

# Educational Studies Department (EDS)

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School of Education, Professional and Continuing Education  
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[www.uwlax.edu/educational-studies](http://www.uwlax.edu/educational-studies)

Few professions offer the challenges, satisfactions, and rewards available in a teaching career. One's individuality and creativity are cultivated in the exciting processes of creating opportunities for learning. The joy of watching people learn, whether children, adolescents, or young adults, is a benefit of this profession. The Department of Educational Studies (DES) at UW-La Crosse, through the School of Education, Professional and Continuing Education, offers programs that lead to licensure by the Wisconsin Department of Public Instruction (DPI).

## Programs within the Department of Educational Studies

- Early Childhood-Middle Childhood (EC-MC) Education Program (<http://catalog.uwlax.edu/undergraduate/educationalstudies/early-childhood-through-middle-childhood>) - ages birth-11, grades PK-6
- Middle Childhood-Early Adolescence (MC-EA) Education Program (<http://catalog.uwlax.edu/undergraduate/educationalstudies/middle-childhood-through-early-adolescence>) - ages 6-12/13, grades 1-8
  - Requires completion of a minor in one of the following: biology (<http://catalog.uwlax.edu/undergraduate/biology/biologyeducationminor>), chemistry (<http://catalog.uwlax.edu/undergraduate/chemistry/chemistryeducationminor>), computer science (<http://catalog.uwlax.edu/undergraduate/computerscience/computerscienceeducationminor>), earth science (<http://catalog.uwlax.edu/undergraduate/geography/earthscienceeducationminor>), English (<http://catalog.uwlax.edu/undergraduate/english/education-minor>), French (<http://catalog.uwlax.edu/undergraduate/modernlanguages/minor-french-middle-education>), general science (<http://catalog.uwlax.edu/undergraduate/educationalstudies/general-science-minor>), geography (<http://catalog.uwlax.edu/undergraduate/geography/geographyeducationminor>), German studies (<http://catalog.uwlax.edu/undergraduate/modernlanguages/minor-german-middle-education>), history (<http://catalog.uwlax.edu/undergraduate/history/history-education-minor-mcea>), mathematics (<http://catalog.uwlax.edu/undergraduate/mathematics/mathematics-minor-middle-childhood-early-adolescence>), physics (<http://catalog.uwlax.edu/undergraduate/physics/physicseducationminor>), political science (<http://catalog.uwlax.edu/undergraduate/politicalscience/minor-education>), school health education (<http://catalog.uwlax.edu/undergraduate/healtheducation/schoolhealtheducation-mca-minor>), social studies (<http://catalog.uwlax.edu/undergraduate/educationalstudies/social-studies-minor>), sociology (<http://catalog.uwlax.edu/undergraduate/sociology/minor-education>), Spanish (<http://catalog.uwlax.edu/undergraduate/modernlanguages/minor-spanish-middle-education>), special education (<http://catalog.uwlax.edu/undergraduate/educationalstudies/special-education-program>), teaching English to speakers of other languages (TESOL) (<http://catalog.uwlax.edu/undergraduate/educationalstudies/tesol-minor>)
- Early Childhood-Adolescence (EC-A) Program (<http://catalog.uwlax.edu/undergraduate/educationalstudies/early-childhood-through-adolescence>) - ages birth-21, grades PK-12
  - Requires major in one of the following content areas: art (<http://catalog.uwlax.edu/undergraduate/art/art-education-bs>), French (<http://catalog.uwlax.edu/undergraduate/modernlanguages/french-education>)<sup>1</sup>, German studies (<http://catalog.uwlax.edu/undergraduate/modernlanguages/german-education>)<sup>1</sup>, music (general (<http://catalog.uwlax.edu/undergraduate/music/general-education-emphasis-bs>), choral (<http://catalog.uwlax.edu/undergraduate/music/choral-education-emphasis-bs>), or instrumental (<http://catalog.uwlax.edu/undergraduate/music/instrumental-education-emphasis-bs>)), Spanish (<http://catalog.uwlax.edu/undergraduate/modernlanguages/spanish-education>)<sup>1</sup>

education), special education (<http://catalog.uwlax.edu/undergraduate/educationalstudies/special-education-program>), teaching English to speakers of other languages (TESOL) (<http://catalog.uwlax.edu/undergraduate/educationalstudies/tesol-minor>)

