Courses

+EDS 203 Cr.3
School, Society, and Teachers
In this course, students will examine the social, historical, and philosophical foundations of schooling and the teaching profession, with specific attention on the individual roles of teachers. Students will explore the ways teachers are positioned within the twenty-first century and begin to delve into the complexities and nuances of the field of education in relation to school law, governance, ethics, school financing, and accountability reforms. Students in this course will critically examine reform movements; pedagogical innovations in the field of education; and policy changes such as ACT 31 (which addresses the history, culture, and tribal sovereignty of the twelve Native American nations and tribes in WI). Students will also begin to articulate their personal philosophies of education through analysis of social class, race, gender, conflicting aims of education, and formal and hidden curricula. This course focuses on teacher education preparation, but is open to all students who are interested in the role of education in society and the roles that teachers play in shaping an educated society. Offered Fall, Spring, Summer.

+EDS 206 Cr.3
Multicultural Education
This introductory diversity course explores the role that multiculturalism plays in schools and the broader society. This course examines aspects of identity from anthropological, sociological, historical, political, and economic perspectives and how they intersect in school settings. It uses schools as the site for analyzing the ways in which aspects of minority cultures are addressed and incorporated into educational instruction in public schools. Through engagement with diverse texts, activities, and presentations, it prepares students for teaching and working in increasingly diverse and pluralistic schools and communities, and specifically with minority cultures. Moreover, the course maintains a concerted focus on how students, teachers, parents, and community members experience and perceive schooling in the United States. The students in the course develop a nuanced understanding of cultural representation at the individual, institutional, and societal levels by critically examining key texts as well as their own personal experiences. Finally, the course provides future teachers and all citizens with the analytical and pedagogical tools to ensure that multiculturalism is valued, cultivated, and promoted in classrooms across the U.S. Prerequisite: EDS 203 recommended. Offered Fall, Winter, Spring, Summer.

EDS 309 Cr.2
Education in a Global Society
This course supports preparing teachers as 21st century globally responsive citizens by examining the field of comparative and international education through an exploration of pedagogical systems, geopolitical considerations, and the influence of globalization on the teaching profession. Through the study of social foundations with a global perspective, students will consider the shifting goals of education as well as the complexities and structures of power that serve to influence learning from multiple theoretical and epistemological positions. Students will also develop advanced skills in the effective integration of educational technologies by creating collaborative multimodal comparative case studies, and using enhanced digital learning platforms and web-based international communication tools. Prerequisite: EDS 203, EDS 206. Offered Fall, Spring, Summer.

EDS 311 Cr.3
Curriculum and 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: EDS 203, EDS 206; declared education major. Offered Fall, Spring.

EDS 318 Cr.3
Literacy Methods I
This course will focus on the major components of reading/literacy theories and research and how to apply this knowledge to effective teaching practices. It will cover reading processes, assessments, instructional practices, planning interventions, working with diverse learners, and children's literature. Prerequisite: EDS 308. Offered Fall, Spring.

EDS 351 Cr.4
Language, Literacy, and Culture in the Middle Level Classroom
This course is designed to equip teacher candidates to understand theoretical and research-based foundations of literacy processes and instruction. Through an integrated field experience at a local middle school, candidates will learn about the complex processes of planning discipline-specific literacy instruction, engaging students in learning, and assessing student learning. Candidates will further develop understanding and practices related to the topics of academic language, disciplinary literacy, teacher performance assessment (edTPA), text complexity, and conflict resolution. A multi-day, consistent schedule in the field experience classroom will be established by the course instructor in consultation with the teacher candidate and cooperating teacher. Prerequisite: EDS 203; EDS 206; admission to an EC-A or EA-A teacher education program. Consent of department. Offered Fall, Spring, Summer.

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 department. Offered Fall, Winter, Spring, Summer.
EDS 402 Cr.2
Field Experience I: Early Childhood-Middle Childhood/Middle Childhood-
Early Adolescence
This course is the first field experience in a school environment.
Teacher candidates will be introduced to professionalism, classroom
management, and conflict resolution. Teacher candidates will plan and
teach lessons within the designated developmental range. A multi-
day, consistent schedule (typically 3 consecutive half days) in the field
experience classroom will be established by the course instructor
in consultation with the teacher candidate and cooperating teacher.
Prerequisite: EDS 308, EDS 311, EDS 318; must be taken concurrently
with EDS 413 and EDS 418; admission to teacher education program;
junior standing. Consent of department. Offered Fall, Spring, Summer.

