDAGOGY

FIRST TERM	SEM. HRS.	SECOND TERM	SEM. HRS.
Fine arts elective.....	2-3	EDUC 176.....	12
Theology (Third level – 120-199).....	3	EDUC 158.....	3
Advanced Methods Course.....	3		
EDUC 191	1		
Major.....	3		
Major.....	3		
Major.....	3		
	<hr/>		<hr/>
	18-19		15

Total — 145-146

Note: This schedule represents a generic major in Communication Studies. Please consult with the Communication Studies adviser for specific requirements related to each major.

**BACHELOR OF SCIENCE, COLLEGE OF ARTS AND SCIENCES, MATHEMATICS MAJOR
RECOMMENDED MIDDLE SCHOOL/SECONDARY (GRADES 6-12)
TEACHER PREPARATION CURRICULUM AND SUGGESTED TERM SCHEDULE**

Freshman

INTRODUCTION TO TEACHING AND SCHOOLING IN A DIVERSE SOCIETY

FIRST TERM	SEM. HRS.	SECOND TERM	SEM. HRS.
MATH 080	4	MATH 081	4
ENGL 001	3	ENGL 002.	3
HIST 001	3	Major	3
Foreign language 001.	4	Foreign language 002	4
EDUC 008	3	EDUC 048.	3
	<hr/>		<hr/>
	17		17

Sophomore

FOCUS ON LEARNERS IN A DIVERSE SOCIETY

FIRST TERM	SEM. HRS.	SECOND TERM	SEM. HRS.
ARSC 010.	4	ARSC 011	4
History-Social-Behavioral Science Elective . . .	3	PHIL 104.	3
Fine Arts Elective	2-3	EDUC 079.	3
PHIL 050	3	EDUC 088.	3
EDUC 078	3	Major	3
Major.	3		
	<hr/>		<hr/>
	18-19		16

Junior

FOCUS ON DEEPENING CONTEXT KNOWLEDGE

FIRST TERM	SEM. HRS.	SECOND TERM	SEM. HRS.
Literature Elective	3	Theology (Second level – 100-119)	3
THEO 001	3	EDUC 125.	4
EDUC 128	4	EDUC 190.	1
Major.	3	Major	3
Major.	3	Major	3
Major.	3	Major	3
	<hr/>		<hr/>
	19		17

Senior

FOCUS ON DEVELOPMENTALLY AND CULTURALLY RESPONSIVE PEDAGOGY

FIRST TERM	SEM. HRS.	SECOND TERM	SEM. HRS.
Literature elective.	3	EDUC 176.	12
Theology (Third level – 120-199).	3	EDUC 158.	3
Advanced Methods Course.	3		
EDUC 191	1		
Major.	3		
Major.	3		
Major.	3		
	<hr/>		<hr/>
	19		15

Total — 138-139

Note: The mathematics major requires 39 hours of mathematics courses. Other bachelor of science requirements vary according to major. Please consult the Arts and Sciences section of this bulletin for specific information.

HEALTH PROFESSIONS INSTRUCTOR: POST-SECONDARY CERTIFICATE: DENTAL HYGIENE/CLINICAL LABORATORY SCIENCE

Students who are enrolled in dental hygiene or clinical laboratory science programs or who are graduates of such programs may apply for admission to the program leading to the certification for post-secondary instructor in these programs. The certificate program is directed toward assisting those who seek teaching positions as instructors in those professions. Toward that end, a professional education background and initial practicum experiences are offered to assist the development of pre-service instructors in dental hygiene and clinical laboratory science at the post-secondary level.

With the recommendation of the director of the health profession, those who wish to join this program must enroll in the School of Education. Information on that procedure can be obtained from the chair of the dental hygiene, the chair of clinical laboratory science, or in the Office of Teacher Education, Schroeder Complex, 150. Earning this certificate depends upon the successful completion of the following courses: EDUC 048, 078 (or PSYC 103, 121, or 122), 095, 158, EDPL 215, and DEHY 179 or METE 189.

COACHING COURSES

Students enrolled in a teaching program in the School of Education may seek to enhance their job opportunities by enrolling in coaching courses: EDUC 063, 072, and 073. In addition, some students, whether or not enrolled in the School of Education, may find the courses beneficial to their professional or personal development. Students who would like to enroll in further course work in coaching are urged to consider the courses offered by the Department of Exercise Science.