- Early Childhood-Adolescence (EC-A) Program (<http://catalog.uwlax.edu/undergraduate/educationalstudies/early-childhood-through-adolescence>) - ages birth-21, grades PK-12
  - Requires major in one of the following content areas: art (<http://catalog.uwlax.edu/undergraduate/art/art-education-bs>), French (<http://catalog.uwlax.edu/undergraduate/modernlanguages/french-education>)<sup>1</sup>, German studies (<http://catalog.uwlax.edu/undergraduate/modernlanguages/german-education>)<sup>1</sup>, music (general (<http://catalog.uwlax.edu/undergraduate/music/general-education-emphasis-bs>), choral (<http://catalog.uwlax.edu/undergraduate/music/choral-education-emphasis-bs>), or instrumental (<http://catalog.uwlax.edu/undergraduate/music/instrumental-education-emphasis-bs>)), Spanish (<http://catalog.uwlax.edu/undergraduate/modernlanguages/spanish-education>)<sup>1</sup>

<sup>1</sup> Minors in French, German studies, and Spanish are certifiable at the early adolescence-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.

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## Department of Educational Studies admission policies

Students interested in completing a teacher education program at UW-La Crosse may declare a teacher education major and be assigned an advisor in their program at any point in their career at UW-La Crosse. However, students must apply for and be accepted into the program in order to register for certain education courses, progress to a degree, and complete licensure requirements. The admission policies listed below pertain to programs within the Department of Educational Studies (DES), which include:

- Early Childhood-Middle Childhood Education (EC-MC) major (ages birth-11)
- Middle Childhood-Early Adolescence Education (MC-EA) major (ages 6-13), with a certifiable minor
- Early Childhood-Adolescence (EC-A) Programs (ages birth-21), with a major in art, music, French, German studies, or Spanish

Although applicants apply after at least 24 credits are earned, applicants can only be officially admitted to the Department of Educational Studies 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.

Applicants must meet the following minimum criteria in order to apply for admission:

1. **Preliminary course work: EC-MC and MC-EA applicants** must have a minimum of 24 credits in which grade points have been earned (including transfer credits). **EC-A applicants** must have a minimum of 40 credits in which grade points have been earned (including transfer credits). **All applicants to DES programs** must have successfully completed EDS 203, or have successfully completed

and/or be concurrently enrolled in EDS 203 and EDS 206 at the time of application for admission in order to apply.

2. **Combined cumulative grade point average: EC-MC and MC-EA applicants** must have earned a combined cumulative GPA of 2.85 in all academic work taken prior to applying for admission. **EC-A applicants** must have earned a combined cumulative GPA of 2.75. Combined cumulative GPAs include transfer grade points averaged with grade points earned at UWL. For applicants with prior post-secondary degrees, the grades from the entire previous course of study will be included in the combined cumulative GPA.

Other factors that may be considered in admissions decisions:

1. **Writing statement: EC-MC and MC-EA applicants** must submit a writing statement based on a prompt supplied in the application for admission. (See "admission requirements" on the Department of Educational Studies website (<http://www.uwlax.edu/educational-studies>) for the specific prompt.)
2. **Progress through professional course work (EDS 203, EDS 206, EDS 308, EDS 311): EC-MC and MC-EA applicants only** - Courses completed or in progress may be considered when there are more applicants for admission than class sizes allow.
3. **Experience working with children: EC-MC and MC-EA applicants** may be asked to describe their experience working with children and/or to provide contact information for references. (See "admission requirements" on the Department of Educational Studies website (<http://www.uwlax.edu/educational-studies>) for specifics on what information will need to be supplied in the application for admission.)
4. **Request for an admission waiver:** Applicants who have significant extenuating circumstances that prevent them from meeting the GPA or basic skills test criteria above may provide a detailed letter (in addition to the other required information) requesting that the criteria be waived and documenting why they should still be considered for admission. 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 one reference who can support their request and who can speak to their ability to be successful in the DES teacher education program. A request for a waiver is not a guarantee of admission. Waivers will be considered depending on space availability, the nature of the request, and the likelihood for success in the program as evaluated by the admissions committee.

## Application procedures

Students who meet the criteria described above may fill out the DES admission application (<http://www.uwlax.edu/educational-studies>) under "admission requirements" on the DES website. Additional information, including contact information for the Admission Committee Chair is also available on the website.

