

# Educational Studies Department (EDS)

---

## *School of Education*

*Department Chair: Heather Linville*

*335 Morris Hall; 608.785.8326*

*Email: hlinville (<http://catalog.uwlax.edu/undergraduate/educationalstudies/hlinville@uwlax.edu>)@uwlax.edu (hlinville@uwlax.edu)*

## *Early Childhood Education (Birth-Grade 3) Program*

*Director: Ann Epstein*

*Email: aepstein@uwlax.edu*

## *Elementary/Middle Education (Grades K-9) Program*

*Director: Matthew McParker*

*Email: mmcarker@uwlax.edu*

## *Elementary/Middle Education (Grades K-9) and French Education (grades K-12) Program*

*Elementary/Middle Education (Grades K-9) and Spanish Education (grades K-12) Program*

*Director: Kimberly Morris*

*Email: kmorris2@uwlax.edu*

## *Elementary/Middle Education (Grades K-9) and Special Education (grades K-12) Program*

*Director: Lema Kabashi*

*Email: lkabashi@uwlax.edu*

## *Elementary/Middle Education (Grades K-9) and TESOL (grades K-12) Program*

*Director: Wen-Chiang (Rita) Chen*

*Email: wchen@uwlax.edu*

## *Department of Educational Studies main office*

*335 Morris Hall; 608.785.8151*

*Email: edstudies@uwlax.edu*

[www.uwlax.edu/academics/department/educational-studies](http://www.uwlax.edu/academics/department/educational-studies) (<https://www.uwlax.edu/academics/department/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 primary purpose of the Department of Educational Studies (DES) is to advance teaching and learning while preparing teacher leaders for a global society. In collaboration with our public-school partners, our teacher preparation program contributes to the teaching profession by producing educators who ground curriculum in students' lives, embrace multicultural perspectives, uphold just teaching practices, value academically rigorous curriculum for all, and employ culturally and linguistically responsive methods. Our graduates are reflective practitioners who continuously improve their abilities and are responsive to best practices. DES houses programs that lead to licensure by the Wisconsin Department of Public Instruction (DPI) through majors that include preparation in Early Childhood Education, Elementary/Middle School, Special Education, and Teaching English to Speakers of Other Languages (TESOL).

## 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>).

---

## 2024-25 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 July.*

### Department Chair

Heather Linville

### Professor

Ann Epstein

Yuko Iwai

Heather Linville

### Associate Professor

James (Jim) Carlson

Wen-Chiang (Rita) Chen

Lema Kabashi

Matthew (Matt) McParker

Amy Lein

### Assistant Professor

Rosalie (Rosie) DeFino

Valerie (Val) Krage

Deanna Maynard

Mariah Pfundheller

Lisa Pitot

Charlotte Roberts

Denise Rueter

Jancarlos (J.C.) Wagner Romero

### Associate Teaching Professor

Diane Block

Mandi Hundt

Janet Koll

Caryn Peterson

Jennifer Pierce

Julie Welch

Joshua Wolcott

## Administrative Support

Tracie Hodgdon

---

## Majors

- Early childhood education (birth-grade 3) major - BS (<http://catalog.uwlax.edu/undergraduate/educationalstudies/early-childhood-education/>)
- Elementary/middle education (grades K-9) major - BS (<http://catalog.uwlax.edu/undergraduate/educationalstudies/elementary-middle-education/>)
- Elementary/middle education (grades K-9) and French education (grades K-12) major - BS (<http://catalog.uwlax.edu/undergraduate/educationalstudies/elementary-middle-education-and-french-education/>) (*dual licensure*)
- Elementary/middle education (grades K-9) and Spanish education (grades K-12) major - BS (<http://catalog.uwlax.edu/undergraduate/educationalstudies/elementary-middle-education-and-spanish-education/>) (*dual licensure*)
- Elementary/middle education (grades K-9) and special education (grades K-12) major - BS (<http://catalog.uwlax.edu/undergraduate/educationalstudies/elementary-middle-education-and-special-education/>) (*dual licensure*)
- Elementary/middle education (grades K-9) and teaching English to speakers of other languages (grades K-12) major - BS (<http://catalog.uwlax.edu/undergraduate/educationalstudies/elementary-middle-education-and-tesol/>) (*dual licensure*)

## Minors

- Teaching English to speakers of other languages minor (<http://catalog.uwlax.edu/undergraduate/educationalstudies/tesol-minor/>) (*does not lead to teaching license*)
- 

## Curriculum and Instruction Courses

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/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 216 Cr.3

### Child Development Birth Through Age 8

This course is a study of the development of children from birth through age eight (third grade). Cognitive, social-emotional, physical, and language development are emphasized. Diverse family structures, cultural variance, linguistic diversity and factors that enhance or inhibit development are also studied. ECE 216 is required for admission into the Early Childhood Education program. Prerequisite: EDS 203; EDS 206 or concurrent enrollment; declared ECE major or permission from department. Offered Fall.

