

BACHELOR OF SCIENCE IN EDUCATION REQUIREMENTS (BSE)

Students may earn a Bachelor of Science in Education from the College of Education and Professional Studies. Successful completion of a minimum of one hundred twenty (120) units in the following areas is required:

- University Proficiency
- General Studies
- Diversity and Writing Proficiency
- College/Major (and minor if required)

General College of Education and Professional Studies requirements

Code	Title	Units
Measurement and Evaluation (appropriate to major):		
EDFOUND 423	MEASUREMENT AND EVALUATION IN PHYSICAL EDUCATION	
EDFOUND 424	MEASUREMENT AND EVALUATION IN THE ELEMENTARY SCHOOL	
EDFOUND 425	MEASUREMENT AND EVALUATION IN THE SECONDARY SCHOOL	
Introduction to Education and Teaching		
EDFNDPRC 210	INTRODUCTION TO EDUCATION AND TEACHING	3

Major Requirements

See the appropriate departmental pages for major, minor, and other departmental requirements.

Minor Requirements

Special Education majors are not required to complete a minor.

Elementary/Middle majors are required to complete all the courses in an approved minor plus any additional licensure requirements for that minor. A special methods course in the minor may be required. Praxis II test is required for ESL or Foreign Language minors.

Middle/Secondary Education majors are required to complete all the courses in an approved minor plus any additional licensure requirements for that minor. A special methods course in the minor may be required. Praxis II test is required for licensure in the minor.

Broadfield majors are not required to complete a minor. Students choosing to complete a minor should be aware that the minor will not be licensable unless all licensure requirements for that minor, including any additional student teaching experience, is completed.

Foreign Language majors and/or minors must complete a foreign language immersion for each licensable area. Contact the Department of Curriculum and Instruction for more information on the immersion requirement.

Special Minors (requirements not listed on Advising Report)

Bilingual Education

Complete the approved minor and an additional student teaching or field study.

Health Education

Complete the approved minor, health methods course, and additional student teaching (if required).

Library Media

Complete the approved minor and two additional practicums.

Foreign Language

Complete the approved minor, a methods course and a four-week immersion experience.

Writing Competency

Students should contact the department office of their major for information concerning their writing requirement.

Teacher Licensure Requirements

Required for students desiring to teach.

Students pursuing a BSE must have a combined cumulative 2.75 GPA. Students pursuing a Safety Studies major must achieve a minimum overall GPA of 2.5 and a minimum GPA of 2.5 in the major. Students pursuing Human, Health & Performance (non-licensure) major must achieve a minimum overall GPA of 2.25 and a minimum GPA of 2.25 in the major.

Education Major Changes

The College of Education, in collaboration with the Admission's Office, has restricted students from transferring to UW-W and declaring an education major UNLESS the appropriate GPA for their desired major has been met.

Students transferring with

credits	info
1 - 23 credits	May transfer with any grade point and be allowed to declare education as their major.
24 - 71 credits	Must transfer with a minimum 2.50 GPA to be allowed to declare education as their major.
72 + credits	Must transfer with a minimum 2.75 GPA to be allowed to declare education as their major.

To be eligible for a change of major, the following GPAs must be met before the change of major form will be approved:

For all undergraduate licensure programs

credits	info
1 - 23 credits	Any grade point is acceptable to declare education as a major.
24 - 71 credits	Must have obtained a minimum 2.50 GPA to be allowed to declare education as a major.

72 + credits	Must have obtained a minimum 2.75 GPA to be allowed to declare education as a major.
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Health, Human Performance and Recreation

credits	info
0 - 23 credits	No GPA limit to declare HHPR as a major.
24 + credits	Must have obtained 2.25 GPA to declare HHPR as a major.

Communication Sciences & Disorders (non-licensure at undergraduate level)

credits	info
0 - 23 credits	No GPA limit to declare Comm Sci/Dis as a major.
24 - 71 credits	Must have obtained a 2.25 GPA to declare Comm Sci/Dis as a major.
72 + credits	Must have obtained a 2.50 GPA to declare Comm Sci/Dis as a major.

Change of major forms are routed through the Winther Hall Information Desk. If the above requirements are met, the request will be approved and the major will be changed.

Courses

EDFOUND 212 EDUCATIONAL PSYCHOLOGY 3 Units

This course is designed primarily for secondary school teachers. Among the areas considered are the psychology of teaching, learning theories, memory, development, intelligence, creativity, individual differences, motivation, and classroom management.

