**Educational Studies (EDS) - Graduate Courses**

**Courses**

**EDS 400/500 Cr.1-3**  
**Continuing Education Professional Development**  
This course provides continuing education opportunities for Educational Professionals on a wide variety of topics. Topics selected for this course will mirror current trends and professional development interests of individual school district or educational institution. Varying topics will be offered with a specific title assigned to each. This course is open to professionals practicing in the education field and offered through the Continuing Education and Extension Office (CEE). Repeatable for credit with a different topic. EDS 400/500 credits cannot be used toward any Department of Educational Studies undergraduate or graduate programs. Consent of instructor. Offered Fall, Winter, Spring, Summer.

**EDS 511 Cr.3**  
**Curriculum & Pedagogy for Early Childhood-Middle Childhood/ Middle Childhood-Early Adolescence**  
The course is designed to consider the nature of a teaching profession, the use of standards in a profession, and responsibilities of PK-12 educators. The role of schools in society will be examined along with the history and politics of school curriculum. Possible levels of curriculum use in schools from knowledge reproduction to curriculum integration will be discussed. Culturally responsive teaching and conflict resolution will be emphasized. Prerequisite: admission to a DES graduate program; completed basic skills testing milestones. Offered Fall, Spring.

**EDS 412/512 Cr.5**  
**Teaching Reading and Literacy**  
This course will focus on teaching reading/literacy strategies and techniques for K-8 classrooms. The course will cover pedagogy and application of best practices in reading/literacy instruction. This course is taken concurrently with the Field Experience One course with a placement in an elementary classroom. Prerequisite: EDS 511; to be taken concurrently with EDS 513; admission to a DES graduate program. Offered Fall, Spring.

**EDS 413/513 Cr.3**  
**Teaching Social Studies: Early Childhood-Middle Childhood/Middle Childhood-Early Adolescence**  
This course is designed to provide teacher candidates with basic understanding of curriculum content, instructional methods and materials, and assessment strategies in social studies for children in kindergarten through middle school. Prerequisite: EDS 511; to be taken concurrently with EDS 512; admission to a DES graduate program. Offered Fall, Spring, Summer.

**EDS 414/514 Cr.1**  
**Foundations of Reading Seminar**  
The purpose of this course is to review and discuss key concepts related to the foundations of reading, including the sub-areas of (1) foundations of reading development (phonological and phonemic awareness, concepts of print and the alphabetic principle, phonics, word analysis skills), (2) development of reading comprehension (vocabulary development, reading comprehension skills and strategies), and (3) reading assessment and instruction (formal and informal assessments, multiple theories and approaches). In addition, the course prepares pre-service and in-service teachers to demonstrate their knowledge and understanding of teaching reading by composing an organized and developed analysis/written response for given teaching reading scenarios. Repeatable for credit - maximum three. Pass/Fail grading. Offered Fall, Winter, Spring, Summer.

**EDS 421/521 Cr.3**  
**Teaching General Science Methods-Early Childhood-Middle Childhood/Middle Childhood-Early Adolescence**  
This course is designed to introduce teacher candidates to current methods and practices for teaching general science education, including issues of environmental topics. Candidates will explore the need for elementary sciences within their teaching areas. Methods facilitate investigations regarding the nature of science as a discipline for instruction and assessment for student learning. Diversity and gender issues in science education are studies emphasized. Prerequisite: to be taken concurrently with EDS 522 and EDS 545; admission to a DES graduate program. Offered Fall, Spring.

**EDS 422/522 Cr.2**  
**Teaching Mathematics Methods-Early Childhood-Middle Childhood/Early Adolescence**  
This course is designed to provide teachers candidates with basic understanding of curriculum content, instructional methods and materials, and assessment strategies in mathematics for children in preschool through middle school. Teacher candidates will examine the scope and sequence of PK-8 mathematics standards documents as well as explore models for short and long term instructional planning. Candidates will use assessment data to differentiate instruction to meet the needs of individual students that may include response to Intervention planning and Professional Learning communities. Prerequisite: EDS 402; a grade of "C" or better in MTH 135 and MTH 136; to be taken concurrently with EDS 421/521 and 445/545; admission to a DES graduate program. Offered Fall, Spring.

**EDS 451/551 Cr.3**  
**Contemporary Literacy Secondary Learners-Early Childhood-Adolescence/Early Adolescence-Adolescence**  
This class prepares students to experience literacy foundations from traditional and electronic text formats in a global information society. The search for meaning is shaped by language competencies applied in local, national, and international settings. The purpose of this class is to engage learners in the acquisition of skills and processes to facilitate literacy growth in traditional content areas at the middle and high school students. Prerequisite: admission to a DES graduate program. Offered Fall, Spring.

**EDS 475/575 Cr.1-3**  
**Educational Studies Special Topics**  
The purpose of this course is to provide opportunities for teacher candidates or aspiring teachers to gain experience and knowledge for education topics. Offered Fall, Winter, Spring, Summer.
EDS 600 Cr. 3

Research in Education
The design, analysis, and interpretation of quantitative, qualitative data and action research relative to education. Attention is given to assisting students in being critical consumers of the research literature as well as designing their own studies. Prerequisite: admission to a DES graduate program. Offered Fall.

EDS 710 Cr. 3

Comparative Studies of Education
This course introduces students to foundational issues in public education from a global perspective. After exploring the philosophical, historical, socioeconomic and political dimensions of public education in the United States. The course will include study of educational traditions, educational policy and school reform in select countries around the world on a comparative basis. The concept of the educated person provides an essential orientation for cross-cultural analysis. Prerequisite: admission to DES graduate program. Offered Annually.

EDS 780 Cr. 1-3

Contemporary Issues
This course engages students in the examination of a current issue impacting public education and the teaching profession through the integration of focused research, debate, and writing. The issue under study may change each term depending on the importance and currency of the problem. Repeatable for credit - maximum three. Prerequisite: admission to a DES graduate program. Offered Fall, Spring.

EDS 792 Cr. 1

Culminating Field Experience Seminar
This seminar course is designed to deepen students’ critical thinking regarding issues of educating children, professionalism, conflict resolution, and classroom management. This course is taken during the student teaching semester. Registration occurs through the Office of Field Experience only. Prerequisite: admission to a DES graduate program; to be taken concurrently with EDS 493, EDS 494 or EDS 495. Consent of department. Offered Fall, Spring.