

# Education (EDUC)

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## Courses

### **EDUC 198. First Year Seminar. 3 Credits.**

First Year Seminar, topics vary.  
Reserved for New Incoming Freshman.

### **EDUC 203. Environmental Education in K-12 Schools. 2 Credits.**

Philosophies, teaching/learning processes, and resources for environmental education. Focus on hands-on/minds-on activities and multidisciplinary environmental education theory and practice; examination of ways to apply learning to future teaching roles in and out of the classroom.  
P: Adm to teacher educ and Educ 361  
Fall and Spring.

### **EDUC 206. Culturally Responsive Teaching and Learning. 3 Credits.**

Overview of causes, effects of racism, sexism, and other systems of oppression and advantage in U.S. society and its institutions; study of Wisconsin First Nations' histories, cultures, sovereignty, and contemporary issues; examination of multiple racial, cultural communities through lens of education; and application of culturally responsive perspectives in future educational practice.  
Fall and Spring.

### **EDUC 208. Concepts, Issues, and Field Experience in Education. 3 Credits.**

This course teaches the practical skills and dispositions needed to effectively work with children, teachers, staff and administrators in a K-12 setting. Through extensive field work, students learn the necessary behaviors needed to develop successful relationships with 6th through 12th graders, and experience early classroom involvement and individual interactions. This course is designed to introduce new and informed ways of thinking about teaching and learning. The class requires 35 hours of service in area public schools, reliable transportation needed.  
P: Caregiver background check and TB test required  
Fall and Spring.

### **EDUC 209. Phuture Phoenix Service Learning. 1-3 Credits.**

This course teaches the practical skills and dispositions needed to effectively work with children, teachers, staff and administration in a K-12 setting. Through extensive field work, students learn the necessary behaviors needed to develop successful relationships with 6th through 12th graders, and experience early classroom involvement and individual interactions. This course is designed as a continuation of EDUC 208; Phuture Phoenix Field Experience and will expand the student's way of thinking about teaching and learning. Students will participate in 1, 2 or 3 components of the overall experience which will define the credit hours earned. Course is repeatable for credit; may be taken 6 times for a total of 6 credits.  
P: EDUC 208, Phuture Phoenix Field Experience and instructor approval; Caregiver background check and TB test required  
Fall and Spring.

### **EDUC 210. Foundations of Literacy. 3 Credits.**

This course is to familiarize students with the foundational components of language and literacy development. Students will learn about language development in children from birth through becoming proficient readers. The course content is aligned with the objectives of the Foundations of Reading Test, and are supported by historical and current research in the area of reading development. Strong focus is given to the areas of phonological and phonemic awareness, phonics development and instruction, developing fluency, vocabulary development, and comprehension of literary and expository texts.  
Fall and Spring.

### **EDUC 281. Conceptual Foundations of Elementary Mathematics I. 3 Credits.**

Foundations of mathematics, particularly those concepts common to the mathematics curriculum of elementary schools. Explores the processes of abstraction, symbolic representation, notational manipulation and modeling in all arithmetic contexts; examines non-arithmetic topics such as geometry, probability, statistics, algebra, and programming concepts.  
Fall and Spring.

### **EDUC 282. Conceptual Foundations of Elementary Mathematics II. 3 Credits.**

Foundations of mathematics, particularly those concepts common to the mathematics curriculum of elementary schools. Explores the processes of abstraction, symbolic representation, notational manipulation and modeling in all arithmetic contexts; examines non-arithmetic topics such as geometry, probability, statistics, algebra, and programming concepts. May not be taken on a pass/no credit basis.  
P: Full admission to the Education program, EDUC 281 (or concurrent) and concurrent enrollment with EDUC 324  
Fall and Spring.

**EDUC 284. Fundamentals of Algebra, Geometry and Measurement for Teaching. 3 Credits.**

This course is designed for prospective teachers seeking K-9 licensure. Content strands include expressions and equations, algebra and functions. Algebra and functions topics include the concepts of variable and function, algebraic thinking, linear, polynomial, rational, and exponential functions, mathematical models, rates of change, and multiple representations of relations. We will also explore strands in geometry and measurement, data analysis and statistics. Topics from these strands include: properties of geometric figures, geometric measurement (length, area, volume), congruence and similarity, transformations; and descriptive statistics. Aligned with state and national standards, this course will emphasize problem solving, communication, reasoning, and representation in mathematics.

Fall and Spring.

