

EDUCATION-CERT ELEM ED (EDC)

EDC 535. Student Teaching Elementary. (1-6 Credits)

is the final phase of the experiential component to the Graduate Teacher Certification Program. Prerequisite: Approval of Director and all coursework and clinical work completed satisfactorily. 1-6 credits

EDC 611. Language Development and Early Literacy. (4 Credits)

This course is a study of early language and literacy development and the application of developmental principals to the earliest stages of reading, writing, listening, and speaking in children ages 0 – 8. Includes analysis of literacy development and literacy routines: shared book experiences, authentic literature experiences, observations skills, organizing the literacy environment, stages of writing, and journal writing. The course will examine current research and curriculum practices. The Reading Foundations Test preparation will also be imbedded in the course content to better prepare students to be teachers of reading. Current trends to traditional methods will be introduced with application to pre-kindergarten through third grade classrooms. The students will explore the complex interaction and integration of the social, physical, emotional, cognitive, and spiritual development (SPECS) of children in order to address all areas effectively and meet the needs of all students and their families.

EDC 613. Books and Pictures. (4 Credits)

This course examines using picture books with children to develop verbal fluency, visual literacy and aesthetic awareness. The potential of picture books in the early childhood curriculum is studied, specific instructional strategies are suggested and illustration styles are studied.

EDC 615. Curric & Methods in ECE I. (4 Credits)

This course is a study of developmentally appropriate practices with an emphasis on the nature and functions of play. Curriculum design, goal development, and program planning will be examined.

EDC 5400. Foundations of the Teaching Profession. (3 Credits)

This is the initial course within the teacher licensure program offering a framework for historical, philosophical, theological, social, ethical, scientific, and technological contributions that have influenced the American public and parochial educational systems. Students will explore contemporary issues in American education as they consider their own personal philosophy of teaching and their future role in the teaching profession in a school community. Additionally, students will consider many of the dilemmas facing a classroom teacher within rural, urban and/or suburban cultures today with respect to current state and federal school law, legal rights, responsibilities and educator expectations.

EDC 5405. Educational Psychology: Understanding Theory of Teaching and Learning. (3 Credits)

This course explores cognitive and behavioral theories in respect to student learning, motivation and instructional strategies to meet the needs of all students. Planned supports such as Trauma Sensitive Classrooms, Teacher Impact and the importance of student/teacher relationships are explored as best practices in teaching and learning. The course includes an emphasis on lesson planning and EdTPA preparation.

EDC 5410. Interdisciplinary Instruction: Teaching in the Middle School. (3 Credits)

This course will delve into the unique considerations of the middle-level classrooms. Discussion will center upon the adolescent learner, the middle-school design, and the curricular approaches most impactful at this level. Consideration will be given to approaches of integrating curriculum between traditional core content and specialized curriculum. Students will learn how to integrate fine arts curriculum such as imagination and creativity into core content areas. Ideas of how teachers can deepen student engagement by integrating the arts across the curriculum using activities that incorporate dance, theatre, music, storytelling, poetry and the visual arts into the everyday classroom will be explored. Additionally, this course will stress learning through body-kinesthetic learning throughout the curriculum.

EDC 5415. Analysis of Instruction and Assessment. (3 Credits)

This course will examine a variety of instructional strategies and introduce the student to the assessment and evaluation processes. Students will explore the processes of both formative and summative assessments for instruction and learn; analyzing the results in relation to learning, effective instruction and student success. This course will prepare student to complete EdTPA's Planning Rubric 5: Planning Assessments to Monitor and Support Student Learning.

EDC 5420. Teaching Diverse Students, Families, and Classrooms. (3 Credits)

This course is designed to give the learner the knowledge, tools, and dispositions to effectively facilitate a diverse classroom. This course explores the cultural, physical, socially constructed, and psychological differences in people. An emphasis in this course is on understanding how students' learning is influenced by individual experiences, talents, disabilities, gender, language, culture, family, and community values.

