EDUCATION FOR EQUITY AND JUSTICE

Centennial Hall 3215
715-836-2013
Department Website (https://www.uwec.edu/academics/college-education-human-sciences/departments-programs/teacher-education-program/departments/education-studies/)

Goals and Purposes
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. Students also acquire skill in

1. planning and using various teaching methods and resources,
2. creating and maintaining a positive learning environment, and
3. evaluating learning and instruction.

The Department of Education for Equity and Justice also provides leadership, vision, and service for the core elements of all teacher education. Core professional studies which are common to all programs include field experiences; the social, cultural, historical, legal, and philosophical foundations of education; pedagogy for diverse learners; instructional, informational, and media technology; educational research; assessment; and leadership studies. At the completion of a program, students are ready to assume responsibilities for classroom teaching and are prepared to continue developing as a professional.

Degrees Awarded
The following majors lead to the Bachelor of Arts Degree: English, French, German, Social Studies, and Spanish.

The following majors lead to the Bachelor of Science Degree: Elementary/Middle Level Education, Kinesiology (Physical Education), Mathematics, and Science Teaching.

All majors in Music lead to the Bachelor of Music Education.

Student Transportation
All programs that lead to teacher licensure require multiple field experiences. Students in teacher education programs must provide their own transportation to and from field experiences. Some field experiences will require travel to other communities. All costs associated with transportation to and from field experiences are the responsibility of the student. No insurance coverage is provided by the state or the University of Wisconsin-Eau Claire.

Program Options
Programs in the Department of Education for Equity and Justice are designed to lead to licensure by the state of Wisconsin. UW-Eau Claire provides these three program options:

1. A: Grades 4K-9
2. B: Grades 4-12
3. C: Grades K-12

Students should select the program option they wish to pursue and follow the requirements for that program. In addition to the program requirements, all students must complete the appropriate Liberal Education requirements and other University requirements for graduation.

Pre-program Information
Before seeking admission to a program, students must complete the appropriate pre-program course(s): ES 203 (Exploring Schooling in Grades 1-8) for Option A, ES 212 (Initial Teaching Experience in Elementary, Middle and High School) for Options B and C. Space available for these courses will be limited to resources available.

Program Admission Information
The programs in the Department of Education for Equity and Justice are designed to continually assess the knowledge, skills, and dispositions of the best candidates to be recommended for endorsement to the Wisconsin Department of Public Instruction for certification to teach in the state of Wisconsin. Students are admitted to a program on a selective basis from a pool of candidates who meet minimum criteria. Students who enter the University and who plan to pursue one of the program options A, B, or C should understand that not all who seek admission to the College of Education and Human Sciences, and to the program, will be admitted, even if minimum criteria are met. Detailed descriptions of program admission criteria and procedures are available from the department office, given that changes occur in an attempt to use admission results and information to improve curricula.

Admission to Program
Students who wish to pursue any of the three program options [A: Grades 4K-9, B: Grades 4-12, and C: Grades K-12] must file a formal application by October 1 for spring admission or March 1 for fall admission. Admissions committees are convened and decisions are made in time for students to register for program courses for the ensuing semester. When students are admitted to any of these three programs, they are also admitted to the College of Education and Human Sciences Teacher Education Program.

Admission to the Option A Program (Grades 4K-9): (Block)
Students should obtain the Department of Education for Equity and Justice Student Handbook, which provides information on process and procedures, as well as rubrics, and auxiliary information (e.g., certifiable minor choices, résumé format, etc.). Students wishing consideration for admission to the program should apply one year prior to the semester, in which they want to be in the “block” (methods) courses. Students may not apply for program while enrolled in ES 203, Exploring Schools in Grades 1-8. Candidates for admission to program prepare a “portfolio”, which is specified in the Department of Education for Equity and Justice Student Handbook. Additional criteria for admission include: overall GPA, performance in ES 203, Exploring Schools in Grades 1-8, dispositions toward teaching, and overall writing and quality of the application materials. The Elementary/Middle Admissions Committee is comprised of faculty and staff members from the Department of Education for Equity and Justice, as well as faculty or academic staff members from the teacher education associated faculty from the College of Education and Human Sciences. Each portfolio is carefully reviewed to ensure criteria for admission are met. Rank-ordered total scores on the portfolio are provided to the chairperson who notifies the applicants of their admission status. Students are admitted based on the total portfolio score. Students who are not admitted may apply one additional time.