EDS 412 Cr.5
Teaching Reading and Literacy: Early Childhood-Middle Childhood/
Middle Childhood-Early Adolescence
This course will focus on teaching reading/literacy strategies and
techniques for elementary and middle level classrooms. The course will
cover pedagogy and application of best practices in reading/literacy
instruction. Prerequisite: EDS 308, EDS 311; to be taken concurrently
with EDS 402 and EDS 413; junior standing. Consent of department.
Offered Fall, Spring, Summer.

EDS 413 Cr.3
Teaching Social Studies: Early Childhood-Middle Childhood/Middle
Childhood-Early Adolescence
This course provides teacher candidates with an introduction to the
issues and best practices in social studies education in elementary
and middle level classrooms, promoting the development of inquiry, cultural
awareness, multiple perspectives, active learning, and critical thinking.
Teacher candidates will explore curriculum, techniques, and materials,
which promote powerful and meaningful social studies. Prerequisite:
EDS 308, EDS 311; must be taken concurrently with EDS 402 and
EDS 418; admission to teacher education program; junior standing.
Consent of department. Offered Fall, Spring, Summer.

EDS 414 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. Prerequisite: EDS 418
or concurrent enrollment; junior standing. Pass/Fail grading. Offered
Occasionally.

EDS 418 Cr.3
Literacy Methods II
The course will focus on teaching reading/literacy strategies and
techniques for K-8 classrooms. It will cover pedagogy and application of
best practices in literacy instruction. This course is taken concurrently
with the Field Experience One courses with a placement in an
elementary school classroom. Prerequisite: EDS 318; taken concurrently
with EDS 402 and EDS 413. Consent of department. Offered Fall, Spring, Summer.

EDS 421 Cr.3
Teaching General Science Methods: Early Childhood-Middle Childhood/
Middle Childhood-Early Adolescence
This course is designed to introduce EC-MC and MC-EA teacher
candidates to current methods and practices for teaching science in
elementary and middle school classrooms. Teacher candidates will
develop their understanding of the scope and sequence of science
curricula. Diversity and gender issues in science education will also
be emphasized. Prerequisite: EDS 402; MTH 135 with a grade of "C" or
better; to be taken concurrently with EDS 422 and EDS 445; admission
to teacher education program; junior standing. Consent of department.
Offered Fall, Spring.

EDS 422 Cr.2
Teaching Mathematics Methods: Early Childhood-Middle Childhood-
Early Adolescence
This course is designed to introduce EC-MC and MC-EA teacher
candidates to current methods and practices for teaching mathematics
in elementary and middle school classrooms. Teacher candidates will
develop strategies designed to support all learners. Prerequisite: EDS 402; grade
of "C" or better in both MTH 135 and MTH 136; to be taken concurrently
with EDS 421 and EDS 445; admission to teacher education program; junior
standing. Consent of department. Offered Fall, Spring, Summer.

EDS 445 Cr.2
Field Experience II: Early Childhood-Middle Childhood/Middle
Childhood-Early Adolescence
This course is the second field experience in a school environment.
Teacher candidates will further develop their professionalism, classroom
management techniques, and conflict resolution skills. Teacher
candidates will develop and teach lessons including units of instruction
as well as building and maintaining the classroom environment within
the designated developmental range. A multi-day, consistent schedule
(typically 3 consecutive half days) in the field experience classroom
will be established by the course instructor in consultation with the
teacher candidate and cooperating teacher. Prerequisite: EDS 402; to be
taken concurrently with EDS 421 and EDS 422; taken concurrently with
EDS 452 (MC-EA majors only); admission to an EC-MC or MC-EA teacher
education program; junior standing. Consent of department. Offered Fall, Spring.

EDS 450 Cr.2
Field Experience II: Early Childhood-Adolescence
This course is a second field experience in a school environment for
teacher candidates pursuing a major in the EC-A developmental range.
Teacher candidates will further develop their professionalism, classroom
management techniques, and conflict resolution skills. Teacher
candidates will develop and teach lessons including units of instruction
as well as building and maintaining the classroom environment within
the designated developmental range. A multi-day, consistent schedule
in the field experience classroom will be established by the course
instructor in consultation with the teacher candidate and cooperating
teacher. Prerequisite: EDS 351; admission to an EC-A (art, music) teacher
education program; junior standing. Consent of department. Offered Fall, Spring.
EDS 453 Cr.3

**Teaching in Schools**
This course is designed to prepare teacher candidates (TCs) for full professional involvement in schools by being able to understand and implement current educational research and reform efforts. Building on the curriculum, instruction, and assessment models learned in earlier courses, TCs will learn to function in professional learning communities (PLCs) to implement curriculum and educational reforms including integrated curriculum, responsive classrooms, effective classroom management, and family/community engagement. A focus on middle level pedagogy (i.e., meeting the academic, social-emotional, and behavioral needs of the young adolescent learner) will undergird this course. Prerequisite: EDS 402; taken concurrently with EDS 445. Consent of department. Offered Fall, Spring.