ECE 316 Cr.3

### Early Childhood Administration, Advocacy, and Leadership

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. The study of advocacy within the ECE profession is also addressed with emphasis on ethical standards, collaboration with colleagues, and emerging leadership within school and communities. Special attention is given to issues of equity and social justice within ECE through advocacy. Prerequisite: ECE 216; EDS 318 or concurrent enrollment. Offered Fall, Spring.

ECE 330 Cr.3

### Social and Emotional Foundations of Learning

This course addresses the foundations of learning in early childhood through social and emotional foundations as well as curriculum planning and assessment from a social and emotional perspective. Environmental influences on child mental health, including toxic stress and poverty, are explored, along with the role of the teacher in responding to child trauma. Guidance strategies founded on the democratic classroom and Pyramid Model are examined and applied. Anti-bias, social justice, and equity education in the birth-grade 3 setting are addressed. Prerequisite: ECE 216; EDS 318 or concurrent enrollment. Offered Fall, Spring.

ECE 335 Cr.3

### Learning with Nature

Early childhood students' social, emotional, physical, and cognitive development is positively influenced when learning opportunities in nature are provided. This course prepares early childhood teachers with the knowledge, skills, and dispositions for using the natural environment as a classroom to develop children's environmental literacy. Within this course, early childhood teachers learn about the benefits of nature-based learning, prepare for how to keep children safe in the outdoor learning environment, design a nature-based space that is safe and enhances learning and development, and plan and implement authentic, interdisciplinary nature-based explorations that are developmentally and culturally appropriate, inclusive, and emphasize play. This is an integrated lecture/lab course where students learn life/earth science content and pedagogical methods in outdoor settings as weather allows, as well as attend field trips. Prerequisite: ECE 216. Offered Fall, Spring.

ECE 413 Cr.3

### Teaching Social Studies: Early Childhood/Elementary Education

This course provides teacher candidates with an introduction to the issues and best practices in social studies education in pre-K, kindergarten, and elementary 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 ECE 418; admission to teacher education. Offered Fall, Spring.

ECE 415 Cr.3

**Field Experience I in Early Childhood Education: Grades K-3**

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 management, 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 placement and attendance schedule is established by the course instructor in consultation with the teacher candidate and cooperating teacher. Prerequisite: ECE 335, ECE 413, ECE 418; taken concurrently with ECE 421 and ECE 422; admission to teacher education. Consent of department. Offered Fall, Spring.

ECE 418 Cr.3

**Literacy Methods II: Early Childhood/Elementary Education**

The course focuses on teaching reading and literacy strategies and techniques in pre-K through grade 3 classrooms. This course covers pedagogy and application of best practices in literacy instruction. Prerequisite: grade of "C" or better in EDS 318; must be taken concurrently with ECE 413; admission to teacher education. Offered Fall, Spring.

ECE 421 Cr.3

**Science Methods: Early Childhood/Elementary Education**

This course is designed to introduce early childhood/elementary teacher candidates to current methods and practices for teaching science in elementary classrooms. Methods investigate 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 are emphasized. Prerequisite: MTH 115 and MTH 116 with a grade of "C" or better; to be taken concurrently with ECE 415 and ECE 422; admission to teacher education. Consent of department. Offered Fall, Spring.

ECE 422 Cr.2-3

**Mathematics Methods: Early Childhood/Elementary Education**

This course is designed to introduce early childhood/elementary teacher candidates to current methods and practices for teaching mathematics in elementary 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: MTH 115 and MTH 116 with a grade of "C" or better; to be taken concurrently with ECE 415 and ECE 421; admission to teacher education. Consent of department. Offered Fall, Spring.

