

**2005-07 Catalog Paradigm  
Early Childhood/Middle Childhood Education Major**

<b>First Year</b>	
1.	EDUC 120 and EDUC 125
2.	SSCI 220 (GS3)
3.	General Education
4.	General Education
5.	General Education
6.	General Education
7.	General Education
8.	General Education

<b>Second Year</b>	
1.	EDUC 281 and EDUC 249 <sup>SB</sup>
2.	EDUC 285 and EDUC 226 <sup>SB</sup>
3.	EDUC 286 <sup>SB</sup>
4.	EDUC 362 <sup>SB</sup>
	EDUC 223 (non-credit lab) <sup>SB</sup>
5.	EDUC 227 and EDUC 271
6.	EDUC 277
7.	EDUC 235 (2 Credits)
8.	General Education

<b>Third Year</b>	
1.	EDUC 272 AND EDUC 274 <sup>EC</sup>
2.	EDUC 392 <sup>EC</sup>
3.	EDUC 394 <sup>EC</sup>
4.	SOCI 234
5.	EDUC 350 **
6.	EDUC 386
7.	General Education
8.	General Education

<b>Fourth Year</b>	
1-2.	EDUC 440 <sup>ST</sup>
3-4.	EDUC 445 <sup>ST</sup>
5.	EDUC 373
6.	MATH XXX – 2 <sup>nd</sup> Math Course
7.	GENS 408 (GS12)
8.	General Education

SB Sophomore Block – courses must be taken concurrently

\*\* Sophomore Block is a prerequisite for EDUC 350

EC Early Childhood Block

ST Student Teaching Semester

## Progress Sheet

### Early Childhood/Middle Childhood Education Major

Student Name: _____ Student ID: _____	
<b>General Education – Lower Biennium</b>	<b>Major</b>
<input type="checkbox"/> <b>GS1</b> – Religious Studies __RELS 106 or RELS 114_____ <input type="checkbox"/> <b>GS2</b> – Philosophy of Human Nature __PHIL 120_____ <input type="checkbox"/> <b>GS3</b> – Human Relationships __SSCI 220_____ <input type="checkbox"/> <b>GS4</b> – Natural Science __A Physical Science_____ <input type="checkbox"/> <b>GS5</b> – Creative Expression __ENGL 150 or HUMA 100_____ <input type="checkbox"/> <b>GS6</b> – United States Heritage __POLI 130 or HIST 116_____ <input type="checkbox"/> <b>GS7</b> – Foreign Heritages __Any except HIST 112/113_____ <input type="checkbox"/> <b>GS8</b> – Quantitative Skills __MATH114 or more advanced_____ <input type="checkbox"/> <b>GS9</b> – Writing _____	<b>Required Courses:</b> <input type="checkbox"/> EDUC 120 Psychology for Teaching <input type="checkbox"/> EDUC 125 Foundations of U.S. Education  <input type="checkbox"/> EDUC 281 Educating Exceptional Children <input type="checkbox"/> EDUC 223 Instructional Technology (non-credit lab) <input type="checkbox"/> EDUC 285 Elementary Science Methods <input type="checkbox"/> EDUC 286 Elementary Math Methods <input type="checkbox"/> EDUC 362 Children’s Literature <input type="checkbox"/> EDUC 226 Elem/MS Social Studies Methods <input type="checkbox"/> EDUC 249 Pre-Student Teaching Experience, Elem  <input type="checkbox"/> EDUC 227 EC/Elem Music Education Methods <input type="checkbox"/> EDUC 271 Music & Movement for Pre-School <input type="checkbox"/> EDUC 392 History & Philosophy of EC Education Programs <input type="checkbox"/> EDUC 350 Developmental Reading & Language Arts <input type="checkbox"/> EDUC 277 Health Education Methods <input type="checkbox"/> EDUC 386 Reading Improvement in the Elem/MS <input type="checkbox"/> EDUC 272 A Multicultural Approach to Early Education Curricular Issues and Instructional Methods <input type="checkbox"/> EDUC 274 The Role of Play in the Growth and Development of Young Children <input type="checkbox"/> EDUC 394 Curriculum & Instruction Planning for Young Children <input type="checkbox"/> EDUC 235 Teaching Methods in the Arts  <input type="checkbox"/> EDUC 373 The Writing Process: Socio/Psycholinguistic Elements <input type="checkbox"/> SOCI 234 Society, Sex and Marriage <input type="checkbox"/> EDUC 440 Student Teaching: Early Childhood <input type="checkbox"/> EDUC 445 Student Teaching: Middle Childhood
<b>General Education – Upper Biennium</b>	
<input type="checkbox"/> <b>GS1</b> – Religious Studies _____ <input type="checkbox"/> <b>GS10</b> – Western Tradition _____ <input type="checkbox"/> <b>GS11</b> – Global Society __NSCI 301 or ENVS 300 or NSCI 333_____ <input type="checkbox"/> <b>GS12</b> – Senior Colloquium (GENS 400) __GENS 408_____ _____	<b>Letter of Intent:</b> A letter of intent to apply for admission to the Teacher Education Program must be filed in the Teacher Education Office. <b>Human Relations:</b> The Teacher Education Program requires that all students complete 50 hours (25 each of A & B) of human relations experience. <b>Praxis I (PPST):</b> Taken during the sophomore year, students must receive passing scores on tests of reading, writing, and math to be admitted to the Teacher Education Program. <b>Praxis II:</b> All must demonstrate their content knowledge by passing a standardized test in order to be certified. <b>Portfolio:</b> student must complete an acceptable certification portfolio <b>GPA:</b> A 2.75 GPA at the end of the freshman year is required for continuation in the education program. To be certified, students must maintain a 2.75 GPA overall and achieve a 3.0 GPA in major and/or minor.