Admission to the Option B (Grades 4-12) and C (Grades K-12) Programs: (Block)
Students who want to be considered for admission to these programs and the College of Education and Human Sciences Teacher Education Program should apply the semester before they want to enroll in the methods sequence of courses, also known as the “block” (e.g., ES 312, ES 318, ES 328, etc.). Students
may not apply for program while enrolled in ES 212, the pre-program course. Candidates prepare a portfolio for the Department of Education for Equity and Justice (see the program coordinator for education program-related questions and rubrics used for scoring portfolios). Additionally, content departments have requirements for admission, which focus predominantly on content knowledge (e.g., Foreign Language requires passing an oral competency exam in the target language). Students should see their content area advisor for information or seek direction from the education advisor in that department.

The Secondary Admissions Committee is comprised of faculty from the Department of Education for Equity and Justice and at least one member from each of the certifying areas: Music, English, Kinesiology, Mathematics, Social Studies, History, Science, and Languages. The portfolios are scored by faculty in the Department of Education for Equity and Justice, and a list of applicants with rank-ordered total portfolio scores is compiled. The program coordinator convenes a meeting of the admissions membership where final decisions are made for admission to the program, College, and the block semester. The list of admitted and declined applicants is provided to the chairperson who notifies the applicants of their admission status. Students who are admitted to program must take ES 312 and ES 318 the subsequent semester. Candidates who are not admitted their first time may re-apply once.

**Admission to the Professional Semester**

For option A students will be admitted to the professional semester if they meet the following requirements:

- earning a minimum grade of B (not B-) for the Block methods courses in at least three of the following courses: ES 306, ES 307, ES 308, ES 309, ES 335
- earning a minimum grade of C (not C-) in each of the following courses: ES 304, ES 306, ES 307, ES 308, ES 309, and ES 335 with a minimum GPA of 2.75 in those courses combined
- Block signature assessments meeting the requirements embedded in multiple Block methods courses

Applicants in options B and C below must earn a minimum grade of B- in each of the professional education courses (ES 212, ES 312, ES 317, ES 318*, ES 328, content methods) to be considered for admission to student teach or intern.

*Music Education majors take MUED 318 instead of ES 318.

**Recommendation for Licensure**

All students seeking licensure through programs in the department of Education Equity and Justice must complete a full semester of student teaching or internship. A full semester of student teaching or internship is defined as completing a full semester, full days following the school district calendar where students are placed. All applicants for student teaching or internships must have resident, total, and professional education course GPAs of 2.75 or higher and have departmental approval. Grades for student teaching courses (ES 440, ES 441, ES 445, ES 446, ES 470, and ES 475) are reported and recorded on a satisfactory/unsatisfactory basis.

In addition to student teaching requirements, students who have an elementary/middle education major or special education major, or minor will need to complete the WI Foundations of Reading Test (FoRT) with a passing score of 240 or higher.

**Faculty**

Suzanne Fondrie, Chair
Melissa Bruce
Elizabeth Croddy
Emily Freeman
Patricia Kleine
Carol Koroghlanian
Jill Prushiek

Susan Tily
Kyle Whipple
Anjela Wong

And Associated Teacher Education Faculty

**Teaching Licensure**

- Grades 4K-9 (http://catalog.uwec.edu/undergraduate/education-human-sciences/education-for-equity-justice/mec-licensure/)
- Grades 4-12 (http://catalog.uwec.edu/undergraduate/education-human-sciences/education-for-equity-justice/eaa-licensure/)
- Grades K-12 (http://catalog.uwec.edu/undergraduate/education-human-sciences/education-for-equity-justice/eca-licensure/)

**Majors**


**Education Studies (ES)**

**ES 149 Introduction to Education (1 cr)**

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.

Lecture/Discussion Hours: 1
Lab/Studio Hours: 0

**ES 203 Exploring Schooling in Grades 1-8 (2 crs)**

Prerequisite: Limited to teaching majors. Minimum 14 credits. Completion of University Writing Requirement. Minimum GPA of 2.50.

Examination of elementary and middle schooling, instructional planning, and effective teaching practices. The course combines field experiences with reading and discussion to provide an introduction to the roles and responsibilities of a professional educator at the elementary and middle school level.

Grading Basis: No S/U Grade Option
Lecture/Discussion Hours: 2
Lab/Studio Hours: 8

**ES 212 Exploring Schooling K-12 (2 crs)**

Prerequisite: Minimum of 14 credits. Completion of University Writing Requirement. Minimum resident and total GPA of 2.50.

