

Education

(Bachelor of Science)

UW-Green Bay's teacher education program is approved by the Wisconsin Department of Public Instruction. The program is designed to prepare entry-level teachers with relevant content, professional knowledge and skills to effectively meet the future learning needs of a changing school population.

At UW-Green Bay, students seeking early childhood (Early Childhood — Ages 0-8) or elementary-level (Early Childhood through Middle Childhood — Ages 0-11 or Middle Childhood through Early Adolescence — Ages 6-12/13) licensure are required to complete a major in Education. Students completing the Ages 6-12/13 license are also required to complete an approved minor. Graduates seeking these licenses receive a bachelor's degree in Education.

Students who desire secondary-level teaching licensure (Early Adolescence through Adolescence — Ages 10-21 or Early Childhood through Adolescence — All Ages) are required to complete a minor in Education to support a disciplinary major as required and approved by the Department of Public Instruction. Graduates seeking these licenses receive a bachelor's degree in their disciplinary major(s).

The interdisciplinary, problem-focused studies offered at UW-Green Bay provide uncommonly strong preparation for teaching. Students focus on excellence in the teaching/learning process through methods and field experience courses that provide the background, knowledge and instructional tools needed to become effective teachers. These studies complement strong academic coursework in communication, the arts, humanities, social studies, science and mathematics.

UW-Green Bay offers teacher license programs at these age levels:

- Early Childhood (Ages 0-8)
- Early Childhood through Middle Childhood (Ages 0-11)
- Middle Childhood through Early Adolescence (Ages 6-12/13)
- Early Adolescence through Adolescence (Ages 10-21)
- Early Childhood through Adolescence (All Ages)

Students may pursue a supplemental Bilingual/Bicultural Education and/or English as a Second Language license by completing a minor in Humanistic Studies with an emphasis in linguistics and any additional requirements set by the Wisconsin Department of Public Instruction. Contact the Professional Program in Education for a full list of certification requirements.

UW-Green Bay's teacher education program provides prospective teachers with an opportunity to work in a variety of educational settings throughout their program of study. These school-based experiences will include work with various ethnic, cultural and economic groups, and children with exceptional educational needs.

Who Should Seek an Education Major or Minor?

To declare a major or minor in Education, students must first be admitted to the Professional Program in Education. The process and requirements are listed below. Students must enjoy being around children and adolescents. However, a love of children does not guarantee a love of teaching! Teaching is a demanding but extremely rewarding profession. The best teachers are those who pursue a love of learning that does not end at graduation. Teaching is a calling, a commitment to educating, and not just a job.

Students interested in pursuing an Education major or minor must have the ability to communicate, inspire trust and confidence, and motivate students, as well as understand their educational and emotional needs. They also should be organized, dependable, patient, and creative.

Majors and Minors

For the student majoring in Education, a minor is required only when pursuing a Middle Childhood through Early Adolescence (Ages 6-12/13) license. Students thinking about teaching at the middle or high school level complete a minor in Education and major in the area they want to teach. Students must have a passion for their major program of study and a desire to actively engage others in the learning process.

Knowledge and Skills Gained in the Major and Minor

The requirements for both the Education major and minor include courses that address today's concerns in education: changes in the schools and schooling, changes in the nature and nurture of students, and changes in society and the workplace. Early clinical experiences allow prospective teachers to observe and participate in actual educational settings. These experiences will often include working with students from various ethnic, cultural and economic groups, adult learners, and exceptional needs children.

Students will learn and understand the central concepts, tools, and structures of their discipline. Students will also understand how children learn and develop and how children differ in their learning abilities. Teaching techniques and strategies of instruction are taught not only to educate children on subject matter, but also in an effort to encourage critical thinking and problem-solving.

What Can You Do with a Major or Minor in Education?

Education is a professional program, which primarily educates students to become entry-level teachers. However, there are many other career opportunities in education. The following are some but certainly not all of the career opportunities in the field of education: day care administrator, education management specialist, educational sales representative, education and training administrator, elementary school teacher, kindergarten teacher, librarian, preschool administrator, secondary school teacher, and tutor.

