

EDUCATION - CUW (ED)

ED 1000. Orientation Seminar. (0 Credits)

This course is a seminar for education majors who have not yet obtained Upper Division Status. This course orients students to the education program and the process of achieving Upper Division Status. Major components include an introduction to clinical experiences and program requirements. Students should register for ED 1000 their first semester in the education program and must pass this course. This course is pass/fail.

ED 1099. Foundations of Personal Finance. (0 Credits)

This course will provide participants with a clear understanding of personal budgeting and savings, loans and debt, and investing for one's future. The seminar utilizes the Foundations in Personal Finance: College Edition curriculum and resources developed by the Dave Ramsey team (Financial Peace University). This is a six-session seminar course in a pass/fail format.

ED 1102. Foundations of Education. (3 Credits)

This course is a critical examination of the forces that have shaped formal and informal education, especially as they affect American urban education. The course will review historical, philosophical, theological, social, scientific, and technological contributions that have influenced the American educational system. From this foundation, students will be encouraged to explore contemporary issues in American education as they consider their future roles in the teaching profession. This course will be taught with computer technology integrated throughout the course. This course serves as the first required professional course for teaching education students at Concordia University Wisconsin.

ED 1103. Human Relations for Teachers. (3 Credits)

This course is an interaction laboratory course designed to help candidates improve their interpersonal relationship skills and acquire competence in facilitating human relations activities in the classroom. Candidates will examine their attitudes and values toward and improve their techniques in working with learners, parents, colleagues, and community and minority groups. This course serves as an introduction of human relations' components to education majors.

ED 1104. Human Relations- Study Abroad. (3 Credits)

This course is an interaction laboratory course designed to help candidates improve their interpersonal relationship skills and acquire competence in facilitating human relations activities in the classroom. Candidates will examine their attitudes and values toward and improve their techniques in working with learners, parents, colleagues, and community and minority groups. This course serves as an introduction of human relations' components to education majors.

ED 1151. Conflict Resolution for Educators. (1 Credit)

This course is a course designed for online learning. The course addresses some common causes of conflict in a school environment and provides communication strategies useful for conflict resolution. The final unit examines a step-by-step plan for how to train students in the use of communication skills and peer mediation to assist other students engaged in conflict.

ED 1209. Educational Psychology - Adolescent. (3 Credits)

This course presents theories of development, learning, and motivation in the context of the early adolescent and adolescent students. This course includes a field experience component.

ED 1211. Discovery Clinical. (0 Credits)

This is an initial fieldwork course which provides the general clinical experience of fifteen hours in a variety of educational settings and sites. In Teacher Education, clinicals refer to off-campus field experiences working with children in educational settings. At Concordia, Pre-UDS clinical hours must be completed before students can apply for Upper Division Status. Students should complete their clinical hours during their first and second years at Concordia. Students register for this course concurrently with ED 1209 Educational Psychology or ED 1275 Human Learning.

ED 1212. Cultural Clinical. (0 Credits)

This is a fieldwork course which provides a multicultural clinical experience of fifteen hours in a variety of urban educational settings and sites. In Teacher Education, clinicals refer to off-campus field experiences working with children in educational settings. In the Cultural Clinical Experience, all candidates participate in a number of field experiences which facilitate their exploration of teaching and learning settings that include students from diverse backgrounds. At Concordia, Pre-UDS clinical hours must be completed before students can apply for Upper Division Status. Students should complete their clinical hours at Concordia in correlation with ED1103 Human Relations.

ED 1213. Special Education Clinical. (0 Credits)

This is a fieldwork course which provides a Special Education experience of 15 hours in a variety of educational settings and sites. In Teacher Education, clinicals refer to off-campus field experiences working with children in educational settings. At Concordia, Pre-UDS clinical hours must be completed before students can apply for Upper Division Status. Students should complete their Special Education hours during ED 1230 Nature of the Exceptional Child.

ED 1230. Nature of the Exceptional Child. (3 Credits)

This course is designed to introduce the education student to a study of the major characteristics of all disabilities and gifted students as defined by state and federal law in order to provide for their needs in the general education classroom. The course provides significant foundational theories and practices for understanding special education as a discipline, legal requirements for Special Education services including IEPs, and rights and responsibilities of parents, teachers, other professionals and schools related to children with exceptional needs. Students learn about characteristics of learners, assessments used to diagnose them, support services, and how to create instructional and behavioral strategies for exceptional learners in the general education classroom. This course includes a field experience component. Students, who are education majors, must register for ED 1213 concurrently with this course.

ED 1231. Best Practices in Engaging Children in Literacy. (3 Credits)

This course presents an overview of texts for children – early childhood through the early adolescent years – along with criteria for making appropriate literature selections. Attention is also given to authors and illustrators and the awards presented by various committees. Practical strategies for stimulating children's interest in books will also be discussed. Additionally, students will also explore social issues as related to literature and develop an understanding of critical literary theories.

ED 1275. Human Learning. (3 Credits)

This course explores theories of human development, learning, and motivation from a brain-based perspective. Students will be actively engaged in the learning process through a variety of assignments and activities including clinicals, presentations, reflections, and other experiences to enhance understanding and application of brain-based learning theory in the classroom. This course includes a field experience component.

ED 2000. UDS Seminar. (0 Credits)

This course is a seminar for education majors who have obtained or are working toward obtaining Upper Division Status (UDS). UDS seminar orients students to required content knowledge exams, pre-student teaching, and completing degree requirements. Students should register for ED 2000 during the semester in which they plan to complete Portfolio II and apply for UDS.

ED 2001. Cross Cultural Communication for Teachers of Language Learners. (3 Credits)

Students will examine the cultural diversity that exists locally, nationally and globally in order to develop a positive appreciation for the contributions of other cultures, and use in classroom instruction. Students will gain skills for working with students from diverse language backgrounds and learn how to foster relationships with parents and the community.

