Educational Studies Department (EDS)

Department of Educational Studies
Interim Department Chair: Adrienne Loh
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Programs within the Department of Educational Studies

- Early Childhood-Middle Childhood Education Program (ages birth-11) (early childhood-middle childhood certification, abbreviated EC-MC)
- Middle Childhood-Early Adolescence Education Program (ages 6-12 or 13) (middle childhood-early adolescence certification, abbreviated MC-EA)
  - Requires completion of a minor: biology, chemistry, computer science, earth science, English, French, general science, geography, German studies, history, mathematics, physics, political science, school health education, social studies, sociology, Spanish, special education, teaching English to speakers of other languages (TESOL)
- Early Childhood-Adolescence Program (ages birth-21) (early childhood-adolescence certification, abbreviated EC-A)
  - Requires major in art, French\(^1\), German studies\(^1\), music (general, choral, or instrumental), Spanish\(^1\)

\(^1\) Minors in French, German studies, and Spanish are certifiable at the early childhood-adolescence developmental range only, unless another language is completed as a major. If a language major and language minor are completed, both languages may be certifiable at the early childhood-adolescence range.

Educational Studies admission to program policy

Applicants must apply and be accepted into the program prior to registration for certain education courses. Although applicants apply after 24 credits are earned, applicants can only be officially admitted to the Department of Educational Studies (DES) teacher education programs after the completion of 40 credits. Students are also required to disclose past criminal offenses (http://catalog.uwlax.edu/undergraduate/education/#disclosure-past-offenses) to be admitted to any teacher education program.

Prior to submitting an application for admission to the Early Childhood-Middle Childhood Education Program (ages birth-11); Middle Childhood-Early Adolescence Education Program (ages 6-13), with a certifiable minor; and EC-A: Early Childhood-Adolescence Programs (ages birth-21), with a major in art, music, French, German studies, or Spanish; teacher applicants must meet the following criteria:

1. **Basic Skills Test:** Applicants must have passing scores on a basic skills test (http://catalog.uwlax.edu/undergraduate/education/#Skills-testing) in order to apply to a teacher education program.

2. **Writing statement:** Early Childhood-Middle Childhood and Middle Childhood-Early Adolescence applicants must submit a writing statement based on a prompt supplied (see "admission requirements") on the Department of Educational Studies website (http://www.uwlax.edu/Educational-Studies) for the specific prompt when they apply for the program.

3. **Preliminary course work:** Applicants seeking licensure in Early Childhood-Middle Childhood Education and Middle Childhood-Early Adolescence Education must have a minimum of 24 credits in which grade points have been earned (includes transfer credit). Applicants seeking licensure in EC-A must have a minimum of 40 credits in which grade points have been earned (includes transfer credit).

4. **Combined cumulative grade point average:** Early Childhood-Middle Childhood Education and Middle Childhood-Early Adolescence Education applicants must have earned a combined cumulative GPA of 3.00 in all academic work taken prior to applying for admission. EC-A applicants must have earned a combined cumulative GPA of 2.75. This includes transfer grade points averaged with residence grade points.

5. Applicants who have significant extenuating circumstances that prevent them from meeting one of the admission criteria above may provide a detailed letter documenting why they should still be considered for admission (in addition to submitting basic skills test (http://catalog.uwlax.edu/undergraduate/education/#Skills-testing) scores, evidence of preliminary course work, and college transcripts). Documentation should include evidence to support the request for consideration (example: attempted number of times basic skills tests have been taken and past basic skills test scores). Applicants must also provide contact information for two references who can support their request and who can speak to their ability to be successful in the DES teacher education program.

Application procedures

Students who meet the criteria described above may obtain additional information on the application from DES. Applications are accepted during the first three weeks of the fall or spring semesters. Students who meet the criteria described above may fill out the DES admission application (http://www.uwlax.edu/Educational-Studies) under "admission requirements."

Applications will not be accepted after 4:00 p.m. on the Friday of the third week of the fall or spring semester. Incomplete applications will not be considered. Admission decisions will be sent to applicants via e-mail by Friday of the eighth week of each semester. Any applicant who changes major or licensure track must reapply for admission. Readmission will be based on current admission criteria.