EDC 5425. Co-Planning and Planning for all Students. (3 Credits)

This course is designed for the student to explore alternative ways of viewing, understanding, and teaching the exceptional child. Specifically, this course provides instruction in the teaching of the following areas for students with disabilities; differentiation, classroom management, co-planning and instructional strategies, technology for learning and understanding special education while meeting the needs of all students.

EDC 5430. Language Arts Development and Strategies. (3 Credits)

This course will focus on effective reading instruction. Students will gain an acute understanding of the reading process itself, including both decoding and comprehension. Additionally, this course will focus on ideas such as differentiation, applied varied instructional approaches, curricular materials, standardized tests, and assessment tools. This course will also offer a comprehensive perspective on reading acquisition, including language development, phonemic awareness and phonics methodology, strategies for classroom instruction, and accommodations for a wide range of readers. A balanced or comprehensive approach to literacy will be highlighted in the course. Students are expected to successfully complete the Foundations of Reading Test following this course.

EDC 5435. Curriculum and Methods: Language Arts and Social Studies. (3 Credits)

This course is designed to introduce participants to the theories of and the framework for the skills and strategies to be used in the field of language arts. Strategic reading and writing will be the focus with speaking, listening, and literature integrated throughout the course. Differentiated instruction in teaching literacy will be surveyed with practical applications made to all grade levels. Participants will have the opportunity to explore research, discuss, observe and apply strategies, resources, and processes involved with literacy learning. Additionally, students will explore the topics pedagogy necessary to construct a comprehensive social studies curriculum while integrating strategies of literacy. Emphasis will be placed on content aligned to the Wisconsin Model Academic Standards. A specific focus will be the Native American tribes of Wisconsin.

EDC 5440. Curriculum and Methods: STEAM. (3 Credits)

This course will focus on Science and Technology to be analyzed and developed through Engineering and the Arts, with the knowledge that everything is based in elements of Mathematics. Participants will learn to develop, create, implement, and assess a STEAM (Science, Technology, Engineering, Arts, and Mathematics) program, lessons and units. A variety of frameworks will be reviewed and discussed to allow for easy replication of STEAM units and activities. Inquiry-based lessons for instruction and assessment will be explored to help gain a better understanding of possible classroom applications and projects. Educators will leave the course with a roadmap to better implement STEAM into their classroom, promote STEAM questioning, and develop STEAM PBL (Project Based Learning) units. This framework not only includes the art of aesthetics and design, but also the divisions of the liberal, language, musical, physical and manual arts.

EDC 5445. Curriculum and Methods of Mathematics. (3 Credits)

This course will examine the requisite math topics and skills of the early childhood, elementary and middle-level classroom, specifically as they have been constructed following the reformed mathematics movement. Attention will be given to multiple means of explanation for math concepts, the use of manipulatives and connections to the Common Core State Standards for Mathematics.

EDC 5480. Math in the Middle School. (3 Credits)

In this course, students learn methods and content appropriate for teaching mathematics to middle school students. National trends and current philosophy of teaching mathematics at this level are discussed.

EDC 5485. Teaching Writing. (3 Credits)

The purpose of this course is to introduce and immerse students in writing, offering opportunities to explore what being a writer and teaching writing looks like, feels like, and sounds like in the 21st century, and at the K-12 level. This course will examine both the theory and practice of the composing process and the teaching of writing in schools. It will also consider the multiple ways in which writers compose (think technology), writing's connection to reading and other language arts topics, like speaking and listening, and word study. Specific foci will include the rhetorical modes, state standards and assessment, instructional strategies, writing in the disciplines, public, professional and business writing, the writing conference, plagiarism citation, and working with exceptional writers. Class participants will also design and implement writing lessons for real student writers.

EDC 5490. Organization and Administration of Cooperative Programs. (3 Credits)

This course is a study of vocational/occupational programs which utilize the internship/youth apprenticeship/cooperative method of instruction. This course covers techniques of how a Career and Technical Education teacher can successfully organize, administer, and coordinate a CTE program using the cooperative method. Current issues facing Career and Technical Education are to be discussed. The cooperative method, procedures, and techniques are stressed. Specific topic areas covered are how to: locate job training sites, sell the employer on program participation, articulate the classroom curriculum with cooperative experience, evaluate the student's work performed, and supervise on-the-job problems.