ED 2002. Accommodating Differences in Literacy Learners. (3 Credits)

Teachers learn to prepare students in five broad areas that are instrumental in working with learners who have varying levels of language and literacy delays: relevant criteria used for determining language and literacy delays in children; relationships between cognition, speech, and language; cultural and linguistic differences; instructional arrangements for diverse learning styles; and core components of effective literacy instruction.

ED 2003. Basic English Linguistics for Teachers of Language Learners. (3 Credits)

This course introduces students to the phenomenon of language and aspects of English linguistics, including phonetics, phonology, morphology, syntax, semantics, dialects, and social contexts. It provides students the opportunity to explore the sounds of English by using the International Phonetic Alphabet, introduces theories of language acquisition.

ED 2204. The Art & Science of Teaching Reading. (3 Credits)

This course examines the science, research, and methodology behind literacy instruction. Effective literacy instruction involves an acute understanding of the reading process, which includes oral language development, concepts of print, phonological awareness, phonics/decoding, vocabulary, word knowledge, fluency, and comprehension. Pre-service teachers will assume responsibility for understanding this complex process and delivering an effective instruction using varied instructional approaches, curricular materials, and assessment tools. The results of successful instruction are readers who possess not only basic reading skills but also the ability to read for multiple purposes, including other curricular areas. This course will also consider how to support the reading development of English Language Learners, students with disabilities, students from low socioeconomic status, and students from diverse backgrounds. The practicum component of this course enables students to put some of these strategies and skills into teaching practice.

ED 2208. Extracurricular Activities in the Fine Arts. (3 Credits)

Extracurricular activities in the fine arts sustain and ensure the necessary continuum of creative outlets for students. This course will provide skills necessary for use in any educational level up to the end of high school. ED 2208 will offer students experience and knowledge that will not only be useful in teaching, but also for work with scouting groups, the community, or volunteer projects. This course fulfills three credits in the speech/communications and language arts minors available in the elementary and secondary education majors.

ED 2221. Infant and Toddler Development. (3 Credits)

Students will gain learning experience with infants and toddlers through examining infant and toddler development as it applies to an early childhood education setting. Students will integrate strategies that analyze development of infants and toddlers from conception to three years, correlate prenatal conditions with development, summarize child development theories, analyze the role of heredity and the environment, and determine how to create and maintain a culturally and developmentally appropriate environment.

ED 2252. Best Practices in Engaging Adolescents in Literacy. (3 Credits)

This course provides an introduction to a variety of strategies for presenting adolescent literature in the classroom. The course includes an overview of genres along with an introduction to important early texts, as well as current adolescent/young adult texts appropriate for classroom use. Students will explore the issues of diversity, censorship, and privacy within relevant family and community situations. Attention is also given to authors in the field and also will identify criteria for selecting award-winning books.

ED 2293. The Urban Education Landscape. (3 Credits)

This course offers the student an extensive study of urban issues positively and negatively affecting urban education. Philosophies and specific strategies will be explored using a variety of resources and instructional tools.

ED 2294. Paradigms for Success in Urban Education. (3 Credits)

This course explores successful urban leaders in the areas of education and social services. Students will examine a variety of data-driven measures of success, such as student achievement, attendance, student engagement, student behavior, learning environment, and teacher engagement. In addition, students will survey the development of beginning urban schools to high-performing models of academic success and strong values. This course involves immersion experiences in a variety of urban schools.

ED 2295. Classroom Management. (3 Credits)

Classroom Management is essential for developing a class culture conducive to student learning. In this class, students will observe, practice, and evaluate a variety of classroom management theories and strategies used in urban schools. Student will learn best-practices for preventing, monitoring, and reacting to student behavior. This course involves immersion experiences in a variety of urban schools.

ED 2306. Teaching the Faith. (3 Credits)

This course helps the student develop knowledge of resources and skills necessary to teach religion in the elementary or secondary classroom. This course is required for Lutheran education majors. Students will explore theological, relational, social, and educational issues related to teaching the faith. While focusing upon topics and issues related to a Lutheran school setting, much of what is explored will be useful as one considers present and future vocations in parish, family or other educational settings. Note: Completion of Core theology courses is a requirement prior to taking this class.

ED 2327. Collaborating with Families and Professionals in a Diverse Society. (3 Credits)

This course is designed to provide students with a practical look at how teachers and families can empower, collaborate, and advocate for children with special needs. Students will see how lasting partnerships can be formed between members of diverse families and professionals in special and general education including administrators, teachers, assistants, special educators, and related service providers. The course includes family systems theory, the history and current status of policy, family rights, and the principles of partnership and their application by teachers and other professionals. Focus is on communication between home and school and strategies for developing culturally appropriate family-centered practices.

ED 2348. Developmentally Appropriate Practices for Early Childhood. (3 Credits)

This course will prepare pre-service teachers to implement developmentally, culturally, and linguistically appropriate teaching approaches that enhance young children's learning and development, with an emphasis on the nature and functions of play. Curriculum design, goal development, and assessment strategies will be examined. This course will include a clinical experience in which pre-service teachers will use a play assessment tool to document the types of play and determine next steps to support the development of a young child. Learners will also use a readiness checklist to observe fine and gross motor skills.

ED 2358. Emergent Writing: Birth to Grade 3. (2 Credits)

This course examines the development of children as writers from ages birth to grade 3. This course includes a study of children's language development, specifically the relationship between language and writing, stages of writing development, supporting the child as a writer through Writer's Workshops and Writing Conferences. The course explores the use of writing as a way to communicate to a variety of audiences for multiple, authentic purposes. A deep understanding of the process writing approach is developed through course work. The course will examine current research and instructional strategies.

ED 2432. Teaching Writing: Grades 4-12. (3 Credits)

This course is designed to introduce and immerse students both in the theory and practice of writing instruction. Through an in-depth study of best practices for children (grades 4-12) students will: 1) explore how to design an effective writing program; 2) identify the characteristics of different writing types as well as purposes for writing; 3) examine strategies for teaching and learning in writing; and 4) examine current research in writing instruction for upper elementary and adolescent writers. This course will offer suggestions on how to create authentic, real-world writing experiences for students, coupled with extensive teacher modeling and mentor texts.