ECE 424 Cr.4

**Curriculum and Assessment for Preschool-Kindergarten**

Students demonstrate an understanding and effective use of instructional strategies and authentic assessments for children in preschool through kindergarten. The course addresses early learning from both developmental and content perspectives. Students determine age-appropriate learning opportunities across math, literacy, social studies, science, and the arts in the context of young children's cognitive, motor and social-emotional development. Students experience a variety of curriculum approaches and will evaluate authentic assessment procedures that monitor young children's learning and inform instruction. Prerequisite: ECE 415; taken concurrently with ECE 455 and ECE 460; admission to teacher education. Consent of department. Offered Fall, Spring.

ECE 435 Cr.3

**Creative Arts and Play in ECE**

This course is designed to develop a philosophy of education that places emphasis on creativity and integration of the arts and aesthetics into the curriculum using a philosophical focus. Students explore the classroom teacher's role in supporting the development of creativity through arts integration across the early childhood and primary curricular areas. Students plan and implement experiences including art, drama, music, and movement activities appropriate for use with pre-kindergarten through primary-age children. Prerequisite: taken concurrently with ECE 415 or ECE 455; admission to teacher education. Consent of department. Offered Fall, Spring.

ECE 442 Cr.3

**Emergent Literacy and Language Development in Young Children**

This course is 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, early reading, children's literature and story telling. Supporting families as children's first teachers, culturally responsive experiences at home and in childcare settings, and family literacy programs will be studied. The course also addresses developmentally appropriate instructional strategies for young children who struggle with beginning literacy concepts and skills and who have language delays and disorders. Prerequisite: EDS 318 or concurrent enrollment; admission to teacher education. Offered Fall, Spring.

ECE 455 Cr.3

**Field Experience II in Early Childhood Education: Birth-Kindergarten**

Under the direction of a university supervisor and in cooperation with an approved teacher, the student engages in a professional experience in a selected early childhood, infant/toddler through kindergarten setting. Teacher candidates develop their professionalism, guidance techniques, and conflict resolution skills. Teacher candidates also develop and implement activities and lessons including units of instruction as well as build and maintain the environment for a designated developmental range. Prerequisite: ECE 415; taken concurrently with ECE 424 and ECE 460; admission to teacher education. Consent of department. Offered Fall, Spring.

ECE 460 Cr.3

**School, Family and Community Partnerships**

This course focuses on the role of the teacher in building strong school-family partnerships. Family systems theory, approaches to meeting the diverse needs of children and families, and the influence of culture on family perspectives of engagement are explored. The role of the teacher in advocating for and supporting families using a strengths-based approach are addressed, effective strategies for two-way communication and collaborative approaches to meeting the diverse needs of children and families. Social justice, equity, and cultural competence is examined as factors in supportive communication and collaboration. Prerequisite: ECE 415; taken concurrently with ECE 424 and ECE 455; admission to teacher education. Consent of department. Offered Fall, Spring.

ECE 470 Cr.1

**Special Topics in Early Childhood Education**

This course presents specialized topics in early childhood education. Repeatable for credit - maximum six. Prerequisite: admission to teacher education. Offered Occasionally.

## Educational Foundations Courses

EFN 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.

+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 Occasionally.

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 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/CI 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 Studies 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.

**Reading Courses**

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 200 Cr.3

**Foundations of Special Education**

This course introduces teacher education majors to special education practices from historical, legislative, and people-centered recommended practices. General education and special education teachers have a shared responsibility to meet the needs of all students in learning environments that address individual needs and strengths. Teacher candidates gain foundational understanding of exceptionalities from people, concepts, and historical perspective; policies, practices, and programs in special education; characteristics, prevalence, and supports and services for individuals with exceptionalities (as defined in current federal regulations); collaborative roles of general and special educators; and partnerships with families. Prerequisite: EDS 206 or EDS 308 or concurrent enrollment; sophomore status. Students cannot earn credit in both SPE 401 and SPE 200. Offered Fall, Winter, Spring, Summer.

+SPE 207 Cr.3

**American Sign Language and Deaf Culture I**

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

+SPE 214 Cr.3

**American Sign Language and Deaf Culture II**

In this course students extend the use of American Sign Language to learn about communicating with individuals who have a hearing loss. Students 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 Spring.