**2005-07 Catalog Paradigm  
Middle Childhood/Early Adolescence Education Major**

<b>First Year</b>	
1.	EDUC 120 and EDUC 125
2.	SSCI 220 (GS3)
3.	General Education
4.	General Education
5.	General Education
6.	General Education
7.	General Education
8.	General Education

<b>Second Year</b>	
1.	EDUC 281 and EDUC 249 <sup>SB</sup>
2.	EDUC 285 and EDUC 226 <sup>SB</sup>
3.	EDUC 286 <sup>SB</sup>
4.	EDUC 362 <sup>SB</sup>
	EDUC 223 (non-credit lab) <sup>SB</sup>
5.	EDUC 228 and EDUC 235
6.	Minor
7.	Minor
8.	General Education

<b>Third Year</b>	
1.	EDUC 331 and EDUC 332 and EDUC 334 <sup>EA</sup>
2.	EDUC 377 <sup>EA</sup>
3.	EDUC 350
4.	EDUC 386
5.	MATH XXX – 2 <sup>nd</sup> Math Course
6.	Minor
7.	General Education
8.	General Education

<b>Fourth Year</b>	
1-2.	EDUC 445 <sup>ST</sup>
3-4.	EDUC 450 <sup>ST</sup>
5.	Minor
6.	Minor
7.	GENS 408 (GS12)
8.	General Education

SB Sophomore Block – courses must be taken concurrently

EA Early Adolescence Block – courses must be taken concurrently (1/2 course overload may be indicated for semester)

ST Student Teaching Semester

## Progress Sheet

### Middle Childhood/Early Adolescence Education Major

Student Name: _____ Student ID: _____	
<b>General Education – Lower Biennium</b>	<b>Major</b>
<input type="checkbox"/> <b>GS1</b> – Religious Studies __RELS 106 or RELS 114_____ <input type="checkbox"/> <b>GS2</b> – Philosophy of Human Nature __PHIL 120_____ <input type="checkbox"/> <b>GS3</b> – Human Relationships __SSCI 220_____ <input type="checkbox"/> <b>GS4</b> – Natural Science __A Physical Science_____ <input type="checkbox"/> <b>GS5</b> – Creative Expression __ENGL 150 or HUMA 100_____ <input type="checkbox"/> <b>GS6</b> – United States Heritage __POLI 130 or HIST 116_____ <input type="checkbox"/> <b>GS7</b> – Foreign Heritages __Any except HIST 112/113_____ <input type="checkbox"/> <b>GS8</b> – Quantitative Skills __MATH 114 or more advanced_____ <input type="checkbox"/> <b>GS9</b> – Writing _____	<b>Required Courses:</b> <input type="checkbox"/> EDUC 120 Psychology for Teaching <input type="checkbox"/> EDUC 125 Foundations of U.S. Education <input type="checkbox"/> EDUC 228 Elem/MS Music Education Methods <input type="checkbox"/> EDUC 235 Teaching Methods in the Arts <input type="checkbox"/> EDUC 281 Educating Exceptional Children <input type="checkbox"/> EDUC 223 Instructional Technology (non-credit lab) <input type="checkbox"/> EDUC 285 Elementary Science Methods <input type="checkbox"/> EDUC 286 Elementary Math Methods <input type="checkbox"/> EDUC 362 Children’s Literature <input type="checkbox"/> EDUC 226 Elem/MS Social Studies Methods <input type="checkbox"/> EDUC 249 Pre-Student Teaching Experience, Elem <input type="checkbox"/> EDUC 331 Adolescent Literature <input type="checkbox"/> EDUC 332 The Adolescent: Psychology and Methods in the Middle School <input type="checkbox"/> EDUC 334 Middle School Field Experience <input type="checkbox"/> EDUC 350 Developmental Reading & Language Arts <input type="checkbox"/> EDUC 377 Meeting Non-academic Needs <input type="checkbox"/> EDUC 386 Reading Improvement in the Elem/MS <input type="checkbox"/> EDUC 445 Student Teaching: Middle Childhood <input type="checkbox"/> EDUC 450 Student Teaching: Early Adolescence  MINOR _____ <input type="checkbox"/> _____ <input type="checkbox"/> _____ <input type="checkbox"/> _____ <input type="checkbox"/> _____ <input type="checkbox"/> _____ <input type="checkbox"/> _____
<b>General Education – Upper Biennium</b>	
<input type="checkbox"/> <b>GS1</b> – Religious Studies _____ <input type="checkbox"/> <b>GS10</b> – Western Tradition _____ <input type="checkbox"/> <b>GS11</b> – Global Society __NSCI301 or ENVS 300 or NSCI 333_____ <input type="checkbox"/> <b>GS12</b> – Senior Colloquium (GENS 400) __GENS 408_____ _____	<b>Letter of Intent:</b> A letter of intent to apply for admission to the Teacher Education Program must be filed in the Teacher Education Office. <b>Human Relations:</b> The Teacher Education Program requires that all students complete 50 hours (25 each of A & B) of human relations experience. <b>Praxis I (PPST):</b> Taken during the sophomore year, students must receive passing scores on tests of reading, writing, and math to be admitted to the Teacher Education Program. <b>Praxis II:</b> All must demonstrate their content knowledge by passing a standardized test in order to student teach. <b>Portfolio:</b> student must complete an acceptable certification portfolio <b>GPA:</b> A 2.75 GPA at the end of the freshman year is required for continuation in the education program. To be certified, students must maintain a 2.75 GPA overall and achieve a 3.0 GPA in major and/or minor.