ED 2464. Family - School Interactions. (3 Credits)

This course studies the relationship between young children, parents, and schools. Course focuses on family structures and social factors that influence the family. Emphasis will be placed upon how schools and families can support each other and how community resources can be used. To be taken after or concurrent with student teaching. Prerequisites: minimum score of 01 in 'Upper Division Status' and ED 3359.

ED 2466. Health, Safety, and Fitness for the Young Child. (3 Credits)

This course presents the integration of health, wellness, safety, nutrition, and fitness for children within early childhood settings. Students will explore curriculum, resources, and instructional strategies to teach young children about health, safety, and fitness. Additionally, students will learn to prepare and maintain safe and healthy early childhood environments. Students will complete a service project that promotes wellness for young children.

ED 2484. Educational and Behavioral Management in Special Education. (3 Credits)

Topics addressed in this course include individual and group behavior management, behavioral change strategies, and classroom management for students with special needs. 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 develop Behavior Intervention Plans (BIPs).

ED 2820. How Adults Learn. (1 Credit)

This course introduces the psychology of learning and various theories of adult development. Students apply concepts to their own experiences of adult learning and development.

ED 3000. Student Teaching Seminar. (0 Credits)

This course is a seminar for education majors who are preparing for the student teaching experience. Major components include Portfolio III, requirements and information for the student teaching experience, and edTPA. Students should register for ED 3000 in the semester prior to their planned student teaching experience.

Prerequisite: minimum score of 01 in 'Upper Division Status'.

ED 3001. ELL Literacy: Reading, Writing, and Grammar Strategies. (3 Credits)

This course provides students with opportunities to review, evaluate and adapt materials for use in teaching reading, writing and grammar to English Language Learners. Students will gain facility in matching and adapting texts and materials to the needs of different kinds of ELL learners.

Prerequisite: minimum score of 01 in 'Upper Division Status'.

ED 3002. Methods of Teaching English as a Second Language. (3 Credits)

This course introduces the student to the methods, curriculum, and current practices in the teaching of English as a second language.

Prerequisite: minimum score of 01 in 'Upper Division Status'.

ED 3003. Observation, Analysis, and Practicum in ESL Classrooms. (3 Credits)

This capstone course provides students with observation and analysis skills to apply to their own ESL teaching for this practicum experience, as well as with techniques for working with paraprofessionals in ESL/ bilingual classrooms in schools.

Prerequisite: minimum score of 01 in 'Upper Division Status'.

ED 3248. Philosophy, Organization, and Practices of Coaching Athletics. (2 Credits)

This course is intended for education students pursuing the Athletic Coaching for Educators minor. Athlete-focused philosophies of coaching, management and planning of sports organizations, and theories and strategies of coaching are covered within this course.

Prerequisite: minimum score of 01 in 'Upper Division Status'.

ED 3318. The Art & Science of Planning. (3 Credits)

This course will prepare pre-service teachers to implement developmentally, culturally, and linguistically appropriate teaching approaches that enhance young children's learning and development, with an emphasis on the nature and functions of play. Curriculum design, goal development, and assessment strategies will be examined. This course will include a clinical experience in which pre-service teachers will use a play assessment tool to document the types of play and determine next steps to support the development of a young child. Learners will also use a readiness checklist to observe fine and gross motor skills
Prerequisite: minimum score of 01 in 'Upper Division Status'.

ED 3328. Teaching Students with Significant Disabilities. (3 Credits)

This course examines and provides instruction in the teaching of the following areas for students with disabilities, especially those with moderate to severe disabilities: self-management and self-determination skills; social skills and emotional development; self-concept, personal competence, communication skills, and academic skills. This course also provides a study of the philosophical and practical base of effective assessment and intervention for individuals with moderate and severe disabilities, including assistive technology evaluations and applications. In addition, this course will focus on issues relevant to post educational, vocational, independent living, and community transitions, and the development of Individual Transition Plans.

Prerequisite: minimum score of 01 in 'Upper Division Status'.

ED 3356. STEM: Math in Early Childhood. (2 Credits)

This course explores content, materials, and strategies for teaching and assessing young children in mathematics. Current research in early childhood mathematics education is emphasized. Pre-service teachers will teach mathematics in local schools and develop a philosophy for teaching mathematics.

Prerequisites: minimum score of 01 in 'Upper Division Status', MATH 119 and 120.

ED 3357. STEM: Science and Environment in Early Childhood. (2 Credits)

This course provides the pre-service educator with the knowledge, skills, and dispositions necessary for engaging curiosity, developing scientific literacy, and embracing a sense of wonder in young children. This course addresses how young children construct and represent scientific knowledge through problem solving, inquiry-based exploration, cooperative learning experiences, and integration with other curricular areas. Students develop concepts about essential components and skills of scientific investigation; and use this information in developing, assessing, and modifying developmentally appropriate instructional strategies for diverse learners.

Prerequisites: minimum score of 01 in 'Upper Division Status' and SCI 151 or SCI 152.

ED 3359. Curriculum and Techniques in Early Childhood. (4 Credits)

This course is a study of developmentally appropriate practices for the whole child, with emphasis on the nature and functions of play. Students develop an understanding of constructivist theory and utilize strategies of curriculum design that are emergent, integrated, aligned with early learning standards, and meet the needs of diverse learners. To be taken prior to student teaching.

Prerequisite: minimum score of 01 in 'Upper Division Status'.

ED 3378. Curriculum and Methods of Teaching Choral Education. (2 Credits)

This course covers philosophical foundations of music education, levels of objectives with emphasis and the program and instructional level, characteristics of children and adolescents relevant to teaching music, classroom and rehearsal management, and methods for teaching choral music to students in grades 6-12.

Prerequisite: minimum score of 01 in 'Upper Division Status'.

ED 3379. Curriculum and Methods of Teaching Instrumental Music. (2 Credits)

This course covers the philosophical foundations of music education, levels of objectives with emphasis at the program and instruction level, characteristics of adolescents relevant to learning music, classroom management, rehearsal techniques, unit/lesson planning, genre-specific pedagogy and school rehearsal visitations.