SPE 300 Cr.3

**Designing Sustainable Inclusive Classrooms**

Establishing and maintaining productive learning environments is a key feature of an effective globally responsive educator's classroom. In this course, students integrate foundational knowledge and learn how to create a classroom environment using developmentally-appropriate and responsive pedagogy based on the belief that all students have a variety of assets and all can learn at high levels. Key features of this class are understanding the role of the educator in intentionally creating learning opportunities uniquely designed for diverse learners and evaluating effectiveness in inclusive settings. Viewed through the lens of developmentally-appropriate and responsive practices, students apply pedagogical frameworks to create a supportive classroom that increases the likelihood of success for all learners and evaluate the impact of the practices to inform their teaching (e.g., Universal Design for Learning and Trauma-Informed Practices). Prerequisite: SPE 200; EDS 402 or ECE 415 or concurrent enrollment; admission to teacher education. Offered Fall, Spring, Summer.

SPE 340 Cr.3

**Collaborative Partnerships and Transitions for Students with Disabilities**

Effective communication and collaborative relationships between parents, students, and school and community personnel in a culturally responsive environment is an essential component of being a globally responsive educator. Students receiving special education services are supported by educational teams composed of students, parents, education professionals, and agency representatives. This course is designed to prepare special education teacher candidates for the responsibilities related to collaboration and transition associated with serving students with special education needs in grades K-12. This course focuses on effective collaboration processes as well as the development of transition plans for students with specific learning disabilities, emotional/behavioral disabilities, and intellectual disabilities; and the impact transition plans have on educational curriculum, instructional practices, career development, and placement practices. Prerequisite: SPE 200. Offered Fall, Spring.

SPE 420 Cr.3

**Advanced Literacy and Math Practices for K-12 Students with Persistent Academic Challenges**

This course prepares teacher candidates with theoretical frameworks and practical applications of evidence-based practices in the areas of literacy and math. Teacher candidates deepen their understanding of various developmental, remedial, and compensatory literacy and math evidence-based practices, critically analyze them, and apply their learning with students with disabilities in K-12 settings. These skills allow teacher candidates to identify students who may experience school failure in the areas of math and literacy if they do not receive instruction that is responsive to their needs, evaluate and monitor their teaching effectiveness, and improve learning outcomes. Candidates have the opportunity to work directly with 9-12 learners through a tutoring program to apply practices learned in the course. Lect. 2, Lab 3. Prerequisite: SPE 300; admission to teacher education. Offered Fall, Spring.

## SPE 424 Cr.3

**Advanced Practices for Students with Challenging Behaviors**

This course allows teacher candidates to use effective and varied behavior management strategies to support and enhance students' successful engagement and participation in the classroom. They learn about laws and policies impacting behavior management planning and implementation; functional behavioral assessment and the use of its information in designing behavior intervention plans and making decisions for the student and the program; understand the rights and responsibilities of families and other professionals in assessing the needs of the student and the use of different behavior management strategies; and evaluate and modify instructional practices and monitor the progress of students with challenging behaviors. In addition, teacher candidates are exposed to high school level interactions through simulated teaching experiences in a virtual classroom setting. Teacher candidates will have at least 10 hours of work with K-12 learners in a school setting, by arrangement with the instructor. Lect. 2, Lab 3. Prerequisite: concurrent enrollment in SPE 455 and SPE 460; admission to teacher education. Consent of department. Offered Fall, Spring.

## SPE 425 Cr.3

**Advanced Practices for Students with Challenging Behaviors in an International Setting**

This course allows candidates to use effective and varied behavior management strategies to support and enhance students' successful engagement and participation in the classroom. Candidates learn about laws and policies impacting behavior management planning and implementation; functional behavioral assessment (FBA) and the use of its information in designing behavior intervention plans (BIP) and making decisions for the student and the program; understand the rights and responsibilities of families and other professionals in assessing the needs of the student and the use of different behavior management strategies; and evaluate and modify instructional practices and monitor the progress of students with challenging behaviors. Teacher candidates conduct the FBA and BIP while they are in their concurrent field placement. Prerequisite: must be taken concurrently with SPE 435 and SPE 465; admission to teacher education. Consent of department. Offered Summer.

## SPE 435 Cr.3

**Methods in Cross-Categorical Special Education in an International Setting**

This course focuses on curriculum, methods, and strategies used in educating students with disabilities (specific learning disabilities, emotional/behavioral disabilities, intellectual disabilities, autism spectrum disorders, and others) over the K-12 developmental range. Candidates apply knowledge of curriculum, methods and strategies to knowledge of learners with disabilities to teach in inclusive settings with an emphasis on science, social studies, study skills, and social skills. Candidates also learn to develop Individualized Education Programs. Teacher candidates are designing lessons within cultural context of the setting Luxembourg and implementing them during the concurrent field experience. Prerequisite: must be taken concurrently with SPE 425 and SPE 465; admission to teacher education. Consent of department. Offered Summer.