**2005-07 Catalog Paradigm**  
**Early Adolescence/Adolescence Certification**

<b>First Year</b>	
1.	EDUC 120 and EDUC 125
2.	SSCI 220 (GS3)
3.	Major
4.	Major
5.	General Education
6.	General Education
7.	General Education
8.	General Education

<b>Second Year</b>	
1.	EDUC 351 <sup>SB</sup>
2.	EDUC 252 and EDUC 254 <sup>SB</sup>
3.	EDUC 281 and EDUC 250 <sup>SB</sup>
	EDUC 223 (non-credit lab) <sup>SB</sup>
4.	Major
5.	Major
6.	General Education
7.	General Education
8.	General Education

<b>Third Year</b>	
1.	EDUC 331 and EDUC 332 and EDUC 334 <sup>EA</sup>
2.	EDUC 377 <sup>EA</sup>
3.	Major
4.	Major
5.	Major
6.	Major
7.	General Education
8.	General Education

<b>Fourth Year</b>	
1-2.	EDUC 450 <sup>ST</sup> ( 2 courses)
3-4.	EDUC 455 <sup>ST</sup> ( 2 courses)
5.	GENS 408 (GS12)
6.	Major
7.	Major
8.	General Education

<sup>+SB</sup> Sophomore Block – courses must be taken concurrently

<sup>EA</sup> Early Adolescence Block – courses must be taken concurrently (1/2 course overload may be indicated for this semester)

<sup>ST</sup> Student Teaching Semester

## Progress Sheet

### Early Adolescence/Adolescence Certification

Student Name:  Student ID:	
<b>General Education – Lower Biennium</b>	<b>Major</b>
<input type="checkbox"/> <b>GS1</b> – Religious Studies __RELS106 or RELS114__ <input type="checkbox"/> <b>GS2</b> – Philosophy of Human Nature __PHIL120__ <input type="checkbox"/> <b>GS3</b> – Human Relationships __SSCI220__ <input type="checkbox"/> <b>GS4</b> – Natural Science __A Physical Science__ <input type="checkbox"/> <b>GS5</b> – Creative Expression __ENGL 150 or HUMA100__ <input type="checkbox"/> <b>GS6</b> – United States Heritage __POLI 130 or HIST 116__ <input type="checkbox"/> <b>GS7</b> – Foreign Heritages __Any except HIST 112/113__ <input type="checkbox"/> <b>GS8</b> – Quantitative Skills __MATH 114 or more advanced__ <input type="checkbox"/> <b>GS9</b> – Writing _____ _____	<b>Required Courses:</b> <input type="checkbox"/> EDUC 120 Psychology for Teaching <input type="checkbox"/> EDUC 125 Foundations of U.S. Education  <input type="checkbox"/> EDUC 281 Educating Exceptional Children <input type="checkbox"/> EDUC 223 Instructional Technology (non-credit lab) <input type="checkbox"/> EDUC 252 The Comprehensive High School <input type="checkbox"/> EDUC 254 Instructional Methodologies for Adolescents <input type="checkbox"/> EDUC 351 Reading & Language Arts Across Content Areas <input type="checkbox"/> EDUC 250 Pre-Student Teaching Experience, Secondary School  <input type="checkbox"/> EDUC 331 Adolescent Literature <input type="checkbox"/> EDUC 332 The Adolescent: Psychology and Methods in the Middle School <input type="checkbox"/> EDUC 334 Middle School Field Experience <input type="checkbox"/> EDUC 377 Meeting Non-academic Needs  <input type="checkbox"/> EDUC 450 Student Teaching: Early Adolescence <input type="checkbox"/> EDUC 455 Student Teaching: Adolescence
<b>General Education – Upper Biennium</b>	
<input type="checkbox"/> <b>GS1</b> – Religious Studies _____ <input type="checkbox"/> <b>GS10</b> – Western Tradition _____ <input type="checkbox"/> <b>GS11</b> – Global Society __NSCI 301 or ENVS 300 or NSCI 333__ <input type="checkbox"/> <b>GS12</b> – Senior Colloquium (GENS 400) __GENS 408__	<b>Letter of Intent:</b> A letter of intent to apply for admission to the Teacher Education Program must be filed in the Teacher Education Office. <b>Human Relations:</b> The Teacher Education Program requires that all students complete 50 hours (25 each of A & B) of human relations experience. <b>Praxis I (PPST):</b> Taken during the sophomore year, students must receive passing scores on tests of reading, writing, and math to be admitted to the Teacher Education Program. <b>Praxis II:</b> All must demonstrate their content knowledge by passing a standardized test in order to student teach. <b>Portfolio:</b> student must complete an acceptable certification portfolio <b>GPA:</b> A 2.75 GPA at the end of the freshman year is required for continuation in the education program. To be certified, students must maintain a 2.75 GPA overall and achieve a 3.0 GPA in major and/or minor.