Applications must be completed and submitted by 4:00 p.m. on the Friday of the third week of the fall or spring semester. Late or incomplete applications will not be considered. Admission decisions will be sent to applicants via e-mail no later than 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.

## Specific general education and statutory course requirements

The Wisconsin Department of Public Instruction (DPI) requires all initial licensure programs to include a general education program that demonstrates student knowledge and understanding of specific areas. Specific courses (<http://catalog.uwlax.edu/undergraduate/education/#general-ed-statute>) within the UWL General Education Program are required of all undergraduate teacher education programs in order to meet some of these DPI general education requirements.

In addition, there are several other WI State statutory requirements (<http://catalog.uwlax.edu/undergraduate/education/#general-ed-statute>) specified in WI Administrative Code PI 34.15(4) that vary according to program. In particular, all EC-MC and MC-EA majors must take GEO 200 as a statutory requirement. All MC-EA majors with a social studies minor must also take EFN 200 as a statutory requirement. Additional statutory requirements are satisfied within the EC-MC (<http://catalog.uwlax.edu/undergraduate/educationalstudies/early-childhood-through-middle-childhood/#majorrequirementstext>) and MC-EA (<http://catalog.uwlax.edu/undergraduate/educationalstudies/middle-childhood-through-early-adolescence/#majorrequirementstext>) program requirements.

## 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>).

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## 2017-18 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.*

### Department Chair

Adrienne Loh

### Professor

Carol Zehms

### Associate Professor

Wen-Chiang (Rita) Chen

Ann Epstein

Yuko Iwai

Joyce Shanks

Gary Willhite

### Assistant Professor

J. Scott Baker

Alyssa Boardman

James Carlson

Lema Kabashi

Roi Kawai

Heather Linville

Heidi Masters

Joshua Miller

Leslie Rogers

Dawn Rouse

Ann Yehle

## Senior Lecturer

Barbara Gander

## Lecturer

Daniel Green

## Administrative Support

Lisa Armstrong

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## 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>)
- Teaching English to speakers of other languages minor (<http://catalog.uwlax.edu/undergraduate/educationalstudies/tesol-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 Cr.3

### Leadership for Elementary/Middle Science Education

This course is designed to augment teacher candidates' basic understanding of science curriculum planning, teaching practices, student thinking, and assessment procedures for elementary and middle level classrooms. Special emphasis will be given to demonstrating leadership by participating in a professional learning community, integrated science learning, differentiation, funding an inquiry science program, and special programs to enhance and extend classroom science experiences for students. Prerequisite: EDS 402 or concurrent enrollment. Offered Fall.

CI 470/670 Cr.1-3

### Symposium in Education

Studies in education of interest to specific groups. Varying topics will be offered at intervals with a specific title assigned to each. Repeatable for credit - maximum six. Departmental option for pass/fail grading. Prerequisite: junior standing; admission to teacher education. Offered Fall, Winter, Spring, Summer.

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.

## 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: EDS 203 or EDS 206; 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: EDS 203 or EDS 206; 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, governmental and community agencies, and advocacy. Prerequisite: ECE 212; ECE 213. Offered Fall, Spring.

ECE 324 Cr.3

**Early Childhood Education: Curriculum and Assessment for Infant/Toddler through Preschool**

An overview of preschool programs serving children from birth through five years of age, including the study of developmentally appropriate practices and integrated curriculum development. The course will also focus on adapting instructional materials and planning appropriate experiences for young children with disabilities. The affective nature of young learners will be examined and used as a foundation for anti-bias curriculum. Instructional activities will be planned and implemented with infant through preschool children. Prerequisite: ECE 212; ECE 213. Offered Fall, Spring.

ECE 326 Cr.2

**Early Childhood Education: Curriculum and Assessment for Kindergarten**

A study of curriculum content, instructional strategies and materials in kindergarten programs. The focus is on developmentally appropriate curriculum which integrates social studies, science, literacy, mathematics and the arts. Issues in kindergarten education will be examined. Seven-week course. Prerequisite: ECE 212, ECE 213; to be taken concurrently with ECE 327, ECE 425, and ECE 490; admission to teacher education. Consent of department. Offered Fall, Spring.

