

EDUCATION FOR EQUITY AND JUSTICE

Centennial Hall 3215
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Department Website (<https://www.uwec.edu/academics/college-education-human-sciences/departments-programs/teacher-education-program/departments/education-studies/>)

The Department of Education for Equity and Justice prepares teachers for elementary, middle level, and high school classrooms through several programs. Through a series of courses and experiences emphasizing reflection, decision-making, and collaborative leadership, students develop knowledge, skills, and dispositions necessary for effective teaching. The department offers a Master of Education - Professional Development (MEPD) degree.

The program gives participants a variety of opportunities to enhance their professional competencies in the areas of curriculum development and design, instructional strategies and technology, assessment and data-based decision making, leadership development, equity, diversity, and inclusivity, and research design and development.

Graduate Faculty

Melissa Bruce, Ph.D.

Beth Crotty, Ph.D.

Sue Fondrie Ph.D. (Chair)

Emily Freeman, Ph.D.

Patricia A. Kleine, Ed.D.

Carol Koroghlanian, Ph.D.

Jill Prushiek, Ph.D.

Kyle Whipple, Ph.D.

Anjela Wong, Ph.D.

Graduate Programs

- Professional Development - Master of Education - Professional Development (<http://catalog.uwec.edu/graduate/programs/education-for-equity-justice/professional-development-mepd/>)

All 500- and 600-level graduate courses include requirements or assignments which differentiate them from 300- and 400-level undergraduate courses. Students who have taken a course at the 300- or 400-level may not include that course at the 500- or 600-level in a graduate program, except in the case of special topics courses when the topic is not the same as that taken at the undergraduate level. Course restrictions listed are based on the undergraduate course. Questions regarding course restrictions for graduate students should be directed to the appropriate department office.

Education Studies (ES)

ES 501 General Education Literacy Instruction PK-8 (3 crs)

Prerequisite: Limited to Special Education majors admitted to College of Education and Human Sciences. SPED 301/SPED 501 must be taken concurrently with ES 301/ES 501 and provides field experience in general education classrooms.

- Cross-listed with ES 301. Credit may not be earned in both courses. SPED 301/SPED 501 must be taken concurrently with ES 301/ES 501 and provides field experience in general education classrooms.*

This course examines theories and strategies prevalent in general education practices designed to support children in all aspects of literacy development.

Grading Basis: No S/U Grade Option

Lecture/Discussion Hours: 3

Lab/Studio Hours: 0

ES 512 General Methods of Teaching (2 crs)

Prerequisite: Admission to program. Concurrent enrollment in ES 317/ES 517, ES 318, ES 328/ES 528, and a prescribed special methods course.

Consent: Department Consent Required

- Cross-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; direct and indirect methods of instruction; audiovisual, computer, and other educational technologies; managing classrooms; and evaluating and grading student learning.

Grading Basis: No S/U Grade Option

Lecture/Discussion Hours: 2

Lab/Studio Hours: 0

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.

- Cross-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

ES 517 Middle Level Methods and Curriculum (2 crs)

- Cross-listed with ES 317. Credit may not be earned in both courses. Concurrent enrollment in ES 312, ES 318 or MUED 318, ES 328, and a prescribed methods course. Limited to teaching majors admitted to College of Education and Human Sciences.

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

Grading Basis: No S/U Grade Option
Lecture/Discussion Hours: 2
Lab/Studio Hours: 0

ES 528 Content Area Reading and Study Strategies (2 crs)

Prerequisite: PSYC 260 or CSD 370 or consent of instructor. Limited to teaching majors admitted to College of Education and Human Sciences and school psychology students.

- Cross-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 text in content areas and provides strategies for teaching effectively from text in a content area classroom.

Grading Basis: No S/U Grade Option
Lecture/Discussion Hours: 2
Lab/Studio Hours: 0

ES 533 Literacy Learning in Culturally and Linguistically Diverse Classrooms (1 cr)

Prerequisite: ES 210/ES 211 or ES 212 or consent of instructor. Limited to teaching majors admitted to College of Education and Human Sciences. No credit if taken after ES 753.

- Cross-listed with ES 333. Credit may not be earned in both courses.

Designed for K-12 teachers, this course discusses literacy learning for diverse learners as well as a repertoire of literacy strategies to accomplish academic success.

Grading Basis: No S/U Grade Option
Lecture/Discussion Hours: 1
Lab/Studio Hours: 0

ES 538 Reading, Language, and Thinking (3 crs)

Prerequisite: ES 328/ES 528, or CSD 370, or consent of instructor. Limited to teaching majors admitted to College of Education and Human Sciences and school psychology students.

- Cross-listed with ES 338. Credit may not be earned in both courses.

Study of teaching the interrelationships of critical thinking, reading, writing, speaking, and listening across content areas; practice in research-based procedures to use language to promote learning. Study of the interdisciplinary team approach and group process.