## SPE 452 Cr.3

**Assessment in Special Education**

This course focuses on the role assessment plays in the diagnosis of a disability, determination of eligibility for special education services, and education of students with disabilities according to IDEA (the Individuals with Disabilities Education Act). Students become familiar with the High Leverage Practices for assessment identified by the Council for Exceptional Children, including the use of multiple sources of information to develop a comprehensive understanding of a student's strengths and needs, interpretation and communication of assessment information with stakeholders to collaboratively design and implement education programs, and the use of student assessment data to analyze instructional practices and make necessary adjustments that improve student outcomes. Prerequisite: SPE 200; SPE 300 or concurrent enrollment; admission to teacher education. Offered Fall, Spring.

## SPE 455 Cr.3

**Methods in Cross-Categorical Special Education (K-12)**

This course focuses on curriculum, methods, and strategies used in educating students with exceptionalities in various educational settings. Topics covered within this course include approaches to learning and teaching, Individualized Education Program (IEP), Social and Emotional Learning (SEL), learning strategies, content, and study skills. Teacher candidates deepen their understanding and apply their learning with students with exceptionalities. Prerequisite: EDS 402; concurrent enrollment in SPE 424 and SPE 460; admission to teacher education. Consent of department. Offered Fall, Spring.

## SPE 460 Cr.3

**Field Experience in Special Education (K-12)**

This course is a field experience for teacher candidates students seeking cross-categorical special education (K-12) licensure. Teacher candidates are placed in a variety of educational settings (e.g., special education setting, inclusive setting, interim alternative educational setting) in which they observe, design, and implement various pedagogical practices with students with exceptionalities (i.e. specific learning disabilities, emotional and behavioral disorders, intellectual disabilities, etc.), and become familiar with special education teacher responsibilities. Teacher candidates are under the direct supervision of a certified special education teacher and university supervisor (course instructor). Prerequisite: EDS 402; SPE 300; concurrent enrollment in SPE 424 and SPE 455 (concurrent enrollment in other field experience courses is not permitted); admission to teacher education. Consent of department. Offered Fall, Spring.

## SPE 465 Cr.2

**Field Experience in Special Education in an International Setting**

This course is a field experience for teacher candidates in the Elementary Middle Education (K-9) and Special Education (K-12) Program. Teacher candidates are exposed to a variety of educational settings (e.g., special education setting, inclusive setting) for 100 hours in Luxembourg. They observe, design, and implement various pedagogical practices, plans, and programs with students with disabilities (i.e., specific learning disabilities, emotional and behavioral disorders, intellectual disabilities, autism spectrum disorder, etc.), and become familiar with special education teacher responsibilities. Teacher candidates are under the direct supervision of a certified special education teacher and university supervisor. Prerequisite: must be taken concurrently with SPE 425 and SPE 435; admission to teacher education. Consent of department. Offered Summer.



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 course is taught largely at an undergraduate level. Graduate students have additional course requirements/expectations. Repeatable for credit - maximum six. (Maximum three credits applicable to master's degree). Prerequisite: junior standing. Offered Occasionally.

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 and instructor. Consent of department. Offered Occasionally.

## **Teaching English to Speakers of Other Languages Courses**

TSL 250 Cr.3

### **Educating Multilingual Learners**

In this course students develop their understanding of and sensitivity to the multilingualism and cultural diversity of the United States through the study of multilingual English learners (ELs) in public schools. Course topics include exploration of who ELs are, educational and linguistic rights, special challenges ELs may face in classrooms and schools, and how to overcome those challenges. Students engage in inquiry-based learning as they justify answers to essential questions about cultural and linguistic diversity in the U.S., education, and best practices for educating a multilingual society. Students learn to evaluate school environments for ELs and practice skills needed for equitable education for ELs. Prerequisite: sophomore standing. Offered Fall, Spring, Summer.

TSL 340 Cr.3

### **The Study of Language**

This course offers an introduction to the study and nature of human language. Students investigate the structure of languages in general. They apply that structure to English and compare it to other languages. Prerequisite: ENG 110 or ENG 112; MLG 204 or a foreign language at the 102 level or higher. Students cannot earn credit in both ENG 331 and TSL 340. Offered Fall.

