College:
Social Sciences and Professional Studies, Institute of Professional Educator Development (IPED)

Degree and Program Offered:
Bachelor of Science
Major - Elementary Education

Wisconsin Licensure Levels Offered:
Early Childhood – Adolescence (EC-A): ages birth – 21; Grades PK4-12
Early Adolescence-Adolescence (EA-A): ages 10-21; Grades 6-12
Middle Childhood – Early Adolescence (MC-EA): ages 6-12 or 13; Grades 1-8

Student Organizations/Clubs:
Student Wisconsin Educators Association (SWEA)

Career Possibilities:
Career opportunities for students who complete programs and are endorsed for licensure may include: teacher, principal, educational specialists, school district administrator, superintendent, director of instruction, instructional program coordinator, non-instructional coordinator, educational researcher, higher education faculty in the field of education and graduate school.

Institute of Professional Educator Development (IPED) Overview

The Institute of Professional Educator Development (IPED) houses two interrelated educator development programs: (1) the educator preparation program supports undergraduate and post baccalaureate initial licensure programs; and, (2) the advanced professional development program provides licensed teachers with professional development, licensure renewal, additional licensure, and supports alternative routes to licensure. Through IPED’s current pathways to licensure, professional development projects, and co-teaching initiatives, we directly and indirectly support all learners in Southeastern Wisconsin, preparing them to be successful in their professional, civic, and personal lives.

The mission of IPED is to respond to the changing demands of our profession, of our learners, and of our region, by providing innovative, career-long educator development. In the educator preparation program, we believe, that through collaboration with community partners, we prepare knowledgeable, responsive educators who commit to the education of all learners in a diverse and dynamic world.

Educator preparation offers programs that lead to initial teacher licensure approved by the Wisconsin Department of Public Instruction. The Institute offers initial teacher licensure in elementary education (grades 1-8), secondary education (grades 6-12), and music education (birth – 12th grade). Undergraduate students seeking licensure in elementary education should declare the bachelor of science in elementary education with a minor in an approved academic content area. Undergraduate students seeking licensure in secondary education should declare an approved major as well as educator preparation. Music education students should declare the bachelor of arts in music with a music education concentration. The approved major's and minors for licensure can be found in the chart below. Students pursuing elementary, secondary and music education licensure may be at the undergraduate or post baccalaureate level.

Advanced professional development offers a technology and pre-engineering licensure program for post baccalaureate students that leads to an early childhood – adolescence license (birth-grade 12). The program is designed with two tracks, one for the emergency licensed teacher or licensed teacher serving outside of their licensure area and a second track for the post baccalaureate student with no teaching experience. Professionals already holding a teaching license may add-on licensure in any of the licensure areas offered by IPED.

Licensure Programs in IPED

Licensure programs are offered in the following majors, secondary education minors, post-baccalaureate licensure programs and add-on licensure programs. Teacher candidates pursuing an Elementary Education major must complete a minor. If the minor is a certifiable minor licensure will be endorsed to teach ages 6-12 or 13 in the category. This list may change at any time, always consult with the IPED advisor before selecting a major, minor or licensure program.
Advising in Educator Preparation Licensure Programs

Educator preparation advising is a collaborative process. The advisor and student work as a team to develop a successful advisor/advisee relationship. Both the advisor and the student have important responsibilities in developing and maintaining this teamwork. The educator preparation advisor is responsible for meeting with the student as soon as possible. The advisor will determine what other team members should be assigned to the advising team based on the students’ chosen major and/or pathway. All admitted UW-Parkside students, in good standing, can indicate their intent to enter the educator preparation program by declaring their plan with the educator preparation program advisor in IPED by filling out a plan declaration form. Advising each semester is mandatory in this program.

<table>
<thead>
<tr>
<th>Major</th>
<th>Secondary “Certifiable” Minor</th>
<th>Elementary Minor</th>
<th>Post-Baccalaureate Programs</th>
<th>Add-on Licensure</th>
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<td>Technology &amp; Pre-Engineering</td>
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</tbody>
</table>

Transferring into an Educator Preparation Program

Students who wish to transfer into a licensure program may do so by meeting all of the admission requirements listed below. Students who have prior education coursework may request a review to determine possible equivalency of competencies met in our coursework. At a minimum, students must present a course syllabus that addresses the learning outcomes and standards met within the course they are seeking to transfer. The faculty member evaluating the course evidence may require additional information to make a final determination. Courses older than 5 years will not be eligible for review or equivalency for students in undergraduate initial licensure programs. The review of coursework may take up to 30 days.

Dispositional Expectations

IPED has adopted key dispositions and behaviors essential for all teacher candidates to demonstrate across their programs of study. Over the course of their program, teacher candidates’
professional dispositions will be assessed based on observable behaviors in educational settings by their host teacher and university supervisor. Teacher candidates’ professional dispositions will be assessed in each of their four field placements beginning with the 300-level courses, and during their student teaching term. Data from these assessments will be used to continuously improve the candidate, the licensure pathway, and the educator preparation program as a whole. The dispositional policy can be obtained in the IPED office.

Clinical Field Program

All licensure programs within IPED have adopted the co-teaching model to guide our clinical practices. Co-teaching first defined by Cook and Friend (2004) is two teachers (mentor teacher /teacher candidate) working together with a group of students. This pair of teachers intentionally and strategically works together in each of the following areas:

- Planning, Organization, Delivery and Assessment of Instruction
- Management of Physical Space

Beginning in the very first education course students are actively engaged in the classroom working with K-12 students, called clinical field experiences. Prior to working in the classroom students attend workshops to learn strategies used in the co-teaching model. Students work with professional educators trained in the co-teaching model who mentor and coach them so that they are able to learn first-hand what it takes to be a great teacher.