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

ES 585 Social Foundations: Human Relations (3 crs)

- Cross-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

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.

- Cross-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

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

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

- Cross-listed with ES 408. Credit may not be earned in both courses.

Future and current English as a Second Language (ESL), bilingual education, and content-area teachers learn how to modify mainstream course materials and instructional strategies so that English language learning students 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

ES 610 Current Trends and Practices in Teaching Reading (1 cr)

Prerequisite: ES 305 or equivalent. Limited to teaching non-degree students.

- Cross-listed with ES 410.

Current issues and innovations in teaching reading. May be taken during three different summer sessions for a total of three credits applied toward certification and/or degree.

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

ES 611 Methods of Bilingual/Bicultural Content-Based Instruction and Curriculum Design (3 crs)

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

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

Students will learn about bilingual language acquisition, appropriate instruction of bilingual children through grade-level subject matter, various program models, and methods of assessing bilingual students. Students will develop curricula to teach bilingually in content areas.

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

ES 615 Assessment and Evaluation in Grades 1-12 (2 crs)

Prerequisite: ES 304 or ES 312/ES 512. Limited to teaching majors admitted to College of Education and Human Sciences.

- *Cross-listed with ES 415. Credit may not be earned in both courses.*

Includes observational techniques, teacher-made devices, familiarity with standardized instruments and relative statistical concepts, alternative and performance-based assessments, and current national and state evaluation trends.

Grading Basis: No S/U Grade Option

Lecture/Discussion Hours: 2

Lab/Studio Hours: 0

ES 636 Education of Girls and Women in the United States (2 crs)

- *Cross-listed with ES 436 and WGSS 436/WGSS 636. Credit may only be earned in one of these courses. No credit if taken after special topics or directed study with the same title.*

This course will focus on both informal and formal definitions of schooling and explore a wide array of influences and choices that contribute to the preparation of resilient women who grow and change through their lifetime.

Grading Basis: No S/U Grade Option

Lecture/Discussion Hours: 2

Lab/Studio Hours: 0

ES 656 Understanding the Early Adolescent (3 crs)

Prerequisite: ES 203 or ES 210 or ES 212 and admission to program or professional teaching experience. Limited to teaching majors admitted to College of Education and Human Sciences.

- *Cross-listed with ES 456. Credit may not be earned in both courses.*

Examination of changing attitudes and behaviors of early adolescent youth as related to teaching-learning situations.

Grading Basis: No S/U Grade Option

Lecture/Discussion Hours: 3

Lab/Studio Hours: 0

ES 657 Integrating Literacies into the Middle Grades Curriculum (3 crs)

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

Designed to provide means to develop understanding of early adolescent learning and to explore, research, analyze, and acquire knowledge and skills necessary to plan and deliver sound educational experiences pertaining to literacy in middle schools.

Grading Basis: No S/U Grade Option

Lecture/Discussion Hours: 3

Lab/Studio Hours: 0

ES 660 Reading and the Young Child (3 crs)

- *Cross-listed with ES 460. Credit may not be earned in both courses.*

This course examines curriculum, methods, assessments, materials, and trends in teaching oral language, reading, and writing to children from birth through grade 3.

Grading Basis: No S/U Grade Option

ES 663 Practicum in Elementary/Developmental Literacy Grades 1-5 (1 cr)

Consent: Department Consent Required

- *Cross-listed with ES 463. Credit may not be earned in both courses.*

Provides a field experience to acquire proficiency in the teaching of reading in the primary grades 1-5. Students will observe, plan, teach and assess reading in an elementary school over the course of a semester.

Grading Basis: A-F Grades Only

Lecture/Discussion Hours: 0.5

Lab/Studio Hours: 1.5

ES 664 Practicum in Content Area Reading (1 cr)

- *Cross-listed with ES 464. Credit may not be earned in both courses. This course must be taken concurrently or after a course in content area reading.*

Application of strategies for assessing the difficulty of text in content areas; focuses on classroom difficulties due to differing reading abilities of students, with recommended strategies for teaching reading. Supervised practicum for reading teacher and specialist only.

Attributes: Capstone Course

Grading Basis: No S/U Grade Option

Lecture/Discussion Hours: 0

Lab/Studio Hours: 1

ES 673 Legal Aspects of Teaching (3 crs)

- *Cross-listed with ES 473. Credit may not be earned in both courses.*

Recent developments in the definition of legal rights of students and teachers are explored. Rights of students which are considered include student discipline, admission and attendance, injury, and tests and records. Rights of teachers which are considered include tenure, due process, contracts, negotiations, and liability for student injury.

