

# EDUCATION STUDIES (ES)

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## ES 149 Introduction to Education (1 cr)

Prerequisite: Not available for juniors or seniors.

Provides experiences on which to base decisions about teaching as a career. Investigates purposes and goals of university education in preparation for a teaching career and presents strategy for having success in the university.

Grading Basis: No S/U Grade Option

Lecture/Discussion Hours: 1

Lab/Studio Hours: 0

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## ES 212 Exploring Schooling K-12 (2-3 crs)

Prerequisite: Limited to teaching majors. Minimum of 12 credits. Minimum total GPA of 2.50.

•*Music education majors should enroll for 2 credits.*

This class and the accompanying practicum are designed to provide a road map of what to expect and the steps to take for a successful journey into the teaching profession. It provides an initial classroom experience, including daily work with students in a classroom, alongside an exemplary experienced teacher. The course strives to help preservice teachers come to an understanding of what it means to be a teacher dedicated to lifelong learning and to advancing the achievement of all children. Students complete approximately 50 hours of observation/teaching.

Grading Basis: No S/U Grade Option

Lecture/Discussion Hours: 2

Lab/Studio Hours: 4

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## ES 283 Supporting Multilingual Learners (3 crs)

Prerequisite: Limited to teaching majors. Minimum 14 credits. Completion of University Writing Requirement. ES 212 or concurrent enrollment.

This course is designed to support educators in universally designing classroom instruction to meet the needs of multilingual learners. Participants will learn about strategies to increase engagement for all learners, designing assessments for learning, and selecting and evaluating diverse literature for young people. In addition to classroom instructional practices, the course explores resources for connecting families, communities, and schools.

Grading Basis: A-F Grades Only

Lecture/Discussion Hours: 3

Lab/Studio Hours: 0

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## ES 302 Teaching and Learning Practices (1 cr)

Prerequisite: ES 212, ES 303. Limited to teaching majors admitted to College of Education and Human Sciences. Must be taken with ES 306, ES 308, ES 309, and ES 457.

Introduction and development of the knowledge, skills, and dispositions necessary to create, organize, and maintain an enriched and positive K-9 classroom environment. Topics include planning for instruction and assessment, developing positive relationships, and creating an inclusive classroom environment.

Grading Basis: A-F Grades Only

Lecture/Discussion Hours: 1

Lab/Studio Hours: 0

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## ES 303 Emergent Literacy and Assessment (3 crs)

Prerequisite: ES 212; limited to teaching majors admitted to College of Education and Human Sciences. Must be taken with ES 336.

This course, taken concurrently with ES 336, explores concepts related to emergent literacy as well as the methods and assessment techniques teachers use to support literacy development in PK-early elementary grades settings.

Grading Basis: A-F Grades Only

Lecture/Discussion Hours: 3

Lab/Studio Hours: 0

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## ES 304 Teaching and Learning Practices (2 crs)

Prerequisite: ES 203 or 212, ES 305 or ES 301. Limited to teaching majors admitted to College of Education and Human Sciences. Must be taken with ES 306, ES 307, ES 308, ES 309 and ES 335.

Introduction and development of the knowledge, skills, and dispositions necessary to create, organize, and maintain an enriched and positive 1-8 classroom environment. Topics include planning for instruction and assessment, developing positive relationships, and classroom management.

Lecture/Discussion Hours: 2

Lab/Studio Hours: 0

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## ES 305 Reading Curriculum and Instruction in Grades K-9 (3 crs)

Prerequisite: ES 203 or ES 212. Limited to teaching majors admitted to College of Education and Human Sciences.

Study of the teaching methods, instructional materials, and evaluation techniques employed in elementary/middle level reading. Includes a directed practicum.

Lecture/Discussion Hours: 3

Lab/Studio Hours: 0

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## ES 306 Mathematics Curriculum and Instruction in Grades K-9 (3 crs)

Prerequisite: ES 212, must be taken with ES 302, 308, 309, and 457. Limited to teaching majors admitted to College of Education and Human Sciences.

Consent: Department Consent Required

Study of teaching methods, instructional materials, evaluation techniques, and trends in mathematics relevant to grades K-9. Includes a directed practicum.

Lecture/Discussion Hours: 3

Lab/Studio Hours: 0

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## ES 307 Language Arts Curriculum and Instruction in Grades K-9 (3 crs)

Prerequisite: ES 203 or 212; ES 305 or 301. Limited to teaching majors admitted to College of Education and Human Sciences. Must be taken with ES 304, 306, 308, 309, 335

Teaching language arts in the elementary and middle school; writing, listening, and speaking skills are included. Methods, materials, and trends in language arts. Includes a directed practicum.

Lecture/Discussion Hours: 3

Lab/Studio Hours: 0

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**ES 308 Science Curriculum and Instruction in Grades K-9 (3 crs)**

Prerequisite: ES 212; Limited to teaching majors admitted to College of Education and Human Sciences. Must be taken with ES 304, 306, 309, and 457. Study of the teaching methods, instructional materials, evaluation techniques, and trends in science relevant to grades K-9. An environmental education component is included as well as a directed practicum.

Lecture/Discussion Hours: 3

Lab/Studio Hours: 0

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**ES 309 Social Studies Curriculum and Instruction in Grades K-9 (3 crs)**

Prerequisite: ES 212. Limited to teaching majors admitted to College of Education and Human Sciences. Must be taken with ES 302, 306, 308, and 457. Study of teaching methods, instructional materials, and techniques in elementary and middle level social studies. Explores trends in social studies and looks at education for employment. Includes a directed practicum.