Students spend many hours working in the classroom preparing for licensure. This time is valuable as students prepare to become a teacher and allows students the opportunity to gain multiple and varied classroom teaching experience under the direction of professional mentor teachers. The total minimum clinical hours students spend in the K-12 classroom PRIOR to residency (student teaching) are:

- Secondary Education Teacher Candidates- 240 hours
- Music Education Teacher Candidates- 240 hours
- Elementary Education Teacher Candidates- 460 hours

Students must provide their own transportation to and from clinical field experiences. Some of the field experiences will be outside of Kenosha County, in counties such as Racine, Walworth and Milwaukee, but will not to exceed 30 miles one way unless approved by the student.

Exploring the Undergraduate Licensure Program

EDU 100 and EDU 200 are each 1-credit courses that explore many facets of the institution that we call a school. Both courses are offered before students must apply for admission to the licensure program and offer the opportunity to determine if the field of education is their desired path.

EDU 100 is designed for students to explore the profession of teaching and learning. Throughout this course students will have multiple opportunities to engage with peers, faculty, teachers and 6-12 grade students as you begin to participate in a way of life that is associated with public service. EDU 200 is designed for students to begin to explore how family and community factors impact learning in and outside of schools.

Program Progression

The following describes the sequence of stages within all educator preparation programs:

Pre-Professional Learning

In pre-professional Learning, students develop (1) discipline-specific content knowledge; (2) cross-disciplinary competencies, (3) knowledge and understanding of the learner and learner development, and (4) dispositions supporting professional and ethical practice. This is accomplished through the pre-professional clinical sequence, the general education program, and introductory and developing program in the major.

Developing Expertise

Once students demonstrate pre-professional competence, they advance to developing expertise. In this sequence, candidates develop knowledge, dispositions and practices associated with (1) the design of developmentally appropriate learning experiences of all types, (2) developing understanding of the role that context and culture (including language) play in shaping learning, and (3) the design of developmentally appropriate assessment and evaluations of student learning. This sequence forms the foundation for the development of more adaptive professional expertise.

In this sequence, candidates also receive instruction from UW-Parkside faculty and instructors in the clinical practicum placement site. Candidates go beyond observation and case study and actually practice the theory and models they are learning with the support of a co-teaching mentor.

Demonstrating Expertise in Practice

Candidates who demonstrate the necessary development of expertise in practice enter the Demonstrating Expertise level of our program, in which they demonstrate their expertise through increasingly complex practice in response to the different needs of specific learners and groups of learners in classrooms. The sequence develops deep understanding of (1) diagnosis of learning needs and differentiation of instruction, (2) culturally relevant practice, and (3) designed development of literacy, including the teaching of reading. Candidates design units of instruction, both single-content and interdisciplinary; they implement these designs and assess the impact of the design on student learning outcomes; and they work with cooperating co-teachers to design their own continuing professional development based on reflection on their own practice.

Residency

When candidates have demonstrated expertise in practice that is consistent with the capacity to teach both collaboratively and independently in a classroom, they move into the residency (formerly known as student teaching). The residency is designed as an authentic teaching experience, with candidates assuming full responsibility for the learning of students over the course of one semester. Residents are fully integrated into the professional life of the schools in which they are working.
Requirements for Admission to the Educator Preparation Undergraduate Licensure Programs

All admitted UW-Parkside students, in good standing, can indicate their intent to enter the educator preparation program.

Students who plan to complete educator preparation requirements for licensure must be admitted to the educator preparation program. Admission to the program is required for students to enroll in EDU courses at or above the 300 level. It is strongly advised that students follow the directions for admission closely and work with an advisor during the application process.

Application for admission dates are posted on the teacher education website www.uwp.edu/learn/departments/educatordevelopment/. Applications received after the deadline or incomplete applications will be processed during the next application period. The “term” you are applying for is the next regular academic period (fall/spring).

The following are the minimum requirements for the program and must be met to complete the application for admission process:

- Admission to UW-Parkside;
- A minimum cumulative grade point average of 2.75 overall, including grades from all higher education institutions attended. (Students who do not meet the GPA requirement but meet all other requirements may qualify for admission through the exceptions policy);
- Declared intent to enroll in the educator preparation program;
- Declared a licensable major, or have planned an intended pathway with the advisor;
- Completed the UW-Parkside skills requirements (Math 102/111 and ENGL 101);
- Communication skills assessment (Must meet ONE of the following):
  - Pass all three sections of the Praxis CORE, official score report sent to UW-Parkside
  - ACT – must have a composite score of 23 or higher with a minimum score of 20 on English, math and reading AND the score is within the previous 5 years.
  - SAT - must have a composite score of 1070 or higher with a minimum score of 450 on math and verbal AND the score is within the previous 5 years.
  - GRE Revised General Test- must have a composite score of 298 or higher with a minimum score of 150 on verbal and 145 on math AND the score is within the previous 5 years.
  (Students who do not meet the Praxis requirement but meet all other requirements may qualify for admission through the exceptions policy);
- Satisfactory criminal background check (If currently enrolled in EDU 100 or EDU 200 this is already complete);
- Successful completion or current enrollment in EDU 100 and EDU 211 for MC-EA licensure at the time of application (unless applying during the summer application period, then see below);
- Completion of the addendum to the criminal background check form;
- Successful completion of the reflection on teaching as my career essay.

Students who apply for admission during a summer application period for Fall admission must have completed EDU 100 and EDU 200 for EA-A programs and EDU 100, EDU 200, EDU 210, EDU 211 and EDU 212 for MC-EA programs.

The requirements for admission may change at any time, it is important to work closely with the advisor in the licensure program to make sure you have the most up-to-date information for admission.