Notice to potential teacher candidates:

Students should be aware that the Department of Public Instruction is specific in its requirements about the content of both general education and professional education; therefore, prospective teacher education candidates should work closely with an advisor from the outset of their studies at the university. Completion of Department of Public Instruction requirements for licensure may take longer than four academic years.
General education writing emphasis
This department incorporates a significant amount of writing through the required courses instead of identifying particular courses as writing emphasis courses. Students who complete a major in this department will fulfill the general education writing emphasis requirement (http://catalog.uwlax.edu/undergraduate/generaleducation/generaleducationrequirementstext).

2015-16 Faculty/Staff
The following is the department's faculty and staff as of the publication date of this catalog. This list will not be updated again until the next catalog is published in June.

Interim Department Chair
Adrienne Loh

Professor
Carol Angell

Associate Professor
Ahmed Ali
Yuko Iwai
Joyce Shanks
Gary Willhite

Assistant Professor
Elizabeth Bergeron
Alyssa Boardman
James Carlson
Wen-Chiang Chen
Ann Epstein
Judith Harrington
Lema Kabashi
Roi Kawai
Leslie Rogers
Dawn Rouse
Matthew Thomas
Heidi Wiebke
Ann Yehle

Senior Lecturer
Barbara Gander

Lecturer
Daniel Green

Administrative Support
Lisa Armstrong
Alice Clark

Majors
• Early Childhood-Middle Childhood (EC-MC) education program (ages birth - 11) - BS (http://catalog.uwlax.edu/undergraduate/educationalstudies/early-childhood-through-middle-childhood)
• Middle Childhood-Early Adolescence (MC-EA) education program (ages 6 - 12 or 13) - BS (http://catalog.uwlax.edu/undergraduate/educationalstudies/middle-childhood-through-early-adolescence)
• Early Childhood-Adolescence (EC-A) program (ages birth - 21) (http://catalog.uwlax.edu/undergraduate/educationalstudies/early-childhood-through-adolescence)

Minors
• Special education program (http://catalog.uwlax.edu/undergraduate/educationalstudies/special-education-program) (includes degree seeking minor and add-on certification tracks)
• General science minor (middle childhood-early adolescence) (http://catalog.uwlax.edu/undergraduate/educationalstudies/general-science-minor)
• Social studies minor (middle childhood-early adolescence) (http://catalog.uwlax.edu/undergraduate/educationalstudies/social-studies-minor)

+ next to a course number indicates a general education course

Curriculum and Instruction Courses
CI 110 Cr.1
Tutoring Principles and Practice
Practical experience in tutoring area school students prior to, during, or after school sessions as arranged in cooperation with campus and approved community agencies. Repeatable for credit - maximum two. Pass/Fail grading. Offered Occasionally.

CI 381/581 Cr.1
Environmental Education Methods
This course is designed to develop an understanding of curricula, instructional methods and materials and evaluation techniques for K-12 level environmental education based upon educational research, contemporary practices and Wisconsin Department of Public Instruction recommended goals and expectations. Prerequisite: GEO 200; EDS 351 or EDS 402 or declared environmental studies minor. Offered Fall, Spring.

CI 461/561 Cr.3
Leadership for Elementary/Middle Science Education
Designed to augment a basic understanding of science curriculum development, teaching practices, resources, and assessment procedures. Special emphasis will be given to controversial issues in science, nature of scientific knowledge, integrated STEM (science, technology, engineering, mathematics) learning, funding for operating an inquiry science program, and special programs to enhance and extend classroom science experiences for students. Prerequisite: EDS 402 or concurrent enrollment; junior standing. Offered Fall.
ECE 400 Cr.2-4  
**Student Teaching: Early Childhood**  
Under the direction of a university supervisor and in cooperation with an approved teacher, the student will engage in a full-time professional experience in a selected early childhood setting for eight weeks. Prerequisite: completion of requirements in education; recommendation by the appropriate education program faculty; 2.75 cumulative GPA and a 2.75 GPA in the major, minor, and concentrations; passing scores on Praxis II test. Consent of instructor. Satisfactory/Unsatisfactory grading. Offered Fall, Spring.