Program Admission Process and Requirements

Admission to the program is a two-step process. The first step is to be admitted as a candidate. Step two is final admission to the program. Complete information about admission requirements and all application materials can be obtained from the Education Program Office or on the program website (<http://www.uwgb.edu/education>).

Applications for candidacy must be completed and submitted near the beginning of each semester for admission starting the next semester. A committee of Education program faculty reviews applications and makes admission decisions based on the criteria described below. Meeting the minimum requirements does not guarantee admission as a program candidate.

The process and requirements for admission as a candidate in the Professional Program in Education are as follows:

1. Apply and be accepted to the University of Wisconsin-Green Bay.
2. Complete a minimum of twenty-eight (28) university credits with a cumulative grade point average of at least 2.75.
3. Demonstrate communication competencies in Reading, Writing and Math through a variety of testing options and/or coursework. A complete list of accepted options can be found on the Application Process and Requirements section of the website (<http://www.uwgb.edu/education/admissions/application-process-and-requirements>).
4. Complete EDUC 208 with a grade of "C" or better. The completion of EDUC 206 with a grade of "C" or better is strongly recommended at the time of application.
5. Complete and submit an Application for Candidacy with supporting documentation to the UW-Green Bay Professional Program in Education.

Only students who are candidates can apply for final admission to the program. A committee of Education program faculty members reviews applications and makes decisions on final admission based on the criteria described below. Meeting the minimum requirements does not guarantee final admission to the program.

The process and requirements for full admission to the program are as follows:

1. Be admitted as a teacher education program candidate.
2. Successfully complete all required courses in candidacy block including EDUC 290 with a grade of B or better.
3. Complete and submit an Application for Admission to the Professional Education Program.
4. Submit the K-12 Teacher Recommendation Form to the Education Program Office.
5. Submit the UW-Green Bay Instructor Recommendation Form to the Education Office.

Undergraduate - Graduate Accelerated Program Track

Following full admission to the education program, undergraduate students may apply to participate in an Undergraduate-Graduate Accelerated track.

Students meeting the requirements may request to enroll in coursework at the graduate level that will directly apply to their undergraduate degree and teaching license. Following graduation, students can request admission to the Master of Applied Leadership in Teaching and Learning graduate program and apply up to 9 previously earned graduate credits to this program of study. Once accepted to the graduate program, students adhere to all graduate student expectations and pay full graduate tuition rates.

Requirements for participation include:

- Full admission to the Professional Program in Education
- Junior standing at the completion of semester 1 in the Professional Program in Education
- Cumulative GPA of 3.25
- Education Faculty recommendation

A committee consisting of graduate faculty will review student applications for acceptance before enrollment at the graduate level may occur.

Applications must be submitted by October 1 or March 1 for participation in the following semester.

Teacher Licensing Requirements and Preparation

Students planning to pursue a teaching license should contact the Education Program Office, (920) 465-2137. Teacher licensing requirements are very specific and require ample credit hours. Also, Department of Public Instruction requirements change from time-to-time, making program requirements

subject to change. Students must meet any new requirements before a license will be awarded. Students are responsible for being aware of current licensure requirements.

In addition to the requirements listed here, there are regulations about time limits, grade point averages, test scores and other program completion requirements. Credit hours necessary to fulfill the requirements for specific licenses vary, depending upon the major and/or minor selected, age level licensure sought, and other factors. The Education Office can provide specific requirements.

Individuals who already hold a bachelor's degree and are interested in pursuing a teaching license should contact the Education Office regarding special requirements that apply to them.

Following are summaries of academic program components required for each of the five teaching licenses offered at UW-Green Bay. A detailed listing of specific licensure requirements can be obtained from the Education Program Office.

