

College of Education

The College 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 College 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 instructing small groups 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 College of Education have been developed to satisfy the University Core of Common Studies 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. 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, College of Education course goals and objectives are carefully aligned with the 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. All education students will be assigned to an adviser in the College of Education as well as to an adviser in their academic content area. The bachelor of science degree is conferred by the College of Education.

The degrees of master of arts, master of education, and doctor of philosophy are offered by the College of Education through the Marquette University Graduate School. The College of Education also offers the following certificates: principal, director of instruction, superintendent, reading teacher, reading specialist, middle childhood/early adolescence (grades 1-8) education, and early adolescence/adolescence (grades 6-12) education. Details for these programs are contained in the *Graduate Bulletin*.

ADMISSION REQUIREMENTS

Students must apply for formal admission to the Teacher Education Program through the Office of Teacher Education located in the College of Education. The admission and retention

requirements at Marquette University meet the requirements established by the Wisconsin Department of Public Instruction.

To be formally admitted to the Teacher Education Program students must:

- Achieve a GPA 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 1210, EDUC 1220, EDUC 2227, ENGL 1001, and ENGL 1002 or COMM 1100 with a minimum grade of C.
- Demonstrate proficiencies through the submission of selected assignments associated with courses in the professional education sequence.

Applications for admission to the program are reviewed frequently. Students who do not meet the state mandated 2.500 GPA requirement may apply and file an 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) may apply and file an appeal for admission under the 10 percent rule provided 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 grade point average or passed the Praxis I assessment.

RETENTION IN PROGRAM

The Wisconsin Department of Public Instruction requires that students achieve an a cumulative 2.750 GPA and a 2.750 GPA in their major, minor, and professional education sequence as well as obtain passing scores on the appropriate Praxis II content area test in order to be approved for student teaching and to be licensed. The College of Education does not accept 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 admission or retention should contact the Office of Teacher Education. While the admission requirements apply to all students, the College of Education reserves the right to deny admission or retention to students who demonstrate unprofessional behavior.

ACCREDITATION

The College of Education is a member of the American Association of Colleges for Teacher Education. All programs are accredited by the North Central Association, the State of Wisconsin and 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 middle childhood/early adolescence (grades 1-8) sequence, the early adolescence/adolescence (grades 6-12) sequence, and the majors and minors described in the following pages. A student who satisfactorily completes an education major (professional course sequence) and an academic major, demonstrates mastery of the College of Education standards as evidenced by satisfactory performance on selected assignments, and obtains passing scores on the appropriate Praxis II content area test 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 judgment of faculty, supervisors, and Teacher Education Program administrators enter into the final decision. A student must complete an application for certification and pay a processing fee to the Wisconsin Department of Public Instruction. Applications are available in the Office of Teacher Education, Schroeder Complex, 146.

Changes mandated 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 after graduation should recognize that reciprocal certification agreements with other states change from time to time. The student should directly contact the respective state's department of education to obtain its certification requirements and licensure application procedures. If specific courses are needed for certification other than those required for Wisconsin, students should plan their programs of study accordingly. Certification levels available to Marquette students are middle childhood/

early adolescence (grades 1-8) and early adolescence/adolescence (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.

FIELD EXPERIENCES

Education students participate in field experiences at public, private, and parochial schools in the Milwaukee area. The Department of Public Instruction requires a minimum of 100 field hours to be completed prior to student teaching. Of these, the College of Education requires that a minimum of 50 hours must be completed in diverse settings with individuals whose backgrounds differ from those of the field students. Although Marquette University's field experience requirements exceed those mandated by the Wisconsin Department of Public Instruction, students must satisfy Marquette's requirements. Marquette University's College of Education has established close, working relationships with several schools in the greater Milwaukee area. 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

PARENTING CENTER

The Parenting Center offers outreach training and services to the community on parenting young children. Through its community-based Behavior Clinic, psychoeducational services are provided to families who have children under five years of age with significant mental health needs. Graduate students participate in all aspects of the clinic and undergraduates work with these children in their preschool programs. The center also conducts applied research programs to inform the community regarding best clinical practices.

THE RALPH C. HARTMAN LITERACY AND LEARNING CENTER

The Hartman Literacy and Learning Center is a facility within the College of Education which supports undergraduate and graduate literacy related programs. The center library houses a children's literature collection which is used by the College 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 4964 (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.

A criminal background check is required of each student prior to student teaching. In addition, applicants for Wisconsin state teaching licensure are checked through the Wisconsin Criminal Investigation Bureau. Drug testing may also be required.

