EDS 203 Cr.3  
School and Society  
This course examines the historical and philosophical foundations of schooling and the teaching profession, with specific attention on the individual roles of teachers. It explores the ways teachers are positioned within the twenty first century as well as the contemporary issues they face, including but not limited to school law, governance, ethics, financing, and accountability reforms. In sum, the course aims to provide a foundational understanding of the ways in which schools influence and are influenced by society while locating individual students-as future teachers and citizens-within the current educational milieu. 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 citizens teachers 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, Spring, Summer.

EDS 308 Cr.3  
Foundations of Literacy  
The focus of this course will be on the language and language arts/literacy development for all learners. This course provides students with the theories, principles, goals, and pedagogical skills for teaching language arts/literacy for K-8 classrooms. Emphasis will be given to critical literacy including effective practices from multicultural and multilingual literacy perspectives. Candidates will also develop an understanding of political and social dimensions of language arts/literacy education. Prerequisite: declared education major; completed basic skills testing milestone. Offered Fall, Spring, Summer.

EDS 309 Cr.2  
Education In a Global Society (Early Adolescence-Adolescence)  
In support of teachers as globally responsive citizens, this course studies international education issues relating to global poverty, gender inequality and the impact of globalization on the teaching profession. Comparative case studies regarding education systems in other parts of the world are integrated to provide a stronger global perspective on social, economic and political aspects of schooling. Prerequisite: EDS 203. 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: declared education major; completed basic skills testing milestone. Offered Fall, Spring.

EDS 319 Cr.2  
Teaching with Integrated Technology I  
This course is an introduction to the systematic planning of instructional technology. Course objectives include developing functional skills in computer hardware and software, design of multimedia materials, and effective application of technology in teaching and learning. The course focuses on the basic principles of learning through technology integration into instruction with the use of multimedia, web development, instructional media, distance learning, Internet use and ethical, legal, and social issues in technology. Lect. 1, Lab 1. Prerequisite: declared education major; sophomore standing. Offered Fall, Winter, Spring, Summer.

EDS 351 Cr.4  
Language, Literacy, and Culture in the Secondary Classroom  
This course consists of class sessions and an integrated field experience. It is designed to equip teacher candidates to understand theoretical and evidence-based foundations of literacy processes and instruction. Students will: a) learn about instructional strategies, approaches, and materials to support student learning in literacy, b) learn about a variety of assessments and how assessment information can be used to plan and evaluate literacy instruction, c) develop an awareness, understanding, respect, and value for diversity and its impact on literacy, and d) learn about factors in the learning environment that foster literacy achievement. Prerequisite: admission to teacher education. Offered Fall, Spring.

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 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. Candidates will be introduced to professionalism, classroom management, and conflict resolution. Candidates will plan and teach lessons within the designated developmental range. Prerequisite: EDS 203, EDS 308, EDS 311; to be taken concurrently with EDS 412 and EDS 413; admission to teacher education program; junior standing. Offered Fall, Spring, Summer.
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 203, EDS 308, and EDS 311; to be taken concurrently with EDS 402 and EDS 413; junior standing. 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 303, EDS 308, and EDS 311; to be taken concurrently with EDS 402 and EDS 412; admission to teacher education program; junior standing. 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. Prerequisite: EDS 308; admission to teacher education program; EDS 412 for EC-MC and MC-EA majors. 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 that will include environmental topics. EC-MC and MC-EA teacher candidates will explore the need for these sciences in their teaching areas. Methods will be investigated regarding the nature of science as a discipline, strategies for instruction and assessment for student learning. Diversity and gender issues in science education are 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. Offered Fall, Spring.

EDS 422/522 Cr.2
Teaching Mathematics Methods-Early 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 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; grade of "C" or better in both MTH 135 and MTH 136; to be taken concurrently with EDS 421/521 and EDS 445/545; admission to teacher education; junior standing. Offered Fall, Spring.

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. Candidates will further develop their professionalism, classroom management techniques, and conflict resolution skills. Candidates will develop and teach lessons including units of instruction as well as building and maintaining the classroom environment within the designated developmental range. Lect. 1, Lab 1 Prerequisite: EDS 402; to be taken concurrently with EDS 421 and EDS 422; admission to teacher education program; junior standing. Offered Fall, Spring.

EDS 450 Cr.2
Field Experience II-Early Childhood-Early Adolescence
This course is the second field experience in a school environment. Candidates will further develop their professionalism, classroom management techniques, and conflict resolution skills. Candidates will develop and teach lessons including units of instruction as well as building and maintaining the classroom environment within the designed developmental range. Lect. 1, Lab 1 Prerequisite: to be taken concurrently with EDS 451; admission to teacher education program; junior standing. Offered Fall, Spring.

EDS 451/551 Cr.3
Contemporary Lit for Secondary Learners-Early Childhood-Early 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: to be taken concurrently with EDS 450; admission to teacher education program; junior standing. Offered Fall, Spring.

EDS 452 Cr.3
Teaching in Schools
This course is designed to prepare teacher candidates for full professional involvement in schools by being able to understand and implement current educational research and reform efforts in schools. Building on the curriculum, instruction, and assessment models learned earlier in the program, teacher candidates will learn to function within professional learning communities to implement curriculum and educational reforms including integrated curriculum, responsive classrooms, effective classroom management, and family/community engagement. Current educational reform agendas will be presented to prepare candidates for their work in schools. Teacher candidates will learn the legal information that is applicable to their role as teachers and the organization and operation of schools and their role within them. Prerequisite: EDS 402. Offered Fall, Spring, Summer.

EDS 463 Cr.3
Designing Instruction and Ongoing Assessment for Diverse Learners
This course addresses multiple critical skills for teaching candidates. The course will provide in-depth coverage of the Response to Intervention (RTI) model, and in particular how it relates to learners with special needs. Directly connected to the RTI content will be a focus on both formal and informal assessment strategies students may use for progress monitoring. The course will also cover differentiation techniques the students may apply based on their knowledge of student needs and progress. Prerequisite: SPE 401; admission to the teacher education program; junior standing. 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 492 Cr.1
Student Teaching Seminar
This seminar course provides an opportunity to discuss and further develop candidates’ critical thinking regarding issues of the field and practice of educating school-age individuals. As a result of this course 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 or EDS 494 or EDS 495; admission to teacher education. Consent of department. Offered Fall, Spring.

EDS 493 Cr.3-15
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 scores in Praxis II content areas; 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.3-15
Student Teaching: Early Adolescence-Adolescence/Early Childhood 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; 3.0 cum GPA and 3.0 GPA in major, minor, concentrations & professional coursework; 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.3-15
Teaching Internship
Teaching internship 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. Must be selected for Wisconsin Internship Program placement and a State Intern License. Registration occurs through the Office of Field Experience only. Prerequisite: completion of education requirements, including special methods courses; appropriate education faculty recommendation; 3.0 cum GPA and 2.75 GPA in major, minor, concentrations & professional coursework; passing scores in Praxis II content areas; and/or ACTFL oral & written proficiency rating of "Intermediate-High" for modern language certification candidates; passing scores in WI Foundations of Reading Test for EC-MC & MC-EA candidates. Consent of department. Satisfactory/Unsatisfactory grading. Offered Fall, Spring.