TSL 345 Cr.3

### **Intercultural Interactions**

In this course, students learn about cultural influences in education and develop their ability to successfully navigate intercultural interactions while working with diverse populations within the United States or internationally. Course topics include definitions of culture, its deep structure and surface level expressions, relationships between culture and language and individual identity, how culture is expressed and transmitted in education, culturally-responsive teaching, and intercultural competence. Students compare their own cultural values across diverse groups and learn to apply culturally responsive pedagogy to diverse teaching contexts where they are likely to work in the future. Depending on individual focus, students create a case study or a unit plan focused on teaching culture and improving intercultural interactions. Students leave this course with greater cultural awareness, an understanding of how cultures are learned and taught, especially in educational settings, and the intercultural competence to live and work with those from cultures distinct from their own. Prerequisite: one of the following: AP foreign language score of 3 or higher; placement into 201-level or higher foreign language course; score 70 or higher on La Crosse Battery (non-native speakers of English); grade "B" or better in 102-level or higher foreign language course taken at UWL (taught in foreign language). Offered Spring.

TSL 400/500 Cr.3

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

This course provides an overview of 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 learners (ELs), and content-based instruction. Students learn how to plan for EL instruction in general education and ESOL classes. In addition, students develop skills to advocate for ELs in educational settings. This course is taught largely at an undergraduate level. Graduate students have additional course requirements/expectations. Prerequisite: TSL 345 or ENG 331; junior standing. Offered Spring.

TSL 420 Cr.1

### **TESOL Field Seminar**

This course is designed to equip TESOL teacher candidates with a solid understanding of the theoretical and research-based second language acquisition processes in practice. Teacher candidates learn about and practice the complex processes of planning instruction for ELs, engaging ELs in learning, and assessing EL learning. Candidates further develop understanding and practices related to the topics of academic language, co-planning and co-teaching, intercultural communication, professionalism and advocacy and teacher performance assessment (edTPA). Prerequisite: TSL 400 or TSL 463 or concurrent enrollment; must be taken concurrently with EDS 402 or EDS 446; admission to teacher education. Consent of department. Offered Fall, Spring.

TSL 425 Cr.3

### **Global Issues in TESOL**

This course examines 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 one course from the following: ANT 196, CST 332, ENG 331, ENG 332, ENG 334, PHL 311, PSY 282, PSY 436, TSL 340, or TSL 400. Offered Occasionally.

TSL 450/550 Cr.1-3

**TESOL National/International Internship Program**

Through the TESOL Internship, students gain practical experience tutoring or teaching non-native speakers of English in a variety of settings, including high school tutoring programs, adult literacy programs, after-school enrichment programs, university-level ESL programs, and EFL programs abroad. Undergraduates who are seeking ESL licensure must complete at least one credit in a high school (grades 9-12) setting. This course is taught largely at an undergraduate level. Graduate students have additional course requirements/expectations. Repeatable for credit - maximum three. Prerequisite: TSL 400 or TSL 463 or concurrent enrollment; consent of TESOL director; junior standing. Consent of instructor. Pass/Fail grading. Offered Fall, Winter, Spring, Summer.

TSL 460 Cr.3

**TESOL Field Experience**

This course is designed to equip TESOL students with a solid understanding of the theoretical and research-based second language acquisition processes in practice. Students learn about and practice the complex processes of planning instruction for multilingual learners (MLs), engaging MLs in learning, and assessing ML learning. Students further develop understanding and practices related to the topics of academic language, co-planning and co-teaching, intercultural communication, professionalism and advocacy and teacher performance assessment (for example, the edTPA). This experience occurs in Puerto Rico. In their field placements, students plan and teach lessons within the designated content area and developmental range. A multi-day, consistent schedule in the field experience classroom is established by the course instructor in consultation with the cooperating teacher. Prerequisite: admission to teacher education, or declared TESOL minor and permission of instructor. Consent of department. Offered Winter.

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 as a second or foreign language (ESL/EFL). Students identify the historical development of approaches and methodologies for teaching ESL/EFL, understand foundational principles of teaching ESL/EFL, and explore individual English learner (EL) differences, including age/grade level and language proficiency level, 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, grammar, and vocabulary. Additionally, students explore materials and technology available for teaching ESL/EFL. This course is taught largely at an undergraduate level. Graduate students have additional course requirements/expectations. Prerequisite: TSL 345 or ENG 331; junior standing. Offered Fall.

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. Offered Occasionally.