

# College of Education Courses

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## Courses

### **EDUC 1000. Educational Inquiry 1: Critical Perspectives on Education. 3 cr. hrs.**

Addresses fundamental questions about the role of schooling and education and examines the role of race, class, sexuality, gender, language and ability in access to and quality of educational experiences. Twenty (20) hours of service learning is required.

### **EDUC 1001. Psychological Development: Children and Adolescents. 3 cr. hrs.**

Applies psychological principles of child and adolescent development while critically examining variables (gender, socioeconomic status, race, ethnicity, culture and language) that have an impact on physical, cognitive, social, emotional and moral developmental outcomes. Twenty (20) hours of service learning is required.

### **EDUC 1600. Principles, Problems and Psychology of Coaching. 2 cr. hrs.**

Educational implications of sports. Rules, organization, equipment and ethics. Individual/social psychological attributes of athletes/coaches/ programs. Use of psychology by coaches. Open to all students in the university.

### **EDUC 1800. Theory and Practice in Coaching Team Sports. 2 cr. hrs.**

Principles and problems of coaching team sports. All major team sports are reviewed. Open to all students in the university.

### **EDUC 2001. Teaching Practice 1: Instructional Design and Teaching Models. 3 cr. hrs.**

An introduction to and opportunity for practice in the fundamental skills necessary for effective teaching in varied contexts of practice (K-12 schools, community agencies, businesses). Field experiences required. Prereq: EDUC 1000; EDUC 1001 or PSYC 3101, which may be taken concurrently.

### **EDUC 2002. Teaching Practice 2: Cultivating Relationships and Communities for Learning. 3 cr. hrs.**

The second in a sequence of teaching practice courses focused on fundamental practices of teaching that are common to all grade levels, as well as teaching that occurs in agencies and business contexts. Focuses on creating positive classroom and school environments and communities; developing productive relationships with students, colleagues and families; resolving conflicts; recognizing signs and symptoms of mental health concerns; preventing violence; responding to crisis, and documenting incidents of concern in schools and other educational settings. Prereq: EDUC 2001, which may be taken concurrently.

### **EDUC 2227. Introduction to Learning and Assessment. 3 cr. hrs.**

Application of major theories of learning to instructional planning and assessment. Use of technologies to enhance learning and assessment. Prereq: EDUC 1000; EDUC 1001 or PSYC 3101, which may be taken concurrently; College of Education majors.

### **EDUC 2330. Integrating the Arts Across the Curriculum. 3 cr. hrs.**

Use of visual and performance arts (dance, music, film, theater) as well as newer forms of technology and multimedia to enhance learning and instruction across the K-12 curriculum. Prereq: EDUC 2001.

### **EDUC 3200. Museum Studies. 3 cr. hrs.**

The city of Milwaukee is the classroom for Museum Studies. Serves as a broad introduction to the history of exhibition, different types of museums and exhibition spaces, and the various professionals who make these institutions work. The roles different institutions have within our society, and specifically in Milwaukee, are considered through reading a variety of materials, discussion, site visits and student-directed exploration of course concepts.

### **EDUC 4000. Educational Inquiry 2: Advanced Topics. 3 cr. hrs.**

Examines, via inquiry, how structural inequities in society are connected to educational inequities and analyzes how varying degrees of power, privilege and access shape what is and what is possible in education. Each term, the main lens for examination changes; however, the main concepts remain the same.

### **EDUC 4003. Teaching Practice 3: Assessment and Differentiation. 3 cr. hrs.**

Third in a sequence. Presents fundamental practices of teaching that are common to all grade levels. Addresses two overlapping areas of teaching practice: using, creating and analyzing assessments for learning, and using knowledge of assessment of learners to differentiate accordingly for the needs of specific learners. Prereq: EDUC 2001.

### **EDUC 4007. Teaching Middle/Secondary Social Science. 3 cr. hrs.**

Application of teaching methods to social studies in middle and high schools. Field experience required. Prereq: EDUC 2001 or EDUC 2227; Admission to the Professional Program in the College of Education.

