

# Educational Studies (EDS) - Courses

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## Courses

+EDS 203 Cr.3

### **School, Society, and Teachers**

This course focuses on the historical, philosophical, sociological, legal, and curricular foundations of education. The evolution of education, the role of cultural diversity in education, curriculum and assessment, education standards, and issues and trends in education are explored. It explores the ways educators are positioned within the twenty-first century as well as the contemporary issues they face, including but not limited to school law, governance, ethics, financing, and accountability reforms. Students 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, Winter, 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. As part of the course, students learn about and reflect upon Wisconsin Act 31, which refers to the requirement that all public school districts and pre-service education program provide instruction on the history, culture, and tribal sovereignty of Wisconsin's eleven federally-recognized American Indian nations and tribal communities. 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**

This course focuses 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. This course covers key components of reading including phonemic awareness, phonics, fluency, vocabulary, and reading comprehension. Emphasis will be given to critical literacy including but not limited to effective practices from multicultural and multilingual literacy perspectives. Teacher candidates also develop an understanding of political and social dimensions of language arts/literacy education. Prerequisite: EDS 203; EDS 206 or concurrent enrollment; declared education major; sophomore standing. Offered Fall, Spring, Summer.

EDS 309 Cr.3

### **Teaching Global Perspectives Across the Curriculum**

Through a social justice-oriented examination of the cultural, economic, political, and social layers of globalization and global interconnectedness, students develop reflective stances about global perspectives and understandings. This course prepares students as 21st century globally responsive citizens and educators through an exploration of global issues and how these issues are addressed in K-12 classrooms. Additionally, students develop their pedagogical practice through analysis and creation of materials and instructional strategies necessary for effective implementation of global education throughout K-12 educational systems. Prerequisite: EDS 203; EDS 206. Offered Fall, Spring, Summer.

EDS 311 Cr.3

### **Curriculum and Pedagogy: Elementary/Middle Education**

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 is examined along with the history and politics of school curriculum. Possible levels of curriculum use in schools from knowledge reproduction to curriculum integration is discussed. Culturally responsive teaching and conflict resolution are emphasized. Prerequisite: EDS 203, EDS 206; declared education major. Offered Fall, Spring.

EDS 318 Cr.3

### **Literacy Methods I**

This course focuses on the major components of reading/literacy theories and research. Explicit instruction in the essential components of reading: phonological awareness, phonics, fluency, vocabulary, and reading comprehension, and how to apply this knowledge to effective teaching practices are studied within the larger framework of the developmental literacy approach. The course examines reading processes, assessments and using assessment data to make decisions, instructional practices, planning interventions, working with diverse learners, and teaching using high-quality children's literature. Prerequisite: grade of "C" or better in EDS 308. 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 Extended Learning Office (UWLEX). Repeatable for credit with a different topic. EDS 400/500 credits cannot be used toward any Department of Educational Studies undergraduate or graduate programs. Consent of department. Offered Fall, Winter, Spring, Summer.

EDS 402 Cr.3

### **Field Experience I: Elementary Level**

This course is the first field experience in a school environment. Teacher candidates are introduced to best practices around diversity and inclusive classrooms, professionalism, classroom leadership, and social justice. Teacher candidates plan and teach lessons within the designated developmental range. A multi-day, consistent schedule (typically 3 consecutive half days) in the field experience classroom is established by the course instructor in consultation with the teacher candidate and cooperating teacher. Prerequisite: EDS 311, EDS 318; must be taken concurrently with EDS 413 and EDS 418; admission to teacher education. Consent of department. Offered Fall, Spring, Summer.

EDS 413 Cr.3

**Social Studies Methods**

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 explore curriculum, techniques, and materials, which promote powerful and meaningful social studies. Prerequisite: EDS 311, EDS 318; must be taken concurrently with EDS 402 and EDS 418; admission to teacher education. Consent of department. Offered Fall, Spring.

EDS 414 Cr.1

**Foundations of Reading Seminar**

The purpose of this course is to review and discuss key concepts related to the foundations of reading, including the sub-areas of (1) foundations of reading development (phonological and phonemic awareness, concepts of print and the alphabetic principle, phonics, word analysis skills), (2) development of reading comprehension (vocabulary development, reading comprehension skills and strategies), and (3) reading assessment and instruction (formal and informal assessments, multiple theories and approaches). In addition, the course prepares pre-service and in-service teachers to demonstrate their knowledge and understanding of teaching reading by composing an organized and developed analysis/written response for given teaching reading scenarios. Repeatable for credit - maximum three. Prerequisite: EDS 418 or concurrent enrollment; junior standing. Pass/Fail grading. Offered Occasionally.