## **College Catalog Education (EDUC)**

Education is both an academic discipline and a professional program that prepares students for secondary, middle, elementary and pre-school teaching careers. The goal of teacher education at St. Norbert College is the production of self-educating men and women, who will carry on the Norbertine tradition of scholarship and educational service by transmitting a heritage of wisdom, skills and moral commitment to the next generation. By studying both professional education and traditional academic subjects, students grow intellectually. Commitment to Christian service and the process of learning how to fulfill that commitment through teaching, help young adults grow personally and morally. Through various teacher education programs, students prepare for teaching careers and become active and effective participants in community life.

Teacher education at St. Norbert College includes preparation in the natural sciences, mathematics, the humanities, foreign languages, fine arts, and social science, as well as professional education. All of the teacher education programs combine study in traditional academic subjects with theory courses, field experiences, methods courses and student teaching. While our faculty takes pride in its ability to integrate theory with applied or practical knowledge, St. Norbert students gain additional practical knowledge through working directly with cooperating teachers in local public or parochial schools through numerous course activities, practicum experiences, and student teaching. Teacher training may also incorporate an international experience through student teaching opportunities in Great Britain, Ireland, Scotland, Wales, Australia, New Zealand, St. Lucia, Ghana, South Africa, or Japan.

Enrollment in teacher education is limited to 100 students per entering class (hereafter referred to as a cohort). Eligibility is determined by a student's overall GPA at the end of the freshman year. Students with GPAs of less than 2.75 will not be admitted to the teacher education cohort. During the freshmen year, prospective early childhood, elementary, middle school, secondary, and music teachers must sign a cohort form to be filed in the teacher education office (Boyle 225) in order to be considered for acceptance into their teacher education cohort.

Students are formally admitted into the Teacher Education Program at the end of their pre-professional block and must apply to student teach during their junior or senior year. To be accepted to student teach and to be licensed, candidates must maintain at least a 3.0 grade point average in their major, minor and professional education and 2.75 average overall. They must demonstrate proficiency in listening and oral communication, complete the human relations requirement and pass the pre-professional skills tests in reading, writing, and mathematics. In addition, every candidate for licensure will be expected to develop and periodically submit for review a detailed portfolio reflecting the Wisconsin Standards for Teacher Development and Licensure. Prior to student teaching, a candidate must obtain a physician's certificate of satisfactory health. The Praxis II content area examination must be passed before a student can be recommended for certification.

The St. Norbert College Web Site for Teacher Education contains full details on all teacher certification programs, and it establishes the currently effective requirements for the Teacher Education Program. All transfer students seeking teacher certification will be expected to meet with the Director of Teacher Education and will not be permitted to take education courses unless the student has met all program requirements at the student's stage of entry. High course enrollments in education courses may limit the number of transfer students able to enroll in education courses.

All prospective teachers should consult with their advisor(s) on a regular basis. This is especially important given the likelihood of changes in state certification requirements over the period of the students' undergraduate years. Completion of degree and certification requirements within the allotted June 2006 – (2009 and subsequent Cohorts)

time (i.e. the equivalent of eight or nine semesters depending on the area of licensure) may not be possible unless the student plans carefully with an "education" advisor from the beginning of his/her study at St. Norbert College. All secondary majors in teacher education must have an assigned advisor from among the teacher education faculty. Students are notified of changes in licensing requirements through the Education Newsletter, the student's academic advisor, and yearly updating of the Teacher Education Web Site.