EDC 5495. Principles of Career and Technical Education. (3 Credits)

This course explores the history and development of career and technical education both in the United States and Wisconsin. The administrative structure of career and technical education at the local, state, and national levels is outlined. Career and technical education program areas are discussed with emphasis given to issues, trends, and problems in career and technical education.

EDC 6400. Disciplinary Literacy in Secondary Education. (3 Credits)

This course examines and provides instruction in the understanding of language within individual / specific content areas. Students will explore how to use literature within the given content across all curricula.

EDC 6405. Secondary Teaching Methods. (2 Credits)

This course will explore the overall guiding themes and developmental levels of secondary education. It is designed to run in conjunction with a content area methods course. Students will be exposed to and explore weekly educational themes in this course and will then apply that knowledge for a deeper understanding within their own content area through the partner course.

EDC 6410. English Methods. (1 Credit)

This course presents curriculum, methods, and special concerns for teaching English in the middle and high school levels. The intent of this course is for students to utilize their theoretical understandings and content knowledge in direct application to the classroom setting. Topics which will be emphasized include curriculum planning, assessment strategies, instructional materials, teaching and learning strategies, and effective instruction as it relates to teaching English. This course includes the construction of unit and lesson plans using a variety of resources and instructional tools, and special topics related to teaching secondary English.

EDC 6411. Social Studies Teaching Methods. (1 Credit)

This course presents curriculum, methods, and special concerns for teaching social studies in the middle and high school levels. The intent of this course is for students to utilize their theoretical understandings and content knowledge in direct application to the classroom setting. Topics which will be emphasized include curriculum planning, assessment strategies, instructional materials, teaching and learning strategies, and effective instruction as it relates to teaching social studies. This course includes the construction of unit and lesson plans using a variety of resources and instructional tools, and special topics related to teaching secondary social studies.

EDC 6412. Mathematics Teaching Methods. (1 Credit)

This course presents curriculum, methods, and special concerns for teaching mathematics in the middle and high school levels. The intent of this course is for students to utilize their theoretical understandings and content knowledge in direct application to the classroom setting. Topics which will be emphasized include curriculum planning, assessment strategies, instructional materials, teaching and learning strategies, and effective instruction as it relates to teaching mathematics. This course includes the construction of unit and lesson plans using a variety of resources and instructional tools, and special topics related to teaching secondary mathematics.

EDC 6413. Science Teaching Methods. (1 Credit)

This course presents curriculum, methods, and special concerns for teaching science in the middle and high school levels. The intent of this course is for students to utilize their theoretical understandings and content knowledge in direct application to the classroom setting. Topics which will be emphasized include curriculum planning, assessment strategies, instructional materials, teaching and learning strategies, and effective instruction as it relates to teaching science. This course includes the construction of unit and lesson plans using a variety of resources and instructional tools, and special topics related to teaching secondary science.

EDC 6414. Business Methods. (1 Credit)

This course presents curriculum, methods, and special concerns for teaching business education in the middle and high school levels. The intent of this course is for students to utilize their theoretical understandings and content knowledge in direct application to the classroom setting. Topics which will be emphasized include curriculum planning, assessment strategies, instructional materials, teaching and learning strategies, and effective instruction as it relates to teaching business education. This course includes the construction of unit and lesson plans using a variety of resources and instructional tools, and special topics related to teaching secondary business education.

EDC 6415. World Languages Methods. (1 Credit)

This course provides the students with an opportunity to familiarize themselves with the theoretical foundations and variety of practices in language acquisition. Students explore what different language methods have accomplished in the past, examine the standards and current practices in the teaching/learning of world languages, and attempt to clarify their own beliefs and vision of the world language classroom. Some of the topics include unit planning, effective instruction methodologies and assessment strategies.