ECE 401 Cr.4-8  
**Student Teaching: Kindergarten**  
Under the direction of a university supervisor and in cooperation with an approved teacher, the student will engage in a full-time professional experience in a selected kindergarten classroom for eight weeks. Prerequisite: completion of requirements in education; recommendation by the appropriate education program faculty; 2.75 cumulative GPA and a 2.75 GPA in the major, minor, and concentrations; passing score on Praxis II test. Consent of instructor. Satisfactory/Unsatisfactory grading. Offered Fall, Spring.

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**Early Childhood Education Courses**

ECE 212 Cr.3  
**Child Growth and Development for Early Childhood-Middle Childhood Educators**  
A study of the development of children from birth through age thirteen (early adolescence) with a focus on birth through age eleven. Cognitive, social-emotional, physical and language development are emphasized. Factors that enhance or inhibit development (including diverse family structures, cultural variance, and linguistic diversity) are also studied. ECE 212 is required for admission into the Early Childhood-Elementary Education Program. Prerequisite: declared education (EC-MC) major; 12 earned credits. Offered Fall, Spring.

ECE 213 Cr.3  
**Introduction to Early Childhood Education**  
An introduction to the early childhood education profession and programs that provide care and education for young children (birth through age eight) and their families. The course will examine historical and theoretical influences on early childhood programs, the roles and responsibilities of early childhood professionals, and the effects of early childhood education on children's development and learning. An overview of developmentally appropriate practice will focus on the teacher as decision maker, multiple sources of knowledge that inform practice, designing positive learning environments, and collaborative relationships with families and colleagues. Course includes a field experience with young children in early childhood programs. Prerequisite: ECE 212 or concurrent enrollment. Offered Fall, Spring.

ECE 316 Cr.3  
**Early Childhood Care and Program Administration**  
This course emphasizes the study of the administration and organization of early childhood programs including: program and staff development, supervision and evaluation of program and staff, financial management of a program, accreditation and licensing regulations, advisory groups, community agencies, and the use of community resources. Prerequisite: ECE 212; ECE 213. Offered Fall, Spring.
ECE 425 Cr.4

ECE Student Teaching: Infant/Toddler through Preschool
Under the direction of a university supervisor and in cooperation with an approved teacher, the student will engage in a half-time professional experience in a selected early childhood, infant/toddler through preschool setting for eight weeks. Candidates will develop their professionalism, guidance techniques and conflict resolution skills. Candidates will also develop and implement activities and lessons including units of instruction as well as building and maintaining the environment for a designated developmental range. Prerequisite: ECE 212, ECE 213, ECE 324, ECE 440, EDS 402, EDS 412, EDS 413, EDS 421, EDS 422 and EDS 445; concurrent enrollment in ECE 326, ECE 327 and ECE 490; junior standing. Satisfactory/Unsatisfactory grading. Offered Fall, Spring.

ECE 430 Cr.4

Creative Experience for Children: Art, Drama, Music, and Movement
This course is designed to develop a philosophy of education which places emphasis on creativity and on the integration of art, music and drama experiences into the curriculum. Students will explore the classroom teacher’s role in supporting the development of creativity through arts integration across the early childhood and primary curricular areas. Students will plan and implement art, music and drama activities appropriate for use with pre-kindergarten through primary-age children. Prerequisite: ECE 212; ECE 213; ECE 324 or ECE 326; admission to teacher education; junior standing. Offered Fall, Spring.

ECE 440 Cr.3

Language and Literacy Development of Young Children
An examination of language and literacy development of young children from birth through kindergarten. Topics of study are the development of receptive and expressive language skills, listening comprehension, awareness of print, emergent writing, and early reading. Supporting families as children’s first teachers, appropriate experiences at home and in childcare settings, and family literacy programs will be studied. This course will develop the ability to plan and implement a comprehensive literacy program for young children, including developmentally appropriate assessments for young children. The course will also address developmentally appropriate instructional strategies for young children who struggle with beginning literacy concepts and skills. Prerequisite: ECE 212; ECE 213; EDS 308; admission to teacher education; junior standing. Offered Fall, Spring.