CURRICULA INFORMATION

MIDDLE CHILDHOOD/EARLY ADOLESCENCE TEACHER PREPARATION (GRADES 1-8)

The middle childhood/early adolescence teacher education program leads to a teaching license for grades 1 through 8. Students who select this program must meet the College of Education's admission and retention requirements and must complete the following components:

1. The University Core of Common Studies
2. An Elementary/Middle Education major which includes specific state-mandated general education requirements
3. An academic major from the Klingler College of Arts and Sciences or the Diederich College of Communication

Students who intend to complete the teacher education program through the Marquette University College of Education are strongly encouraged to meet with the Director of Undergraduate Advising in the Office of Teacher Education as early as possible to avoid delays in their program.

ACADEMIC MAJORS

KLINGLER COLLEGE OF ARTS AND SCIENCES

| | |
|---------|-------------------|
| English | Mathematics |
| French | Political Science |
| German | Psychology |
| History | Sociology |
| Latin | Spanish |

DIEDERICH COLLEGE OF COMMUNICATION

Communication Studies Journalism Theatre Arts

UNIVERSITY CORE OF COMMON STUDIES / EDUCATION CORE REQUIREMENTS

| | |
|--|--------------------|
| Rhetoric (R) | 6 credits |
| ENGL 1001 and ENGL 1002 or COMM 1100 | |
| Mathematical Reasoning (MR) | 7 credits |
| MATH 2030 and MATH education sequence: MATH 2031 and 2032 | |
| Individual and Social Behavior (ISB) | 3 credits |
| POSC 2201 | |
| Diverse Cultures (DC) | 3 credits |
| EDUC 1210 | |
| Literature and Performing Arts (LPA) | 3 credits |
| Any course approved for the UCCS. | |
| Histories of Cultures and Societies (HCS) | 6 credits |
| HIST 1101 and HIST 1301, 1401, or 1501 | |
| Science and Nature (SN) | 8 credits |
| ARSC 1020 and ARSC 1021 | |
| Human Nature and Ethics (HNE) | 6 credits |
| PHIL 1001 and PHIL 2310 | |
| Theology (T) | 6 credits |
| THEO 1001 and THEO 2000-2410 elective from approved UCCS list | |
| Additional College Curriculum Requirements. | 0-8 credits |
| Foreign Language competence through the elementary college level | |

▲ Indicates UCCS courses in course descriptions.

ELEMENTARY/MIDDLE EDUCATION MAJOR

To be eligible for an middle childhood/early adolescence teaching license, students must complete the following courses offered by the College of Education: EDUC 1210, EDUC 1964, EDUC 2964, EDUC 1220, EDUC 2227, EDUC 4217, EDUC 2330, EDUC 4357, EDUC 4297, EDUC 4317, EDUC 3240, EDUC 4540, EDUC 4964 and EDUC 4966. Students must also complete MATH 2030, MATH 2031, and MATH 2032 offered by the Mathematics Department. Students must check with their advisers in the College of Education with regard to sequence and admission requirements. Student Teaching, EDUC 4966, is the last course to be completed in the program. Students must apply and be approved by the Office of Teacher Education to student teach.

EARLY ADOLESCENCE/ADOLESCENCE TEACHER PREPARATION (GRADES 6-12)

The early adolescence/adolescence teacher education program leads to a teaching license for grades 6 through 12. Students who select this program must meet the College of Education's admission and retention requirements and must complete the following components:

1. The University Core of Common Studies
2. A Middle/Secondary Education major which includes specific state-mandated education requirements
3. An academic major from the Klingler College of Arts and Sciences or the Diederich College of Communication

The approved majors and minors for teaching certification through Marquette have been cooperatively developed by the College of Education and the colleges and departments of the university. All students intending to teach at the early adolescence/adolescence level must complete at least one academic major in addition to their Middle/Secondary Education major.

Students who intend to complete the teacher education program through the Marquette University College of Education are strongly encouraged to meet with the Director of Undergraduate Advising in the Office of Teacher Education as early as possible to avoid delays in their program.