COURSE DESCRIPTIONS

Dean and Associate Professor: Augenstein
Professor: Fox, Leslie, Loew, Pink
Distinguished Professor: Fuller
Professor Emeriti: Dupuis, Ivanoff, Nordberg
Associate Professor: Bardwell
Assistant Professor: Allen, Burant, Chubbuck, Cole, Eckman, Evans, Schweizer, Wattsjohnson, Whipp
Director of Teacher Education: Matthews
Coordinator of Undergraduate Admissions: McNamara
Coordinator of Field Placements and Licensure: Stang

*For those courses marked with an asterisk, a two- to three-hour time block between 8 a.m. and 3 p.m. one day each week must be kept free for the required field experience if there is no lab section in the *Timetable of Classes*. Mornings are preferred.

EDUC 008. Introduction to Schooling in a Diverse Society 3 sem. hrs.

Critical and reflective examination of assumptions about schooling in the United States including the impacts of race, ethnicity, class and gender; power and control in school and community contexts; and the concerns, demands, conditions, and rewards of the teaching profession. Field experiences required. Offered every term.

EDUC 048. Critical Inquiry into Contemporary Issues 3 sem. hrs.

Analysis and critique of current issues in elementary and secondary education. Skill development in research, communication, and critical inquiry needed to foster social justice in schools. Offered every term. *Prereq:* EDUC 008.

EDUC 063. Principles, Problems, and Psychology of Coaching 2 sem. hrs.

Educational implications of sports. Rules, organization, equipment and ethics. Individual/social psychological attributes of athletes/coaches/programs. Use of psychology by coaches. Open to all students in the university.

EDUC 072. Theory and Practice in Coaching Individual and Dual Sports 2 sem. hrs.

Principles and problems of coaching individual and dual sports. Major sports in these areas are reviewed. Open to all students in the university.

EDUC 073. Theory and Practice in Coaching Team Sports 2 sem. hrs.

Principles and problems of coaching team sports. All major team sports are reviewed. Open to all students in the university.

EDUC 078. Psychology of Human Development in Children and Adolescents in a Diverse Society 3 sem. hrs.

Critical examination of physical, social, emotional, moral and cognitive development of children and adolescents, including variables (gender, socioeconomic status, gender, race, ethnicity, language) that impact developmental outcomes. Offered every term.

EDUC 079. Using Technology for Learning and Assessment 3 sem. hrs.

Application of major theories of learning to instructional planning and assessment. Skill development in a variety of technological tools that can be used to enhance learning, instruction and assessment. Offered every term. Required for all students entering teacher education program in and after Fall 2001.

EDUC 088. Children and Youth with Exceptional Needs 3 sem. hrs.

Introduction to children and adolescents with a wide range of exceptional educational needs. Addresses characteristics, causes, assessment, teaching strategies, and legal issues. Field experience required for certification students, optional for others. *Prereq:* EDUC 078 or equivalent

EDUC 095. Secondary Level Methods 3 sem. hrs.

Frameworks for planning, teaching, and evaluating developmentally and culturally responsive lessons and units across the secondary curriculum. Offered both terms. *Prereq:* EDUC008; and EDUC 078 or equivalent. Field experience in a secondary school required.

EDUC 100. Integrating the Arts Across the Curriculum 3 sem. hrs.

Use of visual and performance arts (dance, music, film, theater) as well as newer forms of technology and multimedia to enhance learning and instruction across the K-12 curriculum. Offered every term. *Prereq:* Application to the School of Education; either EDUC 030, EDUC 079 or EDUC 095.

EDUC 102. Principles of Peer Facilitation Among College Students 3 sem. hrs.

Theoretical, research, and applied principles of peer facilitation among college students, includes theories of student development and leadership development; values clarification; principles of effective communication and methods to encourage an appreciation for individual differences within a diverse student population, as applies in a Catholic, Jesuit, urban university. *Prereq:* Cons. of instr.

EDUC 104. Parenting and Family Issues 3 sem. hrs.

Theoretical, research, and applied topics in parenting. Parenting infants through adolescents. Includes family communication systems, child and adolescent development, cultural childrearing practices, intergenerational parenting, legal issues, parenting exceptional children, and current topics.

EDUC 109. Measurement in Education 3 sem. hrs.

An orientation to history and development of the testing movement, selection and administration of tests, principles of classroom test construction, and interpretation of test result. Offered occasionally.

EDUC 110. Teaching Elementary Reading, Language Arts, and Children's Literature 1* 4 sem. hrs.

Teaching reading, language arts, and children's literature from a developmental perspective to diverse lower elementary learners. Emphasis on developing the relationship between the three literacy areas. Field experience and concurrent enrollment in Math 030 required. Offered every term. *Prereq:* Application to the School of Education.

