**EDUCATION, BS: EARLY CHILDHOOD-ADOLESCENCE: ENGLISH AS A SECOND LANGUAGE**

The English as a Second Language (ESL) Program is available as a major or a minor. An ESL major is for students who plan to teach English to non-native speakers from birth to age 21, in PK through 12th grade. Students must select the Early Childhood through Adolescence ESL major for grades PK through 12th grade. The ESL minor will result in an additional certification at the same level as your initial license.

Students at this level of certification may also add the following licenses while pursuing or after obtaining their ESL licensure as their initial certification:

- World Languages

### Requirements

#### Code | Title | Credits
--- | --- | ---
University General Education Requirements | 24-46
Program Core | 9-12
Content Area | 36
Professional Education Requirements | 14-24
Electives (to ensure 128 credits at time of graduation) | 21-37
Minimum credits for degree | 128

* Requirement credit totals vary based on student test scores, previous area-specific knowledge, and GER course choice.

#### University General Education Requirements (GER)

Required courses for this program fulfill some of the university’s General Education Requirements. Consult Program Core for specific courses.

#### Code | Title | Credits
--- | --- | ---
**GER Competency Requirements**

**Oral and Written Communication, Part A**

- 0-3

**Oral and Written Communication, Part B**

- Complete an OWC-B approved advanced course with a grade of C or better

**Quantitative Literacy, Part A**

- 0-3

**Quantitative Literacy, Part B**

- Complete a QL-B approved advanced course with a grade of C or better

**Foreign Language**

- Complete one of the following:
  - 2 consecutive semesters of college instruction in a single foreign language with passing grades
  - 2 consecutive years of high school instruction in a single foreign language with passing grades

#### Program Admission Requirements (p. 2)

#### Program Core

#### Code | Title | Credits
--- | --- | ---
COMMUN 103 | Public Speaking (GER-HU, fulfilled prior to program admission) | 3
CURRINS 300 | Introduction to Teaching: Colloquium and Fieldwork (fulfilled prior to program admission) | 3

#### Non-Western History or Contemporary Culture

Select one of the following SUGGESTED courses:

- ANTHRO 213 | American Indian Peoples of Wisconsin (GER-CD, GER-SS)
- ENGLISH 276 | Introduction to American Indian Literature: (GER-CD, GER-HU)
- AIS 203 | Western Great Lakes American Indian Community Life of the Past (GER-CD, GER-SS)
- HIST 263 | North American Indian History Since 1887 (GER-CD, GER-SS)

#### Minority Group Relations (Act 31)

- 0-3

A component of the Human Relations Requirement for Teacher Certification is met by completing one of the following courses or a one-day seminar.

- ANTHRO 213 | American Indian Peoples of Wisconsin (GER-CD, GER-SS)
- ENGLISH 276 | Introduction to American Indian Literature: (GER-CD, GER-HU)
- AIS 203 | Western Great Lakes American Indian Community Life of the Past (GER-CD, GER-SS)
- HIST 263 | North American Indian History Since 1887 (GER-CD, GER-SS)

#### GER Distribution Requirements

<table>
<thead>
<tr>
<th>Name</th>
<th>Code</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Arts</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>Humanities</td>
<td>0-6</td>
<td></td>
</tr>
<tr>
<td>Social Sciences</td>
<td>3-6</td>
<td></td>
</tr>
<tr>
<td>Natural Sciences</td>
<td>6</td>
<td></td>
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</tbody>
</table>

**Total Credits:** 18-42

1. Requirement fulfilled, or partially fulfilled, prior to program admission.
2. Program-specific requirements fulfill, or partially fulfill, University GER requirements. Program identifies certain course categories (i.e. literature, biology, political science, etc) be used to fulfill some GERs in order to meet PI 34 Statutory Requirements.
3 Both statutory requirements can be met by taking one course.

