

Educational Studies

Professor Jeanne F. Williams (Chair);

Associate Professor. Hervé Somé (on leave fall 2016);

Visiting Professor Kenneth L. Bates

Visiting Instructor and Clinical Coordinator Jean M. Rigden;

Cooperating Teachers in Area School Districts

Departmental Mission Statement: The Department of Educational Studies promotes the disciplined study of education as a social institution that serves both collective and individual aspirations and needs. The department is also dedicated to the preparation of knowledgeable, effective, and reflective teachers for Pre K-12 classrooms in public and private schools in the United States and around the globe.

Overview of Departmental Programs: Courses in the educational studies department are offered for students pursuing teaching licensure and students who have an academic interest in education. The educational studies department offers students several options: course work to earn teacher licensure, an educational studies major or minor, or a combination of licensure and a major or minor. Students may also take some courses in educational studies as electives. Student teaching and clinical block are restricted to students who are completing licensure programs.

Communicating Plus - Educational Studies: The Communicating Plus Program at Ripon College emphasizes students' development of skills in four areas: written communication, oral communication, critical thinking and problem solving. The major and minor in educational studies treat education as a social, political, and intellectual process. To varying degrees, all the courses in educational studies address the development of skills and abilities in written and oral communication, critical thinking, and problem solving. However, the core set of courses taken by all students completing a major or minor in educational studies include special emphases on instruction and assessment in these areas, and students document mastery of these skills in their professional development portfolios. Departmental faculty regularly review this cluster of courses to insure that the Communicating Plus student learning goals are substantially addressed in them.

Educational Studies Major or Minor: The educational studies department and the Ripon College faculty have reasoned that education is a field of study independent of other disciplines. However, because of the liberal arts emphasis of the College and the philosophy of the department, the social phenomenon of education is best understood in its relationship to another discipline. Therefore, each departmental program requires students to complete a major in a discipline outside education. Since some students' interest in education may lie outside the scope of PK-12 classroom teaching (e.g., preparation for careers in preschool education, museum education, or community education), student teaching is not a requirement for the educational studies major or minor.

Early Childhood Education Minor: This minor is designed for students who want to work in child care centers, preschool programs, and early childhood education programs. The minor, alone, does not qualify individuals for licensure through the Wisconsin Department of Public Instruction (WI-DPI) or for teaching in most early childhood programs offered through public school districts.

Teacher Licensure: Ripon College offers programs leading to licensure at these levels: early childhood through middle childhood (EC/MC-ages birth-11 years); middle childhood through early adolescence (MC/EA-ages 6-12/13); and early adolescence through late adolescence (EA/A-ages 11-21). Programs leading to PK-12 licensure in Spanish, art, music, physical education, physical education and health, and theatre are also available. Licensure in English as a Second Language can be added to any teacher licensure program.

Students seeking licensure will complete: 1) the College's Catalyst Curriculum and specific general education requirements for teacher licensure; 2) a subject area major; 3) an optional subject area minor and/or broad field program (social studies only); and 4) a sequence of educational studies courses and clinical experiences, including a full semester of student teaching. Licensure programs at Ripon meet standards set by the Wisconsin Department of Public Instruction. Students who complete the requirements of a licensure program are eligible for an initial Wisconsin teaching license. Most other states accept the Wisconsin teaching license, and faculty advisors are prepared to help students identify and plan to meet requirements for states outside Wisconsin.

Professional Development Portfolio: All teacher candidates at Ripon College are required to develop and present for review a digital professional development portfolio to qualify for student teaching. Portfolios include samples of classroom and clinical work chosen to demonstrate professional competence with respect to *The 10 Wisconsin Teaching Standards* (INTASC 2013). Course work in the department requires that students also develop abilities to plan instruction that addresses *The Wisconsin K-12 Model Academic Standards* or national subject area academic standards and the *Common Core Standards* for the subject area/s and level/s of licensure being sought.

