

# Education (EDUC)

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## Courses

### **EDUC 515. Teaching English as a Second Language. 3 Credits.**

Basic methods of teaching English to non-native speakers and the underlying theories from linguistics, psychology, education and sociolinguistics; development and evaluation of lessons for the ESL classroom.

P: graduate status

Fall Only.

### **EDUC 519. Adolescent Literature in Middle and Secondary School Reading. 3 Credits.**

Design and content of effective adolescent literature programs; analysis and evaluation of adolescent literature; current practices in literacy curricula; adolescent literature and personal development; literature and social issues.

P: gr st.

Spring Odd.

### **EDUC 528. Disciplinary Language and Literacy Development. 3 Credits.**

This course uses a systemic functional linguistics perspective to prepare teachers to attend to disciplinary language and literacy within content instruction. Students also study English Language Development standards, gain familiarity with formative and summative English language proficiency assessments in K-12 settings, and learn strategies for language-focused instruction within content-based context.

REC: EDUC 527

Spring.

### **EDUC 540. Curriculum, Instruction, and Independence Skills for Students with Low Incidence Disabilities. 3 Credits.**

Focuses on developing specially designed instruction to enable students with moderate to intensive disabilities to develop self-care, functional communication, self-help, and independence knowledge and skills with as much self-determination as possible. Emphases include empowering individuals with moderate to intensive disabilities to become self-advocates and to transition to adult living. Identifying relevant postsecondary community agencies and support systems and the skills needed to access these services for individuals with moderate to intensive disabilities is stressed.

P: gr st.. REC: EDUC 545

Fall Only.

### **EDUC 545. Foundations of Special Education. 3 Credits.**

This course will focus on the study of instructional techniques and programming options designed to increase the success of students learning and/or behavior disabilities served within inclusionary settings.

Fall and Spring.

### **EDUC 546. Collaboration and Transition: Home, School, Community Connections. 3 Credits.**

This course develops the knowledge and skills needed to provide appropriate educational opportunities for children in the context of family, community, and social service structures. This course emphasizes the development of communication and collaboration skills needed to interact effectively with parents, family services, and community agencies and to provide transition services across age levels. Technologies designed to promote successful communication are utilized.

P: graduate status

Spring.

### **EDUC 547. Classroom Management and Behavior Supports for the Inclusive Classroom. 3 Credits.**

This course prepares special educators to create safe, inclusive, culturally responsive learning environments by implementing classroom and individual behavior management strategies that promote meaningful learning, individual wellbeing, and positive social interactions. Positive approaches for addressing target behaviors are emphasized as well as the importance of collaboration to support individuals with exceptionalities across a range of settings.

P: graduate status

Fall Only.

### **EDUC 552. Social and Family Influences on Development and Learning. 3 Credits.**

This course is designed for future and currently practicing teachers and other professional members of community organizations. The goal is to develop a better understanding of the many social influences in young children's development that lead to success or failure in school. Factors in the lives of children which lead to positive or negative outcomes in childhood and beyond will be identified; their influence will be explained within such frameworks and approaches as Erikson's theory of psychosocial development and family systems theory. Strategies for helping children and their families as well as knowledge of community resources will be stressed.

P: graduate status

Fall and Spring.

### **EDUC 616. Principles of Coaching. 3 Credits.**

The materials, drills, offenses, and defenses of specific sports gained through the literature of the field, personal interviews and observations, staff lectures and/or conferences.

Fall Only.

**EDUC 617. Philosophy of Athletics and Coaching. 3 Credits.**

This course is designed to enable students to develop their philosophies of coaching. A thorough examination of the role of athletics in education and/or society is integral. An attempt is made to assure that the prospective coach has objectives that are consistent with our educational systems.  
Fall Only.

**EDUC 618. Organization and Administration of Athletics. 3 Credits.**

This course is designed to encompass the various phases of organizing and administering of an athletics program with application to interscholastic, collegiate and nonacademic environments such as sports clubs and public athletics. This course will focus on real-world leadership issues such as hiring coaches; budget development; retaining officials; recruiting workers for athletics contests; booster club coordination; and supervision of coaches and athletics.  
Spring.

**EDUC 619. Field Experience in Coaching. 3 Credits.**

Culminates study and preparation for practical coaching experience. Participation in practice, competitive and other coaching experiences under the supervision of an experienced cooperation coach. Student coach maintains daily log and consults with and is observed by CCP adviser.  
Spring.