EDC 6416. Art Teaching Methods. (1 Credit)

This course presents curriculum, methods, and special concerns for teaching art in the elementary, middle and high school levels. The intent of this course is for students to utilize their theoretical understandings and content knowledge in direct application to the classroom setting. Topics which will be emphasized include curriculum planning, assessment strategies, instructional materials, teaching and learning strategies, and effective instruction as it relates to teaching art. This course includes the construction of unit and lesson plans using a variety of resources and instructional tools, and special topics related to teaching art.

EDC 6417. Physical Education Teaching Methods. (1 Credit)

This course presents curriculum, methods, and special concerns for teaching Physical Education in the middle and high school levels. The intent of this course is for students to utilize their theoretical understandings and content knowledge in direct application to the classroom setting. Topics which will be emphasized include curriculum planning, assessment strategies, instructional materials, teaching and learning strategies, and effective instruction as it relates to teaching physical education. This course includes the construction of unit and lesson plans using a variety of resources and instructional tools, and special topics related to teaching secondary physical education.

EDC 6418. Computer Science Methods - Grades 4 to 8. (3 Credits)

This course combines principles and specific methods of teaching computer science in the grades 4 to 8 classroom. National trends and current philosophy of teaching computer science are discussed.

EDC 6419. Computer Science Methods - Grades 9 to 12. (1 Credit)

This course combines principles and specific methods of teaching computer science in the grades 9 to 12 classroom. National trends and current philosophy of teaching computer science are discussed.

EDC 6420. Foundations of Special Ed: Instructing Diverse Populations. (3 Credits)

In this course, students will examine the historical, philosophical, theological, social, scientific, and technological contributions that have influenced the American educational system. Additionally, the learner will gain knowledge, tools, and dispositions to effectively facilitate a diverse classroom while exploring theories of human development, learning and motivation. Practical applications of theories in child development, educational psychology, and classroom management are studied. This course emphasizes an understanding of how student learning is influenced by individual experiences, talents, disabilities, and gender, language, culture, family and community values. Students will be encouraged to explore contemporary issues in American education considering their own personal philosophy of teaching, exploring personal attitudes and values as they consider the possibilities and challenges of teaching diverse student populations with varied historical, social, political and cultural backgrounds. A specific focus will be the Native American tribes of Wisconsin, satisfying PI 34.15(4c).

EDC 6422. Legal Foundations in Special Education. (3 Credits)

This course is designed to provide students with an overview of children and youth with disabilities and the legal requirements of providing an education for those students. Students will examine the disability categories and components of IDEA (Individuals with Disabilities Education Act) and how they ensure students with disabilities appropriate educational and related services. Other case studies and laws regarding the education and treatment of students with disabilities will be examined.

EDC 6424. Teaching Mathematic Strategies. (3 Credits)

This course presents an integrated approach to mathematics content, materials, strategies, assessments, and methods that are developmentally appropriate for early childhood, elementary, and middle-level classrooms. Attention will be given to multiple means of explanation for math concepts, the use of manipulatives, and connections to the Common Core State Standards for Mathematics. In addition, an emphasis is on constructing knowledge through problem solving, communication, reasoning, connecting mathematical ideas, representation, and generalization. Current research in mathematics education and curriculum development is emphasized. Preservice teachers will develop a philosophy for teaching mathematics and will examine the requisite math topics and skills while teaching in local schools.

EDC 6426. Classroom and Behavior Management in Special Ed. (3 Credits)

This course includes individual and group behavior management, behavioral change strategies, and classroom management for students with disabilities in a variety of school settings. This course also explores theories of human development, learning, and motivation and their practical applications. The practical applications of these theories in child development, educational psychology, trauma sensitive practices, Positive and Behavior Interventions and Supports (PBIS), and classroom management are explored. Principles of applied behavior analysis are discussed to promote appropriate academic and social behaviors and to decrease challenging behaviors in school settings. Creating positive learning environments that facilitate student learning and effective social interaction is emphasized. Special emphasis is placed on the student's ability to recognize, apply, and evaluate various strategies of management, and to conduct Functional Behavioral Assessments (FBA) and develop Behavior Intervention Plans (BIPs).