Teacher Performance Assessment: Students obtaining teacher licensure after August 31, 2016 must complete and receive a passing score in an appropriate content area of the Teacher Performance Assessment (edTPA). This performance-based assessment of teaching skills will be completed during the student teaching semester. A modified version of the edTPA will be completed during the clinical block experience (EDU 320) to prepare students for the assessment during student teaching.

Basic Skills: Students must document basic skills proficiency prior to student teaching by either presenting scores of 23 composite with a minimum score of 20 on all subtests on the ACT or passing scores on the Praxis Core tests offered by the Educational Testing Service.

Content Area Tests: Students must earn passing scores on the appropriate content area exam for their licensure level/s and subject/s prior to student teaching. Information concerning these exams is available from educational studies advisors and on-line at the Educational Testing Service web site (ets.org).

Foundations of Reading Test: Students seeking licensure to teach as generalists in elementary school classrooms (EC/MC or MC/EA) must earn a passing score on the Foundations of Reading Test (FORT). Information concerning this exam is available from educational studies advisors

World Language Proficiency Tests: Students seeking licensure to teach Spanish or French must earn ratings of intermediate-high on the appropriate ACTFL Oral Proficiency interview (OPI) and Written Proficiency Test (WPT). Information concerning these exams is available from educational studies advisors and through Language Testing International (languagetesting.com).

Advising: Students interested in teacher licensure must have two academic advisors: one in the department of the academic major/minor, and one in the educational studies department. New students will be contacted about their interest in education prior to the fall semester advising period and assigned an educational studies advisor. Notices of advising assignments are sent out prior to the advising period each semester.

Requirements for Admission to the Teacher Education Program: Formal admission to the educational studies program is required of all certifiers and should be completed prior to enrollment in EDU 320. To be approved for admission to the department, students must: 1) have a cumulative GPA of 2.5 or better; 2) earn passing scores on the ACT or Praxis Core Test; 3) have taken and earned a grade of C or better in two of the department's core courses (EDU 190, 250, 260, and 270); 4) file an application for admission to the program with all the required endorsements.

Requirements for Approval for Student Teaching: Approval for student teaching is based on the following factors: 1) previous admission to the teacher education program; 2) a cumulative grade point average 2.75 or better; 3) passing scores on the appropriate Praxis II and/or other designated content area exam/s; 4) documentation of successful participation in 100 hours of clinical experiences; and 5) endorsement of the candidate's application for student teaching by the department chair and advisor in the teaching major/minor and educational studies. The complete, signed application for student teaching must be filed with the educational studies department by the Friday before midterm break of the semester prior to student teaching. Students may also be required to complete separate applications for student teaching by the schools and districts in which they are being placed. Students must also complete the separate application for off-campus student teaching programs.

Background Checks: Prior to their placement for the pre-student teaching clinical block course (EDU 320) and student teaching, students must give permission for the department to conduct a criminal background check using state and federal law enforcement databases. Some schools and preschool programs may request permission to do their own background checks and may also require students to have a TB test prior to beginning a clinical or student teaching experience.

Requirements for Approval for a Teaching License: Upon successful completion of student teaching, students may submit an application for licensure. Approval of these applications requires a full review of the student's file, successful completion of the edTPA (effective Fall 2016), final review of the professional development portfolio, and receipt of all forms documenting the successful completion of all student teaching placements. Students seeking EC/MC or MC/EA licensure must also present documentation of a passing score on the Foundations of Reading Test.

Teacher Education Handbooks: The standards and procedures for all program requirements are detailed in the *Teacher Education Handbook* and the *Student Teaching Handbook*. These are available on the educational studies department page of the Ripon College website.

Post-Baccalaureate Teacher Education Program: Individuals who hold a bachelor's degree from Ripon College or another institution may complete teacher licensure at Ripon. Candidates for this program must submit a transcript for review by the chairs of the educational studies department and the department of the teaching major. Based on analysis of this transcript, a program of study leading to licensure will be developed. A GPA of 3.0 or above, two letters of recommendation, and passing scores on the ACT or Praxis

Core Test are requirements for entry into this program. All requirements specified above for approval for program entry, student teaching and licensure also apply to post-baccalaureate teacher candidates.