Prerequisite: minimum score of 01 in 'Upper Division Status'.

ED 3381. Curriculum and Methods of Teaching PE - Elementary. (4 Credits)

This course provides the physical education major with an exposure to a variety of teaching methods, organization and management systems, age-appropriate activities, and best practice techniques in elementary physical education. It introduces teaching concepts related to the development of curriculum. Students are given the opportunity to "practice teach." A variety of materials are produced by the student for use in future teaching situations. This course provides a foundation in teaching physical education at the elementary level.

Prerequisite: minimum score of 01 in 'Upper Division Status'.

ED 3400. Creativity in Early Childhood. (2 Credits)

This course is a study of creativity and the importance of meaningful integration of the creative arts throughout the curriculum for young children; including music, visual arts, movement/fitness, and dramatic play. Students will explore methods to utilize the creative arts to support learning and creativity in young children and throughout early childhood education.

Prerequisite: minimum score of 01 in 'Upper Division Status'.

ED 3401. Instruction & Assessment of Reading. (3 Credits)

This course provides students with multiple reading and learning strategies to use across the curriculum. Theoretical models of reading and instructional approaches to the teaching of reading are reviewed, including developmentally appropriate instructional methods for teaching phonics and spelling, and assessments for instruction and accountability. Students will learn evidence-based instructional methods for: concepts of print, phonological awareness, phonics, word recognition, fluency, vocabulary and comprehension.

Prerequisites: minimum score of 01 in 'Upper Division Status' and ED 204* or ED 2204*.

* May be taken concurrently.

ED 3403. Elementary General Music Methods. (2 Credits)

This course covers historical methods in teaching music for grades PK-5, including but not limited to singing, percussion instruments, recorders, autoharps, rhythmic dancing and note reading.

Prerequisite: minimum score of 01 in 'Upper Division Status'.

ED 3416. Marketing in Early Childhood Programs. (1 Credit)

This course presents the challenges related toward successfully marketing Early Childhood programs. Topics include formal and informal marketing as well as local and corporate sponsorship. Students will explore, critique, and reflect upon marketing strategies at an early childhood center during their Administration Practicum. Candidates must enroll in ED 3489, ED 3417, and ED 3418 concurrently with ED 3416. Prerequisites: minimum score of 01 in 'Upper Division Status' and ED 3461 or ED 502.

ED 3417. Financial Management for Early Childhood Programs. (1 Credit)

This course presents the issues related to the unique workings of Early Childhood programs and competently managing their financial resources. Topics include bookkeeping, computer resources, and inter-staff communication. Students will explore, critique, and reflect upon financial management strategies at an early childhood center during their Administration Practicum. Candidates must enroll in ED 3489, ED 3416, and ED 3418 concurrently with ED 3417. Prerequisites: minimum score of 01 in 'Upper Division Status' and ED 3461 or ED 502.

ED 3418. Human Resources for Early Childhood Programs. (1 Credit)

This course explores the intricate relationships and concerns found in managing staff in an early childhood program. Issues include off-site management, full-time and part-time employment, and inter-staff communication. Students will explore, critique, and reflect upon human resources management at an early childhood center during their Administration Practicum. Candidates must enroll in ED 3489, ED 3416, and ED 3417 concurrently with ED 3418. Prerequisites: minimum score of 01 in 'Upper Division Status' and ED 3461 or ED 502.

ED 3429. Urban Education Field Practicum. (3 Credits)

This practicum course investigates the quality and performance of city classrooms. Students complete at least 20 hours in an urban classroom. Emphasis will be placed on teaching, feedback, and reflection. Prerequisite: minimum score of 01 in 'Upper Division Status'.

ED 3438. Transition and Collaboration for Adolescents with Disabilities. (3 Credits)

This course is designed to provide an overview of the transition and community-based needs faced by adolescents with disabilities as they move from school-based instruction to community-based vocational or post-secondary settings. Emphasis is on legal issues and legislation, service delivery models, transition, and collaboration with community-based organizations and personnel. Prerequisite: minimum score of 01 in 'Upper Division Status'.

ED 3450. Instruction and Transition for Adolescents with Disabilities. (3 Credits)

This course examines the instructional, transitional and community-based needs faced by adolescents with disabilities. Students learn how to modify, accommodate, and adapt instruction for exceptional youth, with an emphasis on adolescents who have disabilities. Students will identify appropriate attitudes and strategies that will help them build positive relationships with adolescents with disabilities and create appropriate learning environments as they move from school-based instruction to community-based vocational or post-secondary settings. There is an emphasis is on legal issues, the continuum of alternate placements, post-secondary transition plans and collaboration with community-based organizations and personnel.

ED 3452. Strategies for Teaching Exceptional Youth. (3 Credits)

This course will help students understand the characteristics of adolescents with exceptionalities. Students will identify appropriate attitudes and strategies that will help them build positive relationships with exceptional students and create appropriate learning environments. Students will examine legal issues, inclusion, collaboration, and behavioral and academic needs as they pertain to exceptional youth. Students will learn how to modify, accommodate, and adapt instruction for exceptional youth, with an emphasis on adolescents who have disabilities, are gifted and talented, and are identified as at-risk. Prerequisite: minimum score of 01 in 'Upper Division Status'.

ED 3455. Legal Issues in Special Education. (3 Credits)

This course presents students with an overview of the legal requirements of providing an education for children and youth with disabilities. Students will examine the Individuals with Disabilities Education Act (IDEA) and how it ensures students with disabilities receive appropriate educational and related services, including parental rights and responsibilities. Other laws affecting the education and treatment of students with disabilities will also be examined. Prerequisite: minimum score of 01 in 'Upper Division Status'.