**Graduate School Advisor:** Dr. Mary Greenlaw

### **Teacher Education Program Outcomes**

The St. Norbert College Teacher Education Program has adopted the Wisconsin Standards for Teacher Development and Licensure as its program objectives. It is expected that all teachers certified by St. Norbert will possess the knowledge, skills and dispositions and be able to demonstrate the performances entailed in each standard through portfolio assessment and student teaching.

The Wisconsin State Performance Standards

- 1) Integrated Knowledge Literacy: The teacher appreciates and practices methods of inquiry and understands the structures of curriculum disciplines. He or she is able to guide students toward integrated knowledge literacy, meaningful inquiries, and critical thinking outcomes.
- 2) Human Development: The teacher uses knowledge of human development (i.e., physical, cognitive, social, personal, and moral) to design activities consistent with age norms, while considering each individual student's needs.
- 3) Individual Learners: The teacher understands and identifies differences among learners and maximizes achievement in positive student learning and performance.
- 4) Pedagogy: The teacher uses appropriate pedagogy to develop student's thinking skills: problem solving, metacognition, critical and inferential thought, creativity, and application skills.
- 5) Individual and Group Motivation: The teacher stimulates individual student and group commitments toward creating learning environments that enhance social and academic discourse, active learning engagements, and self-motivating energies.
- 6) Interpersonal Communication: The teacher practices effective communication with students and peers using a variety of communication skills, including emergent technologies.
- 7) Holistic Planning: The teacher functions as a reflective decision-maker regarding the selection of appropriate teaching strategies resulting in the greatest benefit for the individual and the community.
- 8) Informal and Formal Assessment: The teacher uses standardized (achievement and aptitude) and authentic assessments (portfolios, anecdotal records, running records, observational records, performances) to evaluate intellectual, social, and physical development.
- 9) Reflective, Professional Practitioner: The teacher is committed to and practices on-going reflective assessment of learning and fosters these attributes in his or her students.
- 10) Collegiality and Collaboration: The teacher collaborates with the broader community of learners: parents, colleagues, agencies, society.
- 11) Expressing and Modeling Values: The teacher speaks and acts in ways that enhance student values of shared decision-making, democratic citizenship, and openness to the perceptions and beliefs of diverse cultural populations.
- 12) Change Agent: The teacher is a critic of historical and current educational practices and pursues reform to maximize the educational environment for all students.

## **Additional Information**

Certification Portfolio: To be licensed, students must submit an acceptable certification portfolio based on the Wisconsin's Standards for Teacher Development and Licensure. Complete portfolio guidelines, and a description of the portfolio development process appears in the Teacher Education Web Site. Questions can be addressed by the Portfolio Coordinator.

Advisement: For the proper sequencing of courses the student is advised to consult the Teacher Education Web Site. Each student is also assigned to a faculty advisor and is free to consult with the advisor at any time. The advisor and student meet prior to each registration period to help the student meet all Wisconsin Department of Public Instruction and St. Norbert College requirements. It is imperative that students familiarize themselves with their certification paradigm and monitor their program carefully to ensure appropriate progress through the teacher education program.

Half Courses / 2 semester credit courses: There are many half-courses in Education that enable a better focus on areas of significance. Two half-courses are regarded as equivalent to a full course for tuition purposes but may result in students having more than the typical 16 class hours per week in some semesters.

## **Certification Programs**

St. Norbert College currently offers four certification programs, which lead to Wisconsin Department of Public Instruction initial licensure. These are listed below.

- \* Early Childhood-Middle Childhood.....(Ages Birth - 10)
  - \* Middle Childhood-Early Adolescence.....(Ages 6-13)
  - \* Early Adolescence-Adolescence.....(Ages 10-21)
  - \* Music Education .....(Ages Birth-21)
- 
- .....General..... (Grades K-12)
  - .....Instrumental..... (Grades K-12)
  - .....Choral..... (Grades 6-12)

In addition to the program described in detail below, St. Norbert College offers add-on certification programs (12 credits) in Adaptive Education and Assistive Technology and for teaching religion in private Catholic schools. St. Norbert also offers a Master's of Science in Education degree.

## **2005-07 Catalog Education Requirements**

### **Early Childhood-Middle Childhood Certification (Ages Birth-10)**

This certification requires the student to complete course requirements for the elementary education major and the coursework for early childhood.

The elementary education major consists of seven half credit courses and five full credit courses in education (EDUC 120, 125, 223, 226, 227, 235, 249, 281, 285, 350, 362, 386); three courses which are part of the general education program (SSCI 220, NSCI 301, and GENS 408); and a two course load of elementary student teaching (EDUC 445 and 447). All candidates must also complete a second course in mathematics (e.g., MATH 212, MATH 243, or SSCI 224).