Student teaching and clinical experiences: Each student enrolled in a licensure program at Ripon College will complete a minimum of 100 clock hours of approved clinical experiences prior to student teaching. These hours will be completed in conjunction with courses in the licensure curriculum.

Student teaching may be completed during the senior year or during a ninth semester. Student teaching is a full-day, full-semester experience following the semester calendar and daily schedule of the cooperating school. Students enrolled in student teaching may not enroll in other courses during that semester. All students must apply and be approved for student teaching before they can formally register for this course. See *Requirements for approval for student teaching* section above for more information about this process.

International Student Teaching: Ripon College allows students to complete one of their two nine-week student teaching placements in an international placement through the Indiana University Global Gateway Program. Special fees are required to student teach through this program. Information about this program is available from Professor Hervé Somé.

American Indian Reservation Student Teaching: Ripon College students may complete their student teaching on the Navajo reservation in Arizona, Nevada, or Utah. This program is offered in conjunction with Indiana University. Special fees are required to student teach through this program. Further information about this program is available from Professor Hervé Somé.

Urban Student Teaching: Ripon College allows students to complete their student teaching through the *Teach Chicago!* Program of the Chicago Center for Urban Life and Culture. Special fees are required to student teach through this program. Information about this program is available from Professor Jeanne Williams.

Ninth Semester Student Teaching Program: Ripon College has established a reduced tuition for students returning for a ninth (or later) semester to complete their student teaching within the service area of the Educational Studies Department (roughly within 40 miles of the campus). The ninth semester program should be considered by students who wish to complete a double major, a teaching major and minor, or an off-campus semester. Students must complete four full-time semesters at Ripon immediately prior to the student teaching semester to be eligible for this program.

Student Teaching Service Area: Student teaching placements are made within a service area that includes the following school districts: Berlin Area School District, Fond Du Lac School District, Green Lake School District, Markesan School District, Neenah School District, Oshkosh School District, Princeton School District, Ripon Area School District, or Rosendale-Brandon School District. Students who elect to complete their student teaching outside this service area will be responsible for added costs for supervision of their experience.

Program Changes: The requirements for teacher licensure specified in this catalog, the *Teacher Education Handbook*, the *Student Teaching Handbook* and other College and departmental publications are subject to change by action of the Educational Studies faculty or mandates from the Wisconsin State Legislature or the Wisconsin Department of Public Instruction. Educational studies department faculty members are able to advise students about the implications of such changes for their individual programs.

Requirements for a major in educational studies (Early Childhood through Middle Childhood - EC/MC - ages birth-11): In addition to an approved major in a liberal arts discipline outside of educational studies and general education requirements for licensure, each student must complete EDU 190, 245, 250, 260, 270, 275, 281, 338, 348. EDU 320 and student teaching (EDU 435, 441*, and 471) must be completed to qualify for teacher licensure. EDU 150 is also required to qualify for licensure. PSC 235 is recommended as a supporting course for this major.

Requirements for a major in educational studies (Middle Childhood through Early Adolescence - MC/EA - ages 6-11/12): In addition to an approved major in a liberal arts discipline outside of educational studies and general education requirements for licensure, each student must complete EDU 190, 245, 250, 260, 270, 281, 316, 338, 348. EDU 320 and student teaching (EDU 441, 451*, and 471) must be completed to qualify for teacher licensure. EDU 150 is also required to qualify for licensure. PSC 235 is recommended as a supporting course for this major.