<table>
<thead>
<tr>
<th>Content Area</th>
<th>Code</th>
<th>Title</th>
<th>Credits</th>
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</thead>
<tbody>
<tr>
<td>36-credit Recommended Sequence:</td>
<td></td>
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<td></td>
</tr>
<tr>
<td>ENGLISH 400</td>
<td>Introduction to English Linguistics</td>
<td>3</td>
<td></td>
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<tr>
<td>or LINGUIS 350</td>
<td>Introduction to Linguistics</td>
<td></td>
<td></td>
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<tr>
<td>ENGLISH 402</td>
<td>Theories of Language and Literature:</td>
<td>3</td>
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<tr>
<td>ENGLISH 403</td>
<td>Survey of Modern English Grammar</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>LINGUIS 410</td>
<td>Literacy, Grammar, and Methodologies in ESL Education</td>
<td>3</td>
<td></td>
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<tr>
<td>LINGUIS 420</td>
<td>Introduction to Second Language Acquisition</td>
<td>3</td>
<td></td>
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<tr>
<td>ENGLISH 404</td>
<td>Language, Power, and Identity</td>
<td>3</td>
<td></td>
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<tr>
<td>or LINGUIS 430</td>
<td>Language and Society</td>
<td></td>
<td></td>
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<tr>
<td>ENGLISH 567</td>
<td>Materials for ESL Instruction</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>CURRINS 541</td>
<td>Principles and Methods of Teaching ESL</td>
<td>3</td>
<td></td>
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<tr>
<td>CURRINS 542</td>
<td>History and Politics of Second Language Education</td>
<td>3</td>
<td></td>
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<tr>
<td>CURRINS 543</td>
<td>Developing Biliteracy</td>
<td>3</td>
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<tr>
<td>CURRINS 546</td>
<td>Language, Content, and Comprehensible Input</td>
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<tr>
<td>CURRINS 655</td>
<td>Applied Educational Linguistics</td>
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<td>Total Credits</td>
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</table>

Professional Education Requirements

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<tr>
<th>Code</th>
<th>Title</th>
<th>Credits</th>
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<tbody>
<tr>
<td>Select one of the following:</td>
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<tr>
<td>ED PSY 330</td>
<td>Introduction to Learning and Development</td>
<td>3</td>
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<tr>
<td>ED PSY 631</td>
<td>Cognition: Learning, Problem Solving and Thinking</td>
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<tr>
<td>ED PSY 640</td>
<td>Human Development: Theory and Research</td>
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<tr>
<td>Select one of the following:</td>
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<tr>
<td>EXCEDUC 300</td>
<td>The Exceptional Individual</td>
<td>3</td>
</tr>
<tr>
<td>EXCEDUC 531</td>
<td>Inclusion for Secondary Educators: Humanities, the Arts, Foreign Language</td>
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<tr>
<td>EXCEDUC 600</td>
<td>Survey of Exceptional Education</td>
<td></td>
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<tr>
<td>EXCEDUC 605</td>
<td>Child, Learner, Disabilities</td>
<td></td>
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<tr>
<td>Select one of the following:</td>
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<tr>
<td>CURRINS 503</td>
<td>Assessment Issues in Language Education</td>
<td>3</td>
</tr>
<tr>
<td>CURRINS 504</td>
<td>Methods for Biliteracy and Language Arts in Primary Grades</td>
<td></td>
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<tr>
<td>CURRINS 544</td>
<td>Improving the Teaching of Reading:</td>
<td></td>
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<tr>
<td>CURRINS 545</td>
<td>Reading in the Content Areas: Middle, Junior, and Senior High School</td>
<td></td>
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<tr>
<td>Student Teaching</td>
<td></td>
<td></td>
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<tr>
<td>CURRINS 444</td>
<td>Student Teaching in ESL: Early Childhood-Adolescence:</td>
<td>2-12</td>
</tr>
<tr>
<td>CURRINS 445</td>
<td>Seminar in Language Education</td>
<td>3</td>
</tr>
<tr>
<td>Total Credits</td>
<td></td>
<td>14-24</td>
</tr>
</tbody>
</table>

4 A grade of C or better is required for all professional education requirements, including student teaching. Prerequisites may be required.

5 Students must complete paperwork in order to be assigned a student teaching placement. To be approved for placement, additional criteria must be met. See Benchmarks (p. 2) for details.

Additional Requirements for Graduation

- Minimum cumulative grade point average of 2.75 in all professional education courses. This includes any transfer coursework that is counted towards certification at UWM, as well as grades earned in student teaching or field experiences;
- Satisfactory completion of a minimum 128 credits;
- Completion of the last year of coursework (30 credits) in residence at UW-Milwaukee;
- Program Portfolio - based on the 10 Wisconsin Teacher Standards; and
- Completion of edTPA (Teacher Performance Assessment) required for certification.

Advance to Major

Program Admission Requirements

Application to the English as a Second Language program requires satisfactory completion of the requirements listed below. For more information about the application process, visit our website at: http://uwm.edu/education/academics/second-language/.

- Pre-Professional Skills Test: Passing scores on one of the following exams: Praxis I, CORE, ACT, SAT, or GRE. ACT, SAT, and GRE scores must be within five years of admission term to academic program. Please see your academic advisor for additional information.
- English Composition: Achieve a placement level of 4 or higher on the English Placement Test, or complete ENGLISH 102 or an equivalent with a grade of C or better.
- Mathematics Skills: Achieve a placement level of 30 or higher on the Math Placement Test, or complete MATH 103, MATH 105, MATH 175, or an equivalent, with a grade of C or better. Note: MATH 103 or MATH 105 are recommended as they also meet core curriculum requirements.
- Completion of CURRINS 300, Introduction to Teaching, with a grade of C or better.
- Completion of CURRINS 504, Methods for Biliteracy and Language Arts in Primary Grades.
- A 2.5 minimum GPA in all English as a Second Language content courses.
- A minimum of 48 credits (UWM and transfer credits) at the time of admission application. It is not required to have all the Core Curriculum courses completed at the time of application.