Early Childhood (Ages 0-8) and Early Childhood through Middle Childhood (Ages 0-11)

- UW-Green Bay general education requirements
- Interdisciplinary major in Education
- Professional education course sequence
- Student teaching

Middle Childhood through Early Adolescence (Ages 6-12/13)

- UW-Green Bay general education requirements
- Interdisciplinary major in Education
- Approved minor
- Professional education course sequence
- Student teaching

Early Adolescence through Adolescence (Ages 10-21)

- UW-Green Bay general education requirements
- Content area major
- Interdisciplinary minor in Education
- Professional education course sequence
- Student teaching

Early Childhood through Adolescence (All Ages)

- For licenses in art, music, foreign languages, theatre only
- UW-Green Bay general education requirements
- Selected content area major
- Interdisciplinary minor in Education
- Professional education course sequence
- Student teaching

Students may study abroad or at other campuses in the United States through UW-Green Bay's participation in international exchange programs and National Student Exchange. Travel courses are another option for obtaining academic credits and completing requirements. For more information, contact the Office of International Education at (920) 465-2190 or see <http://www.uwgb.edu/international/>.

Area of Emphasis

Students must complete requirements in one of the following areas of emphasis:

- General (<http://catalog.uwgb.edu/archive/2019-2020/undergraduate/programs/education/major/general>)
- Accelerated (<http://catalog.uwgb.edu/archive/2019-2020/undergraduate/programs/education/major/accelerated>)
- Education Minor (<http://catalog.uwgb.edu/archive/2019-2020/undergraduate/programs/education/minor>)

Scott A Ashmann; Professor; Ph.D., Michigan State University*

Pao Lor; Professor; PH.D., University of Wisconsin - Madison*

Christin A DePouw; Associate Professor; Ph.D., University of Illinois at Urbana-Champaign

Timothy U Kaufman; Associate Professor; Ph.D., Loyola University of Chicago*

Mark T Kiehn; Associate Professor; Ph.D., University of Colorado - Boulder*

Mary Gichobi; Assistant Professor; Ph.D., Iowa State University

Arthur P Lacey; Senior Lecturer; B.S., University of Wisconsin - Green Bay

Karen Eckhardt; Lecturer; Master of Education, Cardinal Stritch University

Courses

EDUC 198. First Year Seminar. 3 Credits.

First Year Seminar, topics vary.
Reserved for New Incoming Freshman.

EDUC 203. Environmental Education in K-12 Schools. 2 Credits.

Philosophies, teaching/learning processes, and resources for environmental education. Focus on hands-on/minds-on activities and multidisciplinary environmental education theory and practice; examination of ways to apply learning to future teaching roles in and out of the classroom.
P: Adm to teacher educ and Educ 361
Fall and Spring.

EDUC 206. Cultural Images in Materials for Children and Adolescents. 3 Credits.

The varied images of ethnic and racial groups and sex roles as developed in tradebooks, textbooks and other instructional materials for children and adolescents; detecting negative images and building positive images.
Fall and Spring.

EDUC 208. Concepts, Issues, and Field Experience in Education. 3 Credits.

This course teaches the practical skills and dispositions needed to effectively work with children, teachers, staff and administrators in a K-12 setting. Through extensive field work, students learn the necessary behaviors needed to develop successful relationships with 6th through 12th graders, and experience early classroom involvement and individual interactions. This course is designed to introduce new and informed ways of thinking about teaching and learning. The class requires 35 hours of service in area public schools, reliable transportation needed.
P: Caregiver background check and TB test required
Fall and Spring.

EDUC 209. Phuture Phoenix Service Learning. 1-3 Credits.

This course teaches the practical skills and dispositions needed to effectively work with children, teachers, staff and administration in a K-12 setting. Through extensive field work, students learn the necessary behaviors needed to develop successful relationships with 6th through 12th graders, and experience early classroom involvement and individual interactions. This course is designed as a continuation of EDUC 208; Phuture Phoenix Field Experience and will expand the student's way of thinking about teaching and learning. Students will participate in 1, 2 or 3 components of the overall experience which will define the credit hours earned. Course is repeatable for credit; may be taken 6 times for a total of 6 credits.
P: EDUC 208, Phuture Phoenix Field Experience and instructor approval; Caregiver background check and TB test required
Fall and Spring.