ED 3457. Curricular Adaptations for Learners with Disabilities. (3 Credits)

This course offers a framework for adapting the general education curriculum and instructional materials to meet the diverse needs of students, including those with disabilities and mental health challenges. Curriculum adaptations, modifications, and accommodations are defined and scrutinized. Planned supports such as instructional strategies, differentiated instruction, Universal Design for Learning, and assistive technology are explored as ways to accommodate students with diverse needs in the general education environment and curriculum. The course includes an emphasis on unit and lesson planning. Prerequisite: minimum score of 01 in 'Upper Division Status'.

ED 3459. Measurement and Evaluation - Health and Physical Education. (3 Credits)

This course focuses on assessment techniques in health and physical education. This course discusses and provides methods for creating appropriate assessments, models for performance-based assessments, authentic assessments, and instruction for administering skill and fitness tests. Test construction will be examined. Students will develop a battery of assessment tools, intended for use at the elementary, middle, and high school levels. Prerequisite: minimum score of 01 in 'Upper Division Status'.

ED 3461. Administration of Early Childhood Programs. (3 Credits)

This course is a study of planning and administering early childhood programs with emphasis on planning, implementing and evaluating programs. State regulations, establishing policies, leading and managing personnel, developing budgets and contemporary early childhood issues will also be examined. Strategies to facilitate learning in this course will include, but are not limited to, lectures, assigned readings, class discussions, group exercises, and application experiences. Prerequisite: minimum score of 01 in 'Upper Division Status'.

ED 3475. Adaptive Physical Education. (3 Credits)

This course includes the study of those conditions and unique needs of the special needs child in the physical education environment. This course provides the student with knowledge of specific disabilities and impairments as they relate to a physical education and recreational setting. Concepts of inclusion and least restricted environments are presented. Teaching techniques, progressions and program modifications are reviewed for various environmental situations. This course works in conjunction with ED 3486.

Prerequisites: minimum score of 01 in 'Upper Division Status' and ED 1230.

ED 3476. Curriculum and Methods - Health Education. (3 Credits)

This course introduces the student to general principles and methods of teaching health education. Emphasis will be placed upon pedagogy, application of appropriate materials, teaching aids, and evaluating effective health resources.

Prerequisite: minimum score of 01 in 'Upper Division Status'.

ED 3486. Practicum in Adaptive PE. (0 Credits)

This course introduces the student to a clinical experience with an adaptive cohort. Must be taken simultaneously with ED 3475.

Prerequisite: minimum score of 01 in 'Upper Division Status'.

ED 3489. Practicum in Early Childhood Administration. (1 Credit)

This practicum course provides the opportunity to relate theory to practice in an administrative childcare setting. Placement will be made with a director in a licensed and NAEYC certified childcare. Candidates must enroll in ED 3416, ED 3417, and ED 3418 concurrently with ED 3489.

Prerequisites: minimum score of 01 in 'Upper Division Status' and ED 3461 or EDG 502.

ED 4301. Data Driven Analysis of Classroom Practice. (2 Credits)

This course examines the research and methodology behind classroom management practices. It encourages the development of a personal philosophy to plan, implement, and assess the management, instruction, and student achievement occurring within a classroom. The course examines the use of formative assessment as a means for both developing and extending student understanding. Further, the course addresses a comprehensive framework for teaching that includes preparation, classroom environment, instruction, and professional responsibilities.

Prerequisite: minimum score of 01 in 'Upper Division Status'.

ED 4302. Collaborating with Families and Members of the Community. (1 Credit)

This course will focus on the broader function of the school within the community. The course highlights successful approaches for developing partnerships with community stakeholders, including the parents of students. Additionally, research and innovative partnership models will be explored.

Prerequisite: minimum score of 01 in 'Upper Division Status'.

ED 4303. Language Arts Methods. (3 Credits)

This course explores materials and methods in the study of the communication skills: speaking, listening, writing, and reading, and their interrelationships. Research-based practices in teaching students the many different types of literacy and becoming confident and independent readers and writers is emphasized.

Prerequisite: minimum score of 01 in 'Upper Division Status'.

ED 4304. Curriculum and Methods in Mathematics. (3 Credits)

This course explores content, materials and strategies for teaching and assessing elementary and middle school mathematics. Current research in mathematics education and curriculum development is emphasized. Pre-service teachers will teach mathematics in local schools and develop a philosophy for teaching mathematics.

Prerequisite: minimum score of 01 in 'Upper Division Status'.

ED 4305. Curriculum & Methods in Science & Environment. (3 Credits)

The course presents an overview of curriculum, materials, and methods of teaching science from an environmental education perspective. Pre-service teachers will design lessons to teach the nature of science in area schools using science content and inquiry-based teaching practices to construct evidence-based explanations about real-world phenomena.

Prerequisite: minimum score of 01 in 'Upper Division Status'.

ED 4306. Curriculum and Methods in Social Studies. (3 Credits)

This course examines the research and methodology behind successful social studies instruction at the elementary/middle level. The course introduces students to curriculum planning, methods, and materials in teaching social studies. Further, the course is designed to help you prepare to teach diverse populations of students. This course will develop your understandings of the thinking, reading, and writing required in the study of social studies and how to integrate literacy goals within your instruction. Teaching social studies at the elementary and middle school levels allows students to develop their inquiry, critical thinking, problem solving, and literacy skills. Locating and using resources is an integral component of social studies instruction. Included in this course are topics that address instructional philosophies, instructional strategies, assessment techniques, resource materials, and technology. Further, this course is designed to broaden one's content knowledge in history, geography, economics, behavioral science, and political science as these key areas are essential for providing meaningful experiences for elementary/middle level students.

Prerequisite: minimum score of 01 in 'Upper Division Status'.

ED 4307. Curriculum and Methods in Language Arts and Social Studies. (3 Credits)

This course explores materials and methods in the study of communication skills through the lens of social studies content areas. This course will develop your understanding of the thinking, speaking, reading, and writing required in the study of social studies and how to integrate literacy goals within your instruction. This will be done through the use of a wide variety of digital resources and platforms. The course introduces students to curriculum planning, methods, and materials in teaching language arts and social studies in the K through 9th-grade classroom.

Prerequisite: minimum score of 01 in 'Upper Division Status'.