**EDUC 290. Introduction to Educational Inquiry. 3 Credits.**

An intensive exploration of educational theories, teaching methodologies, and other critical practices required to be an effective educator. This course is accompanied by a field practicum course, EDUC 291.

P: Departmental Approval required; concurrent enrollment with EDUC 291; and caregiver background check and TB test required

Fall and Spring.

**EDUC 291. Educational Inquiry Field Practicum. 3 Credits.**

This course provides an opportunity to extend theoretical learning by examining and implementing it in the field practicum. This course is accompanied by a lecture course, EDUC 290.

P: Departmental Approval required; concurrent enrollment with EDUC 290; caregiver background check and TB test required.

Fall and Spring.

**EDUC 295. Special Topics. 1-3 Credits.**

Course is repeatable for credit if topics differ.

**EDUC 298. Independent Study. 1-4 Credits.**

Independent study is offered on an individual basis at the student's request and consists of a program of learning activities planned in consultation with a faculty member. A student wishing to study or conduct research in an area not represented in available scheduled courses should develop a preliminary proposal and seek the sponsorship of a faculty member. The student's advisor can direct him or her to instructors with appropriate interests. A written report or equivalent is required for evaluation, and a short title describing the program must be sent early in the semester to the registrar for entry on the student's transcript. Course is repeatable for credit.

P: fr or so st with cum gpa > or = 2.50; or jr or sr st with cum gpa > or = 2.00.

Fall and Spring.

**EDUC 299. 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 302. Teaching Social Studies in Elementary and Middle Schools. 3 Credits.**

Addresses social studies standards, assessments, curriculum content, and instructional strategies including concepts, classroom environment, scope and sequence and other forces influencing the social studies program.

P: adm to teacher educ and Educ 361.

Fall and Spring.

**EDUC 304. Teaching Music in the Elementary and Middle Schools. 3 Credits.**

Identification of children's musical needs; materials and methods to assist classroom teachers in meeting these needs; includes practical experience with basic elements of music for the classroom teacher's competency and self-confidence.

P: adm to teacher educ and Educ 361.

Fall and Spring.

**EDUC 307. Teaching Reading in the Elementary and Middle Schools. 3 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.

P: Admission to teacher education and EDUC 361 (or concurrent enrollment); Concurrent enrollment with EDUC 309 and 351.

Fall and Spring.

**EDUC 309. Teaching Language Arts in the Elementary and Middle Schools. 3 Credits.**

Develops a language arts model, rationale, basic processes and skills and assessment procedures for the language arts classroom. Field experience required.

P: Admission to teacher education and EDUC 361 (or concurrent enrollment); Concurrent enrollment with EDUC 307 and EDUC 351.

Fall and Spring.

**EDUC 310. Teaching Communication Arts in the Middle and Secondary Schools. 3 Credits.**

Theoretical and practical considerations in teaching communication arts. Development of a communication arts model, rationale, basic processes and skills, and assessment procedures for the communications arts classroom.

P: adm to teacher educ and Educ 361 REC: concurrent enrollment in EDUC 351

Fall Only.

**EDUC 311. Teaching World Languages. 3 Credits.**

Principles and methods of teaching foreign languages to students of all ages; evaluation of texts and other materials; simulation of planning for one semester's teaching.

P: adm to teacher educ and EDUC 361 REC: concurrent enrollment with EDUC 351

Spring Even.

**EDUC 312. Teaching Social Studies in the Middle and Secondary Schools. 3 Credits.**

Addresses social studies standards, assessments, curriculum content, and instructional strategies including concepts, classroom environment, scope and sequence and other forces influencing the social studies program.

P: adm to teacher educ and Educ 361 REC: concurrent enrollment with EDUC 351

Spring.

**EDUC 313. Teaching Mathematics in Middle and Secondary Schools. 3 Credits.**

Principles, methods and materials for teaching mathematics and computer science; development of mathematical concepts and skills, selection and use of materials, motivation, lesson and unit planning and evaluation.

P: adm to teacher educ and Educ 361 REC: concurrent enrollment with EDUC 351

Fall Only.

**EDUC 314. Teaching Science in Middle and Secondary Schools. 3 Credits.**

The nature of middle and high school science curricula, recent innovations in science teaching, classroom teaching techniques, and evaluation.

P: adm to teacher educ and Educ 361 REC: concurrent enrollment with EDUC 351

Fall Only.

**EDUC 315. 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: none. REC: HUM STUD 160

Fall Only.