ECE 327 Cr.1

**Field Experience: Kindergarten**

A field experience involving observation, participation, and instruction in kindergarten settings. Students become acquainted with curriculum content, instructional strategies and classroom management techniques currently used in kindergarten classrooms. Teacher candidates are expected to complete at least 32 hours in their field placement setting, to be arranged with the course instructor and Office of Field Experience. Seven-week course. Prerequisite: ECE 212, ECE 213; to be taken concurrently with ECE 326, ECE 425, and ECE 490; admission to teacher education. Consent of instructor. Pass/Fail grading. Offered Fall, Spring.

ECE 425 Cr.3

**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. Teacher candidates will develop their professionalism, guidance techniques and conflict resolution skills. Teacher 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. Seven-week course. Prerequisite: ECE 324, ECE 440, and EDS 445; concurrent enrollment in ECE 326, ECE 327, and ECE 490; junior standing. Consent of department. 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 that places emphasis on creativity and on the integration of art, music and drama experiences into the curriculum using a Reggio Emilia curricular and philosophical focus. 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 324 or concurrent enrollment; completion of general education arts category (GE08); 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; EDS 311; admission to teacher education; junior standing. Offered Fall, Spring.

ECE 490 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. Seven-week course. Prerequisite: ECE 324; to be taken concurrently with ECE 326, ECE 327 and ECE 425; junior standing. Consent of department. 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 middle childhood-early adolescence and early adolescence-adolescence programs. May not count in major or minor (early adolescence-adolescence programs). Offered Spring.

+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 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.

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.

## Educational Media Courses

## Educational Studies 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 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 elementary and middle level learners. Emphasis will be given to critical literacy including effective practices from multicultural and multilingual literacy perspectives. Teacher candidates will also develop an understanding of political and social dimensions of language arts/literacy education. Prerequisite: EDS 203, EDS 206; declared education major; sophomore standing. Offered Fall, 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 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 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. Teacher candidates are expected to complete at least 100 hours in their field placement setting, to be arranged with the course instructor and Office of Field Experience. Prerequisite: admission to an EC-A or EA-A teacher education program. Consent of department. 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. Teacher candidates will be introduced to professionalism, classroom management, and conflict resolution. Teacher candidates will plan and teach lessons within the designated developmental range. Teacher candidates are expected to complete at least 100 hours in their field placement setting, to be arranged with the course instructor and Office of Field Experience. Prerequisite: EDS 308, EDS 311; must be taken concurrently with EDS 413 and either EDS 412 or EDS 418; admission to teacher education program; junior standing. Consent of department. Offered Fall, Spring.

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.

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 412 or EDS 418; admission to teacher education program; junior standing. Consent of department. Offered Fall, Spring.

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 412 or concurrent enrollment; junior standing. Pass/Fail grading. Offered Fall, Winter, Spring, Summer.

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. Methods will be investigated regarding the nature of science as a discipline, as well as strategies for instruction and assessment of student learning. In addition, teacher candidates will explore and critically evaluate standards and 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 deepen their understanding of the scope and sequence of mathematics standards, research-based instructional methods and assessment 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; junior standing. Consent of department. 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. 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. Teacher candidates are expected to complete at least 100 hours in their field placement setting, to be arranged with the course instructor and Office of Field Experience. Prerequisite: EDS 402; to be taken concurrently with EDS 421 and EDS 422; admission to teacher education program; junior standing. Consent of department. 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. 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 designed developmental range. Teacher candidates are expected to complete at least 100 hours in their field placement setting, to be arranged with the course instructor and Office of Field Experience. Prerequisite: EDS 351; admission to teacher education program; junior standing. Consent of department. Offered Fall, Spring.

EDS 452 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. 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; 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 3.0 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.

**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 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: junior standing. Offered Occasionally.

**Special Education Courses**

SPE 207 Cr.3

**American Sign Language and Deaf Culture I**

Students will use American Sign Language to learn about communicating with individuals with a hearing loss in the elementary school setting. Students will explore deaf culture, intricacies of working with individuals with a hearing loss, including appropriate accommodations, modifications, and assistive technology. Offered Fall, Spring.

SPE 214 Cr.3

**American Sign Language and Deaf Culture II**

Students will extend the use of American Sign Language to learn about communicating with individuals who have a hearing loss. Students will further explore deaf culture, intricacies of working with individuals who have a hearing loss, including appropriate dialects, accommodations, modifications, and assistive technology. Prerequisite: SPE 207. Offered Fall, Spring.

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, Winter, 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. Students are expected to perform at least 10 hours of clinical work in the course, by arrangement with the instructor. Lect. 2, Lab 1. Prerequisite: SPE 401 or ESS 231; admission to adapted physical education or admission to SPE program and concurrent registration in SPE 461; 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 intellectual 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 Spring.



