

# Education (EDUC)

---

## 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 540. Introduction to Learning Disabilities and Emotional Disturbance. 3 Credits.**

This course will provide students with the history, definitions, etiology, methodology and programming options for students with learning and/or emotional disabilities.

P: gr st.

### **EDUC 541. Normal and Abnormal Language Development. 3 Credits.**

Introduction to communication and normal and abnormal language development in relationship to cognitive development.

P: gr st.

### **EDUC 542. Teaching Methods for Diverse Learners. 2 Credits.**

A study of instructional methods and materials for teaching diverse learners.

P: gr st.

Fall Odd.

### **EDUC 543. Educational Assessment. 2 Credits.**

This course will focus on the study of the principles, procedures, interpretation, and administration of formal and informal student assessment.

P: gr st.

Fall Odd.

### **EDUC 544. Principles of Career and Vocational Education. 1 Credit.**

This course will focus on the study of curriculum and instructional approaches that contribute to the preparation for the world of work.

P: gr st.

Fall Odd.

### **EDUC 545. The Exceptional Child in Regular 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. Collaborative Strategies for Working w/Colleagues, Parents, Community. 2 Credits.**

This course will focus on the study of collaborative models and practices used within a variety of educational and relevant community settings and help students to develop the communications skills necessary to interact effectively with individuals in schools, agencies, and the community. P: gr st.

P: gr st.

### **EDUC 547. Classroom and Behavior Management Strategies. 2 Credits.**

This course will address various theories and models for organizing and maintaining an effective classroom as well as strategies for working with individuals and groups. P: gr st.

P: gr st.

### **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 606. Evaluation and Testing in Education. 2-3 Credits.**

Techniques for constructing tests and measurement systems; statistical procedures applied to classroom data; monitoring and assessing individual and group learning situations; using and interpreting data from standardized tests. P: gr st. (SO)

P: gr st.

Spring Odd.

**EDUC 615. Counseling Role of the Classroom Teacher. 3 Credits.**

Specific counseling and guidance skills necessary for guidance effectiveness of the classroom teacher and their implementation in the classroom. P: gr st.

P: gr st.

**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 620. Workshop in Economics Education. 1-3 Credits.**

Workshop is designed to provide information on selected current economic topics and concepts; enables educators to examine new print and non-print instructional materials and curriculum guides; and develop learning activities appropriate to their instructional responsibilities. Different topics are selected each year for focus. Topic will be identified by subtitle with each offering. May be repeated for credit. P: May be repeatable for credit. None.

**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 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: gr 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. Reading in the Elementary School. 3 Credits.**

Consideration of components of a developmental reading program for the elementary school including the role of language in reading, basic reading skills and attitudes, methods and materials, individualization of instruction, and evaluation. P: gr st.

P: graduate status.

**EDUC 706. The Administrator and the Community. 3 Credits.**

This course will concentrate on the relationship of schools and communities in American society. Students will be oriented to the relationships between schools and communities; public participation in local school districts, and response of local school districts to changing demands. Primary emphasis will be on the school administrator and citizens at the local level. P: gr st.

P: graduate status.

**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. 2 Credits.**

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

P: graduate status.

**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 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)

P: gr st; REC: Adm Sci 753.

Spring Even.

**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.

P: gr st and exper with elem, sec or WTCS educ.

**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.**

P: grad major of Ms Tch Lrn.

**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 Education. 3 Credits.**

This class critically examines and evaluates recent educational innovations, differing educational viewpoints, and alternative educational trends.

Particular attention is focused on educational practices for the future. P: gr st. (F)

P: graduate status

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.