Program Level Outcomes

Consistent with IPED’s conceptual framework which stems from the mission and vision, the following outcomes have been identified as points of assessment of teacher candidate knowledge, skills, and dispositions:

1. Competent Professionals
   The teacher candidate demonstrates:
   - Subject specific knowledge
   - Pedagogical and practical culturally responsive knowledge
   - Ability to use technology in teaching and learning
   - Ability to teach in a multicultural and multilingual society
   - Ethical practice

2. Reflective Practitioners
   The teacher candidate demonstrates:
   - Intellectual engagement and actively pursues personal and professional lifelong learning
   - Practice related to data-driven decision making
   - Engagement in self-assessment

3. Engaged Collaborative Professionals
   The teacher candidate demonstrates:
   - Engagement in collaborative efforts to advance teaching and learning;
   - Communication and advocacy for children, families and communities;
   - Equitable access by engaging all learners with meaningful learning opportunities;
   - Persistence in developing innovative practices.

4. Responsive Practitioners
   The teacher candidate demonstrates:
   - An awareness of the sociocultural forces that impact the in-school and out-of-school lives
   - An ability to value and teach about diversity, inclusivity, and equity
• Growth toward cultural competency and culturally responsive teaching
• Strength-based approaches to engaging students

EDUCATOR PREPARATION
UNDERGRADUATE LICENSURE
PROGRAMS

Requirements for the Major in Elementary Education

Middle Childhood – Early Adolescence Licensure: age 6-12 or 13, grades 1-8

The elementary education major is designed for UW-Parkside students who desire to teach elementary and middle school students. The completion of the major will lead to a bachelor of science with a major in elementary education. The core program, grounded in child development, learning in social and cultural contexts, curricular design, assessment and data driven decisions, and subject specific pedagogy, will prepare UW-Parkside students who successfully pass all program and licensure requirements to earn a license to teach elementary aged children. This program requires that students also complete an approved minor which can be found in the table earlier in this section.

Students who complete this program may apply to be certified to teach in grades 1-8 at the middle childhood through early adolescence teaching license.

University Skill Requirements

All degree seeking students must complete a set of skill requirements in reading and writing and computational skills. Students in the elementary education major must complete ENGL 101: Composition and reading and MATH 102: Survey of Mathematics or MATH 111: College Algebra prior to their application for admission to the educator preparation program. Students may choose between MATH 102 and MATH 111 depending on the requirements of the minor.

General Education

The educator preparation program is committed to supporting the liberal arts education at UW-Parkside through the general education program. The educator preparation program makes the following suggestions for coursework that meet both the university requirements as well as the Department of Public Instruction requirements:

Humanities and the Arts: ART 103: Introduction to 3-D Design; ART 122: Introduction to Drawing; ENGL 167: Introduction to Literature; THEA 208: Multicultural Theatre in America


Natural Science: BIOS 100: Nature of Life; GEOS 100: Earth in Perspective; CHEM 100: The World of Chemistry; PHYS 101: Principles of Physics

Completing the above suggestions does not necessarily mean students have completed the requirements of the general education program, please consult with the advisor to ensure all requirements are met.

Required Major Courses (71 credits)

A. Pre-Professional Sequence (9 Credits)

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
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<tbody>
<tr>
<td>EDU 100</td>
<td>Educator Learning Community Seminar and Pre-Clinical I</td>
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<tr>
<td>EDU 200</td>
<td>Educator Learning Community Seminar and Pre-Clinical II</td>
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<tr>
<td>EDU 210</td>
<td>Seminar: Exploring Children’s Worlds in Classroom, Context and Community</td>
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<tr>
<td>EDU 211</td>
<td>Child and Adolescent Development</td>
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<tr>
<td>EDU 212</td>
<td>Mathematics for Elementary and Middle School Teachers</td>
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BENCHMARK – Admission to Major Required to Move Forward

B. Developing Expertise Sequence (17 Credits)

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<td>EDU 321</td>
<td>Developmentally Appropriate Curriculum Design and Assessment</td>
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<td>EDU 322</td>
<td>Teaching and Assessing Strategies for Exceptional Learners</td>
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<td>EDU 330</td>
<td>Seminar: Culturally Responsive Teaching</td>
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<td>EDU 331</td>
<td>Teaching Across Cultural Differences</td>
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<td>EDU 332</td>
<td>Foundations of Literacy</td>
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<td>Children’s and Adolescent Literature and New Literacies</td>
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BENCHMARK – Assessment Presentation

C. Demonstrating Expertise in Practice Sequence (33 Credits)

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<td>MUSE 303</td>
<td>Special Methods Music and Art</td>
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<td>EDU 431</td>
<td>Teaching Developmental Math Concepts, K-2</td>
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<td>Teaching Developmental Literacy, K-2</td>
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<tr>
<td>EDU 433</td>
<td>Teaching Developmental Science, K-2</td>
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<td>EDU 434</td>
<td>Teaching Developmental Movement and Health Education, K-8</td>
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<td>EDU 435</td>
<td>Introduction to Second Language Instruction</td>
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<td>Seminar: Using Technology to Engage in Action Research II</td>
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<td>Methods and Materials for Teaching English as a Second Language</td>
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<td>Teaching Developmental Social Studies in an Elementary and Middle School Setting</td>
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<td>EDU 445</td>
<td>Teaching Developmental Environmental Science, Grades K-8</td>
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BENCHMARK – e-Portfolio Review, Praxis II, Foundations of Reading and Admission to Residency

D. The Residency (12 Credits)

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<tr>
<td>EDU 455</td>
<td>Elementary or Middle School Residency</td>
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Required Minor Areas
Elementary education majors must complete a minor approved by the Department of Public Instruction. The approved minors are listed in the table above.