Lecture/Discussion Hours: 3

Lab/Studio Hours: 0

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**ES 312 General Methods of Teaching (2 crs)**

Prerequisite: Concurrent enrollment in ES 317, ES 318 or MUED 318, ES 328. Limited to teaching majors admitted to College of Education and Human Sciences.

Consent: Department Consent Required

Introduces models of teaching, lesson and unit planning, pedagogic strategies, creating supportive learning environments, and assessment for planning.

Attributes: Undergraduate/Graduate Offering

Lecture/Discussion Hours: 2

Lab/Studio Hours: 0

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**ES 313 Curriculum, Instructional Methods, and Disciplinary Literacies in Grades K-12 (3 crs)**

Prerequisite: Limited to teaching majors admitted to College of Education and Human Sciences. Must be taken concurrently with ES 314.

Introduces models of teaching; modes of communication (written, oral, and multimodal); disciplinary literacy; lesson and unit planning; and methods of instruction. Provides rationales and methods for determining the abilities of middle-level and secondary students to read text in content areas and provides strategies for teaching effectively from text in a content-area classroom.

Includes a five-week directed practicum where preservice teachers gain at least 75 hours of experience working with students.

Grading Basis: A-F Grades Only

Lecture/Discussion Hours: 2

Lab/Studio Hours: 1

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**ES 314 Collaboration, Engagement, and Assessment in Grades K-12 (3 crs)**

Prerequisite: Limited to teaching majors admitted to College of Education and Human Sciences. Must be taken concurrently with ES 313.

Covers collaborating and co-teaching in schools, collaborating with caregivers and families, creating a classroom culture focused on engagement of students, and integrating assessments across content for all students. Students explore how a classroom culture focused on engagement includes conflict resolution, peer mediation, problem solving in human relationships, and crises management. Includes a five-week directed practicum where preservice teachers gain at least 75 hours of experience working with students.

Grading Basis: A-F Grades Only

Lecture/Discussion Hours: 3

Lab/Studio Hours: 0

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**ES 315 Assessment for Learning (3 crs)**

Prerequisite: Limited to teaching majors admitted to College of Education and Human Sciences.

Students will learn about different approaches to assessment in K-12 settings and develop strategies for responding to assessment data to inform instruction.

Grading Basis: A-F Grades Only

Lecture/Discussion Hours: 3

Lab/Studio Hours: 0

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**ES 316 Teaching Multicultural Literature in Grades K-12 (3 crs)**

Prerequisite: Limited to teaching majors admitted to College of Education and Human Sciences. Teaching certification students may also enroll. Completion of University Writing Requirement.

This course examines what it means to have a multicultural perspective on the use of children's literature in the classroom and to use those understandings to design rigorous writing curricula for all grade levels.

Attributes: Undergraduate/Graduate Offering

Lecture/Discussion Hours: 3

Lab/Studio Hours: 0

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**ES 317 Middle Level Methods and Curriculum (2 crs)**

Prerequisite: Concurrent enrollment in ES 312, ES 318 or MUED 318, ES 328. Limited to teaching majors admitted to College of Education and Human Sciences.

- *Music education students should enroll in MUED 318; every other major education students should enroll in ES 318.*

Examination of teaching methods appropriate for middle level students and an analysis of philosophies and organizational practices of the middle level curriculum.

Attributes: Undergraduate/Graduate Offering

Lecture/Discussion Hours: 2

Lab/Studio Hours: 0

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**ES 318 Teacher Assisting (1 cr)**

Prerequisite: Concurrent enrollment in ES 312, ES 317, ES 328. Limited to teaching majors admitted to College of Education and Human Sciences.

Consent: Department Consent Required

Field placement in which student engages with classroom practices under the guidance of an experienced cooperating teacher.

Lecture/Discussion Hours: 0

Lab/Studio Hours: 2

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**ES 328 Disciplinary Literacy and Study Strategies (2 crs)**

Prerequisite: Limited to teaching majors admitted to College of Education and Human Sciences or school psychology students.

Provides rationale and methods for determining the abilities of middle level and secondary students to read texts in content areas as well as strategies for promoting disciplinary literacy.

Attributes: Undergraduate/Graduate Offering

Lecture/Discussion Hours: 2

Lab/Studio Hours: 0

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**ES 335 Reading Assessment, Diagnosis and Remediation (2 crs)**

Prerequisite: ES 203 or 212, 305 or 301; limited to teaching majors admitted to College of Education and Human Sciences. Must be taken with ES 304, 306, 307, 308, 309

Examines reading process, models of diagnosis, formal and informal assessment instruments, instructional planning, intervention and issues of literacy assessment. Practicum experience with students is required.

Grading Basis: A-F Grades Only

Lecture/Discussion Hours: 2

Field Practicum Hours: 1

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**ES 336 Elementary Literacy and Assessment (3 crs)**

Prerequisite: ES 212; limited to teaching majors admitted to College of Education and Human Sciences. Must be taken with ES 303.

This course, taken concurrently with ES 303, explores late elementary literacies as well as the methods and assessment techniques teachers use to support literacy development in grades 3-5.

Grading Basis: A-F Grades Only

Lecture/Discussion Hours: 3

Lab/Studio Hours: 0

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**ES 356 Teaching Social Studies in Grades 4-12 (3 crs)**

Prerequisite: Completion of ES 212. Limited to teaching majors admitted to College of Education and Human Sciences.