The early childhood coursework consists of three half credit courses, five additional full courses in early childhood education and sociology (EDUC 271, 272, 274, 277, 373, 392, 394, and SOCI 234); and a two course load in early childhood and kindergarten student teaching (440, and 441).

When registering for certain courses (e.g. EDUC 362), early childhood students must enroll in those sections that focus on the very young child, ages 0-8. Students seeking early childhood certification in Illinois should consult with the Director of Teacher Education about current Illinois regulations.

**Middle Childhood - Early Adolescence (Ages 6-13)** This certification requires the student to complete course requirements for the education major, special courses that focus on the middle school (listed below) and an academic, teaching or certification minor. Selected minors are listed below:

Language Arts German\*

Broadfield Social Studies History

Mathematics Education Math

Broadfield Science Biology

English as a Second Language Earth Science and Space Science

Spanish\* Chemistry

French\* Physics

English

\*Students minoring in modern foreign language must complete an international immersion experience in their target language in order to be licensed.

The elementary education major consists of seven 1/2 (2 semester credits) courses and five full courses in education (EDUC 120, 125, 223, 226, 228, 235, 249, 281, 285, 350, 362, 386); 3 courses which are part of the general education program (SSCI 220, NSCI 301, and GENS 408); and a two course load of elementary student teaching (EDUC 445 and 447).

The middle school curriculum consists of three 1/2 (2 semester credits) courses (EDUC 331, 332, 334), one full credit course (EDUC 377) and a two course load of student teaching in the middle school (EDUC 450 and 451). Depending on the student's choice of minor, the middle childhood-early adolescence program could require students to complete as many as 34 courses. A student may still complete all requirements for graduation and licensure within four years, however, by overloading one or more semesters or by enrolling in a summer session. Students will be charged an overload fee for courses taken in excess of the 32 courses required for graduation. (See fees section of Catalog for courses taken in excess of a normal load).

### **Middle Childhood-Early Adolescence Certification Minors**

#### **Language Arts Minor:**

ENGL 150 Literary Genres, ENGL 290 The English Language, ENGL 307 Fiction Writing or ENGL 308 Poetry Writing, EDUC 373 The Writing Process, COMM 122 Interpersonal Communications, and one additional course from ENGL or COMM.

#### **Broad Field Science Minor:**

One course from each of the natural sciences: BIOL, CHEM, GEOL and PHYS (if you take NSCI 104 it will substitute for either BIOL, CHEM or PHYS. It does not substitute for GEOL), one environmental science course: ENVS 300 Environmental Science, NSCI301 Environmental Studies or NSCI 333 Issues in World Technology. A second course in BIOL, CHEM, GEOL, or PHYS to complete the introductory sequence (e.g. BIOL 121, CHEM 107, PHYS 122).

#### **Broad Field Social Studies Minor:**

HIST 111, HIST 112, HIST 113 Western Civilization or HIST 350 Modern European History, HIST 116 History of the United States, POLI 130 American Politics & Government, GEOG 225 Social Geography or GEOG 140 World Regional Geography. Two additional courses from ECON, GEOG, POLI, SOCI, or PSYC excluding courses taken to fulfill General Education Area 7 and 12.

**Mathematics Minor:**

One of the following from CSCI 102 Introduction to Computers and Algorithms or CSCI 110 Introduction to Computer Programming or EDUC 356 Teaching & Learning with Multimedia or EDUC 357 Telecommunications: Education in a Global Context or EDUC 358 Hardware, Software, Networks and Training: Tools for Technology; SSCI 224 Basic Statistics; MATH 243 Multicultural Mathematics Ideas; MATH 212 Math Applications; MATH 124 Survey of Calculus or MATH 131 Calculus and Analytic Geometry I. One course in applied mathematics (e.g. PHYS 121, CHEM 105, ECON 101, ECON 102, BUAD 105).

**English as Second Language:**

This minor is appropriate for a candidate whose first language is English or a non-native speaker who has received an acceptable score on the TOEFL. (Test of English as a Foreign Language). Non-native English speakers will be required to take the TOEFL. Identified deficiencies in English skills may necessitate additional coursework to achieve ESL certification. Required courses: ENGL 290 The English Language, ENGL 305 Advanced Critical Writing or EDUC 373 The Writing Process, IDIS 310 Language Analysis and Applied Linguistics, COMM 330 Intercultural Communication, EDUC 310 Methods in teaching English as a Second Language, and two semesters of Foreign Language Study at SNC (i.e. advanced, new, or beginning).

**Early Adolescence-Adolescence (Ages 10-21)**

This certification requires completion of an academic major (usually 10 courses), courses in the middle school curriculum, course work in professional education (listed below), and student teaching at the secondary (EDUC 455, 458) and middle school levels (EDUC 450, 451).