Requirements for Secondary Education Licensure Programs

Early Adolescence – Adolescence Licensure: age 10-21, grades 6-12
All students declaring the intent to enter the educator preparation program to pursue an early adolescence through adolescence licensure program must also declare a licensable major, one that is recognized by the Wisconsin Department of Public Instruction as appropriate for each license level and category. The following is a summary of currently* approved licensable majors:

- Biological Sciences
- Chemistry
- Earth Science/Geoscience
- English/Language Arts**
- Geography
- History
- Mathematics
- Political Science
- Sociology

* New majors leading to licensure will be added through program expansion. Please check the IPED website or office for new offerings.

** Students who declared English/Language Arts before February 1, 2015, please check with the IPED advisor as the status of this content area may allow new students by 2015-2016.

New majors leading to licensure will be added through program expansion. Please check the IPED website or office for new offerings.

Required Core Education Courses (39 credits)

A. Pre-Professional Sequence (2 Credits)

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<td>EDU 200</td>
<td>Educator Learning Community Seminar and Pre-Clinical II</td>
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BENCHMARK – Admission to Major Required to Move Forward

B. Developing Expertise Sequence (10 credits)

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<td>EDU 300</td>
<td>Seminar and Practicum I: The Learner and Learning</td>
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<td>EDU 302</td>
<td>Learning and Developmentally Appropriate Design</td>
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<td>EDU 304</td>
<td>Context and Culture in Learning Environments</td>
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<tr>
<td>EDU 310</td>
<td>Seminar and Practicum II: Learning Design and Assessment</td>
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<td>EDU 312</td>
<td>Designed Learning Curriculum</td>
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<td>EDU 314</td>
<td>Assessment of Learning</td>
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BENCHMARK: Assessment Presentation

C. Demonstrating Expertise in Practice Sequence (15 credits)

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<td>Seminar and Practicum III: Teaching Content</td>
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<td>EDU 402</td>
<td>Instructional Models and Strategies</td>
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<td>EDU 404</td>
<td>Differentiation and Diagnostic Assessment</td>
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<td>EDU 410</td>
<td>Seminar and Practicum IV: Individualized Practicum</td>
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<td>EDU 412</td>
<td>Literacy Development</td>
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<td>EDU 414</td>
<td>Culturally Relevant Pedagogy</td>
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BENCHMARK: e-Portfolio Review, Praxis II, and Admission to Residency

D. The Residency (12 credits)

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<td>EDU 425</td>
<td>Residency (Student Teaching)</td>
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Requirements for PK-12 Licensure Programs

Early Childhood – Adolescence: birth – age 21, grades PK4-12

Music Education
Students interested in the music education program should refer to the Music section of the catalog.

IPED Post Baccalaureate Licensure Programs

The post-baccalaureate licensure program is for students who hold a bachelor’s degree or above and wish to obtain a Wisconsin teaching license.

Post-Baccalaureate Licensure Programs available:
- Elementary Education - Middle Childhood through Early Adolescence Licensure
  * Same as listed above
- Secondary Education Licensure Programs - Early Adolescence – Adolescence Licensure
  * Same as listed above
- PreK-12 Licensure Programs - Early Childhood – Adolescence
  * Technology and Pre-Engineering

Currently IPED does not offer accelerated or alternative pathways to licensure at the elementary or secondary level. Post-baccalaureate students may enroll in an elementary or secondary licensure program at the undergraduate level; students must meet the same admission requirements as the undergraduate students; and will follow the same pathway to licensure as detailed above. Coursework is offered primarily during the daytime hours with required clinical field experiences during the K-12 school day. For more detailed programmatic information contact the IPED advisor at (262)595-2180.

Requirements for Technology and Pre-Engineering Education Licensure Program

The technology education and pre-engineering licensure program is an innovative post-baccalaureate licensure-only program that provides technology content courses through our partner technical colleges and a series of pedagogy courses,
field placements and student teaching experiences, provided by UW-Parkside's Institute of Professional Educator Development (IPED). The program is based on DPI's student learning outcomes and teaching standards for technology and pre-engineering. Content areas covered at partnering technical colleges include: include architecture and construction; electronics; engineering; manufacturing; power and energy; and transportation standards.

Pathway to Licensure Options
The technology education program has two licensure pathway tracks:

1. Teachers currently on an emergency 220 permit/license and teaching in a school district; or,
2. Post baccalaureate candidates who may be career changers from fields in manufacturing, construction, automotive, and/or military services.

Prior Learning Assessment
A major component of the program is the consideration of the significant accomplishments and learning candidates bring through an extensive prior learning assessment (PLA) process at both our technical college partners and UW-Parkside. PLA can reduce the number of courses the candidate is required to take by determining they have met the competencies for licensure through previous education or employment history. Students who have prior education or military coursework may request a review to determine possible equivalency of competencies. At a minimum, students must present a course syllabus that addresses the learning outcomes and standards met within the course they are seeking to transfer. The faculty member evaluating the course evidence may require additional information to make a final determination. The review of coursework may take up to 30 days.

Required Education Courses under Option 1 (28 credits)

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
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<tbody>
<tr>
<td>PDEV 380</td>
<td>Cultural Context for the 21st Century</td>
<td>3 cr</td>
</tr>
<tr>
<td>TCED 391</td>
<td>Technological Literacy and Communication</td>
<td>3 cr</td>
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<tr>
<td>TCED 392</td>
<td>Design for Learning I</td>
<td>3 cr</td>
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<tr>
<td>TCED 393</td>
<td>Design for Learning I Seminar</td>
<td>3 cr</td>
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<tr>
<td>TCED 397</td>
<td>Residency: Teaching for Design and Innovation</td>
<td>3 cr</td>
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<tr>
<td>TCED 398</td>
<td>Residency Seminar</td>
<td>3 cr</td>
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<tr>
<td>TCED 420</td>
<td>Student Teaching Seminar</td>
<td>5 cr</td>
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<tr>
<td>TCED 425</td>
<td>Student Teaching</td>
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</table>

Required Education Courses under Option 2 (28 credits)