EDC 6428. Foundational Reading and Literacy Strategies. (3 Credits)

This course delves into the Five Pillars of Literacy and how to instruct in literacy strategies and skills from these Five Pillars. This course offers preservice teachers a comprehensive perspective on reading acquisition, including language development, phonetic awareness and phonics methodology, vocabulary and comprehension skills, fluency, strategies for classroom instruction, and accommodations for a wide range of readers. A balanced or comprehensive approach to literacy will be highlighted in the course.

EDC 6430. Differentiated Reading Interventions for Special Ed. (3 Credits)

This course provides an understanding of processes, principles, and practices of literacy development and the study of the major components of literacy instruction for special education students with modifications and adaptations to achieve a balanced literacy curriculum. An overview of the various theories about teaching reading and language arts is provided.

Prerequisites: EDC 6428 or 839.

EDC 6432. Evidence-Based Instructional Strategies in Special Ed. (3 Credits)

This course is designed to provide the student with an orientation to the field of evidence based instructional strategies used in the teaching and learning process for students with Individualized Education Plans (IEPs). The course will focus on the nature of evidence based instructional strategies, universal design for learning, and accommodations versus modifications.

EDC 6434. Characteristics of and Interventions for Students with Significant Disabilities. (3 Credits)

This course examines and provides instruction in the teaching of the following areas for students with disabilities: self-management and self-determination skills; social skills and emotional development; communication skills, and generalization and maintenance. This course also provides a study of the characteristics, effective assessment and intervention for individuals with severe disabilities. In addition, this course will focus on issues relevant to post educational, vocational, independent living, and community transitions, and the development of Individual Education Plans (IEP) and Individual Transition Plans (ITP). Future teachers will learn how to integrate life skills into instruction and use various technologies and assistive technology to enhance student learning.

EDC 6436. Assessment and Progress Monitoring in Special Ed. (3 Credits)

This course examines and provides instruction in the teaching of the following areas for students with disabilities: self-management and self-determination skills; social skills and emotional development; communication skills, and generalization and maintenance. This course also provides a study of the characteristics, effective assessment and intervention for individuals with severe disabilities. In addition, this course will focus on issues relevant to post educational, vocational, independent living, and community transitions, and the development of Individual Education Plans (IEP) and Individual Transition Plans (ITP). Future teachers will learn how to integrate life skills into instruction and use various technologies and assistive technology to enhance student learning.

EDC 6438. Collaboration and Teaming for Effective Instruction. (3 Credits)

This course explores relationships (with families and students; and professional staff-such as administrators, other teachers, paraprofessionals, service staff) and collaboration for successful inclusion. Current research on human behavior and motivation are presented to understand how to create conditions in the classroom to meet the students' needs. Dilemmas teachers face with state and federal school laws, legal and social rights, role clarity, communication, planning, reporting, administrative support, and teacher responsibility will be addressed. This course focuses on the professional role of the teacher as role model in and out of the classroom. Methods of co-teaching and working with other related service providers are also examined. Additionally, the course will highlight successful approaches to develop partnerships with community stakeholders, special organizations, and other resources to increase the partnership of learning for all students.

EDC 6470. Writing with Young Children. (3 Credits)

This course examines the development of children as writers. Strategies for writing instruction and planning are also explored resulting in an understanding of the process writing approach.

EDC 6472. Early Childhood Literacy. (3 Credits)

This course examines the importance of story in the language development of young children. This course also examines the use of mentor texts and digital literacy as well as integration of pop culture and faith when teaching literacy. Action research is considered as students examine their current practice and determine ways to become more effective teachers of literacy.

EDC 6474. Curriculum for Early Childhood Education. (3 Credits)

This course examines developmentally appropriate practices including play, and the development of optimal learning experiences and environments based on research and theory. Collaboration and reflective practice are also examined as components of professional practice.