EDUC 280. Instructional Technologies: Evaluation, Production and Application. 3 Credits.

This course examines computer and audio-visual materials designed, developed, and promoted for classroom use. Students will examine and use resources, explore professional literature and evaluate processes and products for future students.
P: adm to teacher educ or candidate status.
Fall and Spring.

EDUC 281. Conceptual Foundations of Elementary Mathematics I. 3 Credits.

Foundations of mathematics, particularly those concepts common to the mathematics curriculum of elementary schools. Explores the processes of abstraction, symbolic representation, notational manipulation and modeling in all arithmetic contexts; examines non-arithmetic topics such as geometry, probability, statistics, algebra, and programming concepts.
Fall and Spring.

EDUC 282. Conceptual Foundations of Elementary Mathematics II. 3 Credits.

Foundations of mathematics, particularly those concepts common to the mathematics curriculum of elementary schools. Explores the processes of abstraction, symbolic representation, notational manipulation and modeling in all arithmetic contexts; examines non-arithmetic topics such as geometry, probability, statistics, algebra, and programming concepts. May not be taken on a pass/no credit basis.
P: Full admission to the Education program, concurrent enrollment with EDUC 324
Fall and Spring.

EDUC 290. Introduction to Educational Inquiry. 5 Credits.

An intensive exploration of the complex process of inquiry and the major issues raised by the thoughtful observation in the field.
P: Departmental Approval required; caregiver background check and TB test required.
Fall and Spring.

EDUC 295. Special Topics. 1-3 Credits.

Course is repeatable for credit if topics differ.

EDUC 298. Independent Study. 1-4 Credits.

Independent study is offered on an individual basis at the student's request and consists of a program of learning activities planned in consultation with a faculty member. A student wishing to study or conduct research in an area not represented in available scheduled courses should develop a preliminary proposal and seek the sponsorship of a faculty member. The student's advisor can direct him or her to instructors with appropriate interests. A written report or equivalent is required for evaluation, and a short title describing the program must be sent early in the semester to the registrar for entry on the student's transcript. Course is repeatable for credit.

P: fr or so st with cum gpa > or = 2.50; or jr or sr st with cum gpa > or = 2.00.

Fall and Spring.

EDUC 299. Travel Course. 1-6 Credits.

Travel courses are conducted to various parts of the world and are led by one or more faculty members. May be repeated to different locations.

P: cons of instr & prior trip arr & financial deposit.

EDUC 302. Teaching Social Studies in Elementary and Middle Schools. 3 Credits.

Addresses social studies standards, assessments, curriculum content, and instructional strategies including concepts, classroom environment, scope and sequence and other forces influencing the social studies program.

P: adm to teacher educ and Educ 361.

Fall and Spring.

EDUC 304. Teaching Music in the Elementary and Middle Schools. 3 Credits.

Identification of children's musical needs; materials and methods to assist classroom teachers in meeting these needs; includes practical experience with basic elements of music for the classroom teacher's competency and self-confidence.

P: adm to teacher educ and Educ 361.

Fall and Spring.

EDUC 307. Teaching Reading in the Elementary and Middle Schools. 3 Credits.

Teaching methods in developmental reading: nature of the reading process, reading readiness, vocabulary, comprehension and study-skills development. Techniques for diagnosis and instruction of diverse learners.

P: Admission to teacher education and EDUC 361; Concurrent enrollment with EDUC 309 and EDUC 421

Fall and Spring.

EDUC 309. Teaching Language Arts in the Elementary and Middle Schools. 3 Credits.

Develops a language arts model, rationale, basic processes and skills and assessment procedures for the language arts classroom.