ACADEMIC MAJORS

KLINGLER COLLEGE OF ARTS AND SCIENCES ACADEMIC MAJORS

| | | |
|---------------------|-------------|-------------------|
| Biology | German | Political Science |
| Broad Field Science | History | Psychology |
| Chemistry | Latin | Sociology |
| English | Mathematics | Spanish |
| French | Physics | |

DIEDERICH COLLEGE OF COMMUNICATION ACADEMIC MAJORS

| | | |
|-----------------------|------------|--------------|
| Communication Studies | Journalism | Theatre Arts |
|-----------------------|------------|--------------|

UNIVERSITY CORE OF COMMON STUDIES / EDUCATION CORE REQUIREMENTS

| | |
|--|--------------------|
| Rhetoric (R) | 6 credits |
| ENGL 1001 and ENGL 1002 or COMM 1100 | |
| Mathematical Reasoning (MR) | 3 credits |
| Any MR course approved for the UCCS | |
| Individual and Social Behavior (ISB) | 3 credits |
| Any ISB course approved for the UCCS | |
| Diverse Cultures (DC) | 3 credits |
| EDUC 1210 | |
| Literature and Performing Arts (LPA) | 3 credits |
| Any literature course approved for the UCCS | |
| Histories of Cultures and Societies (HCS) | 6 credits |
| HIST 1001 or HIST 1002 and HIST 1301, 1401, or 1501 | |
| Science and Nature (SN) | 8 credits |
| ARSC 1020 and ARSC 1021 | |
| Human Nature and Ethics (HNE) | 6 credits |
| PHIL 1001 and PHIL 2310 | |
| Theology (T) | 6 credits |
| THEO 1001 and THEO 2000-2410 elective approved for the UCCS list | |
| Additional College Curriculum Requirements | 0-8 credits |
| Foreign Language competence through the elementary college level. | |
| Additional Wisconsin Department of Public Instruction Requirement | 3 credits |
| Fine Arts | |

▲ Indicates UCCS courses in course descriptions.

SPECIAL NOTE: Broad Field Social Science Minor

To broaden career opportunities, students are encouraged to examine the broad field social science license extension. It includes courses in economics, history, political science, psychology, sociology, and geography (please see ANTH 2203). The student completes a teaching major in an approved social science area and seven additional courses from other social science disciplines. Students must check with a College of Education adviser regarding specific course options. Students who complete the extended program earn Wisconsin licensure in their teaching major and in broad field social science, enabling them to teach general social studies courses and “fusion” courses such as civics, contemporary problems, and social problems.

SPECIAL NOTE: Broad Field Science 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, their advisers, and the College of Education Director of Undergraduate Advising.

Students completing all of the course work earn a broad field science teaching major and a teaching minor in their science area of study.

Courses common to all broad field science majors are BIOL 1001, 1002, 2001, CHEM 1001, 1002, 2111 (or 2113), PHYS 1001 (or 1003 or 1013), 1002 (or 1004 or 1014), 1008. In addition,

1. Biology minors take CHEM 2112 (or 2114), BIOL 3101, 2201 and one additional course in biology, MATH 1410 or 1450 and one additional MATH or COSC course.
2. Chemistry minors take CHEM 2112 (or 2114), 2210, BIOL 3101, MATH 1410 or 1450, and COSC 1001.
3. Physics minors take PHYS 2004, 2005, and MATH 1450, 1451, 2450.

MIDDLE/SECONDARY EDUCATION MAJOR

To be eligible for an early adolescence/adolescence teaching license, students must complete the following courses in the College of Education: EDUC 1210, EDUC 1220, EDUC 2227, EDUC 4217, EDUC 2037, EDUC 4297, EDUC 3240, EDUC 4540, EDUC 4965, and one advanced methods course in their teaching major/minor. Students must check with their advisers in the College of Education in regard to sequence and admission requirements. Student Teaching, EDUC 4965, is the last course to be completed in the program. Students must apply and be approved by the Office of Teacher Education to student teach.

COACHING COURSES

Students enrolled in a teaching program in the College of Education may seek to enhance their job opportunities by enrolling in coaching courses: 1600, 1700 and 1800.

ELEMENTARY/MIDDLE EDUCATION

Freshman

| FIRST TERM | SEM. HRS. | SECOND TERM | SEM. HRS. |
|--|-----------|--|-----------|
| ARSC 1020 (UCCS – Science and Nature) | 4 | ARSC 1021 | 4 |
| ENGL 1001 (UCCS – Rhetoric) | 3 | ENGL 1002 or COMM 1100 (UCCS – Rhetor) 3 | |
| FOLA 1 Foreign Language 1 | 4 | FOLA 2 Foreign Language 2 | 4 |
| THEO 1001 (UCCS – Theology) | 3 | HIST 1101 (UCCS – Hist. of Cultures/Soc) | 3 |
| EDUC 1210 (UCCS – Diverse Cultures) | 3 | EDUC 1220 | 3 |
| | 17 | | 17 |