Study of the curriculum, resources, teaching skills, and evaluation procedures for grades 4-12 social studies. Required of the Social Studies teaching major.

Lecture/Discussion Hours: 3

Lab/Studio Hours: 0

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**ES 357 Teaching Mathematics in Grades 4-12 (2 crs)**

Prerequisite: Completion of or concurrent enrollment in ES 313 and ES 314.

Limited to teaching majors admitted to College of Education and Human Sciences.

Students construct an instructional framework based on research, theory, current practice, technology, and practical experience. Required of teaching majors and minors in mathematics.

Lecture/Discussion Hours: 2

Lab/Studio Hours: 0

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**ES 360 Teaching Science in Grades 4-12 (3 crs)**

Prerequisite: Completion of ES 212 and consent of department. Limited to teaching majors admitted to College of Education and Human Sciences.

Consent: Department Consent Required

Provides study of methods, materials, content, and organization of science programs. Emphasizes curriculum planning, instruction, assessment, and best practices in 4-12 science instruction.

Grading Basis: A-F Grades Only

Lecture/Discussion Hours: 3

Lab/Studio Hours: 0

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**ES 366 World Language Methods for Secondary Teaching (2-3 crs)**

Prerequisite: Completion of ES 212. Limited to teaching majors and minors admitted to the College of Education and Human Sciences.

- *Students majoring/minoring in more than one language should enroll in this course for three credits.*

Theories of language acquisition and learning, methodological trends, review of current research, guidelines for teaching the skills and culture.

Lecture/Discussion Hours: 2-3

Lab/Studio Hours: 0

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**ES 381 Technology for Educators (2 crs)**

Prerequisite: Limited to teaching majors admitted to the College of Education and Human Sciences.

An exploration of current and emerging technologies pertinent to the K-12 classroom and education as a profession.

Grading Basis: A-F Grades Only

Lecture/Discussion Hours: 2

Lab/Studio Hours: 0

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**ES 382 Technology for Learning (3 crs)**

Prerequisite: ES 212

This course will explore current and emerging technologies that are pertinent to K-12 classrooms and education professionals. Students will develop knowledge about educational technologies and refine the skills needed to equitably incorporate these technologies into K-12 classrooms.

Grading Basis: A-F Grades Only

Lecture/Discussion Hours: 3

Lab/Studio Hours: 0

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**ES 383 Literature for Adolescents (3 crs)**

Prerequisite: Minimum sophomore standing.

Study of literature for young people--middle and high school ages--with emphasis on trends and issues, development of the adolescent novel, genres, author profiles, and reading promotional tools.

Grading Basis: A-F Grades Only

Lecture/Discussion Hours: 3

Lab/Studio Hours: 0

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**ES 385 Social Foundations: Human Relations (3 crs)**

- Students are expected to accrue 15 of the 30 hours of volunteer/field work prior to the semester they are enrolled in ES 385/ES 585.

Students will examine cultural contributions of racial, ethnic, cultural, gender, and economic groups. They will also examine forces of discrimination and racism on individuals, society, and education and analyze practices that promote dignity, social justice, and equality.

Attributes: Cultural Diversity 3 cr., GE V University Wide, LE-DDIV Design for Diversity, LE-R1 Equity, Diversity, and Inclusivity, Service-Learning, Full 30 Hours, Undergraduate/Graduate Offering, Special Course Fee Required Varies by Term/Section

Grading Basis: A-F Grades Only

Lecture/Discussion Hours: 3

Lab/Studio Hours: 0

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**ES 402 Instructional Internship in Education for Equity and Justice (1-3 crs)**

Prerequisite: Limited to elementary middle education and secondary education majors, department consent required.

Consent: Department Consent Required

Selected student develops professional knowledge and skills by engaging in professional reading and discussion during three seminar meetings, providing assistance to faculty member, enhancing classroom teaching and learning for enrolled students, locating and/or developing instructional resources, and other associated duties as assigned by faculty mentor. Plans for internship are based on a student-faculty contract. Three hours of participation per week per credit.

Grading Basis: A-F Grades Only

Lab/Studio Hours: 0

Seminar Hours: 1

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**ES 404 Education and Popular Culture (3 crs)**

This course exposes students to the various and often problematic ways that education is represented in popular culture, using feminist, critical race, and cultural studies perspectives to analyze representations of education and youth in popular culture.

Attributes: LE-I1 Integration, LE-S3 Creativity, Undergraduate/Graduate Offering

Grading Basis: A-F Grades Only

Lecture/Discussion Hours: 3

Lab/Studio Hours: 0

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**ES 405 Teaching English to Speakers of Other Languages (3 crs)**

Prerequisite: FLG 378 or concurrent enrollment, and one year college level foreign language study or equivalent, or consent of instructor.

Designed to help school teachers and others recognize the language difficulties of non-native speakers and teach effectively the sounds, basic structures, and vocabulary of English. Stresses development and use of practical techniques and materials based on second-language acquisition principles.

Attributes: Undergraduate/Graduate Offering

Lecture/Discussion Hours: 3

Lab/Studio Hours: 0

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**ES 408 Methods of Teaching Content-Based EL (4 crs)**

Prerequisite: ES 405 or concurrent enrollment. Limited to TESOL minors. EL, bilingual education, and content area teachers learn to modify course materials, instructional strategies and assessments so that English learners can engage in course content while simultaneously developing their new language. Student completes approximately 40 hours of field experience.