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
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</thead>
<tbody>
<tr>
<td>TCED 391</td>
<td>Technological Literacy and Communication</td>
<td>3 cr</td>
</tr>
<tr>
<td>TCED 392</td>
<td>Design for Learning I</td>
<td>3 cr</td>
</tr>
<tr>
<td>TCED 393</td>
<td>Design for Learning I Seminar</td>
<td>3 cr</td>
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<tr>
<td>TCED 394</td>
<td>Design for Learning II</td>
<td>3 cr</td>
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<tr>
<td>TCED 395</td>
<td>Design for Learning II Seminar</td>
<td>3 cr</td>
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<tr>
<td>TCED 420</td>
<td>Student Teaching Seminar</td>
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</tr>
<tr>
<td>TCED 425</td>
<td>Student Teaching</td>
<td>5 cr</td>
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Required Technical Content Courses for Option 1 & 2
The Department of Public Instruction requires that technology education teacher candidates meet competencies in ten technology related content areas in order to qualify for certification. The content areas are:

- Broad Based Technology and Engineering
- Architecture and Construction
- Biotechnology
- Electronics
- Engineering
- Environmental Technologies
- Information and Communication Technologies
- Manufacturing
- Power and Energy
- Transportation Standards

IPED partners with regional technical colleges to identify a series of courses that will meet all of the competencies required within each of the technology content areas. For the current list of required courses please contact education.preparation@uwp.edu.

Licensure Requirements
All programs leading to licensure must meet the requirements of the Wisconsin Department of Public Instruction. The WI DPI may make changes to the requirements for licensure at any time that may affect the educator preparation program. It is the teacher candidates' responsibility to ensure that they are meeting with their advisor and faculty advisor regularly to ensure that they have the most current licensure information. Any changes made by the WI DPI after the publication of this catalog will still be required of the teacher candidate for licensure.

An initial Wisconsin teaching license may be issued to a candidate who has received endorsement from the educator preparation program's certification officer. In order for a candidate to receive endorsement from the educator preparation program they must meet all of the following:

- Successful completion of a licensable major, baccalaureate degree and UW-Parkside educator preparation program (including residency).
- All clinical program and residency evaluations reflect the successful completion of the program.
- Successful completion of the appropriate content knowledge assessment (Praxis II).
- Successful completion of the foundations of reading test, if applicable.
- Successful completion of the edTPA (effective September 1, 2015).
- A minimum cumulative GPA of 2.75 or above; AND, maintain a 3.0 GPA in the educator preparation program (EDU courses) with no single EDU course grade lower than a C+ (with the exception of residency coursework.) Residency coursework must be completed with a grade of B or better. Candidates who do not meet the minimum cumulative GPA may apply for completion under the Exceptions Policy.

Out-of-State License Applications
Students who wish to apply for licensure in states outside of Wisconsin should notify the IPED advisor as soon as possible. It is the student’s responsibility to know what the requirements for licensure are in the state they desire licensure. IPED will work with the student to assist in meeting the requirements of the state within the educator preparation program and/or the advanced professional development. If IPED is unable to assist in meeting the requirements of the state the advisor may assist the student in finding alternatives. It is critical that students identify early in their pathway to licensure if they will be seeking initial licensure outside of Wisconsin. Students can reference the following
website as a starting place for determining requirements of other states: www.uky.edu/education/tep/usacert.html.

Add-on Licensure
Current State of Wisconsin valid licensed teachers can add-on additional licensure areas. To add a license, our Director of certification will review previous coursework completed for initial licensure, coursework completed for advanced degrees, clinical field experiences and residency (student teaching) experiences, teaching license(s) and professional experience. Once a thorough review is completed a plan will be provided detailing the required steps to add-on licensure. Add-on licensure is administered through the advanced professional development programs within IPED. Because each individual case is different you must contact the advanced professional development program for specific information at (262)595-2753 or email educator.preparation@uwp.edu.

Courses in the Educator Development Program (EDU)

100  Educator Learning Community Seminar and Pre-Clinical I ..........................1 cr
Prereq:  Consent of the Institute.  Freq:  Fall, Spring, Summer.
Examination of the state of education in southeastern Wisconsin, as experienced in a structured observation of diverse school and classroom environments. Emphasis on cognitive, linguistic, social, cultural, and environmental contexts of teaching and learning. Members of the pre-professional educators learning community will complete 20 hours of supervised and evaluated field experiences in well-structured field visits and work-shadowing opportunities.

200  Educator Learning Community Seminar and Pre-Clinical II ..........................1 cr
Prereq:  Consent of the Institute.  Freq:  Fall, Spring, Summer.
Examination of the complex diversity of the people who live, work and learn in southeastern Wisconsin, with an emphasis on the exploration of learning in community. The seminar supports analysis of learning environments created by community initiatives and organizations representing the diverse racial, cultural, language and economic groups within southeastern Wisconsin. Members of the pre-professional educators learning community will complete 20 hours of supervised and evaluated field experiences in well-structured community placements.

210 Seminar: Exploring Children's Worlds in Classroom, Context and Community .................................................................1 cr
Teacher candidates will complete a minimum of 40 hours in a school setting focusing on observing child development and what children do and do not understand specifically about math.

211 Child and Adolescent Development ........................................3 cr
Explore the principles and theories of child growth and development from birth through adolescence, focusing on ages 5-15. Includes physical, social, emotional and cognitive domains of development and application to educational settings.

212 Mathematics for Elementary and Middle School Teachers.....3 cr
Prereq:  Consent of the Institute.  Concurrent enrollment in EDU 210, 211.  Freq:  Fall, Spring.
Focuses on the mathematical knowledge that an elementary and middle school teacher needs to know in order to teach successfully in a K-8 classroom.