Sophomore

| FIRST TERM | SEM. HRS. | SECOND TERM | SEM. HRS. |
|---|-----------|---|-----------|
| UCCS – Literature and Performing Arts | 3 | POSC 2201 (UCCS – Ind. & Social Behavior) . 3 | |
| HIST 1301, 1401, or 1501 Non-western Hist. .3 | | THEO 2000-2410 (UCCS – Theology) | 3 |
| Major | 3 | PHIL 1001 (UCCS – Human Nature & Ethics) 3 | |
| Major | 3 | Major | 3 |
| EDUC 2227 | 3 | Major | 3 |
| Field Experience I | | EDUC 2330 | 3 |
| | 15 | | 18 |

Junior

| FIRST TERM | SEM. HRS. | SECOND TERM | SEM. HRS. |
|--|-----------|--|-----------|
| MATH 2030 (UCCS – Math. Reasoning) | 3 | MATH 2031 and EDUC 1964 | 3 |
| PHIL 2310 (UCCS Human Nature & Ethics) .3 | | Major | 3 |
| Major | 3 | Major | 3 |
| Major | 3 | EDUC 3240 | 3 |
| EDUC 2347 | 4 | EDUC 4357 | 4 |
| EDUC 4217 | 3 | EDUC 4317 | 3 |
| Field Experience II | | Field Experience III | |
| | 19 | | 19 |

Senior

| FIRST TERM | SEM. HRS. | SECOND TERM | SEM. HRS. |
|--|-----------|---|-----------|
| MATH 2032 and EDUC 2964 | 3 | EDUC 4966 Student teaching | 12 |
| Major | 3 | | |
| Major | 3 | | |
| EDUC 4964 | 4 | | |
| EDUC 4297 | 4 | | |
| EDUC 4540 | 3 | | |
| Senior Level Practicum | | | |
| | 20 | | 12 |

Total credit hours: 137

Please note: Some majors may require more MAJOR courses than the number of MAJOR courses listed.
 EDUC courses in **bold** require fieldwork.

MIDDLE/SECONDARY EDUCATION

Freshman

| FIRST TERM | SEM. HRS. | SECOND TERM | SEM. HRS. |
|--|-----------|---|-----------|
| ARSC 1020 (UCCS – Science and Nature) | 4 | ARSC 1021 | 4 |
| ENGL 1001 (UCCS – Rhetoric) | 3 | ENGL 1002 or COMM 1100 (UCCS – Rhetor) . 3 | |
| FOLA 1 Foreign Language 1 | 4 | FOLA 2 Foreign Language 2 | 4 |
| THEO 1 (UCCS – Theology) | 3 | HIST 1301, 1401, or 1501 Non-western Hist . . 3 | |
| EDUC 1210 (UCCS – Diverse Cultures) | 3 | EDUC 1220 | 3 |
| | 17 | | 17 |

Sophomore

| FIRST TERM | SEM. HRS. | SECOND TERM | SEM. HRS. |
|--|-----------|---|-----------|
| HIST 1001 or 1002 (UCCS – Hist of Cult/Soc) . 3 | | UCCS – Individual and Social Behavior | 3 |
| MATH (UCCS – Mathematical Reasoning) . . . 3 | | PHIL 1001 (UCCS – Human Nature & Ethics) . 3 | |
| Major | 3 | Major | 3 |
| Major | 3 | Major | 3 |
| EDUC 2227 Using Tech for Learning | 3 | Elective | 3 |
| Field Experience I | | | |
| | 15 | | 15 |

Junior

| FIRST TERM | SEM. HRS. | SECOND TERM | SEM. HRS. |
|--|-----------|--|-----------|
| PHIL 2310 (UCCS–Human Nature & Ethics) . . 3 | | THEO 2000-2410 (UCCS – Theology) | 3 |
| Major | 3 | Literature (UCCS – LPA any approved lit) 3 | |
| Major | 3 | Major | 3 |
| Elective | 3 | Major | 3 |
| EDUC 3240 | 3 | EDUC 4540 | 3 |
| EDUC 4217 | 3 | EDUC 4297 | 4 |
| Field Experience II | | Junior Level Practicum | |
| | 18 | | 19 |

Senior

| FIRST TERM | SEM. HRS. | SECOND TERM | SEM. HRS. |
|---|-----------|---|-----------|
| Fine arts elective | 3 | EDUC 4965 Student Teaching | 12 |
| Major | 3 | | |
| Major | 3 | | |
| EDUC 2037 | 3 | | |
| Advanced methods | 3 | | |
| Elective if needed to reach 128 credits | | | |
| Field Experience III | | | |
| | 15 | | 12 |

Total credit hours: 128

Please note: Some majors may require more MAJOR courses than the number of MAJOR courses listed.
 EDUC courses in **bold** require fieldwork.