EDC 6480. Practicum. (1 Credit)

This practicum provides the education student with a supervised pre-student teaching experience at the elementary, middle, or high school level. As part of the regular clinical hours required by the Graduate Teacher Certification Program, practicum students will develop and teach a minimum of a 5-lesson unit, based on Wisconsin Model Academic Standards and the specific classroom's curriculum.

EDC 7400. Clinicals. (0 Credits)

This course provides the teacher candidate with the necessary field experiences required by the Department of Public Instruction. Throughout the program, students complete a specific number of clinical hours in correlation with their coursework. A total of 70 hours are required in multiple school settings. Students are required to regularly reflect upon their fieldwork by turning in clinical reflections after each course.

EDC 7405. Pre-Student Teaching Field Experience. (1 Credit)

Pre-Student Teaching Field Experience provides the education student with a supervised pre-student teaching experience at the elementary, middle, or high school level. As part of the regular clinical hours required by Concordia's Accelerated Program for Teacher Licensure, pre-student teaching students will develop and teach a minimum of a 5-lesson unit, based on Wisconsin Model Academic Standards and the specific classroom's curriculum.

EDC 7410. Student Teaching Placement 1. (3 Credits)

EDC 7410 is the first of two phases of the final licensure component in the CAPTL Program. Student Teaching allows the student to practice the variety of theories they have studied throughout the program. All CAPTL coursework, licensure, and Praxis I and II requirements have been met. Portfolio I and II have been successfully completed. Director approval is required.

EDC 7415. Student Teaching Placement 2. (3 Credits)

EDC 7415 is the second of two phases of the final licensure component in the CAPTL Program. Student Teaching allows the student to practice the variety of theories they have studied throughout the program. All CAPTL coursework, and Praxis I and II requirements have been met. Student Teaching Placement 1, Portfolio I and II have been successfully completed.

EDC 7418. CAPTL Student Teaching Add-On. (1 Credit)

EDC 7418 is the final component in the CAPTL Program for students completing an add-on license. Student Teaching allows the student to practice the variety of theories they have studied throughout the program. All CAPTL coursework, clinicals and portfolio requirements need to be met prior to the start of this course.

EDC 7420. CAPTL Portfolio I. (0 Credits)

The portfolio is a collection of materials reflective of student progress toward a variety of learning goals throughout the Graduate Teacher Certification Program experience. As teacher education students become actively involved in acquiring and refining artifacts for their working portfolios, personal learning goals, and self-assessments demonstrate their professional growth.

EDC 7421. CAPTL Portfolio II. (0 Credits)

The portfolio is a collection of materials reflective of student progress toward a variety of learning goals throughout the Graduate Teacher Certification Program experience. As teacher education students become actively involved in acquiring and refining artifacts for their working portfolios, personal learning goals, and self-assessments demonstrate their professional growth.

EDC 7422. CAPTL Portfolio III. (0 Credits)

The portfolio is a collection of materials reflective of student progress toward a variety of learning goals throughout the Graduate Teacher Certification Program experience. As teacher education students become actively involved in acquiring and refining artifacts for their working portfolios, personal learning goals, and self-assessments demonstrate their professional growth.

EDC 7440. CAPTL Capstone Research. (2 Credits)

The CAPTL Capstone Research course is the first of two related courses that are the final courses in the CAPTL Licensure Program. The second related course is the CAPTL Capstone Project. In EDC 7440, students will identify an educational problem, issue, or need on a topic of interest and begin the process of writing and developing the Capstone project. It consists of both virtual sessions and independent work. Completion of the course relies upon the graduate student's participation in four virtual sessions and the successful completion of all assignments including the first two chapters of the Capstone project.

EDC 7445. CAPTL Capstone Project. (1 Credit)

The CAPTL Capstone Project course is the second of two related courses in the CAPTL Licensure Program with the first course being EDC 7440. EDC 7440 and EDC 7445 are the final courses in the CAPTL Licensure Program. The Capstone Project course consists of independent work. Completion relies upon the graduate student developing and writing chapters three and four of the Capstone Project and submitting and presenting the final Capstone Project in a methodical and systematic way.