**EDUC 316. Teaching Art in the Middle and Secondary Schools. 3 Credits.**

Methodology, procedures and strategies for teaching art; motivation techniques, preparation of art lessons and lesson plans, evaluation of art learning experiences; creativity, visual awareness and perception techniques; curriculum development in art.

P: adm to teacher educ; REC: Educ 361.

**EDUC 317. Teaching Music in the Middle and Secondary Schools. 3 Credits.**

Philosophical and curricular issues in secondary school music; review of secondary school materials and methodologies; developing rehearsal objectives for a performance-oriented music curriculum.

P: adm to teacher educ; REC: Educ 361.

Fall Odd.

**EDUC 319. 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: Admission to Education minor or Candidacy Status

Spring.

**EDUC 324. Teaching Mathematics in the Elementary and Middle Schools. 3 Credits.**

Educational research and practices related to methods, materials, evaluation techniques; mathematics curriculum development, implementation and evaluation, teaching mathematical concepts, facts, skills, problem-solving, use of calculators and computers; error patterns and remediation.

P: adm to teacher educ; EDUC 361 or EDUC 363; concurrent enrollment with EDUC 282

Fall and Spring.

**EDUC 325. Teaching Science in the Elementary and Middle Schools. 3 Credits.**

Teaching methods, materials, evaluation techniques, curriculum development, implementation and evaluation in elementary and middle school science concepts, processes and problem-solving; the nature of science, the role of science standard in instruction.

P: adm to teacher educ and Educ 361.

Fall and Spring.

**EDUC 326. Music, Movement and Core Arts Pedagogy. 3 Credits.**

Principles and methods of integrating music, movement and arts instruction with other core subjects in the Elementary and Middle Schools; includes practical experience with basic elements for the classroom teacher's competency and self-confidence.

P: Admission to teacher education and EDUC 361

Fall and Spring.

**EDUC 327. Supporting Multilingual Learners in the PK-12 Classroom. 3 Credits.**

This course examines issues that affect multilingual learners in schools. Students will develop knowledge of language and strategies necessary for effective teaching of multilingual learners in mainstream K-12 classes. Students will also explore factors that contribute to the educational experiences of multilingual learners by examining policy, programming, and instruction.

P: EDUC 206

Fall and Spring.

**EDUC 333. Curriculum & Assessment. 3 Credits.**

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

P: Admission to Education or candidacy status required; TB test and criminal background check OR admission to the Organizational Leadership major  
Fall and Spring.

**EDUC 334. Teaching General Music in the Elementary and Middle Schools. 3 Credits.**

Philosophical and learning theories of music education. Children's developmental and music needs; curriculum development; traditional and contemporary methods and selection of appropriate literature is emphasized.

P: adm to teacher educ and Educ 361 and Music 254

Fall Even.

**EDUC 340. Supporting Learning and Behavior in the Classroom. 3 Credits.**

Course provides pre-service teachers with an understanding of how students learn in educational contexts. Learning theories reviewed, & learning strategies to enhance learning and prevent/manage behaviors are introduced and applied in direct interaction with a learner. Course may be repeated 2 times for a total of 6 credits.

P: adm to teacher educ or candidate and conc enr Educ 290.

Fall and Spring.

**EDUC 342. Teaching Methods for Diverse Learners. 2 Credits.**

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

P: adm to teacher educ and Educ 361.

Fall Odd.

**EDUC 343. 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: adm to teacher educ and Educ 361.

Fall Odd.

**EDUC 347. 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: adm to teacher educ and Educ 361.

**EDUC 351. Field Project in School Settings. 1-3 Credits.**

Contact hours of direct experience with school children/youth in educational settings, focusing on specific educational projects or content areas identified by education faculty, school faculty, and other educators. The number of hours assigned will be aligned with the number of enrolled credits. Course is repeatable for credit; may be taken 3 times for a total of 9 earned credits.

P: adm to teacher educ. REC: concurrent enrollment in Educ 307, 309, 324

Fall and Spring.

**EDUC 352. 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: Admission to Education or candidacy status required; OR admission to the Organizational Leadership major

Fall and Spring.

**EDUC 361. Introduction to the Art and Science of Teaching. 3 Credits.**

This course provides pre-service teachers with a foundation for understanding the teaching profession and the nature of learners. The course combines both theory and practice in the art and science of teaching.

P: Adm to teacher educ; grade of B or better in EDUC 290, 291 and 340; OR admission to the Organizational Leadership major

Fall and Spring.

**EDUC 405. Student Teaching. 6-12 Credits.**

Supervised student teaching or internships in a PK-12 classroom at a level corresponding to the license. Offered on a pass/no credit basis only. Additional special course fee required for students exercising options for extra administrative and travel costs. Course is repeatable for credit.