300  Seminar and Practicum I: The Learner and Learning.............1 cr
Learning in seminar continues development of deep understanding of the professional knowledge base in education related to human learning and development and the professional design of effective learning progressions and environments. Candidates are introduced to models and strategies of instruction derived from specific theoretical perspectives on human learning, development, and difference as they apply in educational practice. Candidates apply understandings of learning theory and models to design developmentally and culturally appropriate learning for P-12 students in 40 contact hours of supervised and evaluated practicum experience.

302 Learning and Developmentally Appropriate Design......................2 cr
Prereq:  Admission to the educator preparation program and consent of the Institute.  Concurrent with EDU 300, 304.  Freq:  Fall, Spring.
Develop deep understanding of complex interactions between individual development and difference, and learning. Examine theoretical understandings of the interactions between cognitive, linguistic, social, emotional and physical development that have impacts on individual student learning. Develop expertise in using theory- and research-based models of learning design to create developmentally appropriate experiences in specific academic subject areas. Implement and evaluate learning designs in the concurrent EDU 300 seminar and practicum experience.

304 Context and Culture in Learning Environments...............................2 cr
Prereq:  Admission to the educator preparation program and consent of the Institute.  Concurrent with EDU 300, 302.  Freq:  Fall, Spring.
Develop deep understanding of the complex interaction between context, culture, and learning. Research the professional knowledge base regarding the role of language, culture, and class on individual and group learning, including learning of specific academic content such as math, science, social studies and reading. Critically examine the alignment between theory, practice and actual interactions in a diverse classroom setting, in the concurrent EDU 300 seminar and practicum experience.

310 Seminar and Practicum II: Learning Design and Assessment..........................1 cr
Prereq:  Admission to the educator preparation program and consent of the Institute.  Concurrent with EDU 312, 314.  Freq:  Fall, Spring.
Candidates apply understandings of learning and assessment design to the creation and evaluation of content-based learning in 40 contact hours of supervised and evaluated practicum experience in diverse P-12 educational settings.

312 Designed Learning Curriculum ........................................2 cr
Develop deep understanding of current theory, concepts and principles, and models of instructional design. Apply this understanding to create learning progressions based on assessed student needs (e.g., academic, developmental, psycho-social, cultural preferences and norms, etc.) for both individual and group learning. Implement short-term academic content learning designs for P-12 students in the EDU 310 placement, and evaluate effectiveness in achieving learning outcomes.
314 Assessment of Learning.........................................................2 cr
Prereq: EDU 300, Admission to the educator preparation program and consent of the Institute. Concurrent with EDU 310, 312. Freq: Fall, Spring.
Develop initial understanding of theories of assessment and evaluation of learning, and examine models of classroom assessment design. Research and differentiate between approaches to classroom assessment, standardized achievement testing, psychometrics, and diagnostic assessments. Apply theories of assessment and evaluation to create a learner-centered assessment strategy for a short-term learning progression. Implement and valuate the assessment strategy in the concurrent EDU 310 seminar and practicum experience.

320 Family, School and Community Partnerships Seminar ..........1cr
Focuses on the importance of communication and partnership with parents and other community members and organizations to support student success. Requires a minimum of 40 hours in a school setting.

321 Developmentally Appropriate Curriculum Design and Assessment............................................3 cr
Explores the philosophical, historical, and psychological foundations for elementary and middle school curriculum. Course content is aligned with the Common Core Curriculum.

322 Teaching and Assessing Strategies for Exceptional Learners.........................................................3 cr
Examines differentiated instruction for learners with special needs in general education environments. Introduces the co-teaching model and collaborative role of general and special educators in general education classrooms.

330 Seminar: Culturally Responsive Teaching.........................1 cr
Examines and creates lessons and activities that utilize all learners’ intellectual, social, linguistic and emotional learning styles that make up their cultural attitudes and practices.

331 Teaching Across Cultural Differences..................................3 cr
Explores the cultural, social, organizational, and structural factors influencing literacy opportunities, experiences, and outcomes of K-8 students. Teacher candidates will complete a minimum of 60 hours in an elementary classroom setting.

332 Foundations of Literacy......................................................3 cr
Provides a basis of instructional literacy strategies, literacy materials, and assessment approaches in K-3 literacy education including phonemic awareness, phonics and spelling, vocabulary development, text structure, fluency, and reading comprehension.

333 Children's and Adolescent Literature and New Literacies ......3 cr
Teacher candidates explore texts associated with children’s and adolescent literature and develop ways to evaluate and select appropriate materials for classroom reading instruction.

399 Independent Study.............................................................1-6 cr
Prereq: Consent of the Institute. Freq: Fall, Spring, Summer. Individual study of topics related to education.

400 Seminar and Practicum III: Teaching Content .....................1 cr
Prereq: EDU 310, Admission to the educator preparation program and consent of the Institute. Concurrent with EDU 402, 404. Freq: Fall, Spring.
Learning in the seminar will expand and deepen understanding of the professional knowledge base in education, and engage learners in a critical examination of practice as part of a formal learning community. Develop deep understanding of the interaction between pedagogical knowledge and pedagogical content knowledge in the enactment of effective, theory- and research-based instructional practice. Use appropriate instructional technology and understanding of learning, development and differentiation to design content-specific learning progressions. Practicum requires 60 contact hours of supervised and evaluated work in a diverse P-12 setting.

402 Instructional Models and Strategies........................................3 cr
Prereq: EDU 310, Admission to the educator preparation program and consent of the Institute. Concurrent with EDU 400, 404. Freq: Fall, Spring.
Expand and deepen understanding of theory- and research-based instructional models and strategies, with emphasis on the connection between the neurophysiology of learning and development and discipline-specific instructional design models and strategies. Examine current models, strategies, and activities, including direct instruction, learning cycle, inquiry-based learning, problem-based learning, and collaborative learning; and review the assumptions about the neurophysiology and neuropsychology of learning on which they are founded. Apply this understanding to the design and evaluation of content-specific learning progressions implemented in EDU 400.