EDS 463 Cr.3

**Designing Instruction and Ongoing Assessment for Diverse Learners**
This course addresses multiple critical skills for teacher candidates. This class has been designed to better prepare teacher candidates to make valid and reliable data-driven decisions for all students, to include exceptional learners. Students will be presented with information to help them better understand why the effective use of data is critical in providing quality instruction and fundamental in implementing a culture of continuous data to improve teaching and learning. Some of the specific topics covered in the course are teacher beliefs, data literacy (to include being able to describe comprehensive views of data sources and data privacy), Universal Design for Learning (UDL), tiered systems of support (e.g., MTSS, RtI, PBIS), curriculum-based evaluations, formative and summative assessments, evidence-based practices, and progress monitoring procedures. Prerequisite: SPE 401; admission to the teacher education program; junior standing. Offered Fall, Spring, Summer.

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. This course is taught largely at an undergraduate level. Graduate students will have additional course requirements/expectations. Offered Fall, Winter, Spring, Summer.

EDS 492 Cr.1

**Student Teaching Seminar**
This seminar course provides an opportunity to discuss and further develop teacher candidates’ critical thinking regarding issues of the field and practice of educating school-age individuals. As a result of this course teacher candidates will discuss current issues experienced within their student teaching experiences as well as issues around the areas of professionalism, conflict resolution, and classroom management. Prerequisite: to be taken concurrently with EDS 493, EDS 494, or EDS 495; admission to teacher education; passing content competency benchmarks; passing scores in Wisconsin Foundations of Reading Test and/or ACTFL oral & written proficiency rating of "Intermediate-High" for modern language certification candidates. Consent of department. Pass/Fail grading. Offered Fall, Spring.

EDS 493 Cr.1-11

**Student Teaching: Early Childhood-Middle Childhood/Middle Childhood-Early Adolescence**
Student teaching is a full day, full school semester, professional experience in selected elementary and secondary schools with qualified, approved cooperating teachers. Orientation, seminars, and other professional experiences are also required. May be repeated for credit in a subsequent semester for each additional licensure. Registration occurs through the Office of Field Experience only. Prerequisite: completion of education requirements, including special methods courses; appropriate education faculty recommendation; 2.75 cum GPA and 2.75 GPA in major, minor, concentrations & professional coursework; passing content competency benchmarks; passing scores in WI Foundations of Reading Test and/or ACTFL oral & written proficiency rating of "Intermediate-High" for modern language certification candidates. Consent of department. Satisfactory/Unsatisfactory grading. Offered Fall, Spring.

EDS 494 Cr.1-11

**Student Teaching: Early Childhood-Adolescence/Early Adolescence-Early Adolescence**
Student teaching is a full day, full school semester, professional experience in selected elementary and secondary schools with qualified, approved cooperating teachers. Orientation, seminars, and other professional experiences are also required. May be repeated for credit in a subsequent semester for each additional licensure. Registration occurs through the Office of Field Experience only. Prerequisite: completion of education requirements, including special methods courses; appropriate education faculty recommendation; 2.75 cum GPA and 2.75 GPA in major, minor, concentrations & professional coursework; passing content competency benchmarks; and/or ACTFL oral & written proficiency rating of "Intermediate-High" for modern language certification candidates. Consent of department. Satisfactory/Unsatisfactory grading. Offered Fall, Spring.

EDS 495 Cr.1-11

**Teaching Internship**
Teaching internship is a full day, full school semester, professional experience in selected PK-12 schools with qualified, approved cooperating teachers. Orientation, seminars, and other professional experiences are also required. Must apply and be selected for an approved internship opportunity through the Office of Field Experience. Must be licensed as an intern according to PI 34.028 of Wisconsin State code for educator licenses. Registration occurs through the Office of Field Experience only. Prerequisite: completion of other education course requirements; appropriate education faculty recommendation; 3.0 cum GPA; passing content competency benchmarks; ACTFL oral & written proficiency rating of "Intermediate-High" for world language certification teacher candidates; passing scores in WI Foundations of Reading Test for EC-MC & MC-EA teacher candidates; acceptance into internship opportunity by Office of Field Experience. Consent of department. Satisfactory/Unsatisfactory grading. Offered Fall, Spring.