Requirements for a minor in educational studies (EA-A - grades 6-12 and PK-12 in Art, Music, Physical Education, Health, Spanish, French, or Theatre): In addition to an approved major and general education requirements for licensure, each student must complete EDU 190, 250, 260, 270, 316, 344, and the instructional methods course/s in their teaching major/s and minor/s. EDU 320 and student teaching (EDU 451, 461*, and 471) must be completed to qualify for teacher licensure. PSC 242 is recommended as a supporting course for this program. EDU 242: Arts Integration is recommended as a supporting course for the Art, Music, and Theatre education programs.

Requirements for PK-12 licensure in art education: Students must complete general education requirements for licensure, the requirements for a major in studio art (see notes on the major in the art section of the catalog), and the minor in educational studies.

Students must work with the art advisors to arrange to take teaching methods course work (ART 354 and 356) and clinical experiences (Sec. Ed. 366) through the University of Wisconsin-Oshkosh. In addition, each student must qualify for and satisfactorily complete EDU 320 and a semester of student teaching (491* and 471) at Ripon College. EDU 242: Arts Integration is recommended as a supporting course for the art education program.

Requirements for PK-12 licensure in music education: Students must complete general education requirements for licensure, the requirements for a teaching major in music (Choral, Instrumental, or General), and the minor in educational studies. In addition, each student must qualify for and satisfactorily complete EDU 320 and a semester of student teaching (EDU 421* and 471).

Requirements for PK-12 licensure in physical education and health (optional): Students must complete general education requirements for licensure, the requirements for a teaching major in exercise science-school-based physical education, and the minor in educational studies. In addition, each student must satisfactorily complete EXS 320 and a semester of student teaching (EDU 431* and 471). completion of a teaching minor in health is recommended.

* Students may substitute EDU 481 for 6 credits/nine weeks of their student teaching placement.

Requirements for certification in English as a Second Language (ESL): In addition to an approved major, each student must complete a licensure program; and EDU 329, 330, 331 and LIN 332. In addition, one of the two student teaching placements must be completed in an ESL setting.

Broad Field Programs in social studies is available for students certifying at the early adolescence through adolescence level in a related field. The requirements for these programs are listed in the catalog section for each major.

150. Structures of Mathematics

Rigden

Four credits.

Students will work on problem solving and mathematical discourse while studying topics chosen to foster a clearer and deeper understanding of the mathematical concepts underlying the school mathematics taught particularly in grades K-8. Enrollment priority will be given to teacher candidates.

151. Colloquium in Educational Policy

Staff

Variable credit course, 1-4 credits.

The Colloquium on Educational Policy examines the changing landscape of educational policy in local, state, national, and international environments. Through readings, simulations, screenings, and discussions with each other and guest facilitators, students will engage in the examination and critique of policy initiatives and their effects on students, teachers, and other education stakeholders. Field trips and site visits may be required. May be repeated for up to 4 credits toward graduation.

190. School and Society

Williams

Four credits. Offered both semesters.

This introductory course in the social foundations of education engages students in the study of historical and contemporary perspectives on the role of education in society. Special emphasis is given to understanding the development of PK-12 education and the teaching profession in the U.S. Students will engage in a substantial research project as part of this course

200. Topics

Staff

Variable credit course, 1-4 credits.

Special subjects in educational studies not covered by regular courses. This course may be repeated for credit when topics change. Please see the pertinent Schedule of Courses for the listing of topics courses and possible prerequisites. Some topics may count toward the global and cultural studies requirement; refer to the Academic Policies: Global and Cultural Studies Requirement section for more information.

242. Integrated Arts Education

Staff

Four credits. Offered in the spring semester.

A study of the theory and practice of working with classroom teachers to integrate music, art, theatre, and dance into teaching throughout the K-12 curriculum. Students will study various theories of arts integration and develop multiple lessons and projects that apply these concepts to teaching in curriculum areas such as reading, math, science, social studies and health. *Prerequisite or corequisite: EDU 250.*

245. Children's Literature

Nichols

Four credits. Offered in the spring semester.