ECE 490/590 Cr.2

Seminar: Relationships with Children, Families and Professionals
A seminar course focusing on the teacher as decision maker and the use of multiple sources of knowledge in professional practice; knowledge of child development and learning, knowledge of individual children, and knowledge of social and cultural contexts. Course topics include reciprocal relationships with families and professionals, individual variations in development and learning, observation and assessment strategies, theories and approaches to guidance, and promoting family and community involvement. Prerequisite: ECE 212; ECE 213; EDS 308; admission to teacher education; junior standing. Offered Fall, Spring.

ECE/ENG 341/541 Cr.3

Adolescent Literature
Survey of literature suitable for reading by adolescent boys and girls. The course is designed primarily for middle/secondary education students. Prerequisite: three credits in 200 level English courses; junior or senior standing. (Undergraduate level cross-listed with EDM/ENG 341; may only earn credit in one department.) Offered Occasionally.

ECE 433 Cr.4

Administration of School Media Program
Problems in management of integrated school media programs (K-12). Includes the procedures, background, objectives, selection, utilization and administration of the various communications media as well as finance and evaluation standards of various services, and the teaching of library media skills. Offered Occasionally.

ECE 441 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; sophomore standing. Offered Fall, Spring, Summer.

EDM/ENG 340/540 Cr.3

Children’s Literature
A basic course in literature for children of the primary grades through middle school. Special emphasis is given to picture books, easy books, storybooks, informational materials, folklore and poetry. Modern trends in the literature for this age level are highlighted. A short unit on censorship is included. No print material is used selectively. Prerequisite: three credits in 200 level English courses; junior or senior standing. (Undergraduate level cross-listed with EDM/ENG 340; may only earn credit in one department.) Offered Occasionally.

EDM/ENG 341/541 Cr.3

Adolescent Literature
Survey of literature suitable for reading by adolescent boys and girls. The course is designed primarily for middle/secondary education students. Prerequisite: three credits in 200 level English courses; junior or senior standing. (Undergraduate level cross-listed with EDM/ENG 341; may only earn credit in one department.) Offered Occasionally.

EDM 433 Cr.3

Administration of School Media Program
Problems in management of integrated school media programs (K-12). Includes the procedures, background, objectives, selection, utilization and administration of the various communications media as well as finance and evaluation standards of various services, and the teaching of library media skills. Offered Occasionally.

ECE 433 Cr.4

Administration of School Media Program
Problems in management of integrated school media programs (K-12). Includes the procedures, background, objectives, selection, utilization and administration of the various communications media as well as finance and evaluation standards of various services, and the teaching of library media skills. Offered Occasionally.

ECE 441 Cr.3

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EDM/ENG 340/540 Cr.3

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A basic course in literature for children of the primary grades through middle school. Special emphasis is given to picture books, easy books, storybooks, informational materials, folklore and poetry. Modern trends in the literature for this age level are highlighted. A short unit on censorship is included. No print material is used selectively. Prerequisite: three credits in 200 level English courses; junior or senior standing. (Undergraduate level cross-listed with EDM/ENG 340; may only earn credit in one department.) Offered Occasionally.
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 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-Adolescence, Early Adolescence-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: 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-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: 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; 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.
Educational Foundations Courses

EFN 200 Cr.1
Cooperatives
A study of the history and development of cooperatives, a form of business organization voluntarily owned and controlled by member patrons on a nonprofit or cost basis. The social, political and economic aspects of cooperatives constitute the basis for the course. Note: This course is a statutory requirement for all social studies majors and minors (except psychology minors) in the 1-9 or 6-12 teacher certification programs. May not count in major or minor. Offered Spring, Summer.