**EDUC 621. Literacy and Language Development in Young Children. 3 Credits.**

Acquisition of reading skills and development of language in preschool through primary grades; analysis of instructional and diagnostic strategies for listening and reading comprehension, vocabulary development, word identification strategies and approaches to beginning reading.  
P: Admission to teacher education and EDUC 361 (or concurrent enrollment); Concurrent enrollment with EDUC 307 and EDUC 309  
Fall and Spring.

**EDUC 622. Reading in the Content Areas. 3 Credits.**

Practical guidelines for classroom teachers in subject areas--English, social studies, mathematics, science, etc.; suggestions for teaching reading and study skills related to content, specialized and technical vocabulary; dealing effectively with reading problems in the content areas as it relates to the Common Core State Standards (CCSS).  
P: graduate status  
Fall and Spring.

**EDUC 644. Current Trends in Education. 3 Credits.**

This course provides an opportunity to explore the critical trends and issues being debated within the field of Education. Further, this course will examine current trends, historical origins, recurring issues, research findings, and resulting program developments in Education. The topics will be examined through historical and contemporary theory and practices with emphases on themes linked to policy and advocacy. This course examines trends and issues from multiple perspectives and serves as an impetus to students' understanding of the current tensions in the field. Finally, this course will provide students with a deeper understanding of current trends and will also develop the skills needed to critique ideas and issues surrounding education.  
Fall and Spring.

**EDUC 646. Trends in Bilingual Education. 3 Credits.**

Designed for pre-service teachers and practicing educators, this course is a comprehensive approach to the current trends in Bilingual Education (Spanish/English) that bridges pedagogical theory and practice. Students will be introduced to essential concepts and theories, including effective teaching methodologies, curriculum design and assessment tools. This course will help students develop a sociocultural perspective about the contexts and realities of bilingual learners.  
Spring.

**EDUC 652. Principles of Middle Level Education. 3 Credits.**

This course provides students with an introductory understanding of the philosophy and organization of middle level education. Emphasis is directed toward programmatic considerations. P: gr st and exper in educ. (F,S)  
P: gr st and exper in educ.  
Fall and Spring.

**EDUC 699. Travel Course. 1-6 Credits.**

Travel courses are conducted to various parts of the world and are led by one or more faculty members. May be repeated to different locations.  
P: cons of instr & prior trip arr & financial deposit.

**EDUC 701. Reflective Inquiry. 4 Credits.**

Participants will gain knowledge, skills and dispositions appropriate to engage in systematic oral and written reflection on their educational practice and the role of classroom-based inquiry.  
P: gt st and adm to Ms Tch Lrn.  
Fall Only.

**EDUC 702. Approaches to Educational Inquiry. 4 Credits.**

Participants will gain relevant knowledge, skills, and dispositions regarding approaches to inquiry and educational research related to specific areas and questions.  
P: EDUC 701 and gr st and adm to MS TCH LRN  
Spring.

**EDUC 703. Contemporary Issues and Historical Contexts. 4 Credits.**

Participants will share the challenges and questions as they progress with their individual research projects. Course content will support the development of knowledge related to educational research within a multiple perspective approach.

P: EDUC 702 and gr st and adm to MS TCH LRN

Fall Only.

**EDUC 704. Applied Educational Leadership. 3 Credits.**

Participants will gain knowledge, skills, and dispositions in leadership, educational reform, and systems theory. Course content will focus on the environments and processes that lead to meaningful change, and the design of an individual plan.

P: EDUC 703 and gr st and adm to MS TCH LRN

Spring.

**EDUC 705. Pathway to Understanding Literacy. 2 Credits.**

Teaching methods in developmental reading: nature of the reading process, reading readiness, vocabulary, comprehension and study-skills development. Techniques for diagnosis and instruction of diverse learners. Develops a language arts model, rationale, basic processes and skills and assessment procedures for the language arts classroom.

P: graduate status.

**EDUC 706. Doctoral Inquiry. 3 Credits.**

Introduction to inquiry in the field of leadership and policy analysis for first semester doctoral students. Provides an introduction to research through engagement with ideas, including identifying and framing meaningful problems, fundamentals of research design, and key challenges in conducting disciplined inquiry.

P: graduate status

Fall Even.