ED 4308. Curriculum and Methods in STEM. (3 Credits)

This course presents an overview of K-9th grade curriculum and methodology for teaching science, technology, engineering, and mathematics for the purpose of understanding and exploring their environment. Mathematics methodology will focus on supporting students in developing strong conceptual understanding, procedural fluency, reasoning, and problem-solving skills. Science methodology will use content and practices through inquiry to provide evidence-based explanations about real-world phenomena. Engineering methodology will focus on problem-solving to use or develop technologies.

Prerequisite: minimum score of 01 in 'Upper Division Status'.

ED 4337. The Art and Science of Assessment. (3 Credits)

This course covers research-based assessment strategies for determining both learner progress and instructional effectiveness. Both formative and summative assessments strategies will be created. Teacher candidates will learn fundamentals of assessment data analysis that will help inform next steps for instruction. Emphasis on appropriate feedback and means by which learners can implement that feedback to their continued learning will be taught. In addition, strategies for integrating academic language into assessment strategies will be covered. Taken concurrently with ED 4339.

Prerequisite: minimum score of 01 in 'Upper Division Status'.

ED 4339. The Art and Science of Instruction. (3 Credits)

This course covers research-based instructional strategies that engage and deepen the learner's understanding of focused content. This course also looks at general teaching practices that allow for successful implementation of lesson plans. In addition, this course covers classroom management strategies supported by research and theory. Taken concurrently with ED 4337.

Prerequisite: minimum score of 01 in 'Upper Division Status'.

ED 4340. The Art and Science of Assessment and Instruction. (3 Credits)

In this course, teacher candidates will explore research-based assessment strategies to evaluate learner progress and instructional effectiveness. They will develop both formative and summative assessment strategies. The course will provide a solid foundation in assessment data analysis, enabling candidates to make informed decisions regarding their instruction. Special attention will be given to providing appropriate feedback and empowering learners to utilize it for ongoing learning. Furthermore, candidates will gain insights into integrating academic language into their assessment strategies.

ED 4343. Portfolio Completion: Early Childhood. (1 Credit)

This course is taken concurrently with the student teaching semester. The course is designed to encourage reflection and discussion on the process of developing as an early childhood professional. During this reflective process, a professional portfolio will be completed and updated to include a resume, an updated philosophy statement, letters of recommendation, and documents from three student teaching placements. Students will also complete the performance-based assessment, edTPA, as required for Wisconsin state licensure.

Prerequisite: minimum score of 01 in 'Upper Division Status'.

ED 4372. Curriculum and Methods of Teaching English - Secondary. (3 Credits)

This course emphasizes writing of course objectives and lesson plans, instructional strategies, along with classroom management and discipline techniques.

Prerequisite: minimum score of 01 in 'Upper Division Status'.

ED 4373. Curriculum and Methods of Teaching Social Studies - Secondary. (3 Credits)

This course addresses principles, methods, and specific instructional strategies for teaching Social Studies courses at the secondary level and the middle school level. Educational standards and the various philosophies of teaching Social Studies courses will be discussed.

Includes curriculum planning and the construction of unit and lesson plans using a variety of resources, technology, and instructional tools.

Prerequisite: minimum score of 01 in 'Upper Division Status'.

ED 4374. Curriculum and Methods of Teaching Mathematics - Secondary. (3 Credits)

This course combines principles and specific methods of teaching mathematics in the secondary school. National trends and current philosophy of teaching mathematics are discussed.

Prerequisite: minimum score of 01 in 'Upper Division Status'.

ED 4376. Curriculum and Methods of Teaching Science - Secondary. (3 Credits)

This course combines current research on learning theory with principles and specific methods of teaching science in the middle and secondary schools, including the instruction in the use of audio-visuals.

Prerequisite: minimum score of 01 in 'Upper Division Status'.

ED 4377. Curriculum and Methods of Teaching Business Education - Secondary. (3 Credits)

This course combines principles and specific methods in teaching business in the middle and secondary schools, including instruction in the use of audio-visuals.

Prerequisite: minimum score of 01 in 'Upper Division Status'.

ED 4382. Curriculum and Methods of Teaching PE - Secondary. (3 Credits)

This course provides the physical education major with an exposure to a variety of teaching methods, organization and management systems, age-appropriate activities, and best practice techniques in secondary physical education. It introduces teaching concepts related to the development of curriculum. Students are given the opportunity to "practice teach." A variety of materials are produced by the student for use in future teaching situations. This course provides a foundation in teaching physical education at the secondary level.

Prerequisite: minimum score of 01 in 'Upper Division Status'.

ED 4388. Curriculum and Methods in English/Social Studies – Secondary. (3 Credits)

Curriculum and Methods in English/Social Studies – Secondary combines principles, methods, and specific instructional strategies for teaching English courses and Social Studies courses at the secondary level and the middle school level. Educational standards and the various philosophies of teaching English and Social Studies courses will be discussed. Includes curriculum planning and the construction of unit and lesson plans using a variety of resources, technology, and instructional tools.

Prerequisite: minimum score of 01 in 'Upper Division Status'.

ED 4411. The Profession and Ethics of Teaching. (3 Credits)

This course is the capstone course of the education program, ideally taken just prior to student teaching. This course emphasizes key tenets of the profession: school law; ethics and judgment of educators, including conflict mediation and resolution; legal responsibilities of teachers; finding and securing a meaningful job, including the Call process to a Lutheran school; and ongoing professional development.

Prerequisite: minimum score of 01 in 'Upper Division Status'.

ED 4412. Portfolio Completion - Elementary/Content Tests. (1 Credit)

This course includes the culminating portfolio presentation that provides verification that the teacher candidate has completed all Elementary Education program and Wisconsin licensure requirements. The final portfolio presentation provides evidence of the teacher candidate's proficiency in and application of the Wisconsin Teaching Standards with artifacts from student teaching. The Wisconsin Department of Public Instruction can change licensure requirements at any time, so students should consider applying for the license shortly after receiving endorsement. Students will enroll concurrently in ED 4421 and/or ED 4422.

Prerequisite: minimum score of 01 in 'Upper Division Status'.