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.

Attributes: Special Course Fee Required
Grading Basis: No S/U Grade Option
Lecture/Discussion Hours: 2
Lab/Studio Hours: 4
ES 284 Working with ELLs in an Academic or Professional Setting (2 crs)
Provides basic understanding of ideological, social, political, education, and cultural issues related to non-native English speakers. Cross-disciplinary perspectives of individuals who are linguistically diverse.

Grading Basis: A-F Grades Only
Lecture/Discussion Hours: 2
Lab/Studio Hours: 0

ES 286 Technology & Special Education (1 cr)
Prerequisite: SPED 205 or SEIP 208 or concurrent enrollment or consent of instructor. Limited to SPED Early Childhood or SPED Specific Learning Disabilities and Intellectual Disabilities majors.
An introduction to applications and technologies useful for special education educators including desktop publishing, visual literacy and assistive technologies. Hands-on work is stressed. All of the projects are suitable for inclusion in a portfolio.

Grading Basis: A-F Grades Only
Lecture/Discussion Hours: 1
Lab/Studio Hours: 1

ES 295 Contemporary Critical Issues in Education (1-3 crs)
Consent: Department Consent Required
Problems of education relating to funding, teacher quality, and the status of the teaching profession, student academic performance, racial imbalances, and unequal educational opportunity. This course is designed to discuss these concerns and viable solutions.

ES 301 General Education Literacy Instruction PK-8 (3 crs)
Prerequisite: Limited to Special Education majors admitted to College of Education and Human Sciences. SPED 301 must be taken concurrently with ES 301 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.

Attributes: Undergraduate/Graduate Offering
Lecture/Discussion Hours: 3
Lab/Studio Hours: 0

ES 304 Teaching and Learning Practices (2 crs)
Prerequisite: ES 203, 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

ES 305 Reading Curriculum and Instruction in Grades 1-8 (3 crs)
Prerequisite: ES 203. 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

ES 306 Mathematics Curriculum and Instruction in Grades 1-8 (3 crs)
Prerequisite: ES 203, 305 or 301, MATH 201, 202, 303, 304; must be taken with ES 304, 307, 308, 309, 335. 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. Includes a directed practicum.

Lecture/Discussion Hours: 3
Lab/Studio Hours: 0

ES 307 Language Arts Curriculum and Instruction in Grades 1-8 (3 crs)
Prerequisite: ES 203; 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

ES 308 Science Curriculum and Instruction in Grades 1-8 (3 crs)
Prerequisite: ES 203, 305 or 301; Limited to teaching majors admitted to College of Education and Human Sciences. Must be taken with ES 304, 306, 307, 309, 335.
Study of the teaching methods, instructional materials, evaluation techniques, and trends in science. An environmental education component is included as well as a directed practicum.

Lecture/Discussion Hours: 3
Lab/Studio Hours: 0

ES 309 Social Studies Curriculum and Instruction in Grades 1-8 (3 crs)
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
ES 312 General Methods of Teaching (2 crs)
Prerequisite: Concurrent enrollment in ES 317, ES 318 or MUED 318, ES 328, and a prescribed special methods course. Limited to teaching majors admitted to College of Education and Human Sciences.
Consent: Department Consent Required
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.
Attributes: Undergraduate/Graduate Offering
Lecture/Discussion Hours: 2
Lab/Studio Hours: 0

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

ES 317 Middle Level Methods and Curriculum (2 crs)
Prerequisite: 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.
• 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 schemes of the middle level curriculum.
Attributes: Undergraduate/Graduate Offering
Lecture/Discussion Hours: 2
Lab/Studio Hours: 0

ES 318 Teacher Assisting (1 cr)
Prerequisite: Concurrent enrollment in ES 312, ES 317, ES 328, and a prescribed special methods course. Limited to teaching majors admitted to College of Education and Human Sciences.
Consent: Department Consent Required
Field experience in which student will experience certain aspects of teaching under the discretion of a cooperating teacher.
Lecture/Discussion Hours: 0
Lab/Studio Hours: 2

ES 321 Contemporary Issues in Education (3 crs)
Students will view issues from a systems-lens to determine if issues are situational or systemic. Students will engage in discourse, debate, reflection, and research as they investigate contemporary issues in P-12 education.
Attributes: Undergraduate/Graduate Offering
Lecture/Discussion Hours: 3
Lab/Studio Hours: 0