+EFN 205 Cr.3
Understanding Human Differences
The course will focus on human differences and the factors which influence these differences, specifically group identifications. It will explore the interaction between misperceptions and ethnocentric perspectives which foster the development of prejudicial attitudes. It will explain the effect of prejudicial attitudes on expectations for "different" others (stereotyping) and on behavior toward those others (discrimination). It will examine diverse groups in our society and how membership in one or more of these groups affects one's sense of identity and one's opportunities. Offered Fall, Winter, Spring.

EFN 207 Cr.1
Resolving Diversity Issues Through Experiential Drama
An interactive experience involving drama and dialogue to address cultural conflict, racial ethnic and other diversity issues. Students research topics to gain background information. Short scenarios are developed and presented to UW-L classes and on-campus organizations as requested, as well as off-campus social agencies, school groups, businesses, etc. Repeatable for credit - maximum three. Offered Fall, Spring.

EFN 222 Cr.2
Introduction to Choice Theory: Problem Solving Strategies
Examines major concepts from William Glasser’s Choice Theory focusing on how they can be applied to promote responsible behavior and create successful living and learning experiences. Emphasis is on understanding basic needs, developing strategies for working with diverse students, learning a variety of approaches for problem solving, and developing specific skills for applying Choice Theory in interpersonal and small group interactions and in conducting group meetings. Prerequisite: sophomore standing; open to resident assistants and desk managers only. Consent of instructor. Offered Occasionally.

EFN 424/524 Cr.3
Theory and Practice of Cooperative Learning
Based on theories of cooperative learning, the course examines practices and strategies which promote student learning and create positive classroom environments. Focus will be on the teacher's role in academic and social interactions. Total class involvement and small groups will be explored as the primary delivery systems for integrating a cooperative learning model. Prerequisite: EDS 351 or EDS 402 or teacher certification; junior standing. Offered Occasionally.

EFN 475/575 Cr.1-3
Special Topics Seminar in Education
Special topics in education not covered by current education courses taught in the department. The particular topic selected to be determined by the department according to the current need and interest. Repeatable for credit - maximum six. Prerequisite: admission to teacher education, or certifiability as a teacher, or consent of the department chair; junior standing. Offered Fall, Winter, Spring, Summer.

EFN 486/586 Cr.1-3
Multicultural Education
The course will examine multicultural education as a reform effort for pre-K-12 schools and the rationale for advocating it. Alternative approaches for implementing multicultural education will be discussed with emphasis on curriculum. Classroom activities to assist students in understanding and appreciating human differences will be presented and evaluated. Prerequisite: EFN 205; junior standing. Offered Occasionally.

CI/EFN 499 Cr.1-6
Individual Study
Reading and research in an area of student interest in education under the direction of an education instructor. Open to elementary and secondary education students with excellent records. Not open to students concurrently enrolled in EFN 499. Prerequisite: junior standing. (Cross-listed with CI/EFN; may earn six credits total in CI and EFN 499.) Consent of instructor. Offered Fall, Winter, Spring, Summer.

Reading Courses

RDG 105 Cr.2
Developmental Reading
A course designed to increase reading efficiency by emphasizing improvement in reading comprehension, rate, and vocabulary. Attention is also given to selected study skills including note taking, test taking, and listening. Enjoyment of reading is stressed. Textbook purchase required. Offered Fall, Spring.

RDG 328 Cr.3
Reading in the Content Areas
This course is designed to help prospective and practicing secondary-level teachers guide students to more effectively comprehend assigned reading, use writing as a tool for learning, develop better study habits, and expand their reading interests. Prerequisite: admission to teacher education; junior standing. Offered Fall, Spring.

RDG 475 Cr.1-3
Special Topics Seminar in Reading Education
Special topics in reading not covered by current reading courses. The particular topic selected to be determined by current need and interest. Repeatable for credit - maximum six. Prerequisite: RDG 328; junior standing. Offered Occasionally.
Special Education Courses

SPE 207 Cr.3
Teaching and Learning about Deafness and Communication I
Students will use American Sign Language to learn about instructing students with a hearing loss in the elementary school setting. The course focuses on providing service within special education parameters. Students will explore deaf culture, intricacies of instructing students who have a hearing loss, including appropriate instructional strategies, accommodations, modifications, and assistive technology. Prerequisite: sophomore standing. Offered Fall, Spring, Summer.