Survey and study of literature written for and read by children and young adolescents. Substantial reading in a variety of genres is required. Students will engage in critical evaluation of a wide range of texts and consider how children's literature can be integrated across the curriculum. *Required for students seeking elementary teacher licensure through the EC/MC or MC/EA educational studies majors.*

250. Psychological Foundations of Education	Nichols
Four credits. Offered both semesters.	
260. Diversity in American Education	Some
Three credits. Offered both semesters.	
An exploration of the significance of race, ethnicity, gender, socioeconomic status, language, and sexual preference in schooling in the United States. Students participate in exercises, presentations, and simulations to learn how responses to individual and group differences can shape the teaching-learning process. This course includes a clinical experience.	
270. Differentiated Instruction: Approaches for the Classroom Teacher	Nichols
Three credits. Offered both semesters.	
An introduction to special education for classroom teachers. Students will study the professionally defined categories of exceptional learners, discuss policies and procedures for identifying and serving special needs children and youth, and practice strategies for adapting instruction to meet the needs of diverse learners. This course includes a clinical experience. <i>Prerequisite: EDU 250.</i>	
275. Theory and Practice of Early Childhood Education	Nichols
Four credits.	
An introduction to the field of early childhood education. The course examines theories of child development, learning, and the concept of developmentally appropriate practice for working effectively with children from infancy through grade 2. Students will become familiar with different types of early childhood programs and engage in planning instruction across the age/grade range. EDU 275 will lay the foundation for further work on curriculum planning and teaching in upper division teaching methods courses. This course includes a clinical component.	
281. Teaching Content in Elementary Classrooms	Williams
Four Credits. Offered spring semester.	
A study of theories and practices associated with a variety of pedagogical methods (e.g., inquiry, direct instruction, project/problem-based learning, simulations, active learning strategies, and discussion) that can be used to teach social studies, science, fine arts, physical education and health in elementary classrooms. An emphasis on integration of learning experiences across disciplinary boundaries is a feature of the course. Students will engage in a variety of hands-on learning experiences, standards-based instructional and assessment planning, and microteaching. <i>Prerequisite EDU 270.</i>	
300. Departmental Studies	Staff
Variable credit course, 1-3 credits.	
Special subjects in education not covered by regular courses. This course may be repeated for credit when topics change. Please see the pertinent Schedule of Courses for the listing of topics courses and possible prerequisites. Some topics may count toward the global and cultural studies requirement; refer to the Academic Policies: Global and Cultural Studies Requirement section for more information. <i>Prerequisite: consent of the instructor.</i>	
311. Literacy Development in Middle/Secondary Schools	Williams
Two credits. Offered spring semester.	
A discussion of methods and strategies content area teachers (English/Language Arts, Science, Mathematics, Social Studies, Physical Education and Health, and Fine and Performing Arts) can use to support students' literacy development in middle and high school. Students will practice lesson-planning strategies, identify and analyze instructional materials, and discuss the role of content teachers in school wide efforts to improve students' literacy skills. <i>Prerequisite: EDU 270. Corequisites: EDU 320 and EDU 344.</i>	
314. Seminar on Classroom Management and Discipline	Staff
Two credits.	
A seminar designed to engage students in investigation into a variety of classroom management theories and approaches. Students will discuss case studies of classroom management issues and review scholarly articles and professional resource materials related to those cases. Members of the class will interview practicing teachers to learn about options available to classroom teachers to effectively create a climate conducive to learning for all students in an inclusive classroom.	