**EDUC 709. Effective Schools. 3 Credits.**

An in-depth review and analysis of the growing body of educational research literature that identifies elements and conditions present in effective schools. Participants develop ways of assessing the extent to which these elements are present in schools and explore implications for school practices.

P: gr st.

P: graduate status.

**EDUC 710. Practicum in Effective Instructional Skills. 3 Credits.**

For teachers and supervisors currently involved in schools: analysis and application of effective teaching concepts and skills, including teacher demonstrations and simulations.

Spring.

**EDUC 713. Leadership Field-Based Application. 4 Credits.**

Supervised field leadership field experience in the organization or institution.

P: EDUC 706, 717, 719

Spring.

**EDUC 714. Workshop in High School Program Development. 2 Credits.**

Selected topics for the professional educator in curriculum, instructional procedures, and evaluation of middle level program development. Current issues, philosophical trends, and rationale are discussed. Variable content; may be repeated for credit with different topics. P: May be repeatable for credit. gr st.

P: graduate status.

**EDUC 715. Workshop in Program Development in Middle Level Education. 2-3 Credits.**

Selected topics for the professional educator in curriculum, instructional procedures, and evaluation of middle level program development. Current issues, philosophical trends, and rationale are discussed. P: May be repeatable for credit. gr st.

P: graduate status.

**EDUC 717. Organizational Theory and Behavior. 3 Credits.**

This course is designed to expose the student to the fundamental principles with which to understand human behavior inside public organizations. The course examines various theories developed in an attempt to explain and predict employee behavior in an organizational context. This course investigates individual and interpersonal behavior in organizations, including personality, decision-making, personal perceptions, teamwork, conflict, leadership, power, ethics and influence. In addition, this course seeks to analyze organizational-level factors affecting behavior, including change management, internal reward systems, culture, and organizational communication.

Spring.

**EDUC 718. Leading Diverse Organizations. 3 Credits.**

This course is designed to provide leaders with the knowledge and tools they need to facilitate a culture of diversity, equity and inclusion.

P: EDUC 706, 717

Fall Only.

**EDUC 719. Leadership for Equity and Social Justice. 3 Credits.**

This course will prepare candidates in the coordination and effective utilization of services in context of student diversity with attention to values, theory, and research underlying leadership and policy through the lens of social class, gender, sexual orientation, disability and race.

P: EDUC 706 or concurrent enrollment

Fall Even.

**EDUC 730. Issues & Trends for Educating Students w/Exceptional Educ Needs. 3 Credits.**

Relevant issues and practices which impact the education of students with exceptional needs including gifted and talented, handicapped, and at-risk populations. P: gr st.

P: graduate status.

**EDUC 740. Supervision of Instruction. 3 Credits.**

This graduate class examines functions of supervision, inclusive of personnel evaluation and professional development. Skill development in communications and human relations for school supervisors are included. P: gr st.

P: graduate status.

**EDUC 750. Statistical Methods Applied to Education. 3 Credits.**

Types of measures, data organization and display, measures of central tendency, variability, location, and correlation, hypothesis testing and interval estimation for common statistics in one and two sample cases. Introduction to analysis of variance and chi-square. P: gr st. (FO)

P: graduate status

Fall Odd.

**EDUC 765. Diagnosis of Reading Difficulties. 3 Credits.**

Comprehensive and accurate diagnosis of moderate to severe reading disabilities and associated learning, language, or behavior disorders through the use of formal and informal instruments. Students complete an intensive diagnosis of a student's reading ability, a comprehensive report specifying the results of the evaluation, and a prescription for future remediation of reading problems. P: gr st; REC: Adm Sci 753. (SE)

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Spring Even.

**EDUC 772. Contemporary Educational Thought. 4 Credits.**

A critical examination of current thinking of educators, critics, social scientists, philosophers, and others as related to schools and schooling. Topics, problems, controversies and issues related to education at the local, national, and international level will be included for discussion and consideration. Fall Only.

**EDUC 780. Foundations of Curriculum. 3 Credits.**

This course for experienced educators will focus on the philosophical, sociological, historic and psychological underpinnings of curriculum design, development and evaluation for the elementary, secondary and VTAE educator. The course will examine the forces influencing curriculum development and identify issues related to curriculum design and development. P: gr st and exper with elem, sec or WTCS educ.