Grading Basis: No S/U Grade Option

Lecture/Discussion Hours: 3

Lab/Studio Hours: 0

ES 676 Developing Programs and Curriculum Materials for the Gifted Student in Grades 1-12 (3 crs)

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

Consent: Instructor Consent Required

- *Cross-listed with ES 476. Credit may not be earned in both courses.*

Reviews characteristics of gifted student. Suggests program modifications to meet their needs. Stresses stimulation of creative and productive thinking. Participants will identify materials and/or develop a program for selected students in their own school.

Grading Basis: No S/U Grade Option

Lecture/Discussion Hours: 3

Lab/Studio Hours: 0

ES 685 Field Studies of Minority Groups (3 crs)

Prerequisite: ES 385/ES 585 or consent of instructor.

- *Cross-listed with ES 485. Credit may not be earned in both courses.*

A study of the culture, lifestyles, values, and contributions of African American, Indian, Latino, and Hmong minority groups. Students live and work in minority communities, meeting their leaders, interviewing their members, visiting schools, and assisting in playground and youth activities. The group will attend cultural events and a pow-wow, as available.

Grading Basis: No S/U Grade Option

Lecture/Discussion Hours: 3

Lab/Studio Hours: 0

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

- *Cross-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

ES 693 International Experience in Education (1-8 crs)

Consent: Department Consent Required

- *Cross-listed with ES 493. Completion of methods practicum or teaching license.*

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

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

- *Cross-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

ES 697 Field Experience Seminar (1 cr)

- *Cross-listed with ES 497. Credit may not be earned in both courses. Admission to professional semester and recommendation of Department of Education Studies. Required for elementary education MCEA (Middle Childhood through Early Adolescence), secondary education ECA (Early Childhood through Adolescence), and secondary education EAA (Early Adolescence through Adolescence) 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

Lecture/Discussion Hours: 1

Lab/Studio Hours: 0

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

ES 710 Pupil Development and Learning Expectations (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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

ES 765 University of Wisconsin-Reading Symposium (1 cr)

Consent: Instructor Consent Required

- *Held off-site in Milwaukee, Appleton, or Madison*

This two day June symposium features nationally recognized speakers who address recent advances and issues in K-12 reading research. Strategies and practices to enhance classroom instruction are provided.

Repeat: Course may be repeated
Grading Basis: No S/U Grade Option
Lecture/Discussion Hours: 1
Lab/Studio Hours: 0

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

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

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

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

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

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

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

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

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

ES 795 Research Paper (1-2 crs)

Repeat: Course may be repeated

Grading Basis: PR Only Grade Basis

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

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

ES 798 Graduation Only (1 cr)

Repeat: Course may be repeated

Grading Basis: PR Only Grade Basis

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

Library Science and Media Education (LMED)

LMED 505 Children's Literature (3 crs)

Prerequisite: Limited to teaching majors or library science minors.

- Cross-listed with LMED 305. Credit may not be earned in both courses.

Survey of literature for children in both print and nonprint formats.

Grading Basis: No S/U Grade Option

Lecture/Discussion Hours: 3

Lab/Studio Hours: 0

LMED 506 Literature For Adolescents (3 crs)

• Cross-listed with LMED 306. Credit may not be earned in both courses.

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: No S/U Grade Option

Lecture/Discussion Hours: 3

Lab/Studio Hours: 0

LMED 708 Computers in Education: Online Communications and Information Retrieval (3 crs)

Consent: Instructor Consent Required

Explores world of digital libraries and librarianship in networked environments. Considers importance of collaborative knowledge development and customizing the library environment. Reflects on interrelated roles of librarians, students, teachers, and technology expertise in the virtual learning environment.

Grading Basis: No S/U Grade Option

Lecture/Discussion Hours: 3

Lab/Studio Hours: 0

LMED 710 Seminar in Children's Literature (1-3 crs)

Prerequisite: Introductory course or consent of instructor

Reading, discussing, and evaluating contemporary literature for children; analyzing trends and issues.

Attributes: Field Trip(s) Required

Repeat: Course may be repeated

Grading Basis: No S/U Grade Option

LMED 720 Seminar in Literature for the Young Adult (1-3 crs)

Prerequisite: Introductory course or consent of instructor

Reading, discussing, and evaluating contemporary literature for young adults; analyzing trends and issues.

Attributes: Field Trip(s) Required

Repeat: Course may be repeated

Grading Basis: No S/U Grade Option

LMED 730 Trends and Issues in Literature: K-12 (3 crs)

Reading, discussing, and evaluating contemporary literature for children and young adults; analyzing trends and issues.

Grading Basis: No S/U Grade Option

Lecture/Discussion Hours: 3

Lab/Studio Hours: 0

LMED 760 Advanced Production of Instructional Media (3 crs)

Prerequisite: LMED 382/LMED 582 or consent of instructor.

Instructional design and advanced techniques for the production of graphic, photographic, video, and computer-generated media.

Grading Basis: No S/U Grade Option

Lecture/Discussion Hours: 3

Lab/Studio Hours: 0