Attributes: Undergraduate/Graduate Offering

Lecture/Discussion Hours: 3

Lab/Studio Hours: 1

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**ES 411 Methods of Bilingual/Bicultural Content-Based Instruction and Curriculum Design (2 crs)**

Prerequisite: ES 405.

- Proficiency in Spanish through a score of Advanced Low on the ACTFL (both Oral and Written)

The course prepares teacher candidates to work effectively with linguistically diverse students across all content areas and to develop their students' language proficiency as needed for school success. In this course, students will study what it means --linguistically, cognitively, socially, and psychologically -- to be a bilingual child. The course will be taught in Spanish and English and will focus on specific instructional strategies for bilingual children, various program models, and methods of assessment for bilingual learners in U.S. public schools.

Attributes: Cultural Diversity 2 cr., Undergraduate/Graduate Offering, Special Course Fee Required Varies by Term/Section

Lecture/Discussion Hours: 2

Lab/Studio Hours: 0

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**ES 437 World Language Methods for Early and Middle Childhood (2 crs)**

Prerequisite: Completion of ES 212. Limited to teaching majors and minors admitted to the College of Education and Human Sciences.

Principles and practices in teaching world languages in elementary and middle schools. Preparation for teaching in bilingual education programs. This course also includes a 10-hour practicum experience at a local elementary school.

Lecture/Discussion Hours: 2

Lab/Studio Hours: 0

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**ES 440 Internship Teaching in Elementary Education (5-10 crs)**

Consent: Department Consent Required

- Admission to the professional semester and recommendation of the Department of Education for Equity and Justice. Offered on satisfactory/unsatisfactory grade basis only.

The intern is a paid contractual member of public school staff, spending the entire semester in the school system in an elementary setting. The public school calendar is followed.

Attributes: Internship, Special Course Fee Required

Grading Basis: S/U Only Grade Basis

Lab/Studio Hours: 0

Practicum Hours: 40

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**ES 441 Student Teaching in Elementary Education (5 crs)**

- Admission to the professional semester and recommendation of the Department of Education for Equity and Justice. Offered on satisfactory/unsatisfactory grade basis only.

The student teaches full time for one quarter in the elementary grades. The calendar of the school to which the student is assigned is followed for beginning, ending, and vacation dates.

Repeat: Course may be repeated for a maximum of 10 credits

Grading Basis: S/U Only Grade Basis

Lab/Studio Hours: 0

Practicum Hours: 40

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**ES 445 Student Teaching in Middle Level Education (5 crs)**

- Admission to the professional semester and recommendation of the Department of Education for Equity and Justice. Offered on satisfactory/unsatisfactory grade basis only.

Students teach full time for one quarter in a middle level school. Students typically teach in their approved major/minor area. The calendar of the school to which students are assigned is followed for beginning, ending, and vacation dates.

Repeat: Course may be repeated for a maximum of 10 credits

Grading Basis: S/U Only Grade Basis

Lab/Studio Hours: 0

Practicum Hours: 40

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**ES 446 Internship Teaching in Middle Level Education (5-10 crs)**

Consent: Department Consent Required

- Admission to the professional semester and recommendation of the Department of Education for Equity and Justice. Offered on satisfactory/unsatisfactory grade basis only.

The intern is a paid contractual member of the public school staff, spending the entire semester in the school system in a middle level setting. The public school calendar is followed.

Attributes: Internship, Special Course Fee Required

Grading Basis: S/U Only Grade Basis

Lab/Studio Hours: 0

Practicum Hours: 40

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**ES 457 Middle Grades Literacy and Assessment (3 crs)**

Prerequisite: ES 212. Limited to teaching majors admitted to College of Education and Human Sciences. Must be taken with ES 302, 306, 308, 309. Preservice teachers will examine the context and content of a middle grades English Language Arts classroom and curriculum with an emphasis on the process and skills needed for adolescent literacy development. Preservice teachers will learn how to create inquiry-driven literacy curriculum grounded in equitable and developmentally appropriate ELA pedagogies.

Attributes: Undergraduate/Graduate Offering

Lecture/Discussion Hours: 3

Lab/Studio Hours: 0

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**ES 470 Student Teaching in Secondary Education (5 crs)**

- Admission to professional semester and recommendation of the Department of Education for Equity and Justice. Offered on satisfactory/unsatisfactory grade basis only.

The student teaches full time for one quarter in a high school setting. The calendar of the school to which the student is assigned is followed for beginning, ending, and vacation dates.

Repeat: Course may be repeated for a maximum of 10 credits

Grading Basis: S/U Only Grade Basis

Lab/Studio Hours: 0

Practicum Hours: 40

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**ES 471 Student Teaching in Special Subjects (1-3 crs)**

- Teacher licensure, related special methods course(s), and departmental approval.

Intended for teachers already certified who are seeking additional licensure; limited student teaching experience specially arranged with student.

Grading Basis: S/U Only Grade Basis

Lecture/Discussion Hours: 1-3

Lab/Studio Hours: 0

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**ES 475 Internship Teaching in Secondary Education (5-10 crs)**

Consent: Department Consent Required

- Admission to professional semester and recommendation of the Department of Education for Equity and Justice. Offered on satisfactory/unsatisfactory grade basis only.

The intern is a paid contractual member of the public school staff, spending the entire semester in the school system in a high school setting. The public school calendar is followed.