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**EDUC 781. School Profiling for Site Based Management. 3 Credits.**

The purpose of this course is to train teachers and principals to gather, summarize, and analyze data related to important building level educational outcomes. Outcomes in the area of student achievement, social behaviors, and parent, staff, and student attitudes will be measured and analyzed. The course is intended to facilitate school improvement at the building level through data driven decision making. P: gr st.

P: graduate status.

**EDUC 783. SELECTED TOPICS. 1-4 Credits.**

This course is designed for topics that are not part of the regular curriculum.

P: graduate status.

**EDUC 785. Curriculum and Instruction as a Field of Inquiry. 3 Credits.**

An inquiry approach to the content of curriculum and instruction: develops skills in interpreting and using research and provides a framework related to origin, development, and basis of curriculum and instruction. P: gr st.

P: graduate status.

**EDUC 786. Current Issues and Trends in Curriculum and Assessment. 2 Credits.**

Overview of all assessment methods, curriculum and instructional planning based on assessments.

Fall Only.

**EDUC 788. The Teacher and the Law. 3 Credits.**

Concerns of teachers relating to tenure, non renewals, due process, free speech, student rights, and potential liability; the administration of collective bargaining in education; brief introduction to the statutory regulation and financing of school systems. This course will consider these topics with an emphasis on Wisconsin. P: gr st.

P: graduate status.

**EDUC 795. Special Topics. 1-4 Credits.**

A course offered by graduate faculty in response to a special need and which is not intended to become a regular part of the graduate curriculum. The title of the specific topic is announced in the Timetable and is entered on the transcript of students who enroll. This course may be repeated with a change in topic. Subject to adviser's approval, three credits may be applied to meet UW-Green Bay credit requirements in a cooperative program with the possibility of a maximum of three additional credits. P: May be repeatable for credit. gr st.

P: graduate status.

**EDUC 797. Internship. 1-6 Credits.**

P: graduate status

Fall and Spring.

**EDUC 798. Independent Study. 1-3 Credits.**

Reading and research under the supervision of a member of the graduate faculty. Independent study credits may only be earned when included as part of an approved program plan. P: May be repeatable for credit. gr st. (F,S)

P: graduate status

Fall and Spring.

**EDUC 799. Thesis or Project. 1-6 Credits.**

P: gr st and thesis proposal on file.

Fall and Spring.

**EDUC 801. Seminar in Leading with Emerging Technologies. 3 Credits.**

Students investigate how leaders use technology tools and systems to improve efficiencies and effect change.

**EDUC 806. Research Designs and Methodologies. 3 Credits.**

Role of theory and hypothesis testing in research. Introduction to research problems, questions, hypotheses, variables, constructs, definitions, measurement, research and experimental designs, sampling, descriptive statistics, proposal writing, types of research and statistical computing. Critical analysis of published research.

P: EDUC 706

Spring.

**EDUC 808. Introduction to Quantitative Methods. 3 Credits.**

Utilize the concepts and methods of quantitative social science research to conduct research on issues. Topics include hypothesis testing, statistical inference, point estimates, graphic and numerical data displays, correlation and regression.

P: EDUC 706 and EDUC 806

Fall Only.

**EDUC 809. Advanced Qualitative Methods. 3 Credits.**

Focus on research design, the major qualitative methods and techniques used in field research, data analysis and ethical challenges in conducting research.

P: EDUC 706

Spring.

**EDUC 811. Seminar: Immersive Leadership Experience. 4 Credits.**

An on-campus campus residency experience in leadership. This course will be the final course in sequence prior to dissertation.

P: EDUC 706, 719, 718.

**EDUC 888. Dissertation Project Seminar. 4 Credits.**

Students are guided by supervised professionals on building research projects and preparing their dissertation proposal. This course will include a qualifying individual assessment and approved dissertation proposal.

P: EDUC 706 and 811

Fall and Spring.

**EDUC 895. Special Topics. 3 Credits.**

A course offered by graduate faculty in response to a special need and which is not intended to become a regular part of the graduate curriculum.

P: EDUC 706 or concurrent enrollment

Fall and Spring.

**EDUC 897. Internship. 1-4 Credits.**

Arranged internship experience.

P: EDUC 706

Fall and Spring.

**EDUC 898. Independent Study. 1-4 Credits.**

Guided readings and research

P: EDUC 706

Fall and Spring.

**EDUC 899. Dissertation. 1-6 Credits.**

Students will work on the dissertation independently as well as meet consistently with a dissertation advisor. Students complete and defend the dissertation project.

Fall and Spring.