P: Admission to teacher education and EDUC 361; Concurrent enrollment with EDUC 307 and EDUC 421

Fall and Spring.

EDUC 310. Teaching Communication Arts in the Middle and Secondary Schools. 3 Credits.

Theoretical and practical considerations in teaching communication arts. Development of a communication arts model, rationale, basic processes and skills, and assessment procedures for the communications arts classroom.

P: adm to teacher educ and Educ 361 REC: concurrent enrollment in EDUC 351

Fall Only.

EDUC 311. Teaching Foreign Languages. 3 Credits.

Principles and methods of teaching foreign languages to students of all ages; evaluation of texts and other materials; simulation of planning for one semester's teaching.

P: adm to teacher educ and Educ 361 REC: concurrent enrollment with EDUC 351

Spring Even.

EDUC 312. Teaching Social Studies in the Middle and Secondary Schools. 3 Credits.

Addresses social studies standards, assessments, curriculum content, and instructional strategies including concepts, classroom environment, scope and sequence and other forces influencing the social studies program.

P: adm to teacher educ and Educ 361 REC: concurrent enrollment with EDUC 351

Spring.

EDUC 313. Teaching Mathematics in Middle and Secondary Schools. 3 Credits.

Principles, methods and materials for teaching mathematics and computer science; development of mathematical concepts and skills, selection and use of materials, motivation, lesson and unit planning and evaluation.

P: adm to teacher educ and Educ 361 REC: concurrent enrollment with EDUC 351

Fall Only.

EDUC 314. Teaching Science in Middle and Secondary Schools. 3 Credits.

The nature of middle and high school science curricula, recent innovations in science teaching, classroom teaching techniques, and evaluation.

P: adm to teacher educ and Educ 361 REC: concurrent enrollment with EDUC 351

Fall Only.

EDUC 315. Teaching English as a Second Language. 3 Credits.

Basic methods of teaching English to non-native speakers and the underlying theories from linguistics, psychology, education and sociolinguistics; development and evaluation of lessons for the ESL classroom.

P: none; REC: one 300 level linguistics cse.

Fall Only.

EDUC 316. Teaching Art in the Middle and Secondary Schools. 3 Credits.

Methodology, procedures and strategies for teaching art; motivation techniques, preparation of art lessons and lesson plans, evaluation of art learning experiences; creativity, visual awareness and perception techniques; curriculum development in art.

P: adm to teacher educ; REC: Educ 361

Spring Odd.

EDUC 317. Teaching Music in the Middle and Secondary Schools. 3 Credits.

Philosophical and curricular issues in secondary school music; review of secondary school materials and methodologies; developing rehearsal objectives for a performance-oriented music curriculum.

P: adm to teacher educ; REC: Educ 361.

Fall Odd.

EDUC 319. Adolescent Literature in Middle and Secondary School Reading. 3 Credits.

Design and content of effective adolescent literature programs; analysis and evaluation of adolescent literature; current practices in literacy curricula; adolescent literature and personal development; literature and social issues.

P: Admission to Education minor or Candidacy Status

Spring.

EDUC 324. Teaching Mathematics in the Elementary and Middle Schools. 3 Credits.

Educational research and practices related to methods, materials, evaluation techniques; mathematics curriculum development, implementation and evaluation, teaching mathematical concepts, facts, skills, problem-solving, use of calculators and computers; error patterns and remediation.

P: adm to teacher educ; EDUC 361 or EDUC 363; concurrent enrollment with EDUC 282

Fall and Spring.

EDUC 325. Teaching Science in the Elementary and Middle Schools. 3 Credits.

Teaching methods, materials, evaluation techniques, curriculum development, implementation and evaluation in elementary and middle school science concepts, processes and problem-solving; the nature of science, the role of science standard in instruction.

P: adm to teacher educ and Educ 361.

Fall and Spring.

EDUC 326. Music, Movement and Core Arts Pedagogy. 3 Credits.