316. Middle School Education	Williams
Two credits. Offered fall semester.	
320. Clinical Block: Student Practicum in Teaching	Rigden
Two credits. Offered both semesters.	
Observe classroom instruction, review materials, methods, and planning for instruction and prepare and teach a variety of lessons. Students will spend approximately four hours per week in an area classroom and one hour per week in an on-campus seminar. Campus supervisors will observe each student teaching at least twice during the semester. In preparation for student teaching, students will complete a modified edTPA during this experience. Enrollment is limited to students seeking teacher licensure. Grading is Pass-Fail. <i>Prerequisites: junior status, admission to the teacher education program, and criminal background check.</i>	
327. Education in Developing Countries	Somé
Three credits.	
This course surveys the global phenomenon of the expansion of mass formal education (public schooling). The primary focus is on developing countries, with special emphases on Latin America and Africa. Topics include: competing theories of the causes, purpose and effects of schooling; the impact of global forces (globalization-economic, political and cultural) on education systems; varying models of schooling; and how factors of gender, race and class affect access to education. May count toward the global and cultural studies requirement; refer to the Academic Policies: Global and Cultural Studies Requirement section for more information. <i>Prerequisites: EDU 190 and 260 or consent of the instructor.</i>	
329. Meeting the Needs of English as a Second Language Student	Somé
Three credits.	
An introduction to the teaching of English as a Second Language (ESL). Students will investigate the hypotheses of first and second language learning acquisition, techniques and procedures in second language teaching; and differences between children and adults in second language acquisition. Students will also survey the theoretical underpinnings of language learning such as behaviorism, direct method, natural method, situational-functional approach to language teaching, suggestopedia, role-plays, and communicative methods and their rationale. Listening, speaking, reading, and writing as they apply to ESL students will receive significant attention. <i>Prerequisites: LIN 332 and the equivalent of 2 semesters of high school world language.</i>	
<i>Recommended: EDU 250.</i>	
330. Methods and Materials for English as a Second Language Instruction	Somé
Three credits.	
This course provides an overview of second language (L2) methods and materials, focusing specifically on the teaching and learning of L2 literacy skills: reading and writing. Additional attention will be given to vocabulary and grammar. Class sessions will focus on theory and practice related to these four important components of language learning. In addition, students will critique popular L2 textbooks currently in use around the world; evaluate already developed lesson plans; develop lesson plans of their own; engage in short demonstration lessons that showcase state-of-the-art teaching techniques; and complete a literature review on a topic of personal interest. <i>Prerequisite: EDU 329.</i>	
331. English as a Second Language Assessment	Somé
Three credits.	
This course is designed to develop student language assessment skills in the teaching of English as a Second Language. Students will learn the principles behind the evaluation of ESL and of English Language Learning and will be able to structure their assessments, taking into account alternative/authentic testing. Students will develop assessment tools that are their own and learn to develop rubrics. At the end of the course, students will appropriate language assessment concepts and terminology. Emphasis will be placed on acquiring language assessment terminology and concepts. Students will review language assessment dilemmas in order to improve student learning. <i>Prerequisite: EDU 329.</i>	
338. EC/MC Teaching: Mathematics	Rigden
Four credits. Offered fall semester.	
Students will hone their own mathematical knowledge and skills as they learn how the EC/MC mathematics curriculum is and can be organized. Students will review a variety of mathematics curricula; practice lesson; unit planning and assessment strategies; organize a resource file; and participate in micro-teaching experiences. <i>Prerequisites: EDU 150 and EDU 270 or permission of the instructor. Corequisites EDU 320 and EDU 348.</i>	