PREREQ: 2.75 COMBINED GPA OR PASSING SCORES ON ALL PARTS OF THE PRAXIS CORE (OR PPST/PRAXIS I), ACT, SAT, OR GRE. COREQ: CONCURRENT ENROLLMENT IN EDFNDPRC 210 EDFOUND 243 OR CONSENT OF DEPARTMENT

EDFOUND 214 PORTFOLIO DEVELOPMENT I *Repeatable* 1 Units

This course is designed to enable students to develop their Foundations Block portfolio, which is a requirement for admission to Professional Education.

PREREQ: 2.75 COMBINED GPA OR PASSING SCORES ON ALL PARTS OF THE PRAXIS CORE (OR PPST/PRAXIS I), ACT, SAT, OR GRE. COREQ: CONSENT OF THE DEPARTMENT

EDFOUND 222 CHILD DEVELOPMENT 3 Units

A developmental study of the child from conception to the onset of puberty, including physical, psychosocial and cognitive growth.

PREREQ: 2.75 COMBINED GPA OR PASSING SCORES ON ALL PARTS OF THE PRAXIS CORE (OR PPST/PRAXIS I), ACT, SAT, OR GRE. COREQ: CONCURRENT ENROLLMENT IN EDFNDPRC 210 EDFOUND 243 OR CONSENT OF DEPARTMENT

EDFOUND 230 INTRODUCTION TO HUMAN DEVELOPMENT 3 Units

The focus of this course is the study of human development and change throughout the entire lifespan from psychological, sociological, and biological perspectives.

EDFOUND 241 YOUTH CULTURE FORMATION: RACE, GENDER, AND SEXUALITY 3 Units

This course explores how various U.S. institutions construct "youth" as a social category, how those constructions are primarily interlocked with race and ethnicity, and how those constructions subsequently shape youth cultures in multi-faceted, intersectional cultural contexts such as music, gaming, sports, and media.

EDFOUND 243 FOUNDATIONS OF EDUCATION IN A PLURALISTIC SOCIETY 3 Units

This course is designed to prepare students to understand and teach in school settings with diverse populations. Attention will be directed to major educational issues, the experiences of students from diverse backgrounds, and the role of the teacher in a pluralistic society.

PREREQ: 2.75 COMBINED GPA OR PASSING SCORES ON ALL PARTS OF THE PRAXIS CORE (OR PPST/PRAXIS I), ACT, SAT, OR GRE. COREQ: CONCURRENT ENROLLMENT IN EDFOUND 243 AND [ONE OF FOLLOWING: EDFOUND 222, EDFOUND 230, EDFOUND 212 OR EDFOUND 481] OR CONS OF DEPT

EDFOUND 341 URBAN EDUCATION: ISSUES AND POLICIES (DV) 3 Units

This course introduces students to important issues and policies that influence urban schools. It provides a deeper understanding of the difficulties schools, parents, children, and teachers face in making American schools a truly equitable institution. The course is suitable for future teachers and policy professionals interested in the social, political and economic factors that shape urban schooling.

CROSS-LISTED: EDFOUND 341 AND POLISCI 341

EDFOUND 342 DIVERSITY, SERVICE-LEARNING, AND LEADERSHIP IN THE CITY 3 Units

This course uses the city as a laboratory to explore major course themes such as intersectionality, youth, power, and cultural relevance. In addition to academic coursework, the course gives students the invaluable opportunity to learn about, learn from, and work with diverse communities in the region through a hands-on, 50 hour fieldwork component. Transportation/additional trips are included via associated fees.

EDFOUND 410 CURRENT TOPICS IN EDUCATION *Repeatable* 1-3 Units

An in-depth examination of a single current topic of interest to preservice teachers seeking licensure in Early Childhood through Grade 12. Topics will vary from semester to semester, and may include, for example, discussions of national curriculum standards for school subjects, assessment issues, intervention, etc.

PREREQ: RESTRICTED TO STUDENTS WITH PROFESSIONAL ED ADMISSION

CROSS-LISTED: CIGENRL 410 AND EDFOUND 410

EDFOUND 423 MEASUREMENT AND EVALUATION IN PHYSICAL EDUCATION 3 Units

A study of principles and techniques used to evaluate pupil progress in physical education through a survey of available testing instruments and the use of elementary statistics.