Principles and methods of integrating music, movement and arts instruction with other core subjects in the Elementary and Middle Schools; includes practical experience with basic elements for the classroom teacher's competency and self-confidence.

P: Admission to teacher education and EDUC 361

Fall and Spring.

EDUC 333. Curriculum & Assessment in Early Childhood. 3 Credits.

Overview of all early childhood (3-4 yrs) developmental and instructional assessment methods, curriculum and instructional planning based on assessments. This course requires field work.

P: Admission to Education or candidacy status required; TB test and criminal background check

Fall Only.

EDUC 334. Teaching General Music in the Elementary and Middle Schools. 3 Credits.

Philosophical and learning theories of music education. Children's developmental and music needs; curriculum development; traditional and contemporary methods and selection of appropriate literature is emphasized.

P: adm to teacher educ and Educ 361 and Music 254

Fall Even.

EDUC 340. Supporting Learning and Behavior in the Classroom. 3 Credits.

Course provides pre-service teachers with an understanding of how students learn in educational contexts. Learning theories reviewed, & learning strategies to enhance learning and prevent/manage behaviors are introduced and applied in direct interaction with a learner.

P: adm to teacher educ or candidate and conc enrl Educ 290.

Fall and Spring.

EDUC 342. Teaching Methods for Diverse Learners. 2 Credits.

A study of instructional methods and materials for teaching diverse learners.

P: adm to teacher educ and Educ 361.

Fall Odd.

EDUC 343. Educational Assessment. 2 Credits.

This course will focus on the study of the principles, procedures, interpretation, and administration of formal and informal student assessment.

P: adm to teacher educ and Educ 361.

Fall Odd.

EDUC 347. Classroom and Behavior Management Strategies. 2 Credits.

This course will address various theories and models for organizing and maintaining an effective classroom as well as strategies for working with individuals and groups.

P: adm to teacher educ and Educ 361.

EDUC 351. Field Project in School Settings. 1 Credit.

Thirty clock hours of direct experience with school children/youth in educational settings, focusing on specific educational projects identified by education faculty, school faculty, and other educators. Fulfills part of the 100-hour pre-student-teaching clinical experience requirement.

P: adm to teacher educ REC: concurrent enrollment in Educ 310, 311, 312, 313, 314, 316 or 317

Fall and Spring.

EDUC 352. Social and Family Influences on Development and Learning. 3 Credits.

This course is designed for future and currently practicing teachers and other professional members of community organizations. The goal is to develop a better understanding of the many social influences in young children's development that lead to success or failure in the early school years (pre K-primary grades). Factors in the lives of young children which lead to positive or negative outcomes in childhood and beyond will be identified; their influence will be explained within such frameworks and approaches as Erikson's theory of psychosocial development and family systems theory. Strategies for helping young children and their families as well as knowledge of community resources will be stressed.

P: Admission to Education or candidacy status required

Spring.

EDUC 361. Introduction to the Art and Science of Teaching. 3 Credits.

This course provides pre-service teachers with a foundation for understanding the teaching profession and the nature of learners. The course combines both theory and practice in the art and science of teaching. Field Experience may be required.

P: Adm to teacher educ; grade of B or better in EDUC 280, 290 and 340

Fall and Spring.

EDUC 363. Introduction to the Art and Science of Teaching in Early Childhood. 3 Credits.

As part of a series of formalized educational experiences, this course establishes the foundation for understanding the profession of teaching and the nature of learning, with a special focus on early childhood education (ECE). The course will exam topics specific to the NAEYC Standards for Early Childhood, including the role of schools in society, developmental theories, curriculum, diversity, and teacher professionalism. This course requires a field placement.

P: Accepted to the Bachelor of Applied Studies program with an ECE emphasis

Fall Only.

EDUC 405. Student Teaching. 6-12 Credits.

Supervised student teaching or internships in a PK-12 classroom at a level corresponding to the license. Offered on a pass/no credit basis only.