### **EDUC 4017. Teaching Middle/Secondary Science. 3 cr. hrs.**

Application of methods to teach inquiry-based science in the physical sciences, physics, biology, chemistry and environmental sciences at the middle/secondary level. Includes planning, preparation of materials, assessment, and use of technology aligned with National Science Education Standards and OSHA safety requirements. Field experience required. Prereq: EDUC 2227 or EDUC 2001; Admission to the Professional Program in the College of Education.

### **EDUC 4027. Teaching English in the Secondary School. 3 cr. hrs.**

An investigation of the role of the teacher, the student, and the curricular methods, procedures, and materials used in the teaching of language, literature, and composition in the secondary school. A 40-hour field experience in selected area schools is required. Prereq: Jr. stndg. and EDUC 2001 or EDUC 2227; admission to the Professional Program.

**EDUC 4037. Adolescent and Disciplinary Literacies. 3 cr. hrs.**

Examines how language and literacies serve as tools for developing content knowledge, articulating thought, facilitating learning, and informing and shaping identities of adolescents. Provides practice in planning curriculum; analyzing and choosing texts, including multimodal and digital texts; and using instructional strategies and technologies to support students' literacy development in the disciplines. Field experience required. Prereq: EDUC 2001.

**EDUC 4047. Advanced Teaching Practice in Middle and High School. 3 cr. hrs.**

Examines the history, contexts, practices and complexities of secondary education and their intersection with adolescent development. Focuses on development of skills for effective teaching in secondary schools including interdisciplinary planning and teaching, contextually and culturally relevant practices, functioning as members of learning communities and collaborative teams, analyzing and reflecting on instructional practices that matter for adolescents and facilitating discussions and promoting deeper understanding. Also meets the DPI Act 31 requirement for secondary majors. Field experience required. Prereq: EDUC 2001 and admission to the Professional Program in the College of Education.

**EDUC 4067. Strategies in Religious Education. 3 cr. hrs.**

Application of current catechetical theory and educational strategies to the teaching of religion. Development of curriculum objectives and assessments. Analysis of instructional materials and other resources for teaching religion. Open to all students in the university.

**EDUC 4100. Foundations of Catholic Education. 3 cr. hrs.**

Traces the history and philosophy of Catholic education in the United States, with emphasis on the identity, mission and culture of Catholic schools as interpreted by generations of Church leaders and scholars. Examines the current landscape of Catholic education from multiple perspectives and provides opportunities for discerning what makes a school Catholic.

**EDUC 4217. Educating Exceptional Learners. 3 cr. hrs.**

Addresses knowledge of the educational and psychological needs of students with exceptionalities as described in IDEA (the special education law) and the DSM V. Students develop skills in choosing from a variety of research-based diagnostic, instructional and behavioral management methods and adaptations (including Universal Design and differentiation) for students with a variety of special needs. Twenty (20) hours of field experience are required. Prereq: EDUC 1001 or PSYC 3101, either may be taken concurrently.

**EDUC 4230. Learning and Linguistic Diversity. 3 cr. hrs.**

Covers three bodies of knowledge regarding language: basic principles of sociolinguistics, the nature of learning a second language or a second dialect, and theories for teaching speakers of languages and dialects other than Standard English (e.g., bilingual education and/or English as a second language instruction). Each of these bodies of knowledge is contextualized in students' learning experiences and in teachers' classroom practices.

**EDUC 4277. Methods of Teaching Bilingual-Bicultural Learners. 3 cr. hrs.**

Study, application, and practice of methods of delivering bilingual/bicultural instruction. Focuses on first and second language learning strategies and culturally responsive teaching methods that reflect the language and culture of students living in bilingual/bicultural contexts. Field experience required. Prereq: EDUC 2227; Admission to the Professional Program in the College of Education.

**EDUC 4307. Early Childhood Development: Cognition, Numeracy, Literacy (K4-Gr 1). 3 cr. hrs.**

Focuses on understanding young children's characteristics and needs and the multiple influences on children's development and learning, in order to create environments that are healthy, respectful, supportive and challenging for all children. Addresses systems of inequality and racism that permeate the early childhood ecosystem. Field experience required. Prereq: EDUC 2001.

**EDUC 4327. Foundational Principles and Practices of Teaching Writing (K4-9). 3 cr. hrs.**

Focuses on understanding writing processes and effective instructional strategies for supporting comprehension for children in grades K4-9. Prereq: EDUC 2001.