Attributes: Internship, Special Course Fee Required

Grading Basis: S/U Only Grade Basis

Lab/Studio Hours: 0

Practicum Hours: 40

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**ES 490 Historical, Legal, and Philosophical Foundations of Education (3 crs)**

Prerequisite: Prior or concurrent enrollment in ES 212

- Graduate students may also enroll.

The application of historical, legal, and philosophical principles to classroom operations. Includes the development of a personal philosophy of education.

Attributes: Undergraduate/Graduate Offering

Lecture/Discussion Hours: 3

Lab/Studio Hours: 0

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**ES 493 International Experience in Education (1-5 crs)**

Consent: Department Consent Required

Allows students to study some aspects of education in another country. Experiences may involve teaching, survey of curriculum, methodology, trends and/or study tour of education facilities. Experience must be approved by department chair.

Attributes: Undergraduate/Graduate Offering

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**ES 495 Directed Studies in Education (1-3 crs)**

- Arranged by department in response to need.

Group study, under the immediate direction of departmental faculty, of a problem not covered in existing courses.

Attributes: Undergraduate/Graduate Offering

Repeat: Course may be repeated

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**ES 497 Field Experience Seminar (2 crs)**

Prerequisite: Admission to program

- Admission to professional semester and recommendation of Department of Education for Equity and Justice. Required for all elementary-middle and secondary education majors.

A capstone seminar designed to provide experiences in which students refine and demonstrate competence in instructional planning, instructional delivery, and other collaborative and professional practices while meeting the needs of a diverse student population. Taken in conjunction with student teaching/internship. Preparation for the materials and competencies required for the job search is highlighted.

Attributes: LE-11 Integration, LE-S3 Creativity, Undergraduate/Graduate

Offering, Capstone Course, Special Course Fee Required

Lab/Studio Hours: 0

Seminar Hours: 2

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**ES 499 Independent Study (1-3 crs)**

Consent: Department Consent Required

Study of an education issue under the supervision of Education for Equity and Justice faculty.

Repeat: Course may be repeated

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**ES 512 General Methods of Teaching (2 crs)**

Prerequisite: Admission to program. Concurrent enrollment in ES 317/ES 517, ES 318, and ES 328/ES 528

Consent: Department Consent Required

- Dual-listed with ES 312. Credit may not be earned in both courses. Admission to program. Concurrent enrollment in ES 318, ES 328/ES 528, and a prescribed special methods course.

Introduces models of teaching, lesson and unit planning; pedagogic strategies, creating supportive learning environments, and assessment for planning.

Grading Basis: No S/U Grade Option

Lecture/Discussion Hours: 2

Lab/Studio Hours: 0

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**ES 516 Teaching Multicultural Literature in Grades K-12 (3 crs)**

Prerequisite: Limited to teaching majors admitted to College of Education and Human Sciences. Teaching certification students may also enroll. Completion of University Writing Requirement.

- Dual-listed with ES 316. Credit may not be earned in both courses.

This course examines what it means to have a multicultural perspective on the use of children's literature in the classroom and to use those understandings to design rigorous writing curricula for all grade levels.

Grading Basis: No S/U Grade Option

Lecture/Discussion Hours: 3

Lab/Studio Hours: 0

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**ES 517 Middle Level Methods and Curriculum (2 crs)**

Prerequisite: Concurrent enrollment in ES 312, ES 318 or MUED 318, ES 328.

Limited to teaching majors admitted to College of Education and Human Sciences.

- Dual-listed with ES 317. Credit may not be earned in both courses.

Examination of teaching methods appropriate for middle level students and an analysis of philosophies and organizational practices of the middle level curriculum.

Grading Basis: No S/U Grade Option

Lecture/Discussion Hours: 2

Lab/Studio Hours: 0

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**ES 528 Disciplinary Literacy and Study Strategies (2 crs)**

Prerequisite: PSYC 260 or CSD 370 or consent of instructor. Limited to admitted teaching majors or admitted school psychology students.

- Dual-listed with ES 328. Credit may not be earned in both courses.

Provides rationale and methods for determining the abilities of middle level and secondary students to read texts in content areas as well as strategies for promoting disciplinary literacy.

Grading Basis: No S/U Grade Option

Lecture/Discussion Hours: 2

Lab/Studio Hours: 0

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**ES 585 Social Foundations: Human Relations (3 crs)**

• *Dual-listed with ES 385. Credit may not be earned in both courses. Students are expected to accrue 15 of the 30 hours of volunteer/field work prior to the semester they are enrolled in ES 385/ES 585.*

Students will examine cultural contributions of racial, ethnic, cultural, gender, and economic groups. They will also examine forces of discrimination and racism on individuals, society, and education and analyze practices that promote dignity, social justice, and equality.

Attributes: Special Course Fee Required Varies by Term/Section

Grading Basis: No S/U Grade Option

Lecture/Discussion Hours: 3

Lab/Studio Hours: 0

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**ES 604 Education and Popular Culture (3 crs)**

• *Dual-listed with ES 404. Credit may not be earned in both courses.*

This course exposes students to the various and often problematic ways that education is represented in popular culture, using feminist, critical race, and cultural studies perspectives to analyze representations of education and youth in popular culture.

Grading Basis: A-F Grades Only

Lecture/Discussion Hours: 3

Lab/Studio Hours: 0

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**ES 605 Teaching English to Speakers of Other Languages (3 crs)**

Prerequisite: FLG 378 or concurrent enrollment, and one year college level foreign language study or equivalent, or consent of instructor.