Additional special course fee required for students exercising options for extra administrative and travel costs. Course is repeatable for credit.

P: Adm to teacher educ.

Fall and Spring.

EDUC 406. Evaluation and Testing in Education. 2-3 Credits.

Techniques for constructing tests and measurement systems; statistical procedures applied to classroom data; monitoring and assessing individual and group learning situations; using and interpreting data from standardized tests.

P: jr st.

Spring Odd.

EDUC 414. Seminar in Student Teaching/Internship. 2 Credits.

This two-credit seminar is intended to provide student teachers and interns with the opportunity to complete Department of Public Instruction certification requirements as well as to provide student teachers and interns with the experience of interacting with and learning from each other. Class meetings will be four all day sessions, either on Saturdays or during the week preceding the start of the University semester and the student teaching/interning experience in the classroom.

P: conc enr in Educ 401, 402, 403, 404 or 405.

Fall and Spring.

EDUC 415. Counseling Role of the Classroom Teacher. 3 Credits.

Specific counseling and guidance skills necessary for guidance effectiveness of the classroom teacher and their implementation in the classroom.

P: adm to teacher educ.

EDUC 416. Principles of Coaching. 2 Credits.

The materials, drills, offenses, and defenses of specific sports gained through the literature of the field, personal interviews and observations, staff lectures and/or conferences.

EDUC 417. Philosophy of Athletics and Coaching. 2 Credits.

This course is designed to enable students to develop their philosophies of coaching. A thorough examination of the role of athletics in education and/or society is integral. An attempt is made to assure that the prospective coach has objectives that are consistent with our educational systems.

Fall Only.

EDUC 418. Organization and Administration of Athletics. 2 Credits.

This course is designed to encompass the various phases of organizing and administering of an athletics program with application to interscholastic, collegiate and nonacademic environments such as sports clubs and public athletics. This course will focus on real-world leadership issues such as hiring coaches; budget development; retaining officials; recruiting workers for athletics contests; booster club coordination; and supervision of coaches and athletics.

Spring.

EDUC 419. Field Experience in Coaching. 2 Credits.

Culminates study and preparation for practical coaching experience. Participation in practice, competitive and other coaching experiences under the supervision of an experienced cooperation coach. Student coach maintains daily log and consults with and is observed by CCP adviser.

P: EDUC 416

Spring.

EDUC 420. Workshop in Economics Education. 1-3 Credits.

Workshop is designed to provide information on selected current economic topics and concepts; enables educators to examine new instructional materials and curriculum guides; and develop learning activities appropriate to their instructional responsibilities. Different topics are selected each year. Required for secondary social studies licensure. Topic will be identified by subtitle with each offering. May be repeated for credit.

EDUC 421. Literacy and Language Development in Young Children. 3 Credits.

Acquisition of reading skills and development of language in preschool through primary grades; analysis of instructional and diagnostic strategies for listening and reading comprehension, vocabulary development, word identification strategies and approaches to beginning reading. Field experience required.

P: Admission to teacher education and EDUC 361; Concurrent enrollment with EDUC 307 and EDUC 309

Fall and Spring.

EDUC 422. Reading in the Content Areas. 3 Credits.

Practical guidelines for classroom teachers in subject areas: English, social studies, mathematics, science, etc. Suggestions for teaching reading and study skills related to content, specialized and technical vocabulary, dealing effectively with reading problems in the content areas as it relates to the Common Core State Standards (CCSS).

P: adm to teacher educ

Fall and Spring.

EDUC 425. The Early Years of Literacy and Language Development. 3 Credits.

This course will provide a critical examination of how to help children read and write, particularly in ELL contexts. During this course, students will have opportunities to examine a variety of issues related to teaching literacy to young children, including oral/written language development, emergent literacy/biliteracy, reading fluency, reading comprehension, phonics and vocabulary development, early writing acquisition, differentiation of instruction, children's literature, assessment in early literacy, effective reading/writing strategies, parental involvement, and reading-writing connections. Also, different theories and philosophies regarding children's language/literacy development will be addressed. Developmentally appropriate practices will be also integrated throughout the course.