EDUC 120. Teaching Elementary Reading, Language Arts, and Literature 2* 4 sem. hrs.

Teaching reading, language arts, and children's literature from a developmental perspective to diverse upper elementary learners. Emphasis on developing the relationship between the three literacy areas and how social factors influence students' literacy learning. Field experience and concurrent enrollment in Math 031 required. Offered every term. *Prereq:* Admission to the School of Education and EDUC 110.

EDUC 125. Literacy in the Content Areas 4 sem. hrs.

Examines the interrelationship of reading, writing, speaking and listening as learning skills in the content areas. Included are methods and materials the teacher can use in the classroom setting to improve literacy skills in all content areas and integrate literature across the curriculum. Field experience required. Offered every term. *Prereq:* Admission to School of Education.

EDUC 128. Teaching in the Middle School* 3 sem. hrs.

Foundations, methods, and strategies for teaching at the middle school level. Field experience required. Offered every term. *Prereq:* Admission to the School of Education; MATH 032, which may be taken concurrently; and EDUC 078; and either EDUC 030, EDUC 079, or EDUC 095.

EDUC 130. Teaching Elementary Level Social Studies 3 sem. hrs.

Curriculum development, instructional strategies and techniques for teaching elementary social studies with emphasis on primary research skills. Includes preparation of materials, assessment, micro-teaching. Offered fall term. *Prereq:* Application to the School of Education required; and either EDUC 030 or EDUC 079.

EDUC 140. Teaching Elementary/Middle Level Science 3 sem. hrs.

Curriculum development and instructional methods for teaching inquiry-based science at the primary and upper elementary level. Includes preparation of materials, assessment, use of technology and field experiences. *Prereq:* Application to the School of Education; and either EDUC 030 or EDUC 079. Field experience required.

EDUC 145. Teaching Middle/Secondary Social Sciences 3 sem. hrs.

Application of teaching methods to social studies in middle and high schools. Required field experience in a high school setting. Offered fall term only. *Prereq: Admission to the School of Education; and either EDUC 079 or 095.*

EDUC 155. Teaching Middle/Secondary Sciences 3 sem. hrs.

Application of methods to teach inquiry-based science in physical sciences, physics, biology, chemistry and environmental sciences at the secondary level. Includes planning, preparation of materials, assessment, and use of technology aligned with National Science Education Standards and OSHA safety requirements. Field experience in a secondary setting required. Offered spring term. *Prereq: Admission to the School of Education; and either EDUC 079 or 095.*

EDUC 158. Philosophy of Education 3 sem. hrs.

Principles and methods of various classical and contemporary philosophies and their implications and application in education. Attention to professional ethics and students' development of their own philosophies of education. (This course satisfies 3 of the 12-credit core requirement in philosophy for students enrolled in and completing a teacher education program). Offered every term. *Prereq: Phil 050.*

EDUC 160. Practicum: Teaching Elementary Level Reading* 4 sem. hrs.

Supervised experience in the teaching of reading to struggling readers. Emphasis on linking literacy assessment and instruction. Seminars and small group tutoring sessions are included. Offered every term. *Prereq: Admission to the School of Education; 3.0 average in EDUC 110 and 120; cons. of Office of Teacher Education.*

EDUC 165. Strategies in Religious Education 3 sem. hrs.

Application of current catechetical theory and educational strategies to present religious needs and practices. Curriculum objectives and evaluation. Analysis of instructional materials and other resources for teaching religion. Clinical experience required. Open to all upper division students in the university. Offered occasionally. *Prereq: Admission to the School of Education required for Education students only.*

EDUC 170. Practicum: Elementary Level Mathematics* 3 sem. hrs.

Supervised clinical experience in the teaching of mathematics. Seminar and class sessions also required. Experience in diagnosing and remediation of learning problems of children in mathematics. Field experience required. Offered every term. *Prereq: MATH 030, 031, and 032. Admission to the School of Education required; cons. Office of Teacher Education.*

EDUC 175. Student Teaching: Secondary 12 sem. hrs.

Full-day secondary school supervised student teaching Monday through Friday. Only EDUC 158 may be taken during the term of this practicum. Regular on-site visitation by university faculty. Student must apply for student teaching during the first three weeks of the term preceding the practicum. Offered every

term. S/U grade assessment. Weekly seminar required. *Fee. Prereq: Admission to the School of Education required; advanced methods course(s); cons. of Office of Teacher Education.*

EDUC 176. Student Teaching: Middle/Secondary 12 sem. hrs.