• *Dual-listed with ES 405. Credit may not be earned in both courses.*

Designed to help school teachers and others recognize the language difficulties of non-native speakers and teach effectively the sounds, basic structures, and vocabulary of English. Stresses development and use of practical techniques and materials based on second-language acquisition principles.

Grading Basis: No S/U Grade Option

Lecture/Discussion Hours: 3

Lab/Studio Hours: 0

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**ES 608 Methods of Teaching Content-Based EL (3 crs)**

Prerequisite: ES 405/ES 605. Limited to TESOL minors.

• *Dual-listed with ES 408. Credit may not be earned in both courses.*

Future and current teachers of English Learners, bilingual educators, and content-area teachers learn how to modify mainstream course materials and instructional strategies so that English Learners can engage in course content while simultaneously developing their new language.

Grading Basis: No S/U Grade Option

Lecture/Discussion Hours: 3

Lab/Studio Hours: 0

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**ES 611 Methods of Bilingual/Bicultural Content-Based Instruction and Curriculum Design (2 crs)**

Prerequisite: ES 405/ES 605.

• *Dual-listed with ES 411. Credit may not be earned in both courses.*

The course prepares teacher candidates to work effectively with linguistically diverse students across all content areas and to develop their students' language proficiency as needed for school success. In this course, students will study what it means - linguistically, cognitively, socially, and psychologically - to be a bilingual child. The course will be taught in Spanish and English and will focus on specific instructional strategies for bilingual children, various program models, and methods of assessment for bilingual learners in U.S. public schools.

Attributes: Field Trip(s) Required, Special Course Fee Required Varies by Term/Section

Grading Basis: No S/U Grade Option

Lecture/Discussion Hours: 3

Lab/Studio Hours: 0

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**ES 657 Middle Grades Literacy and Assessment (3 crs)**

Prerequisite: Limited to teaching majors admitted to College of Education and Human Sciences.

• *Dual-listed with ES 457. Credit may not be earned in both courses.*

Preservice teachers will examine the context and content of a middle grades English Language Arts classroom and curriculum with an emphasis on the process and skills needed for adolescent literacy development. Preservice teachers will learn how to create inquiry-driven literacy curriculum grounded in equitable and developmentally appropriate ELA pedagogies.

Grading Basis: No S/U Grade Option

Lecture/Discussion Hours: 3

Lab/Studio Hours: 0

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**ES 690 Historical, Legal, and Philosophical Foundations of Education (3 crs)**

• *Dual-listed with ES 490. Credit may not be earned in both courses. Graduate students may also enroll.*

The application of historical, legal, and philosophical principles to classroom operations. Includes the development of a personal philosophy of education.

Grading Basis: No S/U Grade Option

Lecture/Discussion Hours: 3

Lab/Studio Hours: 0

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**ES 693 International Experience in Education (1-5 crs)**

Consent: Department Consent Required

• *Dual-listed with ES 493.*

Allows students to study some aspects of education in another country. Experiences may involve teaching, survey of curriculum, methodology, trends and/or study tour of education facilities. Experience must be approved by department chair.

Grading Basis: No S/U Grade Option

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**ES 695 Directed Studies in Education (1-3 crs)**

• Dual-listed with ES 495. Arranged by department in response to need.

Group study, under the immediate direction of departmental faculty, of a problem not covered in existing courses.

Repeat: Course may be repeated

Grading Basis: No S/U Grade Option

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**ES 697 Field Experience Seminar (2 crs)**

• Dual-listed with ES 497. Credit may not be earned in both courses. Admission to professional semester and recommendation of Department of Education for Equity and Justice. Required for all elementary-middle and secondary education majors.

A capstone seminar designed to provide experiences in which students refine and demonstrate competence in instructional planning, instructional delivery, and other collaborative and professional practices while meeting the needs of a diverse student population. Taken in conjunction with student teaching/internship. Preparation for the materials and competencies required for the job search is highlighted.

Attributes: Capstone Course, Special Course Fee Required

Grading Basis: No S/U Grade Option

Lab/Studio Hours: 0

Seminar Hours: 2

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**ES 705 Literacy Assessment (3 crs)**

Prerequisite: CSD 311/CSD 511; ES 328/ES 528; SPED 300/SPED 500 or SPED 330/SPED 530 or SPED 400/SPED 600; or equivalent for each or consent of instructor.

Teachers will examine assessment methods for reading and writing, conduct assessments, and analyze data to inform instructional decisions. Issues of literacy assessment will be explored. Work outside of class with a student is required.

Grading Basis: No S/U Grade Option

Lecture/Discussion Hours: 3

Lab/Studio Hours: 0

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**ES 710 Student Development and Learning (3 crs)**

The study of contemporary theories and principles of development, learning and motivation as they relate to educational services. Development issues including: physical, intellectual, emotional, social and moral perspectives will be used to create, modify or change learning expectations in the school setting.

Grading Basis: No S/U Grade Option

Lecture/Discussion Hours: 3

Lab/Studio Hours: 0

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**ES 712 Social Foundations of Education (3 crs)**

The purpose of this course is to help students develop into educators who critically examine the political, social, economic, ideological, and cultural landscape in which they will teach.