404 Differentiation and Diagnostic Assessment..........................3 cr
Prereq: EDU 310, Admission to the educator preparation program and consent of the Institute. Concurrent with EDU 400, 402. Freq: Fall, Spring.
Expand and deepen understanding and application of theory- and research-based models of differentiation of instruction to meet diagnosed learning needs in the classroom. Includes opportunities to diagnose learning needs and differentiate instruction in the EDU 400 practicum. Analysis of case studies of diagnostic assessment and differentiation, including student learning outcomes and recommendations for practice.

410 Seminar and Practicum IV: Individualized Learning Design ....2 cr
Prereq: EDU 400, Admission to the educator preparation program and consent of the Institute. Concurrent with EDU 412, 414. Freq: Fall, Spring.
Learning in seminar expands and deepens understanding of theory- and research-based design of individualized, differentiated, and culturally relevant learning experiences. Candidates conduct action research on the impact of developmentally appropriate, culturally relevant learning experiences on learning in a specific content area or of important cross-disciplinary knowledge and skill. Includes assessment of learning outcomes and use of instructional and discipline-specific technologies. Practicum requires 60 contact hours of supervised and evaluated work in a diverse P-12 setting.

412 Literacy Development.........................................................3 cr
Expand and deepen understanding of theory- and research-based models of literacy development in reading and writing, with an emphasis on literacy development in the academic content areas. Study the concept of multiple literacies (e.g., scientific literacy, mathematical literacy, social literacy). Candidates use student learning outcome data to evaluate the effectiveness of literacy development approaches used in practice in the EDU 410 practicum.

414 Culturally Relevant Pedagogy..............................................3 cr
Prereq: EDU 400, Admission to the educator preparation program and consent of the Institute. Concurrent with EDU 410, 412. Freq: Fall, Spring.
Expand and deepen understanding of theory of culturally-mediated learning and emergent models of culturally relevant pedagogy. Extensive review of the literature, case study analysis, and field-based research on culturally-relevant pedagogy in the EDU 410 practicum. Candidates will discuss relevant implications for learning posed by culturally-grounded perspectives on learning, including appropriate and valid academic content to be learned.
420 Residency Seminar ................................................................. 2 cr
Prereq: EDU 410, Admission to residency and consent of the Institute.
Concurrent with EDU 420. Freq: Fall, Spring.
Learning in seminar supports successful completion of the residency
and state-mandated edTPA evaluation of teaching practice (to begin in
2015). Candidates conduct research into their own practice in relation
to three significant challenges: sustaining professional vision and
identity; adaptive expertise in the face of complex education demands,
and enacting and evaluating practice. Additional support for career
placement and advanced professional development planning.

425 Residency (Student Teaching) .................................................. 10 cr
Prereq: EDU 410, Admission to residency and consent of the
The Residency is a full responsibility, P-12 school semester-long clinical
evaluation of teaching practice, with either a “beginning of the academic
year” or “ending of the academic year” experience. Specific guidelines
for this experience are found in Wisconsin Administrative Code PI 34.

430 Seminar: Using Technology to Engage in Action Research ...... 2 cr
Prereq: Consent of the Institute. Concurrent enrollment in EDU 431 or
EDU 432. Freq: Fall, Spring.
Teacher candidates will conduct an action research project while
serving 120 clinical hours in an elementary or middle school setting.

431 Teaching Developmental Math Concepts, K-2 .................... 3 cr
Prereq: Consent of the Institute. Concurrent enrollment in EDU 430.
Freq: Fall, Spring.
Teacher candidates will learn about the knowledge, skills, and
dispositions necessary to teach K-2 developmental math concepts.

432 Teaching Developmental Literacy, K-2 .............................. 3 cr
Prereq: Consent of the Institute. Concurrent enrollment in EDU 430.
Freq: Fall, Spring.
Teacher candidates will learn about the knowledge, skills, and
dispositions necessary to teach K-2 developmental literacy concepts.

433 Teaching Developmental Science, K-2 ............................ 2 cr
Prereq: Consent of the Institute. Freq: Fall, Spring.
Teacher candidates will learn about the knowledge, skills, and
dispositions necessary to teach K-2 developmental science concepts.

434 Teaching Developmental Movement and
Health Education, K-8 ......................................................... 2 cr
Prereq: Consent of the Institute. Freq: Fall, Spring.
Teacher candidates learn about the knowledge, skills, and dispositions
necessary to teach movement and health education for grades K-8.

435 Introduction to Second Language Instruction ..................... 3 cr
Prereq: Consent of the Institute. Freq: Fall, Spring.
Teacher candidates will be introduced to sociocultural and linguistic
concepts associated with second language acquisition.

440 Seminar: Using Technology to Engage in
Action Research II ............................................................... 2 cr
Prereq: Consent of the Institute. Freq: Fall, Spring.
Teacher candidates will conduct an action research project while
serving 120 clinical hours in an elementary or middle school setting.

441 Methods and Materials for Teaching English as a
Second Language .................................................................. 3 cr
Prereq: Consent of the Institute. Freq: Fall, Spring.
Teacher candidates will learn about the knowledge, skills, and
dispositions necessary to support and make accommodations for
English language learners in a K-8 classroom.

442 Teaching Developmental Math Concepts, 3-8 .................... 3 cr
Freq: Fall, Spring.
Teacher candidates will learn about the knowledge, skills, and
dispositions necessary to teach developmental math concepts for
grades 3-8.

443 Teaching Developmental Literacy, Grades 3-8 .................. 3 cr
Prereq: Consent of the Institute. Freq: Fall, Spring.
Teacher candidates will learn about the knowledge, skills, and
dispositions necessary to teach developmental literacy concepts
for students in grades 3-8.