SPE 214 Cr.3
Teaching and Learning about Deafness and Communication II
Students will use American Sign Language to learn about instructing students with a hearing loss in the intermediate and middle school setting. The course focuses on providing service within special education parameters. Students will expand knowledge of deaf culture, intricacies of instructing intermediate and middle school level students who have a hearing loss, including appropriate instructional strategies, accommodations, modifications, and assistive technology. Prerequisite: SPE 207 or SPE 475 (Topic: Teaching and Learning American Sign Language). Offered Fall, Spring, Summer.

SPE 401/501 Cr.3
Introduction to Exceptional Individuals
This course is a general survey of exceptional individuals (disabled and gifted) from birth to 21 years of age. It provides an introduction to special education including history, law, definitions and classification systems, characteristics, etiology, provision of services and educational interventions and procedures related to the various disabilities covered under the law. Prerequisite: ECE 327 or EDS 351 or EDS 402 or SHE 310 or concurrent enrollment; admission to teacher education; junior standing. Offered Fall, Spring, Summer.

SPE 424/524 Cr.3
Classroom Management and Positive Behavior Practices
This course is designed to provide intervention methods and strategies for classroom management as well as positive behavior intervention. The course provides theoretical foundations and practical applications for preventing behavior problems, and for intervening when problems occur. Prerequisite: SPE 401 or ESS 231; admission to Special Education Program or Applied Physical Education Program; junior standing. Offered Fall, Spring.

SPE 430/530 Cr.1
Seminar in Special Education
This course provides students, currently student teaching, to have directed discussions regarding issues that are occurring in the special education or inclusionary general classroom settings. Students will meet on-campus to analyze and discuss their experiences with their peers. This course is designed for persons seeking initial teaching licensure in general education and cross-categorical special education. Prerequisite: completion of all special education certification courses; completion of all general education licensure requirements for student teaching; to be taken concurrently with SPE 483 or SPE 484. Pass/Fail grading. Offered Fall, Spring.

SPE 431/531 Cr.3
Language Development and Communication Disorders
This course is an introductory course to the stages of normal language development from infancy through later adolescence including the language factors (phonology, morphology, syntax, semantics, pragmatics) in receptive and expressive language. The course also focuses on the specific language characteristics and problems of students with disabilities and the impact on language-based academics. Prerequisite: junior standing. Offered Fall.

SPE 440/540 Cr.3
Collaboration and Transition: From School to Community
This course is designed to prepare teachers to collaborate and problem-solve as members of educational teams composed of professionals, agency representatives, and parents. This course focuses on the development of transition plans for adolescents with specific learning disabilities, emotional/behavioral disabilities, and cognitive disabilities; and the plan’s impact on educational curriculum and instructional practices, career development and placement practices. Responsibilities of the teacher as a collaborative team member will be covered. Prerequisite: junior standing. Offered Fall.

SPE 446/546 Cr.3
Methods in Cross-Categorical Special Education-Middle Childhood/Early Adolescence
This course focuses on curriculum, methods and strategies used in educating students with disabilities (emotional/behavioral disabilities, specific learning disabilities, and cognitive disabilities) at the middle childhood/early adolescence age level in a variety of educational placements. Topics covered within this course include academic instruction appropriate for students at the middle childhood/early adolescence age level. Prerequisite: SPE 401; admission to SPE Program; junior standing. Offered Spring.

SPE 447/547 Cr.3
Methods in Cross-Categorical Special Education-Early Adolescence
This course focuses on curriculum, methods and strategies used in educating students with disabilities (Emotional/Behavioral Disabilities, Specific Learning Disabilities, and Cognitive Disabilities) at the early adolescence/adolescence age level in a variety of educational placements. Topics covered within this course include academic instruction appropriate for students at the early adolescence/adolescence age level. Prerequisite: SPE 401; admission to SPE Program; junior standing. Offered Spring.