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/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 intellectual disabilities in the MC/EA setting. 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 Cr.2

**Field Experience 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. Teacher candidates are expected to complete at least 100 hours in their field placement setting, to be arranged with the course instructor and Office of Field Experience. Prerequisite: SPE 401; one or more from EDS 402, EDS 445, EDS 351; ENG 405; MTH 421; BIO/CHM/PHY 469; HIS/SOC/POL/PSY/ECO/GEO 408 (concurrent enrollment in any field course above is not permitted); junior standing; admission to SPE Program and concurrent enrollment in SPE 424. Consent of department. 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. This slash course is taught largely at an undergraduate level. Graduate students will have additional course requirements/expectations. 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.

## Teaching English to Speakers of Other Languages Courses

+TSL 200 Cr.1

### **Introduction to English Language Learners and Advocacy**

In this course, students develop their understanding of and sensitivity to cultural diversity in the United States through the study of English learners (ELs) in public schools. Course topics include discovery of who ELs are, their educational rights, special challenges they may face in schools, and how to address those challenges. Students engage in inquiry-based learning as they ask essential questions about linguistic diversity, education, and educating a multilingual society. Students also learn to evaluate school environments for ELs, and practice skills needed to advocate for ELs. Students apply their knowledge through case studies, role plays, and online and face-to-face discussions. Seven-week course. Prerequisite: EDS 203 or EDS 206 recommended. Offered Fall, Winter, Spring.

TSL 350 Cr.1-6

### **ESL Program Development**

This course is designed for teachers or prospective teachers working toward teacher certification or re-certification in ESL. Program topics, which focus on special needs of ESL learners and teachers, include methods, curriculum development, culture, language acquisition, applied linguistics, sociolinguistics, and sociopolitical concerns. Repeatable for credit – maximum 12. Offered Spring.

TSL 400/500 Cr.4

### **Teaching English to Speakers of Other Languages (TESOL) Policies and Program Models**

An introduction to the teaching of English to speakers of other languages (ESOL) in the United States, topics include the history of bilingual and ESOL educational policies and practices in the U.S., historical and current program models for teaching English language learners (ELLs), and content-based instruction. Students learn how to plan for ELL instruction in general education and ESOL classes. In addition, students develop skills to advocate for ELLs in educational settings. Prerequisite: MLG 340 or admission to teacher education program. Offered Fall.

TSL 425 Cr.3

### **Global Issues in TESOL**

The study of global English, cross-cultural second language proficiency standards, and sociopolitical issues related to educational practices. Students explore relationships between teaching English to speakers of other languages (TESOL) and current events in three or more world regions. Prerequisite: admission to teacher education or completion of the INS 250, INS 251, INS 252 study abroad series or one course from the following: ANT 196; CST 332; MLG 340; ENG 331, ENG 332, ENG 334; PHL 311; PSY 282, PSY 436; TSL 400. Offered Occasionally.

TSL 450/550 Cr.1-3

### **TESOL National/International Internship Program**

Through the TESOL Internship, TESOL minors gain practical experience tutoring or teaching non-native speakers of English in a variety of settings, including adult literacy programs, after-school enrichment programs, university-level ESL programs, and EFL programs abroad. Repeatable for credit - maximum three. Prerequisite: junior standing; consent of TESOL coordinator. Consent of department. Pass/Fail grading. Offered Fall, Winter, Spring, Summer.

TSL 463/563 Cr.3

### **Teaching English to Speakers of Other Languages (TESOL) Methods**

This course increases students' understanding of techniques and methods to teach English to speakers of other languages (ESOL). Students identify the historical development of approaches and methodologies for teaching ESOL, understand foundational principles of teaching ESOL, and explore individual English language learner (ELL) differences and how to account for these in instruction. Students also further develop the skills to plan instruction, including lesson and unit plans, and master teaching techniques for each of the four skills and grammar. Additionally, students explore materials and technology available for teaching ESOL. Prerequisite: TSL 400; junior standing. Offered Spring.

TSL 498 Cr.1-3

### **Independent Study**

Field work, research, individual projects in a specific area related to teaching English to speakers of other languages. Repeatable for credit - maximum six. Prerequisite: junior standing. Consent of instructor. Consent of instructor. Offered Occasionally.