444 Teaching Developmental Social Studies in an Elementary
and Middle School Setting .................................................. 2 cr
Prereq: Consent of the Institute. Freq: Fall, Spring.
Teacher candidates will learn about the knowledge, skills, and
dispositions necessary to teach social studies for grades K-8.

445 Teaching Developmental Environmental Science, Grades K-8 ......................................................... 2 cr
Prereq: Consent of the Institute. Freq: Fall, Spring.
Teacher candidates will learn about the knowledge, skills, and
dispositions necessary to teach environmental science at the K-8 level.

450 Elementary or Middle School Residency Seminar ............. 2 cr
Prereq: Consent of the Institute and concurrent with EDU 455.
Freq: Fall, Spring.
Teacher candidates will learn about the knowledge, skills, and
dispositions necessary to teach in the elementary or middle school setting while serving as a co-teacher during an 18 week residency, and
will complete the edTPA.

455 Elementary or Middle School Residency ............................ 10 cr
Prereq: Consent of the Institute and concurrent with EDU 450.
Freq: Fall, Spring.
Teacher candidates will serve as a co-teacher in an elementary or
middle school setting for a full 18 week semester.

499 Independent Study ............................................................ 1-6 cr
Prereq: Consent of the Institute. Freq: Fall, Spring, Summer.
Individual study of advanced topics related to education.

Courses in the Technology
and Pre-Engineering Program (TCED)

391 Technological Literacy and Communication .................... 3 cr
Prereq: Consent of the Institute of Professional Educator
Development. Freq: Fall, Spring, Summer.
Become familiar with reading processes, fundamentals of reading
instruction, factors that influence the ability to read text materials:
instructions, diagrams, data, and technical material. Explores current
methods, theories and materials used with transitional readers in
content area instruction; the link between assessment and instruction;
and reading strategies that support and sustain reading of middle
and high school learners. Selects, administers and analyzes reading
assessment tools and explore literature resources. Develops knowledge
of Advancing Excellence in Technological Literacy and Standards for
Technological Literacy.

392 Design for Learning I ......................................................... 3 cr
Prereq: Consent of the Institute of Professional Educator
Development. Freq: Summer.
Examines the technological design process as related to designing
developmentally appropriate learning experiences for middle and
high school students. Develops planning instruction and assessment
materials emphasizing approaches to learning and teaching, specific
teaching and learning strategies, and the role of the technology and
pre-engineering education in the school community. Explores the
selection, development, and modification of instructional methods that
are developmentally appropriate and relevant to the learner.

393 Design for Learning I Seminar .......................................... 3 cr
Prereq: Consent of the Institute of Professional Educator
Development; TCED 392 or concurrent enrollment. Freq: Fall.
Provides teacher candidates firsthand knowledge of the classroom
environment. Examines the role of the technology and pre-engineering
teacher through observation and co-teaching. Provides experience
in daily classroom management, individual student and small group
instruction. Course includes 110 hours of field experience.
Design for Learning II .......................................................... 3 cr
Prereq: Consent of the Institute of Professional Educator Development; TCED 392, 393. Freq: Spring.
Examines of technological design processes related to designing developmentally appropriate learning experiences for middle and high school students. Continues experience in determining content and writing instructional plans that offer students opportunities to develop technology-related conceptual understanding, technical skills, and problem-solving strategies. Continues to emphasize developing appropriate assessment tools and evaluating those instruments related to measuring student achievement in the cognitive, affective, and psychomotor domains.

Design for Learning II Seminar ............................................. 3 cr
Prereq: Consent of the Institute of Professional Educator Development; TCED 394 or concurrent enrollment. Freq: Spring.
Provides teacher candidates firsthand knowledge of the classroom environment. Examines the role of the technology and pre-engineering teacher through observation and co-teaching. Provides experience in daily classroom management, individual student and small group instruction. Course includes 110 hours of field experience.

Residency: Teaching for Design and Innovation .................... 3 cr
Prereq: Admission to the alternative route to technology education licensure program and consent of the Institute of Professional Educator Development; concurrent enrollment in TCED 398. Freq: Fall, Spring.
Synthesizes the residency experience and supports transition to teaching at the professional level.

Residency Seminar ............................................................ 3 cr
Prereq: Admission to the alternative route to technology education licensure program and consent of the Institute of Professional Educator Development; concurrent enrollment in TCED 397. Freq: Fall, Spring.
Synthesizes the residency experience and supports transition to teaching at the professional level.

Independent Study ............................................................ 1-6 cr
Prereq: Consent of the Institute. Freq: Fall, Spring, Summer.
Individual study of topics related to Technology Education and Pre-Engineering.

Student Teaching Seminar ................................................... 5 cr
Prereq: Admission to the alternative route to technology education licensure program and consent of the Institute of Professional Educator Development; concurrent enrollment in TCED 425. Freq: Fall, Spring.
Synthesizes the residency experience and supports transition to teaching at the professional level. Provides support for edTPA completion.

Student Teaching ............................................................... 5 cr
Prereq: Admission to the alternative route to technology education licensure program and consent of the Institute of Professional Educator Development; concurrent enrollment in TCED 420. Freq: Fall, Spring.
Provides mentored clinical experiences as a technology and pre-engineering teacher and enhances the knowledge, skills, and dispositions necessary to positively impact student learning.

Course in Professional Development (PDEV) used in TCED Program:

Cultural Context for the 21st Century .................................... 3 cr
Prereq: None. Freq: Fall, Spring, Summer.
Provides the Wisconsin Department of Public Instruction requirements for Human Relations stipulations including: American Indian Tribes in Wisconsin; Women’s History and Minority History; Philosophical and Psychological Bases of Attitude Development, and Psychological and Social Implications of Discrimination.