The required professional education courses include five half credit courses (including special methods) and two full courses in education (EDUC 120, 125, 223, 250, 30x, 281, 351) three half credit courses plus one full course in the middle school curriculum (EDUC 331, 332, 334, ED 377), and three courses which are part of the general education program (SSCI 220, NSCI 301 or NSCI 333, GENS 408). Depending on the student's choice of major, certification may require completion of more than 32 courses. A student may still complete all requirements within four years by overloading one or more semesters or enrolling in a summer session.

The majors that are available for licensure at St. Norbert College are Humanities: English, French\*, Spanish\*, German\*, Speech/Communication, History, and Religious Studies; Social Science: Economics, Political Science, Psychology, Sociology, and Broad Field Social Science; Natural Science: Biology, Chemistry, Earth Science, Physics, Broad Field Science, and Mathematics).

*\* French, Spanish, and German majors are licensed for all ages (birth - age 21), but follow the same program as the early adolescence-adolescence certification students. In order to be licensed, students majoring or minoring in a modern foreign language must complete an international immersion experience in their target language.*

**Broadfield Social Studies and Broad Field Science** are certification options which allow students to teach fusion (i.e. interdisciplinary) courses in the social or natural sciences in addition to courses in the area defined by their college major (e.g. geography history, political science, economics psychology, sociology. chemistry, zoology, biology). In order to qualify for a license in Broad Field Social Studies, or Broad Field Science, an individual shall have completed a social studies program major or a major in one of the subcategories under this subdivision. The social studies program or the science program shall include competencies in each of the subcategories listed in this subdivision with a concentration in at least one of the subcategories. A concentration is required to teach upper level high school courses in the specific subject subcategory. The following subcategories are available as individual licenses and shall be

included in the broad-field social studies license or broad field science" (-Burmester, 1-9-03.) These certifications require a total of 14-16 courses distributed broadly across the social or natural sciences. If interested, students should discuss the feasibility of obtaining this additional certification with their advisor or the Director of Teacher Education. Broad Field certification may require more than eight semesters to complete.

### **Additional Certifications:**

**Broadfield Social Science (14 courses):** The broad field social science teaching major for students seeking certification as secondary school social science teachers consists of 14 courses chosen from the following social studies disciplines: Economics; Geography, History; Political Science; Psychology; and Sociology. Three options are available to the student.

*Option A:* Nine courses in ONE of the above disciplines and five course from the remaining disciplines with a two-course sequence in at least two of the disciplines.

*Option B:* Six courses in ONE of the disciplines named above, and eight courses distributed over at least three other social studies areas.

*Option C:* Six courses in ONE of the disciplines named above, two-course sequence in at least two other disciplines named and the remaining four course distributed over other social science areas.

For the teaching major, other professional education requirements for secondary education must also be fulfilled.

A student may also be licensed to teach in a subject for which the student has completed a minor. Candidates should be advised, however, that adding additional minors/majors might extend the students' college experience beyond eight semesters. In addition to the subjects listed under majors above, St. Norbert College offers certification minors in Computer Science and English as a Second Language (ESL).

### **Certification in Music Education**

St. Norbert College offers three Music Education certifications: Instrumental Music, General Music and Choral Music. Candidates are normally licensed in General Music and either Instrumental or Choral Music. Please refer to the section of this Catalog labeled "Music" for a complete description of the Music Education Major.

**Instrumental Music (Grades K-12):** The Instrumental Music program includes six half credit courses in education (EDUC 120, 125, 250, 281, 316, 351), a semester of student teaching, and 13 courses in music.

**General Music (Grades K-12):** The General Music program includes eight half credit courses in education (EDUC 120, 125, 250, 281, 315, 317, 318, 351), a semester of student teaching and 12 courses in music.

**Choral Music (Grades 6-12):** The Choral Music Program includes eight half credit courses in education (EDUC 120, 125, 250, 281, 315, 317, 318, 351), a semester of student teaching, and 12 courses in music.

### **Required Student Teaching**

A student must successfully complete a full-day full-semester student teaching experience. Furthermore, a student must teach at each of the levels at which he/she will be certified to teach. The most common paradigm for each certification program is listed below.

### **Elementary/Early Childhood-Middle Childhood**

EDUC 440 Student Teaching, Kindergarten

EDUC 445 Student Teaching, Primary School (Professional Seminar)  
EDUC 447/448 Student Teaching, Elementary School

### **Middle Childhood-Early Adolescence**

EDUC 445 Student Teaching, Primary School (Professional Seminar)  
EDUC 447 Student Teaching, Elementary School  
EDUC 450/451 Student Teaching, Middle School

### **Early Adolescence-Adolescence**

EDUC 450/451 Student Teaching, Middle School  
EDUC 455 Student Teaching, Secondary (Professional Seminar)  
EDUC 458 Student Teaching, Secondary School

**Music** EDUC 469/473 Student Teaching General Music (K-12)  
EDUC 470/474 Student Teaching Choral Music (6-12)  
EDUC 471/472 Student Teaching Instrumental Music, Elem/Middle  
EDUC 475/476 Student Teaching Instrumental Music, Secondary

### **Overseas Student Teaching:**

EDUC 477/478 Overseas Student Teaching

As appropriate, one or two of the course numbers assigned to Overseas Student Teaching will replace one or two of the student teaching course numbers listed previously.