PREREQ: JUNIOR STATUS AND ADMISSION TO PROFESSIONAL ED

EDFOUND 424 MEASUREMENT AND EVALUATION IN THE ELEMENTARY SCHOOL 3 Units

This class is designed for special education, communicative disorders, and elementary education majors. It includes testing, measurement, and evaluation of student progress in multiple contexts. Teacher testing, assessment, and decision making in the school environments are emphasized as well as examining traditional and performance assessment strategies. Basic statistical procedures, the use and interpretation of standardized tests, appropriate use of non-testing techniques are covered as well as various grading and reporting systems. PREREQ: JUNIOR STATUS AND ADMISSION TO PROFESSIONAL ED

EDFOUND 425 MEASUREMENT AND EVALUATION IN THE SECONDARY SCHOOL 3 Units

This class is designed for special education, communicative disorders and secondary education majors. It includes testing, measurement, and evaluation of student progress in multiple contexts and subject areas. Teacher testing, assessment, and decision making in the school environments are emphasized as well as examining traditional and performance assessment strategies. Basic statistical procedures, the use and interpretation of standardized tests, appropriate use of non-testing techniques are covered as well as various grading and reporting systems specific to the secondary school setting. PREREQ: JUNIOR STATUS AND ADMISSION TO PROFESSIONAL ED

EDFOUND 475 UNDERSTANDING AND DEALING WITH DISRUPTIVE CLASSROOM BEHAVIOR 3 Units

Designed to give students an opportunity to discuss the various theoretical approaches to handling disruptive behavior in the classroom and to apply these approaches to actual problem situations. Emphasis will also be placed on the prevention of behavior problems through the development of effective classroom procedures. Recommended for all Education majors.

EDFOUND 478 ADOLESCENT DEVELOPMENT 3 Units

Adolescent Development acquaints students with the major theories related to adolescent development and helps students interpret the theories in ways which are meaningful in understanding and working with adolescents. Focus is on the changes of adolescence with special attention given to the biological, cognitive, social and emotional systems.

EDFOUND 481 HUMAN ABILITIES AND LEARNING 3 Units

This course is designed to help educators comprehend and apply the fundamental psychological principles underlying the teacher-learning process. Among the areas considered are motivation, classroom management, instructional applications, individual differences and creativity.

PREREQ: PASS TWO PORTIONS OF PPST OR PROFESSIONAL ED ADMISSION OR CONSENT OF DEPARTMENT CHAIR

EDFOUND 482 EDUCATIONAL STATISTICS 3 Units

This course is designed for students at the senior or graduate level who find it necessary to be an educated consumer of statistical information. This is designed to be a first course on this topic. Major areas of study include gathering/organizing data, probability, inferential techniques (t-test, ANOVA, follow-up tests, correlation, and regression), non-parametric techniques (chi-square test), and single subject designs.

EDFOUND 486 CURRICULUM EVALUATION AND IMPROVEMENT 1 3 Units

This course is designed to train school personnel in the selection of published assessments and the creation of classroom-level assessment methods appropriate for making instructional decisions at a individual and classroom level. Emphasis will be placed on understanding core content area standards, formative assessment practices in content areas, developing valid pupil grading procedures, and ethical assessment methods, all with a focus on informing instruction. PREREQ: EDFOUND 424/EDFOUND 624 OR EDFOUND 425/EDFOUND 625 OR SPECED 462/SPECED 662

EDFOUND 490 WORKSHOP *Repeatable* 1-6 Units

Variable topics. Group activity oriented presentations emphasizing 'hands on' and participatory instructional techniques. Repeatable for a maximum of 9 credits in major/degree.

EDFOUND 492 FIELD STUDY 1-6 Units

Studies designed to increase the student's understanding of an area of library media by reading and travel under the direction of a member of the department. Area of concentration to be approved by the chairperson of the department. Repeatable. PREREQ: JUNIOR/SENIOR STATUS OR CONSENT OF INSTRUCTOR

EDFOUND 496 SPECIAL STUDIES *Repeatable* 1-3 Units

Variable topics. Group activity. Not offered regularly in the curriculum but offered on topics selected on the basis of timeliness, need, and interest, and generally in the format of regularly scheduled Catalog offerings. Repeatable for a maximum of 9 credits in major/degree.

EDFOUND 497 EXCHANGE STUDY *Repeatable* 1-12 Units

Variable topics

EDFOUND 498 INDEPENDENT STUDY *Repeatable* 1-3 Units

Study of a selected topic or topics under the direction of a faculty member. Repeatable. PREREQ: SPONSHORSHIP OF INSTRUCTOR AND PERMISSION OF DEPARTMENT