Benchmarks

Student Teaching

Students must complete an application to request/be assigned a student teaching placement. Deadlines for submission are posted by the Office of Clinical Experiences. (http://uwm.edu/education/academics/clinical-experiences)

To be approved, students must ALSO meet the following criteria:
• Be admitted to the School of Education
• Complete all required coursework. An exception to allow a student to take a course concurrently with student teaching requires approval by the student’s faculty advisor.
• Have a minimum cumulative GPA of 2.5 on all undergraduate coursework, including transfer courses.
• Have a minimum 2.75 GPA in all content area and professional education courses.
• Passing scores reflected on your transcript for the Praxis II exam: English to Speakers of Other Languages: Content Knowledge #5361.
• Removal of all F and/or I (incomplete) grades.
• TB test results submitted to the Office of Clinical Experiences (may take up to 6 weeks).
• Criminal Background Check submitted to the Office of Clinical Experiences.

Undergraduate Advising
Our purpose is to provide collaborative, mentoring relationships which promote educational, career, and professional development. We value a student-centered, holistic, and ethical approach to advising based on strong partnerships with students, faculty and staff, and the larger campus community. We are committed to creating a respectful and supportive environment. We encourage students to be self-reliant through informed decisions and choices based upon dissemination of accurate information. We value our own continuous professional development to enhance the quality of the advising experience.

How to Prepare for an Advising Meeting
• Review your Advisement Report in PAWS (http://uwm.edu/registrar/academic-unit-services/paws-academic-advisement).
• Come prepared with questions or topics for discussion.
• Make a list of courses you think you should take.
• Investigate opportunities to prepare for the job you want.
• Keep a record of your academic progress.
• Understand you are ultimately responsible for creating your educational, life, and career plans.
• Maintain honest and open communication with your advisor.
• Take responsibility for choices you make as a student and member of the UW-Milwaukee community.

Scheduling an Appointment
Office of Student Services
Enderis Hall, Room 209
(414) 229-4721
soeinfo@uwm.edu

Walk-In Hours
Walk-in advising is for current School of Education students and is limited to 10-15 minutes. Offered weekly on Thursday from 1-4 PM, these opportunities allow for you to meet briefly with your assigned academic advisor, or an advisor familiar with your program of study.

Transfer Student Not Yet Enrolled at UWM?
If you are attending a different college or university and would like to transfer to UWM to study in the School of Education and have questions, please connect with our Transfer Advisor, Emilee Schultz, at (414) 229-6019 or emilee@uwm.edu.

Graduate Advising
If you are a School of Education graduate student, you may schedule an appointment with your faculty advisor by contacting your faculty advisor directly. Faculty contact information can be found in the People Directory (https://uwm.edu/education/people). Your faculty advisor will be listed in your PAWS account. If you are unsure who your advisor is, please contact Graduate Program Admissions Specialist Allison Hochmuth (https://uwm.edu/education/people/hochmuth-allison).

Honors in the Department of Teaching and Learning
Departmental Honors are granted to students who have achieved a cumulative GPA of 3.500 or above, based on a minimum of 40 graded UWM credits earned prior to the final semester.

Honors in the School of Education
Dean’s Honor List
GPA of 3.750 or above, earned on a full-time student’s GPA on 12 or more graded credits in a given semester.

Honors Degree and Honors Degree with Thesis
Granted to graduating seniors who complete Honors College requirements, as listed in the Honors College (http://catalog.uwm.edu/opportunities-resources/honors-college) section of this site.

Commencement Honors
Students with a cumulative GPA of 3.500 or above, based on a minimum of 40 graded UWM credits earned prior to the final semester, will receive all-university commencement honors and be awarded the traditional gold cord at the December or May Honors Convocation. In schools and colleges in which fewer than 15% of the traditional students have a 3.500 GPA, all-university honors will be awarded to approximately the top 15% of graduating students. A criterion GPA (not lower than 3.200) for this 15% will be calculated based on statistics from the previous comparable semester. Please note that for honors calculation, the GPA is not rounded and is truncated at the third decimal (e.g., 3.499).

Final Honors
Earned on a minimum of 60 graded UWM credits: Cum Laude - 3.500 or above; Magna Cum Laude - 3.650 or above; Summa Cum Laude - 3.800 or above.