COURSE DESCRIPTIONS

Dean and Professor: Henk

Associate Dean and

Director of Teacher Education: Cepelka

Professor: Fox, Lowe, Pink

Distinguished Professor: Fuller

Professor Emeriti: Augenstein, Dupuis, Ivanoff, Leslie, Thompson

Associate Professor: Bardwell, Eckman, Schweizer, Walker-Dalhouse, Whip

Assistant Professor: Burant, Chubbuck, Clark, Labelle, Lopez, Scanlan, van den Kieboom

Director of Undergraduate Advising: McNamara

Director of Field Placements and Licensure: Stang

Director of Graduate Studies: Whip

▲EDUC 1210. 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 1220. 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, race, ethnicity, language). Offered every term.

EDUC 1500. Principles of Peer Facilitation Among College Students 1-3 sem. hrs.

Theoretical, research, and applied principles of peer facilitation among college students, includes theories of student 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 1600. 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 1700. 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 1800. 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 1953. The Dynamics of Cross Cultural Engagement 1 1.5 sem. hrs.

Seminar provides an academic component for the cross-cultural residence hall experience, Inclusive Leadership CommUNITY. Residence hall brings together majority and minority first year students selected because of their interest in being engaged in cross-cultural experiences in and out of the classroom. Requires attendance at designated extramural cultural events such as movies, plays, lectures or community outings, including a weekend retreat on diversity issues. Students read and discuss articles and books, keep journals, and reflect on cross-cultural experiences. Written assignments provide opportunities to demonstrate achievement of course goals. Offered fall term.

Prereq: Enrollment in the residence hall Inclusive Leadership CommUNITY program.

▲EDUC 1954. The Dynamics of Cross Cultural Engagement 2 1.5 sem. hrs.

Seminar, building on EDUC 1953, provides an academic component for the cross-cultural residence hall experience, Inclusive Leadership CommUNITY. Requires attendance at designated extramural cultural events such as movies, plays, lectures or community outings, including a weekend retreat on diversity issues. Students read and discuss articles and books, keep journals, and reflect on cross-cultural experiences. Written assignments provide opportunities to demonstrate achievement of course goals. Offered spring term.

Prereq: Enrollment in the residence hall Inclusive Leadership CommUNITY program.

EDUC 1964. Elementary Mathematics Field Study 1 sem. hr.

Prepares students to teach mathematics in the elementary grades through a problem solving approach. Guided participation in an elementary mathematics classroom with practicing teacher and university instructor for twenty hours of fieldwork.

Prereq: MATH 2030. *This course should be taken concurrently with MATH 2031.*

EDUC 2037. Literacy in the Content Areas 3 sem. hrs.

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.

Prereq: Admission to the Professional Program in the College of Education.

EDUC 2227. Introduction to Learning and Assessment 3 sem. hrs.

Application of major theories of learning to instructional planning and assessment. Use of technologies to enhance learning and assessment. Offered every term.

EDUC 2330. 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.

Prereq: EDUC 2227; Admission to the Professional Program in the College of Education.

EDUC 2347. 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 required. *Prereq:* Admission to the Professional Program in the College of Education.

EDUC 2964. Middle School Mathematics Field Study 1 sem. hr.

Prepares students to teach middle school mathematics through a problem solving approach. Guided participation in a middle school mathematics classroom with practicing teacher and university instructor for twenty hours of fieldwork.

Prereq: MATH 2031. *This course should be taken concurrently with MATH 2032.*

EDUC 3100. 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 3150. 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 results.

EDUC 3175. 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. Only for students in certification programs endorsed by the College of Education.

▲EDUC 3240. Critical Inquiry into Contemporary Issues 3 sem. hrs.

Analysis and critique of current issues in elementary, middle, and secondary education. Skill development in research, communication, and critical inquiry needed to foster social justice in schools. Offered every term. *Prereq:* EDUC 1210.

EDUC 4007. Teaching Middle/Secondary Social Science 3 sem. hrs.

Application of teaching methods to social studies in middle and high schools. Field experience required. Offered fall term only. *Prereq: EDUC 2227; Admission to the Professional Program in the College of Education.*

EDUC 4017. Teaching Middle/Secondary Science 3 sem. hrs.