ES 328 Content Area Reading and Study Strategies (2 crs)
Prerequisite: Limited to teaching majors admitted to College of Education and Human Sciences and school psychology students.
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.
Attributes: Undergraduate/Graduate Offering
Lecture/Discussion Hours: 2
Lab/Studio Hours: 0

ES 333 Literacy Learning in Culturally and Linguistically Diverse Classrooms (1 cr)
Prerequisite: ES 212 or permission of instructor. Limited to teaching majors admitted to College of Education and Human Sciences. No credit if taken after ES 753.
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.
Attributes: Undergraduate/Graduate Offering
Lecture/Discussion Hours: 1
Lab/Studio Hours: 0

ES 335 Reading Assessment, Diagnosis and Remediation (2 crs)
Prerequisite: ES 203, 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

ES 338 Reading, Language, and Thinking (3 crs)
Prerequisite: ES 328, or CSD 370, or consent of instructor. Limited to teaching majors admitted to College of Education and Human Sciences and school psychology students.
Study of 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.
Attributes: Undergraduate/Graduate Offering
Lecture/Discussion Hours: 3
Lab/Studio Hours: 0
ES 356 Teaching Social Studies in Grades 4-12 (2 crs)
Prerequisite: Completion of or concurrent enrollment in ES 312, ES 318 and ES 328. 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: 2
Lab/Studio Hours: 0

ES 357 Teaching Mathematics in Grades 4-12 (2 crs)
Prerequisite: Completion of or concurrent enrollment in ES 312, ES 318 and ES 328. 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

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

ES 361 Teaching Theatre Arts (2 crs)
Prerequisite: Completion of or concurrent enrollment in ES 312, ES 318, and ES 328. Limited to teaching majors admitted to College of Education and Human Sciences. Minimum resident and total GPA of 2.75.
Credit may be earned in only one of the following: ES 361, THEA 361.
A study and analysis of current materials including textbooks, assessment tools, and teaching materials. Preparation for play production, classroom units, and advocacy tools.
Lecture/Discussion Hours: 2
Lab/Studio Hours: 0

ES 366 Teaching Foreign Languages Grades 5-12 (2-3 crs)
Prerequisite: Completion of ES 212.
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

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

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

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
Grading Basis: A-F Grades Only
Lecture/Discussion Hours: 3
Lab/Studio Hours: 0

ES 408 Methods of Teaching Content-Based ESL (4 crs)
Prerequisite: ES 405 or concurrent enrollment. Limited to TESOL minors.
ESL, bilingual education, and content area teachers learn to modify course materials, instructional strategies and assessments so that English language learning students can engage in course content while simultaneously developing their new language. Student completes approximately 40 hours of field experience.
Attributes: Undergraduate/Graduate Offering
Grading Basis: A-F Grades Only
Lecture/Discussion Hours: 3
Lab/Studio Hours: 1
ES 410 Current Trends and Practices in Teaching Reading (1 cr)
Prerequisite: ES 305 or equivalent. Limited to teaching non-degree students. 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.
Attributes: Undergraduate/Graduate Offering
Repeat: Course may be repeated for a maximum of 3 credits
Lecture/Discussion Hours: 1
Lab/Studio Hours: 0

ES 411 Methods of Bilingual/Bicultural Content-Based Instruction and Curriculum Design (3 crs)
Prerequisite: ES 405. Limited to TESOL minors. 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: Cultural Diversity 2 cr., Undergraduate/Graduate Offering, Field Trip(s) Required, Special Course Fee Required Varies by Term/Section
Lecture/Discussion Hours: 3
Lab/Studio Hours: 0

ES 415 Assessment and Evaluation in Grades 1-12 (2 crs)
Prerequisite: Limited to teaching majors admitted to College of Education and Human Sciences. 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.
Attributes: Undergraduate/Graduate Offering
Lecture/Discussion Hours: 2
Lab/Studio Hours: 0

ES 436 Education of Girls and Women in the United States (2 crs)
Prerequisite: Minimum junior standing.
Credit may not be earned in both ES 436 and WGSS 436. 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.
Attributes: Cultural Diversity 1 cr., GE V University Wide, Undergraduate/Graduate Offering
Lecture/Discussion Hours: 2
Lab/Studio Hours: 0

ES 437 Teaching Foreign Languages in Grades 1-8 (2 crs)
Prerequisite: Completion of ES 212
Principles and practices in teaching foreign languages in grades 1-8. Preparation for teaching in bilingual education programs.
Lecture/Discussion Hours: 2
Lab/Studio Hours: 0