344. Theory and Practice of Secondary School Teaching	Nichols
Two credits. Offered spring semester.	
Study of general principles and procedures for classroom teaching in middle and secondary schools. Topics include the history, curriculum, and functions of middle and secondary education; curriculum development; unit and lesson planning; basic teaching strategies; evaluation and assessment; and classroom organization and management. <i>Prerequisite: EDU 270. Corequisites: EDU 311 and EDU 320.</i>	
348. Integrated Approaches to Reading and Language Arts Instruction	Williams
Four credits. Offered fall semester.	
A study of theories and pedagogical practices related to teaching an integrated reading/language arts curriculum in grades Pre K-8. Students will engage in the study of research related to effective reading/language arts pedagogy, develop instructional plans and materials based on validated best practices in this area of the curriculum, practice strategies for assessing students' progress in all areas of language development, and review concepts and research in the field to prepare for the Foundations of Reading Test. <i>Prerequisite: EDU 245. Corequisites: EDU 320 and EDU 338.</i>	
350. Seminar on Intercultural Teaching	Staff
Two credits.	
Readings, discussions, simulations, and field trips will focus on development of the knowledge, skills, and understandings required to teach effectively across cultural boundaries. Students who intend to student teach through any of the intercultural student teaching programs may take this course prior to their student teaching semester. Students interested in teaching through alternative licensing or ESL programs may enroll in the course with the instructor's permission. <i>Prerequisites: junior level standing and EDU 195 or permission of the instructor.</i>	
425. Teaching Practicum: Early Childhood Education	Williams
Variable credit course, 1-6 credits.	
A capstone experience for the early childhood minor. This course is a supervised clinical experience in an early childhood educational setting. Working under the supervision of experienced staff, the student will assume responsibilities for teaching and program administration as agreed to by the agency and the supervising staff member at Ripon College. <i>Prerequisites: completion of course work and clinical experiences in the early childhood minor and approval by the faculty of the educational studies department.</i>	
ENROLLMENT IN STUDENT TEACHING IS LIMITED TO THOSE STUDENTS WHO HAVE BEEN APPROVED FOR STUDENT TEACHING BY THE FACULTY OF THE EDUCATIONAL STUDIES DEPARTMENT.	
421. Student Teaching: Music	
Six or twelve credits.	
431. Student Teaching: Physical Education/Health	
Six or twelve credits.+	
435. Student Teaching: Early Childhood	
Six credits.	
441. Student Teaching: Elementary	
Six credits.	
451. Student Teaching: Middle School	
Six credits.	
461. Student Teaching: Secondary	
Six credits.	
481. Intercultural Student Teaching	
Six credits.	
491. Student Teaching: Art	
Six or twelve credits.	

Student teaching is a full-time, full-semester teaching experience that follows the daily time schedule and semester calendar of the district or school in which the student is working. All students must complete twelve credits of student teaching during the student teaching semester. Students must complete the edTPA during the first student teaching placement. Grading is Pass-Fail. *Corequisite: enrollment in EDU 471.*

471. Student Teaching Seminar

Nichols

Two credit.

A seminar devoted to discussion and analysis of student teaching experiences and guidance in completion of the edTPA and preparation of job search materials. The course also includes discussion of issues such as school administration, governance and finance, guidance services, teacher organizations, education for employment, drug and alcohol abuse, and the legal obligations of teachers. Grading is Pass-Fail. *Corequisite: enrollment in student teaching.*

480. Research Presentation

Staff

Variable credit course, 1-2 credits.

A self-designed research project that addresses a specific aspect of the teaching-learning process in the grade level and/or subject area the student is preparing to teach. The student is responsible for this project through all phases of its development to its presentation to the college community.

Prerequisite: approval of project topic and design by the faculty of the education department.

540. Independent Study

Staff

Variable credit course, 1-4 credits.

Individual investigation of a topic or problem in education. Students are encouraged to pursue research that bridges education and their academic major. This course requires regular consultation with the instructor and the development of a research plan that includes the submission of a formal paper at the culmination of the study. No more than twelve credit hours of independent study or internship may be taken, and no more than eight credit hours may be in one department. A registration form is required. *Prerequisites: junior or senior standing, consent of the department chair and a department project director, and 12 credits toward the major.*

551, 552. Internship

Staff

Two credits.

A supervised internship in a local, informal education setting. Students will create curriculum and curriculum materials based on organizational needs and WI Model Academic Standards, develop assessment measures for activities, and report on the efficacy of their work in a real-world setting. Internships may be repeated for no more than eight total credits at the discretion of college faculty and on-site supervisor. Open by competitive application only to educational studies majors and minors with junior or senior standing. Interested students must consult with the instructor prior to registration. No more than twelve credit hours of independent study or internship may be taken, and no more than eight credit hours may be in one department. A registration form is required. *Prerequisites: junior or senior standing, consent of the department chair and a department project director, and 12 credits toward the major.*