Full day, full term of public or private school teaching Monday through Friday. Only EDUC 158 may be taken during the term of this practicum. Regular on-site visitation by university faculty. Student teaching is split; half of the term at the middle school level and half of the term at the high school level. Students must apply for student teaching during the first three weeks of the term preceding the practicum. Offered every term. *Fee. S/U grade assessment. Weekly seminar required. Prereq: Admission to the School of Education; advanced methods course(s), cons. of Office of Teacher Education; EDUC 128.*

EDUC 177. Student Teaching: Secondary Bilingual 12 sem. hrs.

Full-day, full term of the public or private school student teaching Monday through Friday. EDUC 158 may be taken during the term of this practicum experience. Regular on-site visits by university faculty. Student teaching is split: half of the term is in an elementary level bilingual classroom and half of the term in a regular elementary level classroom. Student must apply for student teaching during the first three weeks of the term prior to the term they plan to student teach. S/U grade assessment. Offered every term. Weekly seminar included. *Fee. Prereq: Admission to the School of Education required; advanced methods course(s); cons. of Office of Teacher Education.*

EDUC 180. Student Teaching: Elementary 12 sem. hrs.

Full-day elementary school supervised student teaching Monday through Friday. Only EDUC 158 may be taken during the term of this practicum. Regular on-site visitation by university faculty. Student must apply for student teaching during the first three weeks of the term preceding the practicum. S/U grade assessment. Offered every term. Weekly seminar required. *Fee. Prereq: Admission to the School of Education required; Advanced methods course(s); cons. of Office of Teacher Education.*

EDUC 181. Student Teaching: Elementary/Middle 12 sem. hrs.

Full day, full term of public or private school teaching Monday through Friday. Only EDUC 158 may be taken during the term of this practicum. Regular on-site visitation by university faculty. Student teaching is split; half of the term at the elementary school level and half of the term at the middle school level. Students must apply for student teaching during the first three weeks of the term preceding the practicum. Offered every term. *Fee. S/U grade assessment. Weekly seminar required. Prereq: Admission to the School of Education; advanced methods course(s), cons. of Office of Teacher Education; and EDUC 128.*

EDUC 182. Student Teaching: Elementary Bilingual 12 sem. hrs.

Full-day, full term of the public or private school student teaching Monday through Friday.

EDUC 158 may be taken during the term of this practicum experience. Regular on-site visits by university faculty. Student teaching is split; half of the term in an elementary level bilingual classroom and half of the term in a regular elementary level classroom. Students must apply for student teaching three weeks into the term prior to the term they plan to student teach. S/U grade assessment. Weekly seminar required. *Fee. Prereq: Admission to the School of Education required; Advance methods course(s); cons. of the Office of Teacher Education.*

EDUC 187. Theory and Methods of Teaching Bilingual Learners in the Content Areas* 3 sem. hrs.

Emphasis on testing and evaluating abilities and needs of bilingual/bicultural learners and developing instructional strategies. Course component includes intensive clinical experience in bilingual elementary or secondary school. Secondary students to be placed in major subject area. *Prereq: Admission to School of Education required.*

EDUC 188. Foundations of Bilingual/Bicultural Education. 3 sem. hrs.

Includes rationale, history, and survey of existing models. Emphasis on special problems of testing as it impacts on bilingual/bicultural education.

EDUC 190. Reflective Seminar 1 1 sem. hr.

Reading, writing and portfolio development to meet portfolio requirements for licensure. Required for all students entering teacher education program in and after Fall 2001. Offered every term. *Prereq: Admission to School of Education required. Concurrent enrollment in methods courses.*

EDUC 191. Reflective Seminar 2 1 sem. hr.

Reading, writing and portfolio development to meet portfolio requirements for licensure. Required for all students entering teacher education program in and after Fall 2001. Offered every term. *Prereq: Admission to the School of Education; EDUC 190 and concurrent enrollment in methods courses.*

EDUC 192. Reading Instruction for School Service Personnel 3 sem. hrs.

Theories underlying the reading process are examined. Psychological, sociological and linguistic factors that influence the development of readers will be studied. Interrelationships of reading with writing and the other language arts and across all content areas will be investigated. In addition, study of the school-wide comprehensive reading and language arts curriculum will be included. *Prereq: Only for students in certification programs endorsed by the School of Education.*

EDUC 195. Independent Study 1-4 sem. hrs.

Readings on a particular problem or subject of interest to the student. A paper must be completed for each problem studied. Offered every term. *Prereq: Approval, Office of Teacher Education.*

EDUC 198. Special Topic in Education 1-4 sem. hrs.

Special topics in education as identified in the *Timetable of Classes*. Offered occasionally.