ED 4414. Portfolio Completion-Secondary. (1 Credit)

This course is the culminating portfolio presentation that provides verification that the teacher candidate has completed all EA-A or EC-A program and Wisconsin licensure requirements at that time. Recognizing that reflective, concerned, and competent teachers develop from a multitude of unique abilities and experiences, Concordia's teacher education program encourages the cultivation of unique, well-rounded teacher candidates. Since traditional evaluation procedures that focus on tests and grades fail to reveal the whole picture of the teacher education student, Concordia has instituted the portfolio process, which seeks to provide a more personal reflection of the unique abilities and accomplishments of each teacher education student. The final portfolio presentation provides evidence of the teacher candidate's proficiency in and application of the Wisconsin Teaching Standards with artifacts from student teaching. The Wisconsin Department of Instruction can change license requirements in the future so students should consider applying for license shortly after receiving endorsement.

Prerequisite: minimum score of 01 in 'Upper Division Status'.

ED 4421. Gr K-9 Student Teaching 1. (6 Credits)

This course provides one of two culminating clinical experiences for students who will receive a teaching license for elementary and middle school. Teacher candidates will be mentored in the responsibilities and expectations of a K-9 teacher through observations, reflections, discussions, and professional development meetings. Elementary majors will enroll concurrently in ED 4422 and dual majors will enroll in one of the student teaching courses for Early Childhood or Special Education majors.

Prerequisite: minimum score of 01 in 'Upper Division Status'.

ED 4422. Gr K-9 Student Teaching 2. (6 Credits)

This course provides one of two culminating clinical experiences for students who will receive a teaching license for elementary and middle school. Teacher candidates will be mentored in the responsibilities and expectations of a K-9 teacher through observations, reflections, discussions, and professional development meetings. Elementary majors will enroll concurrently in ED 4421 and dual majors will enroll in one of the student teaching courses for Early Childhood or Special Education majors.

Prerequisite: minimum score of 01 in 'Upper Division Status'.

ED 4425. Early Childhood Student Teaching. (6 Credits)

This course provides one of two culminating clinical experiences for students who will receive a teaching license for elementary education. In a fulltime clinical placement, students will apply the 11 teacher education standards under the supervision of a cooperating teacher and university supervisor. Students will enroll concurrently in ED 4422, ED 4425, ED 4444, or ED 4447.

Prerequisite: minimum score of 01 in 'Upper Division Status'.

ED 4433. Secondary Ed Student Teaching 1. (6 Credits)

This course provides one of two culminating clinical experiences for students who will receive a teaching license for K-12 education. Students will enroll concurrently in ED 4434. Note – edTPA may be completed during this course.

Prerequisite: minimum score of 01 in 'Upper Division Status'.

ED 4434. Secondary Ed Student Teaching 2. (6 Credits)

This course provides one of two culminating clinical experiences for students who will receive a teaching license for K-12 education. Students will enroll concurrently in ED 4433. Note – edTPA may be completed during this course.

Prerequisite: minimum score of 01 in 'Upper Division Status'.

ED 4440. Curriculum and Methods in Computer Science Education. (3 Credits)

This course studies the strategies involved in teaching computer science. Focuses on choosing software that integrates into other areas of the curriculum, and details how to use that software effectively.

Prerequisite: minimum score of 01 in 'Upper Division Status'.

ED 4442. ECSE Student Teaching. (6 Credits)

This course provides one of two culminating special education clinical experiences for students who will receive a teaching license in ECSE. Teacher candidates will be mentored in the responsibilities and expectations of a special education teacher through observations, reflections, discussions, and professional development meetings. The setting will provide students with the experience in their developmental level. The student teacher will enroll concurrently in a second student teaching course to fulfill the requirements of their teaching license.

Prerequisite: minimum score of 01 in 'Upper Division Status'.

ED 4444. CCSE Student Teaching 1. (6 Credits)

This course provides one of two culminating special education clinical experiences for students who will receive a teaching license in CCSE. Teacher candidates will be mentored in the responsibilities and expectations of a special education teacher through observations, reflections, discussions, and professional development meetings. The setting will provide students with the experience in their developmental level. The student teacher will enroll concurrently in a second student teaching course to fulfill the requirements of their teaching license.

Prerequisite: minimum score of 01 in 'Upper Division Status'.

ED 4447. CCSE Student Teaching 2. (6 Credits)

This course provides one of two culminating special education clinical experiences for students who will receive a teaching license in CCSE. Teacher candidates will be mentored in the responsibilities and expectations of a special education teacher through observations, reflections, discussions, and professional development meetings. The setting will provide students with the experience in their developmental level. The student teacher will enroll concurrently in a second student teaching course to fulfill the requirements of their teaching license.

Prerequisite: minimum score of 01 in 'Upper Division Status'.

ED 4449. Portfolio Completion - Special Education. (1 Credit)

This course is the culminating portfolio presentation that provides verification that the teacher candidate has completed all special education program and Wisconsin licensure requirements at this time. Recognizing that reflective, concerned, and competent teachers develop from a multitude of unique abilities and experiences, Concordia's teacher education program encourages the cultivation of unique, well-rounded teacher candidates. Since traditional evaluation procedures that focus on tests and grades fail to reveal the whole picture of the teacher education student, Concordia has instituted the portfolio process, which seeks to provide a more personal reflection of the unique abilities and accomplishments of each teacher education student. The final portfolio presentation provides evidence of the teacher candidate's proficiency in and application of the Wisconsin Teaching Standards with artifacts from student teaching. Students will enroll concurrently in ED 4444 and/or ED 4447.

Prerequisite: minimum score of 01 in 'Upper Division Status'.

ED 4454. Curriculum, Methods, & Practicum for CCSE/ECSE. (4 Credits)

This is a field-based experience where special education majors work directly with learners with disabilities in their license area and age range. It is designed to provide students with the curricular methods, techniques, and adaptations necessary for programming for learners with disabilities. Course and field work will focus on evidence-based instructional strategies and practices, creating and supporting learning environments, writing and implementing unit and lesson plans, and collaborating with school professionals. UDS clinical and pre-student hours are a part of this course. This field-based experience will occur one or two terms prior to student teaching.