Grading Basis: No S/U Grade Option

Lecture/Discussion Hours: 3

Lab/Studio Hours: 0

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**ES 720 Cultural and Social Foundations of Learning (3 crs)**

Designed to provide students the knowledge, skills and dispositions needed to help all students learn more effectively in the school setting. Philosophical underpinnings will provide the basis for learning across the behaviorist to constructivist continuum.

Grading Basis: No S/U Grade Option

Lecture/Discussion Hours: 3

Lab/Studio Hours: 0

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**ES 721 Teacher Reflection and Evaluation (1 cr)**

Designed to assist educators in examining their teaching through reflective practice. Participants will explore and apply multiple ways of reflecting and evaluating their teaching from peer assistance to self-evaluations, student interviews, and teaching portfolios.

Grading Basis: No S/U Grade Option

Lecture/Discussion Hours: 1

Lab/Studio Hours: 0

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**ES 725 Mathematics Curriculum, Instruction, and Evaluation in Grades 1-12 (3 crs)**

Prerequisite: ES 306 or ES 357 or consent of instructor.

A survey of current trends and issues related to mathematics teaching and learning in elementary through high school. Contemporary instructional procedures, curricula and assessment methods will be examined. Technology integration will be infused.

Grading Basis: No S/U Grade Option

Lecture/Discussion Hours: 3

Lab/Studio Hours: 0

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**ES 726 Issues of Critical Literacy in Grades K-12 (3 crs)**

Prerequisite: ES 305, ES 328/ES 528 or ES 753.

A major thrust of this course will be on the social, cultural, and political dimensions of literacy education in grades K-12.

Grading Basis: No S/U Grade Option

Lecture/Discussion Hours: 3

Lab/Studio Hours: 0

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**ES 730 Comparative Education (3 crs)**

Theory, structure, and organization of education. Examines education in selected countries of Europe, South America, Near East, Middle East, and Far East.

Grading Basis: No S/U Grade Option

Lecture/Discussion Hours: 3

Lab/Studio Hours: 0

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**ES 731 Administration and Leadership in Reading Instruction (3 crs)**

Prerequisite: ES 305 or ES 726, ES 705, ES 706, and ES 753.

Provides the prospective Reading Specialist with coaching models, study of reading program reform and home, school and community partnerships. Examines leadership strategies to administer and promote the K-12 district reading instruction and assessment program.

Grading Basis: No S/U Grade Option

Lecture/Discussion Hours: 3

Lab/Studio Hours: 0

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**ES 732 Social Studies Curriculum and Instruction in Grades 1-12 (3 crs)**

Analysis of trends, issues, materials, and practices in Social Studies education.

Grading Basis: No S/U Grade Option

Lecture/Discussion Hours: 3

Lab/Studio Hours: 0

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**ES 733 Science Curriculum and Instruction in Grades 1-12 (3 crs)**

Prerequisite: ES 308 or consent of instructor.

Advanced study of contemporary curriculum models and strategies for teaching science. Investigates current issues affecting 1-12 science teaching.

Grading Basis: No S/U Grade Option

Lecture/Discussion Hours: 3

Lab/Studio Hours: 0

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**ES 734 Current Trends and Issues in Curriculum 1-12 (3 crs)**

Organizing elements, current issues, innovations, and trends in curriculum for grades 1-12.

Grading Basis: No S/U Grade Option

Lecture/Discussion Hours: 3

Lab/Studio Hours: 0

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**ES 738 Curricular Design and Innovation (3 crs)**

This course investigates curricular models aligned with state and national standards, with a focus on how curricular design promotes learning and innovation in the classroom setting.

Grading Basis: No S/U Grade Option

Lecture/Discussion Hours: 3

Lab/Studio Hours: 0

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**ES 740 Introduction to Action Research (3 crs)**

Students will create and conduct an action research project in their own classrooms using appropriate research methodologies.

Grading Basis: No S/U Grade Option

Lecture/Discussion Hours: 3

Lab/Studio Hours: 0

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**ES 742 Advanced Topics in Teaching (1-3 crs)**

A collection of one-credit courses, varying in scope and in degree of emphasis on educational issues and/or practices, designed to provide continued study of topics related to professional issues and professional performance.

Repeat: Course may be repeated

Grading Basis: No S/U Grade Option

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**ES 743 Instructional Supervision Theory (3 crs)**

Consent: Instructor Consent Required

A theory based course designed to develop the competence of those preparing to supervise teacher education students. Fees may be waived if the cooperating teacher, team leader, or administrator is serving the UW-Eau Claire teacher education program.

Grading Basis: No S/U Grade Option

Lecture/Discussion Hours: 3

Lab/Studio Hours: 0

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**ES 744 Advanced Practica and Topics in Supervision (1 cr)**

Prerequisite: ES 743 or supervision course.

- *Current involvement in supervision.*

A practicum based course designed to enhance and refine the supervisory skills of cooperating teachers supervising teacher education students. Fees may be waived if the cooperating teacher is serving the UW-Eau Claire teacher education program.

Repeat: Course may be repeated for a maximum of 3 credits

Grading Basis: No S/U Grade Option

Lecture/Discussion Hours: 1

Lab/Studio Hours: 0

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**ES 745 Language Arts Curriculum and Instruction in Grades 1-8 (3 crs)**

Materials, procedures, and organization of elementary and middle school language arts. For teachers, supervisors, and administrators in elementary and middle schools.

Grading Basis: No S/U Grade Option

Lecture/Discussion Hours: 3

Lab/Studio Hours: 0

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**ES 746 Teaching All Students: Equity, Diversity and Inclusivity (3 crs)**

Beginning with the end-in-mind, this course addresses issues of diversity, equity and inclusivity so that all students become successful learners.