### **Non-Course Requirements for Certification**

The Human Relations Requirements: Every prospective teacher is required to take SSCI 220, GENS 408, and EDUC 281 to provide a broader understanding of the diverse racial, ethnic, economic backgrounds, and special needs of children and young adults. In addition to course work, each prospective teacher must spend 50 hours interacting with representatives of three target populations (U.S. minorities, low SES, physically or cognitively challenged). Twenty-five of these hours are to be spent with minority leaders or advocates (seminars, conventions, speakers) and the other 25 hours are to be spent in direct face to face experiences. The Human Relations Program is described in detail in the Teacher Education Web Site.

### **Praxis I: Pre-Professional Skills Test (PPST)**

Wisconsin requires all certification candidates to pass minimum competency tests in three areas: reading, writing, and mathematics. Students will be introduced to the Praxis I (PPST) tests during Summer Orientation and will be encouraged to register to take the tests in January of the student's freshman year. You can register online. The Educational Testing Service (ETS) Wisconsin web site on the Praxis tests is located at ETS Praxis Series Tests. This site contains specific information about each test as well as registration and test location information. Registration booklets are also available in the Education Office, Boyle Hall 225. Students must bear the cost of registering for the tests and must successfully complete the PPST by the conclusion of their pre-professional block experience.

Currently, the state has established the following minimum scores for entry into teacher preparation (Reading - 175, Writing - 174, and Mathematics - 173). Students will not be admitted to the Teacher Education Program without successfully passing the PPST tests. Students may retake the test until these requirements are met.

### **Praxis II: Content Assessment**

The Wisconsin Department of Public Instruction (WDPI) requires that all pre-service teachers, in order to be certified to teach in the state, demonstrate their content knowledge by passing a standardized test--The Educational Testing Service's Praxis II series.

In order to take the exam a pre-service teacher must have passed the PPST (or had it waived), been accepted into the SNC Teacher Education Program, and declared a major/minor/concentration area/certification program. Students are required to take the Praxis II prior to enrolling in student teaching. Unlike the PPST, no waivers are allowed on the Praxis II tests.

Information about the state requirement is located on Wisconsin Department of Public Instruction (WDPI) web page on the new Content Knowledge Assessment.

Those in the SNC Early Childhood-Middle Childhood program should take the 10014 version of the Praxis II test.

Those in the SNC the Middle Childhood/Early Adolescence program should take the 20146 version of the Praxis II test.

Those in the SNC the Early Adolescence/Adolescence program should take the Praxis II test in their major. See the Praxis Series Information and Registration Bulletin (available in the Education Office).

All English majors, regardless of concentration, should take 10041 version of the Praxis II test - English Language, Literature, & Composition: Content Knowledge. All Mathematics majors should take 10061 version of the Praxis II test - Mathematics: Content Knowledge. All majoring in a Science area, regardless of specific major, should take 10435 version of the Praxis II test - General Science: Content Knowledge. All majoring in a Social Studies area, regardless of specific major, should take 10081 version of the Praxis II test - Social Studies: Content Knowledge. All Modern Foreign Language majors should take the test in their major: French majors take the 20173 version of the Praxis II test - French: Content Knowledge. German majors take the 20181 version of the Praxis II test - German: Content Knowledge. Spanish majors take the 10191 version of the Praxis II test - Spanish: Content Knowledge. All Music Education majors should take the 10113 version of the Praxis II test - Music: Content Knowledge.

### **Add-on Certification Programs**

#### **Adaptive Education**

The Adaptive Education add-on license (Department of Public Instruction, Code #859), is issued to an applicant who holds or is eligible for a regular license and who has completed an approved program, including a concentration in adaptive education, which includes course work in the following:

1. Two electives in special education areas.
2. The modification of content, instructional strategies and learning environments for children with disabilities in the regular education setting.
3. A practicum in adaptive education in the area of licensure.

Courses are offered during summer sessions and evenings during the academic year.

Interested students are encouraged to contact the Education Office for additional information.

#### **Certification to Teach Religion in a Private Catholic School**

Future teachers considering employment in private Catholic schools who wish to be certified to teach religion in those schools must meet three requirements: preparation in scripture, preparation in theology,

and preparation in religious education methods. Candidates meeting all other requirements for a teaching license can satisfy these requirements by taking the following courses.

Scripture - RELS 106 Introduction to the Bible

Theology - RELS 360 The Essentials of Catholic Thought

Methods - Requirements determined by local diocese.\*

\*Participation in the Green Bay Diocese' Education Annual Conference (held at St. Norbert) can also contribute toward partial fulfillment of the methods requirement.