Application of methods to teach inquiry-based science in the physical sciences, physics, biology, chemistry and environmental sciences at the middle/secondary level. Includes planning, preparation of materials, assessment, and use of technology aligned with National Science Education Standards and OSHA safety requirements. Field experience required. Offered Spring Term. *Prereq: EDUC 2227; Admission to the Professional Program in the College of Education.*

EDUC 4067. Strategies in Religious Education 3 sem. hrs.

Application of current catechetical theory and educational strategies to the teaching of religion. Development of curriculum objectives and assessments. Analysis of instructional materials and other resources for teaching religion. Open to all upper division students in the university. Admission to the Professional Program in the College of Education required.

EDUC 4100. Foundations of Catholic Education 3 sem. hrs.

Traces the history and philosophy of Catholic education in the United States, with particular emphasis on the identity, mission and culture of Catholic schools as interpreted by generations of Church leaders and scholars. Prepares elementary and secondary pre-service teachers to apply educational theory to practice in the Catholic school settings.

EDUC 4217. Children and Youth with Exceptional Needs 3 sem. hrs.

Introduction to children and adolescents with a wide range of exceptional needs. Addresses characteristics, causes, assessment, teaching strategies, and legal issues. Field experience required for certification students, optional for others. *Prereq: EDUC 1220 or equiv.*

EDUC 4230. Learning and Linguistic Diversity 3 sem. hrs.

Covers three bodies of knowledge regarding language: basic principles of sociolinguistics, the nature of learning a second language or a second dialect, and theories of effective methods for teaching speakers of languages and dialects other than Standard English (e.g., bilingual education and/or English as a second language instruction). Each of these bodies of knowledge will be contextualized in students' learning experiences and in teachers' classroom practices.

EDUC 4297. Teaching in the Middle School 4 sem. hrs.

Foundations, methods, and strategies for teaching at the middle school level. Lab required. Field experience required. *Prereq: EDUC 1220 and EDUC 2227; Admission to the Professional Program in the College of Education.*

EDUC 4317. Teaching Elementary 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. Field experience required. Offered spring term only. *Prereq: EDUC 2227; Admission to the Professional Program in the College of Education.*

EDUC 4337. Teaching Elementary Social Studies 1-3 sem. hrs.

Curriculum development, instructional strategies and techniques for teaching elementary social studies with emphasis on primary research skills. Includes preparation of materials, assessment and micro-teaching. Offered fall term. *Prereq: EDUC 2227; Admission to the Professional Program in the College of Education.*

EDUC 4357. Teaching Elementary Reading, Language Arts and Children's 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 required. *Prereq: EDUC 2347; Admission to the Professional Program in the College of Education.*

EDUC 4540. Philosophy of Education 3 sem. hrs.

Principles and methods of various classical and contemporary philosophies and their implications and applications in education. Attention to professional ethics and students' development of their own philosophies of education. Offered every term. *Prereq: PHIL 1001.*

EDUC 4931. Topics in Education 1-4 sem. hrs.
Various topics in education as identified in the *Schedule of Classes.*

EDUC 4964. 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. *Prereq: Cons. of dept. ch.; Admission to the Professional Program in the College of Education.*

EDUC 4965. Student Teaching: Middle/Secondary 12 sem. hrs.

Full day, full term of public or private school teaching, Monday through Friday. Only EDUC 4540 may be taken during the term of this practicum. Regular on-site visitation by university faculty. Weekly seminar required. S/U grade assessment. Fee. *Prereq: EDUC 4297 and cons. of dept. ch. Advanced methods course.*

EDUC 4966. Student Teaching: Elementary/Middle 6-12 sem. hrs.

Full day, half or full term of public or private school teaching, Monday through Friday. Only EDUC 4540 may be taken during this practicum. Regular on-site visitation by university faculty. Weekly seminar required. S/U grade assessment. Fee. *Prereq: EDUC 4297 and cons. of dept. ch.*

EDUC 4968. Student Teaching: Middle/Secondary Foreign Language 6 sem. hrs.

Full day, half term of public or private school teaching, Monday through Friday. EDUC 4540 may be taken during the term of this practicum. Regular on-site visitation by University faculty. Weekly seminar required. S/U grade assessment. Fee. *Prereq: EDUC 4297 and cons. of dept. ch.; admission to the College of Education.*

EDUC 4995. Independent Study in Education 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. *Prereq: Cons. of dept. ch.*