P: Admitted to the BAS-ILS with ECE emphasis program

Fall Only.

EDUC 441. Infants & Toddlers: History, Philosophy & Current Programs. 3 Credits.

Students implement guided observations and learning experiences with infants and toddlers while learning about the historical and current approaches, models and issues.

P: Education Candidacy Status or admission to Education

Fall Only.

EDUC 443. Teaching Kindergarten: Curriculum and Assessment. 3 Credits.

Development of variety of teaching strategies, assessment strategies and resources for appropriate, standards-based learning in full day kindergarten programs. Field Hours are required for this course.

P: Admission to teacher Education or candidacy status required; TB test and criminal background check req

Spring.

EDUC 444. Current Trends in Early Childhood Education. 3 Credits.

This course provides an opportunity to explore the critical trends and issues being debated within the field of Early Childhood Education. Further, this course will examine current trends, historical origins, recurring issues, research findings, and resulting program developments in the field of Early Childhood Education. The topics will be examined through historical and contemporary theory and practices with emphases on themes linked to policy and advocacy. This course examines trends, issues from multiple perspectives, and serves as an impetus to students' understanding of the current tensions in the field. Finally, this course will provide students with a deeper understanding of current trends and will also develop the skills needed to critique ideas and issues surrounding early education.

P: Admission to the BAS ILS degree program, with emphasis in early education
Spring.

EDUC 445. Working and Communicating With Families of Young Children. 3 Credits.

Students will learn to work with families from diverse backgrounds in non-intrusive partnership, to communicate successfully using basic Hmong, Spanish and sign, and develop knowledge of resources and referral networks for families.

P: early childhood minor.

EDUC 446. Trends in Bilingual Education. 3 Credits.

Designed for pre-service teachers and practicing educators, this course is a comprehensive approach to the current trends in Bilingual Education (Spanish/English) that bridges pedagogical theory and practice. Students will be introduced to essential concepts and theories, including effective teaching methodologies, curriculum design and assessment tools. This course will help students develop a sociocultural perspective about the contexts and realities of bilingual learners.

Spring.

EDUC 452. Principles of Middle Level Education. 3 Credits.

Provides students with an overview of middle level students, teachers, schools, and curriculum. Suggests instructional strategies to meet student needs. Addresses issues related to middle level education.

P: adm to teacher educ.

Fall and Spring.

EDUC 478. Honors in the Major. 3 Credits.

Honors in the Major is designed to recognize student excellence within interdisciplinary and disciplinary academic programs.

P: min 3.50 all cses req for major and min gpa 3.75 all UL cses req for major.

Fall and Spring.

EDUC 495. Special Topics. 1-4 Credits.

Course is repeatable for credit if topics differ.

EDUC 497. Internship. 1-12 Credits.

Supervised practical experience in an organization or activity appropriate to a student's career and educational interests. Internships are supervised by faculty members and require periodic student/faculty meetings. Course is repeatable for credit

P: jr st.

Fall and Spring.

EDUC 498. Independent Study. 1-4 Credits.

Independent study is offered on an individual basis at the student's request and consists of a program of learning activities planned in consultation with a faculty member. A student wishing to study or conduct research in an area not represented in available scheduled courses should develop a preliminary proposal and seek the sponsorship of a faculty member. The student's advisor can direct him or her to instructors with appropriate interests. A written report or equivalent is required for evaluation, and a short title describing the program must be sent early in the semester to the registrar for entry on the student's transcript. Course is repeatable for credit

P: fr or so st with cum gpa > or = 2.50; or jr or sr st with cum gpa > or = 2.00.

Fall and Spring.

EDUC 499. Travel Course. 1-6 Credits.

Travel courses are conducted to various parts of the world and are led by one or more faculty members. May be repeated to different locations.

P: cons of instr & prior trip arr & financial deposit.