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 Studies. 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
Practicum Hours: 40

ES 441 Student Teaching in Elementary Education (5 crs)
Admission to the professional semester and recommendation of the Department of Education Studies. 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 12 credits
Grading Basis: S/U Only Grade Basis
Practicum Hours: 40

ES 445 Student Teaching in Middle Level Education (5 crs)
Admission to the professional semester and recommendation of the Department of Education Studies. 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 12 credits
Grading Basis: S/U Only Grade Basis
Practicum Hours: 40

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 Studies. 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
Practicum Hours: 40
ES 456 Understanding the Early Adolescent (3 crs)
Prerequisite: ES 203 or ES 212 and admission to program or professional teaching experience. Limited to teaching majors admitted to College of Education and Human Sciences.
Examination of changing attitudes and behaviors of early adolescent youth as related to teaching-learning situations.
Attributes: Undergraduate/Graduate Offering
Lecture/Discussion Hours: 3
Lab/Studio Hours: 0

ES 457 Integrating Literacies into the Middle Grades Curriculum (3 crs)
Prerequisite: Limited to teaching majors admitted to College of Education and Human Sciences.
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.
Attributes: Undergraduate/Graduate Offering
Lecture/Discussion Hours: 3
Lab/Studio Hours: 0

ES 460 Reading and the Young Child (3 crs)
This course examines curriculum, methods, assessments, materials, and trends in teaching oral language, reading, and writing to children from birth through grade 3.
Attributes: Undergraduate/Graduate Offering
Lecture/Discussion Hours: 3
Lab/Studio Hours: 0

ES 463 Practicum in Elementary/Developmental Literacy Grades 1-5 (1 cr)
Consent: Department Consent Required
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.
Attributes: Undergraduate/Graduate Offering
Grading Basis: A-F Grades Only
Lecture/Discussion Hours: 0.5
Lab/Studio Hours: 1.5

ES 464 Practicum in Content Area Reading (1 cr)
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: Undergraduate/Graduate Offering, Capstone Course
Lecture/Discussion Hours: 0
Lab/Studio Hours: 1

ES 470 Student Teaching in Secondary Education (5 crs)
• Admission to professional semester and recommendation of the Department of Education Studies. 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 12 credits
Grading Basis: S/U Only Grade Basis
Lab/Studio Hours: 0
Practicum Hours: 40

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

ES 473 Legal Aspects of Teaching (3 crs)
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.
Attributes: Undergraduate/Graduate Offering
Lecture/Discussion Hours: 3
Lab/Studio Hours: 0

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 Studies. 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
ES 476 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
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.
Attributes: Undergraduate/Graduate Offering
Lecture/Discussion Hours: 3
Lab/Studio Hours: 0

ES 485 Field Studies of Minority Groups (3 crs)
Prerequisite: ES 385 or consent of instructor.
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.
Attributes: Service-Learning, Full 30 Hours, Undergraduate/Graduate Offering
Lecture/Discussion Hours: 1
Lab/Studio Hours: 6

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

ES 493 International Experience in Education (1-8 crs)
Consent: Department Consent Required
Completion of junior 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.
Attributes: Undergraduate/Graduate Offering
Lecture/Discussion Hours: 3
Lab/Studio Hours: 0

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

ES 497 Field Experience Seminar (2 crs)
Prerequisite: Admission to program
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: LE-I1 Integration, LE-S3 Creativity, Undergraduate/Graduate Offering, Capstone Course
Lab/Studio Hours: 0
Seminar Hours: 2

ES 499 Independent Study (1-3 crs)
Consent: Department Consent Required
Study of an education issue under the supervision of Education Studies faculty.
Repeat: Course may be repeated

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 707 Critical Thinking (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.