EDS 418 Cr.3

**Literacy Methods II**

The course focuses on teaching reading/literacy strategies and techniques for K-8 classrooms. It covers pedagogy and application of best practices in literacy instruction. This course is taken concurrently with the Field Experience I courses with a placement in an elementary school classroom. Prerequisite: grade of "C" or better in EDS 318; taken concurrently with EDS 402 and EDS 413. Consent of department. Offered Fall, Spring, Summer.

EDS 421 Cr.3

**Science Methods**

This course is designed to introduce elementary and middle level teacher candidates to current methods and practices for teaching science in elementary and middle school classrooms. Methods are investigated regarding the nature of science as a discipline, as well as strategies for instruction and assessment of student learning. In addition, teacher candidates explore and critically evaluate standards and science curricula. Diversity and gender issues in science education will also be emphasized. Prerequisite: EDS 402; grade of "C" or better in MTH 115, MTH 116, MTH 215 and MTH 216; must be taken concurrently with EDS 422, EDS 446, and EDS 452; admission to teacher education. Consent of department. Offered Fall, Spring.

EDS 422 Cr.2-3

**Mathematics Methods**

This course is designed to introduce teacher candidates to current methods and practices for teaching mathematics in elementary and middle school classrooms. Teacher candidates 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 MTH 115, MTH 116, MTH 215 and MTH 216; must be taken concurrently with EDS 421, EDS 446, and EDS 452; admission to teacher education. Consent of department. Offered Fall, Spring.

EDS 446 Cr.3

**Field Experience II: Middle Level**

This course is a middle level field experience for an elementary/middle teacher candidates. Teacher candidates further develop best practices around diversity and inclusive classrooms, professionalism, classroom management, conflict resolution, and social justice. Teacher candidates develop and teach lessons as well as build and maintain the classroom environment. This class includes a one-hour/once a week seminar and a multi-day field experience. The field experience classroom is established by the course instructor in consultation with the teacher candidate and cooperating teacher (usually three consecutive half days). Prerequisite: EDS 402; to be taken concurrently with EDS 421, EDS 422, and EDS 452; admission to teacher education. Consent of department. Offered Fall, Spring.

EDS 452 Cr.3

**Philosophy and Curriculum for Young Adolescent Learners**

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 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) undergird this course. Prerequisite: EDS 402; taken concurrently with EDS 421, EDS 422, and EDS 446; admission to teacher education. Consent of department. 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. This course is taught largely at an undergraduate level. Graduate students have additional course requirements/expectations. Repeatable for credit - maximum 18. Offered Fall, Winter, Spring, Summer.

EDS 490 Cr.1-11

**Student Teaching: Early Childhood Education (birth-grade 3)**

This course is a culminating professional experience that spans "full days for a full semester following the daily schedule and semester calendar of the cooperating school" (per WI licensing statute 118.19(3)(a)) in selected K-12 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; passing content competency benchmarks; passing score on WI Foundations of Reading Test. Consent of department. Satisfactory/Unsatisfactory grading. Offered Fall, Spring.

EDS 491 Cr.1-11

**Student Teaching: Elementary/Middle Education (K-9)**

In this course student teaching is a culminating professional experience that spans "full days for a full semester following the daily schedule and semester calendar of the cooperating school" (per WI licensing statute 118.19(3)(a)) in selected K-12 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; pass content competency benchmarks; meet reading competency benchmarks as appropriate to the program requirements. Consent of department. Satisfactory/Unsatisfactory grading. Offered Fall, Spring.

EDS 492 Cr.1

**Student Teaching Seminar**

This seminar course provides an opportunity to discuss and further develop teacher candidates' critical thinking regarding issues of the field and practice of educating school-age individuals. As a result of this course teacher candidates 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 490, EDS 491, EDS 495, EDS 496, and/or EDS 497; admission to teacher education; pass content competency benchmarks; meet reading competency requirements as appropriate for the program; ACTFL oral & written proficiency rating of "Intermediate-High" for world language certification candidates. Consent of department. Pass/Fail grading. Offered Fall, Spring.

EDS 495 Cr.1-11

**Teaching Internship**

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

EDS 496 Cr.1-11

**Student Teaching: Middle/High School Education (4-12)**

Student teaching is a culminating professional experience that spans "full days for a full semester following the daily schedule and semester calendar of the cooperating school" (per WI licensing statute 118.19(3)(a)) in selected K-12 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; pass content competency benchmarks. Consent of department. Satisfactory/Unsatisfactory grading. Offered Fall, Spring.

EDS 497 Cr.1-11

**Student Teaching: Kindergarten through Grade 12 (K-12)**

Student teaching is a culminating professional experience that spans "full days for a full semester following the daily schedule and semester calendar of the cooperating school" (per WI licensing statute 118.19(3)(a)) in selected K-12 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; pass content competency benchmarks; meet reading competency requirements as appropriate to the program requirements; ACTFL oral and written proficiency rating of "Intermediate-High" for world language certification candidates. Consent of department. Satisfactory/Unsatisfactory grading. Offered Fall, Spring.