ED 4455. Practicum Add-On for CCSE/ECSE. (1-4 Credits)

This is a field-based experience where special education majors work directly with learners with disabilities in their license area and age range. It is designed to provide students with an add-on practicum working with learners who have disabilities. The field work will focus on evidence-based instructional strategies and practices, creating and supporting learning environments, writing and implementing unit and lesson plans, and collaborating with school professionals. This field-based experience will occur one or two terms prior to student teaching.

Prerequisite: ED 4454.

ED 4477. Practicum in Adaptive Education. (1 Credit)

The Practicum in Adaptive Education provides the opportunity to relate theory to practice in the field of special education. This clinical field experience fulfills the licensing requirement for the Adaptive Education Minor.

Prerequisite: minimum score of 01 in 'Upper Division Status'.

ED 4478. Preschool Practicum and Synthesis. (3 Credits)

This course provides the early childhood education candidate with an opportunity to relate theory to practice in a preschool setting. Students will consider and reflect upon a variety of topics related to professionalism, developmentally appropriate practice, communication, instructional planning and strategies, differentiation for diverse learners, and assessment strategies as they complete pre-student teaching requirements. The practicum placement will be made in a childcare center or school-based preschool setting. Must be taken the semester prior to student teaching.

Prerequisite: minimum score of 01 in 'Upper Division Status'.

ED 4479. Assessment Strategies for Diverse Learners. (3 Credits)

This course provides a foundation in using multiple methods of assessment and data sources in making educational decisions, as well as, the legal and ethical issues regarding the assessment of students with exceptional needs. Students will learn to conduct formal and informal assessments for eligibility and instructional purposes. They will interpret assessment results to guide educational decision-making including writing individualized plans and selecting supports and adaptations for learners with special education needs. Students will learn the importance of collaboration with families and other colleagues to assure that nonbiased and meaningful assessments are administered. Students will use technology to support assessment tasks.

Prerequisite: minimum score of 01 in 'Upper Division Status'.

ED 4485. Special Education Law and IEPs. (3 Credits)

This course addresses the philosophical, historical, and legal foundations of special education, from referral to placement. Students will acquire knowledge of special education legislation, policy, and terminology, including the provisions outlined in the Individuals with Disabilities Education Act (IDEA). Students will develop meaningful and compliant Individualized Education Plans (IEPs) and learn how to serve on school-based teams that interpret assessment data, write goals, and advocate for students with disabilities and their families.

Prerequisite: minimum score of 01 in 'Upper Division Status'.

ED 4487. Implementation Strategies in Special Education. (2 Credits)

This course provides an overview of implementation strategies for individuals with disabilities from early intervention to adult transition programs. Problem based learning is utilized to instruct students in writing IEPs/IFSPs and to serve on school-based teams that advocate for students with disabilities and their families. Additional topics include special education eligibility, service delivery models, introduction to cross-categorical concentration areas and Birth to Three services.

Prerequisite: minimum score of 01 in 'Upper Division Status'.

ED 4501. Clinical Field Experience 1. (3 Credits)

ED 4501 is an initial field work course within the online teacher licensure program. This course provides the candidate an opportunity for a minimum of forty-five (45) hours in a variety of educational settings and sites. In Teacher Education, clinicals refer to off-campus field experiences working with children in educational settings.

ED 4502. Clinical Field Experience 2. (3 Credits)

This course is an initial field work course within the online teacher licensure program. ED 4502 provides the candidate an opportunity for a minimum of forty-five (45) hours in a variety of educational settings and sites - special education, cultural, and discovery. In Teacher Education, clinicals refer to off-campus field experiences working with children in educational settings.

ED 4503. Clinical Field Experience 3. (3 Credits)

ED 4503 is an initial field work course within the online teacher licensure program. ED 4503 provides the candidate an opportunity for a minimum of forty-five (45) hours in a discovery educational setting. In Teacher Education, clinicals refer to off-campus field experiences working with children in educational settings.

ED 4504. Clinical Field Experience 4. (1 Credit)

ED 4504 is an initial field work course within the online teacher licensure program. ED 4504 provides the candidate an opportunity for a minimum of fifteen (15) hours in a discovery educational setting. In Teacher Education, clinicals refer to off-campus field experiences working with children in educational settings.

ED 4505. Clinical Field Experience 5. (1 Credit)

ED 4505 is an initial field work course within the online teacher licensure program. ED 4505 provides the candidate an opportunity for a minimum of fifteen (15) hours in a discovery educational setting. In Teacher Education, clinicals refer to off-campus field experiences working with children in educational settings.

ED 4506. Clinical Field Experience 6. (1 Credit)

ED 4506 is an initial field work course within the online teacher licensure program. ED 4506 provides the candidate an opportunity for a minimum of fifteen (15) hours in a discovery educational setting. In Teacher Education, clinicals refer to off-campus field experiences working with children in educational settings.

ED 4507. Clinical Field Experience 7. (3 Credits)

ED 4507 is the final clinical field work course prior to student teaching within the online teacher licensure program. This is a 30-hour clinical experience with the emphasis on lesson and unit planning, teaching practices, and assessment for students in accordance with the general education curriculum. The cooperating teacher and a university supervisor observe the student with written feedback and in-person conferencing provided. In Teacher Education, clinicals refer to off-campus field experiences working with children in educational settings.

ED 4508. Clinical Field Experience Special Education. (3 Credits)

This course is a field-based experience where special education majors work directly with children and youth with disabilities ages 4 to 21. It is designed to provide students with the curricular methods, techniques, and adaptations necessary for teaching learners with disabilities. The focus is on evidence-based practices, designing and adapting learning environments and curriculum, writing and implementing unit and lesson plans, collaborating with other professionals, and self-reflection. This field-based experience will occur one or two terms prior to student teaching.

Prerequisite: minimum score of 01 in 'Upper Division Status'.