SPE 452/552 Cr.3
Individual Educational Assessment
This course addresses educational assessment as it relates to the needs of students with specific learning disabilities, emotional/behavioral disabilities, and cognitive disabilities in the context of educational needs. Specific approaches for the evaluation of special education eligibility, teaching and instruction, and monitoring student progress are discussed, including norm-referenced tests, curriculum-based assessment, ecological assessment, and observational technique. Prerequisite: SPE 401; admission to SPE Program; junior standing. Offered Fall.

SPE 461/561 Cr.1
Clinical in Special Education
This course is a field experience for students seeking special education licensure. Students are placed in a public school special education or inclusionary general education classroom setting in which they will experience daily activities with children identified with disabilities including specific learning, emotional/behavior, and cognitive disabilities and become familiar with special education teacher responsibilities. This experience consists of a partial-day classroom experience in school setting under the direct supervision of a teacher certified to teach students with mild disabilities at the middle childhood/early adolescence or early adolescence/adolescence age level. This experience provides a setting in which students are to develop observation and small group teaching experiences. This course is designed for persons seeking initial teaching licensure in general classroom instruction and cross-categorical special education. Prerequisite: SPE 401; admission to SPE Program; junior standing. Pass/Fail grading. Offered Fall, Spring.
SPE 475/575 Cr.1-3
Special Topics Seminar in Special Education
This course is designed to allow students to explore current topics, trends, and issues in the field of special education. Topic(s) to be studied are selected by the instructor based on interest and need. Repeatable for credit - maximum six. (Maximum three credits applicable to master’s degree). Prerequisite: junior standing. Offered Occasionally.

SPE 483/583 Cr.11
Student Teaching Cross-Categorical Special Education: Middle Childhood-Early Adolescence
This student teaching experience is a full-day (18-week) experience in a public school special education or inclusionary general education classroom setting. Students are placed in a state approved special education program, serving students identified with disabilities (specific learning disabilities, emotional/behavioral disabilities, and/or cognitive disabilities) at middle childhood/early adolescence age level. This experience provides a setting in which students are to demonstrate teaching and assessment abilities related to students with special needs. Students work under the immediate supervision of a certified teacher and a university supervisor. This course is designed for persons seeking initial licensure in middle childhood/early adolescence education and cross-categorical special education at the middle childhood/early adolescence level. Prerequisite: concurrent enrollment in SPE 430. Completion of special ed. certification courses; all requirements in education, including special methods courses; appropriate education faculty recommendation; 2.75 cum GPA and 2.75 GPA in major/minor/concentrations/prof. coursework; passing scores in Praxis II content areas; passing scores in WI Foundations of Reading Test. Consent of department. Satisfactory/Unsatisfactory grading. Offered Fall, Spring.

SPE 484/584 Cr.11
Student Teaching Cross-Categorical Special Education: Early Adolescence-Adolescence
This student teaching experience is a full-day (18-week) experience in a public school special education or inclusionary general education classroom setting. Students are placed in a state approved special education program serving students identified with disabilities (specific learning disabilities, emotional/behavioral disabilities, and/or cognitive disabilities) at the early adolescence/adolescence age level. This experience provides a setting in which students are to demonstrate teaching and assessment abilities related to students with special needs. Students work under the immediate supervision of a certified teacher and a university supervisor. This course is designed for persons seeking initial licensure in early adolescence/adolescence and cross-categorical special education at early adolescence/adolescence level. Prerequisite: concurrent enrollment in SPE 430. Completion of special ed. courses and all 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. Consent of department. Satisfactory/Unsatisfactory grading. Offered Fall, Spring.

SPE 499 Cr.1-3
Individual Study
Reading and research in an area of student interest under the direction of an education instructor. Open to elementary and secondary education students with excellent records. Repeatable for credit - maximum three. Prerequisite: consent of advisor. Consent of instructor. Consent of department. Offered Occasionally.