P: Adm to teacher educ.

Fall and Spring.

**EDUC 406. 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: jr st.

Spring Odd.

**EDUC 414. Seminar in Student Teaching/Internship. 2 Credits.**

This two-credit seminar is intended to provide student teachers and interns with the opportunity to complete Department of Public Instruction certification requirements as well as to provide student teachers and interns with the experience of interacting with and learning from each other.

P: Concurrent enrollment in EDUC 405

Fall and Spring.

**EDUC 415. 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: adm to teacher educ.

**EDUC 416. 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 417. 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 418. 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 419. 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.

P: EDUC 416

Spring.

**EDUC 420. 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 instructional materials and curriculum guides; and develop learning activities appropriate to their instructional responsibilities. Different topics are selected each year. Required for secondary social studies licensure. Topic will be identified by subtitle with each offering. May be repeated for credit.

**EDUC 421. 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 422. 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: adm to teacher educ

Fall and Spring.

**EDUC 425. The Early Years of Literacy and Language Development. 3 Credits.**

This course will provide a critical examination of how to help children read and write, particularly in ELL contexts. During this course, students will have opportunities to examine a variety of issues related to teaching literacy to young children, including oral/written language development, emergent literacy/biliteracy, reading fluency, reading comprehension, phonics and vocabulary development, early writing acquisition, differentiation of instruction, children's literature, assessment in early literacy, effective reading/writing strategies, parental involvement, and reading-writing connections. Also, different theories and philosophies regarding children's language/literacy development will be addressed. Developmentally appropriate practices will be also integrated throughout the course.

P: Admitted to the BAS-ILS with ECE emphasis program

Fall Only.

**EDUC 441. Infants & Toddlers: History, Philosophy & Current Programs. 3 Credits.**

Students implement guided observations and learning experiences with infants and toddlers while learning about the historical and current approaches, models and issues.

P: Education Candidacy Status or admission to Education

Fall Only.

**EDUC 443. Teaching Kindergarten: Curriculum and Assessment. 3 Credits.**

Development of variety of teaching strategies, assessment strategies and resources for appropriate, standards-based learning in full day kindergarten programs. Field Hours are required for this course.

P: Admission to teacher Education or candidacy status required; TB test and criminal background check req

Spring.

**EDUC 444. 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 examines 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, 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.

P: ORG LEAD major with Early Childhood Education emphasis OR ELEM EDUC major with Early Childhood to Middle Childhood emphasis OR Candidacy status

Fall and Spring.

**EDUC 445. Working and Communicating With Families of Young Children. 3 Credits.**

Students will learn to work with families from diverse backgrounds in non-intrusive partnership, to communicate successfully using basic Hmong, Spanish and sign, and develop knowledge of resources and referral networks for families.

P: early chldhd tchnng minor.

**EDUC 446. 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.

Fall Only.

**EDUC 452. Principles of Middle Level Education. 3 Credits.**

Provides students with an overview of middle level students, teachers, schools, and curriculum. Suggests instructional strategies to meet student needs. Addresses issues related to middle level education.

P: adm to teacher educ.

Fall and Spring.

**EDUC 478. Honors in the Major. 3 Credits.**

Honors in the Major is designed to recognize student excellence within interdisciplinary and disciplinary academic programs.

P: min 3.50 all cses req for major and min gpa 3.75 all UL cses req for major.

Fall and Spring.

**EDUC 495. Special Topics. 1-4 Credits.**

Course is repeatable for credit if topics differ.

**EDUC 497. Internship. 1-12 Credits.**

Supervised practical experience in an organization or activity appropriate to a student's career and educational interests. Internships are supervised by faculty members and require periodic student/faculty meetings. Course is repeatable for credit

P: jr st.

Fall and Spring.

**EDUC 498. Independent Study. 1-4 Credits.**

Independent study is offered on an individual basis at the student's request and consists of a program of learning activities planned in consultation with a faculty member. A student wishing to study or conduct research in an area not represented in available scheduled courses should develop a preliminary proposal and seek the sponsorship of a faculty member. The student's advisor can direct him or her to instructors with appropriate interests. A written report or equivalent is required for evaluation, and a short title describing the program must be sent early in the semester to the registrar for entry on the student's transcript. Course is repeatable for credit

P: fr or so st with cum gpa > or = 2.50; or jr or sr st with cum gpa > or = 2.00.

Fall and Spring.

**EDUC 499. 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.