**EDUC 4337. Social Studies and Social Inquiry. 3 cr. hrs.**

Curriculum development, instructional strategies and techniques for teaching elementary social studies with emphasis on inquiry methods, social issues, and community exploration. Includes inquiry and curriculum project related to Act 31. Prereq: EDUC 2001.

**EDUC 4357. Foundational Principles and Practices of Teaching Reading. 3 cr. hrs.**

Focuses on understanding reading processes and effective instructional strategies for supporting comprehension for children in grades 3-9. Field experience required. Prereq: EDUC 2001; Admission to the Professional Program in the College of Education.

**EDUC 4367. Integrated STEM Methods (K4-9). 5 cr. hrs.**

Prepares pre-service teachers to enact core teaching practices supporting ambitious STEM instruction in grades 4-9 classrooms. Topics include core teaching practices supporting ambitious STEM instruction: identifying a "Big Idea"; selecting worthwhile STEM tasks; using representations to model STEM concepts; eliciting and building on student thinking; facilitating whole class discussion. Provides students multiple opportunities to integrate theory with practice through analysis and reflection on their own teaching in STEM classrooms. Requires 40 hours of field experience in a STEM classroom. Prereq: EDUC 2001 and admission to the Professional Program in the College of Education.

**EDUC 4540. Philosophy of Education. 3 cr. hrs.**

Principles and methods of various classical and contemporary philosophies and their implications and applications in education. Attention to professional ethics and students' development of their own philosophies of education. Prereq: PHIL 1001 and soph. stndg.

**EDUC 4600. Latinx Education: Challenges and Possibilities. 3 cr. hrs.**

Examines the experiences of Latinx students through an educational context. Focuses on understanding the challenges that Latinx students face as well as how Latinx communities have resisted and transformed inequitable policies and practices. Students engage in a community-based research project in a school or community-based organization serving Latinx students in Milwaukee. Requires 20 hours of service learning. Prereq: EDUC 1000 or LLAC 1001.

**EDUC 4931. Topics in Education. 1-4 cr. hrs.**

Various topics in education as identified in the Schedule of Classes.

**EDUC 4964. Teaching Elementary Level Reading Practicum. 4 cr. hrs.**

Supervised experience in the teaching of reading to struggling readers. Emphasis on linking literacy assessment and instruction. Seminars and small group tutoring sessions are included. Prereq: Cons. of dept. ch.; Admission to the Professional Program in the College of Education.

**EDUC 4965. Student Teaching: Middle/Secondary. 15 cr. hrs.**

Full day, full term of public or private school teaching, Monday through Friday. Regular on-site visitation by university faculty. Weekly seminar required. S/U grade basis. Fee. Prereq: Cons. of dept.; Advanced methods course.

**EDUC 4966. Student Teaching: Elementary/Middle. 15 cr. hrs.**

Full day, half or full term of public or private school teaching, Monday through Friday. Regular on-site visitation by university faculty. Weekly seminar required. S/U grade basis. Fee. Prereq: Cons. of dept.

**EDUC 4967. Student Teaching: Bilingual - Bicultural. 15 cr. hrs.**

Full day, full term of public or private school teaching, Monday through Friday. Regular on-site visitation by university faculty. Weekly seminar required. S/U grade basis. Fee. Prereq: Cons. of dept. ch.; Advanced Methods course.

**EDUC 4986. Community-Engaged Internship 1. 3 cr. hrs.**

Field experience in a community agency or educational organizational site for the purpose of furthering the student's integration of theory and practice in a professional setting. Placement is for a minimum of 120 hours per term under the supervision of site and university personnel in addition to five required 1.5-hour seminars. S/U grade assessment. Prereq: Sr. stndg.; EDST major; cons. of internship coordinator.

**EDUC 4987. Community-Engaged Internship 2. 3 cr. hrs.**

Continuation of experience from EDUC 4986. Placement is for a minimum of 120 hours per term of supervised practice at the same site as the previous term, in addition to five required 1.5-hour seminars. S/U grade assessment. Prereq: Sr. stndg.; EDUC 4986; and cons. of internship coordinator.

**EDUC 4995. Independent Study in Education. 1-4 cr. hrs.**

Faculty-supervised, independent study/research of a specific area or topic in Education. A final paper is required. Prereq: Cons. of dept. ch.