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
<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
<th>Prerequisites</th>
</tr>
</thead>
<tbody>
<tr>
<td>ES 710</td>
<td>Pupil Development and Learning Expectations (3 crs)</td>
<td>3</td>
<td>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.</td>
</tr>
<tr>
<td>ES 712</td>
<td>Social Foundations of Education (3 crs)</td>
<td>3</td>
<td>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.</td>
</tr>
<tr>
<td>ES 720</td>
<td>Cultural and Social Foundations of Learning (3 crs)</td>
<td>3</td>
<td>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.</td>
</tr>
<tr>
<td>ES 721</td>
<td>Teacher Reflection and Evaluation (1 cr)</td>
<td>1</td>
<td>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.</td>
</tr>
<tr>
<td>ES 725</td>
<td>Mathematics Curriculum, Instruction, and Evaluation in Grades 1-12 (3 crs)</td>
<td>3</td>
<td>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.</td>
</tr>
<tr>
<td>ES 726</td>
<td>Issues of Critical Literacy in Grades K-12 (3 crs)</td>
<td>3</td>
<td>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.</td>
</tr>
<tr>
<td>ES 730</td>
<td>Comparative Education (3 crs)</td>
<td>3</td>
<td>Theory, structure, and organization of education. Examines education in selected countries of Europe, South America, Near East, Middle East, and Far East.</td>
</tr>
<tr>
<td>ES 731</td>
<td>Administration and Leadership in Reading Instruction (3 crs)</td>
<td>3</td>
<td>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.</td>
</tr>
<tr>
<td>ES 732</td>
<td>Social Studies Curriculum and Instruction in Grades 1-12 (3 crs)</td>
<td>3</td>
<td>Analysis of trends, issues, materials, and practices in Social Studies education.</td>
</tr>
<tr>
<td>ES 733</td>
<td>Science Curriculum and Instruction in Grades 1-12 (3 crs)</td>
<td>3</td>
<td>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.</td>
</tr>
<tr>
<td>ES 734</td>
<td>Current Trends and Issues in Curriculum 1-12 (3 crs)</td>
<td>3</td>
<td>Organizing elements, current issues, innovations, and trends in curriculum for grades 1-12.</td>
</tr>
<tr>
<td>Course Code</td>
<td>Title</td>
<td>Credits</td>
<td>Description</td>
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<tr>
<td>ES 738</td>
<td>Curricular Design and Innovation (3 crs)</td>
<td>3</td>
<td>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.</td>
</tr>
<tr>
<td>ES 740</td>
<td>Introduction to Action Research (3 crs)</td>
<td>3</td>
<td>Students will create and conduct an action research project in their own classrooms using appropriate research methodologies.</td>
</tr>
<tr>
<td>ES 742</td>
<td>Advanced Topics in Teaching (1-3 crs)</td>
<td>1-3</td>
<td>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.</td>
</tr>
<tr>
<td>ES 743</td>
<td>Instructional Supervision Theory (3 crs)</td>
<td>3</td>
<td>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.</td>
</tr>
<tr>
<td>ES 744</td>
<td>Advanced Practica and Topics in Supervision (1 cr)</td>
<td>1</td>
<td>Prerequisite: ES 743 or supervision course.</td>
</tr>
<tr>
<td>ES 745</td>
<td>Language Arts Curriculum and Instruction in Grades 1-8 (3 crs)</td>
<td>3</td>
<td>Materials, procedures, and organization of elementary and middle school language arts. For teachers, supervisors, and administrators in elementary and middle schools.</td>
</tr>
<tr>
<td>ES 746</td>
<td>Teaching All Students: Equity, Diversity and Inclusivity (3 crs)</td>
<td>3</td>
<td>Beginning with the end-in-mind, this course addresses issues of diversity, equity and inclusivity so that all students become successful learners.</td>
</tr>
<tr>
<td>ES 753</td>
<td>Facilitating Literacy Across the Curriculum (3 crs)</td>
<td>3</td>
<td>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.</td>
</tr>
<tr>
<td>ES 755</td>
<td>Collaborative Leadership: Building Effective Relationships (3 crs)</td>
<td>3</td>
<td>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.</td>
</tr>
<tr>
<td>ES 760</td>
<td>Administrative Leadership (3 crs)</td>
<td>3</td>
<td>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.</td>
</tr>
<tr>
<td>ES 765</td>
<td>University of Wisconsin-Reading Symposium (1 cr)</td>
<td>1</td>
<td>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.</td>
</tr>
</tbody>
</table>
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 778 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 305 Children's Literature (3 crs)
Prerequisite: Limited to teaching majors or library science minors. Minimum sophomore standing.
Survey of literature for children in both print and nonprint formats.

Attributes: Undergraduate/Graduate Offering
Lecture/Discussion Hours: 3
Lab/Studio Hours: 0

LMED 306 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.

Attributes: Undergraduate/Graduate Offering
Lecture/Discussion Hours: 3
Lab/Studio Hours: 0

LMED 450 Computers in Libraries/IMCs (1-3 crs)
An introduction to the use of computers for instruction, record-keeping, and information retrieval.

Attributes: Field Trip(s) Required
Repeat: Course may be repeated

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