Grading Basis: A-F Grades Only

Lecture/Discussion Hours: 3

Lab/Studio Hours: 0

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**ES 753 Facilitating Literacy Across the Curriculum (3 crs)**

Rationale and methods for determining and meeting the needs and abilities of middle level, secondary, and post-secondary students to read text in content areas.

Grading Basis: No S/U Grade Option

Lecture/Discussion Hours: 3

Lab/Studio Hours: 0

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**ES 755 Collaborative Leadership: Building Effective Relationships (3 crs)**

Designed to help students build and align their knowledge, skills and dispositions as Teacher and Collaborative Leader in order to act in concert with colleagues, administrators, students and their parents.

Grading Basis: No S/U Grade Option  
Lecture/Discussion Hours: 3  
Lab/Studio Hours: 0

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**ES 760 Administrative Leadership (3 crs)**

A study of selected theories and research relating to individual and group behaviors in K-12 educational organizations with emphasis on the characteristics of educational leadership including participatory management, long range strategic planning and change agent processes. Particular emphasis is given to human relations skills as well as oral and written communication skills needed by public school leaders.

Grading Basis: No S/U Grade Option  
Lecture/Discussion Hours: 3  
Lab/Studio Hours: 0

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**ES 768 Seminar in Reading (3 crs)**

Prerequisite: ES 706 or ES 740 or ES 788.

Content determined by both professor and students. Multiple topics for consideration presented by instructor. Each class member is required to be familiar with all topics and to investigate one in considerable depth.

Grading Basis: No S/U Grade Option  
Lecture/Discussion Hours: 3  
Lab/Studio Hours: 0

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**ES 770 School Law (3 crs)**

Study of the legal system, Wisconsin Statutes relating to schools, federally mandated programs, teacher and student freedoms and responsibilities, and case law related to the foregoing.

Grading Basis: No S/U Grade Option  
Lecture/Discussion Hours: 3  
Lab/Studio Hours: 0

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**ES 771 Designing a Learning Environment (3 crs)**

This course addresses issues of risk, power, student needs, and classroom management within the framework of building an effective classroom community. The theories of the responsive classroom development and design will be explored.

Grading Basis: No S/U Grade Option  
Lecture/Discussion Hours: 3  
Lab/Studio Hours: 0

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**ES 772 Seminar in Elementary and Middle Level Education (1-3 crs)**

Consent: Instructor Consent Required

An intensive study of selected topics in elementary and middle level education. The exact topics to be studied will vary according to the interests of the professor and the seminar participants.

Repeat: Course may be repeated  
Grading Basis: No S/U Grade Option

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**ES 774 Evaluation, Assessment and Data-Based Decision Making (3 crs)**

Designed to help students create, analyze and use reliable and valid assessments so that they can use that data for instructional decision-making in both the classroom and their school.

Grading Basis: No S/U Grade Option  
Lecture/Discussion Hours: 3  
Lab/Studio Hours: 0

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**ES 776 Teaching Adult Learners (3 crs)**

Examines the nature and needs of adult learners, approaches to adult learning programs, methods for instructing and evaluating adult learners, as well as trends and projections in adult education.

Attributes: Special Course Fee Required Varies by Term/Section  
Grading Basis: No S/U Grade Option  
Lecture/Discussion Hours: 3  
Lab/Studio Hours: 0

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**ES 777 Program Evaluation (3 crs)**

The development of competency in designing, implementing, reporting, and assessing a plan to evaluate academic and nonacademic educational programs.

Grading Basis: No S/U Grade Option  
Lecture/Discussion Hours: 3  
Lab/Studio Hours: 0

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**ES 788 Introduction to Educational Inquiry (3 crs)**

• Admission to Master of Education--Professional Development or Master of Science in Teaching Degree Program.

Study of educational inquiry and research methodologies. Intended to increase student's ability to critically read and synthesize the products of educational inquiry, to conceptualize and conduct a clear, disciplined inquiry into a topic.

Grading Basis: No S/U Grade Option  
Lecture/Discussion Hours: 3  
Lab/Studio Hours: 0

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**ES 794 Scholarly Paper (1-2 crs)**

Consent: Department Consent Required  
• Permission of scholarly paper adviser.

Selection and implementation of the scholarship/research process with guidance from an Education Studies graduate adviser. Culminates in a paper and an oral presentation.

Repeat: Course may be repeated for a maximum of 2 credits  
Grading Basis: S/U Only Grade Basis

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**ES 795 Research Paper (1-2 crs)**

Repeat: Course may be repeated  
Grading Basis: PR Only Grade Basis

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**ES 796 Directed Studies (1-3 crs)**

A group may investigate common problems.

Repeat: Course may be repeated

Grading Basis: No S/U Grade Option

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**ES 797 Independent Study (1-3 crs)**

Consent: Department Consent Required

Individual project under the direction of a faculty member.

Repeat: Course may be repeated

Grading Basis: No S/U Grade Option

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**ES 798 Graduation Only (1 cr)**

Repeat: Course may be repeated

Grading Basis: PR Only Grade Basis

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**ES 799 Thesis (1-6 crs)**

• *Full-time equivalent*

A description of acceptable topics and the precise nature of the thesis requirement is provided in the departmental program descriptions.

Repeat: Course may be repeated

Grading Basis: PR Only Grade Basis

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