

TEACHING (TEACHING)

TEACHING 6150 Assessing Children with Disabilities (CWD) 3 Credits

A survey of psychological testing with emphasis on the evaluation, administration, interpretation, and statistical analysis of the results of psychological testing devices and techniques.

Components: Class

TEACHING 6530 Current Topics in Education 1-4 Credits

Study of a selected topic determined by an identified need. For example: current issues, ideas, and topics of interest to a particular group of teachers.

P. consent of instructor.

Components: Class

TEACHING 6630 Learning and Language Disorders 3 Credits

Reviews Pre-Kindergarten/kindergarten through young adult development and identification with children with disabilities (CWD); emphasizes diagnosis and remediation of learning disorders through a special education approach; studies appropriate learning environments.

Components: Class

TEACHING 6730 Working with Families of Children with Disabilities 2 Credits

Students learn to help pupils with special needs and their families become advocates and full partners in the educational process. Information relative to family dynamics, needs and concerns, multiple types of families, school consultations practices, working with agencies, and communication skills are all covered in this course.

Components: Class

TEACHING 7000 Research Procedures 3 Credits

Definition of problems and issues, critical examination of the research literature, review of trends in curricula and methods, and planning of investigations including historical, descriptive (including ethnographic), and experimental.

Components: Class

TEACHING 7130 Improving Instructional Effectiveness 3 Credits

Connects principles of learning to teaching practices; demonstrates how theory can become practice; considers models of teaching that promote developmentally appropriate teaching and reflective thinking; characterizes teaching as a process of conscious decision-making; helps teachers become more effective at decision-making.

Components: Class

TEACHING 7150 Oral Language, Emergent Literacy, and Theories of Second Language Acquisition (TESOL) 3 Credits

This course is designed for the graduate TESOL emphasis to be offered to students from the People's Republic of China. It includes Oral Language and Emergent Literacy topics, plus content on the theories of second language acquisition that are part of most TESOL programs and usually taught within the context of acquiring oral language.

Components: Class

TEACHING 7340 School Principalship 3 Credits

Prospective administrators must develop a strong and flexible understanding of the dimensions of school-level leadership, including: the principal's leadership role, leadership tasks needed to advance equity and excellence in student learning, and distributed leadership. This course introduces Prospective Administrators to the eleven Wisconsin Administrator Standards and what it means to be a principal. Focused readings, discussions, and written reflections to engage participants in reflection on their current role(s) in an educational system and the initial reflection upon and development of an administrator identity.

Components: Class, Discussion

Prereqs/Coreqs: C: TEACHING 7350 and TEACHING 7360

TEACHING 7350 Organizational Theory and Leadership Development 3 Credits

Effective administrators are guided by their knowledge and skill in developing an organization built on mutual trust, respect, and collaborative decision-making to ensure a positive work and learning environment. Prospective administrators will be provided with an opportunity to explore basic organizational theories and models of leadership. An emphasis on shared leadership in a school environment, communication skills, systems thinking, personal and organizational change will be focuses of this coursework. Students will be expected to bridge theory to practical applications in educational settings.

Components: Discussion, Class

Prereqs/Coreqs: C: TEACHING 7340 and TEACHING 7360

TEACHING 7360 Curriculum Leadership and Assessment 3 Credits

Prospective administrators must understand the relationship between written, taught, and tested curriculum. In this course, prospective administrators will explore how student achievement is positively impacted by critical leadership decisions. Components of effective conceptual frameworks such as UDL and UBD will also be explored.

Components: Discussion, Class

Prereqs/Coreqs: C: TEACHING 7340 and TEACHING 7350

TEACHING 7370 Schools and Communities Working Together 3 Credits

Demonstrating the knowledge and ability to collaborate with families and community members, respond to diverse community interests and needs, and utilize community resources to create and sustain a positive school community are expectations of an effective administrator. Prospective administrators will examine critical functions of leadership and organizational management, complex decision-making responsibilities of school administration, and constructive relationships between schools and communities.

Components: Laboratory, Field Studies, Class

Prereqs/Coreqs: P: TEACHING 7340 and TEACHING 7350 and TEACHING 7360; C: TEACHING 7400

TEACHING 7380 Educational Law 3 Credits

Prospective administrators must understand educational law; understand the legal implications and responsibilities associated with cultural, economic, and learning diversity; understand the intersection of ethics and law as it relates to the application of these laws in educational settings; and learn how to obtain necessary information to make ethical decisions that align with educational laws. This course examines federal and state school laws impacting the operation of K-12 schools. Issues related to employee rights, student rights, parent rights, curriculum, special education, and religion will be explored. Through reading, case studies, court cases, and presentations, students will learn how to analyze and resolve legal and ethical dilemmas, how to interpret, synthesize and apply regulations, constitutional, statutory, and case laws to PK-12 school-based scenarios, and how to use legal research resources.

Components: Discussion, Class

Prereqs/Coreqs: P: TEACHING 7410 and TEACHING 7420; C: TEACHING 7430 and TEACHING 7390

TEACHING 7390 Managing Financial and Human Resources 3 Credits

Prospective administrators will explore basic functions of financial and human management. Examination of the legalities, ethics, and politics surrounding the allocation of financial and human resources will frame this work. The additional consideration of navigating difficult decision-making and leading with compassion will be explored.

Components: Discussion, Class

Prereqs/Coreqs: P: TEACHING 7410 and TEACHING 7420; C: TEACHING 7430 and TEACHING 7380

TEACHING 7400 Professional Internship I 3 Credits

Prospective Educational Leaders will engage in an authentic and intensive field experience in a variety of school settings. In this first semester, candidates will use their knowledge of leadership expectations, organizational theory, and curriculum together to plan their focus for the internship experience. As candidates enact their internship plan, they will document and reflect on these internship experiences, and prepare a culminating online portfolio that summarizes their accomplishments.

Components: Practicum

Prereqs/Coreqs: P: TEACHING 7340 and TEACHING 7350 and TEACHING 7360; C: TEACHING 7370

TEACHING 7410 Professional Internship II 3 Credits

Prospective Educational Leaders will engage in an authentic and intensive field experience in a variety of school settings. In this first semester, candidates will use their knowledge of leadership expectations, organizational theory, and curriculum together to plan their focus for the internship experience. As candidates enact their internship plan, they will document and reflect on these internship experiences, and prepare a culminating online portfolio that summarizes their accomplishments.

Components: Practicum

Prereqs/Coreqs: P: TEACHING 7370 and TEACHING 7400; C: TEACHING 7420

TEACHING 7420 Supervision and Evaluation of Instruction 3 Credits

Prospective Administrators must develop the capacity to evaluate a school's professional staff capacity needs and management practices; use research and design to plan opportunities for professional growth that promotes reflection, school improvement, and student success; observe teaching in a variety of classrooms; gather and analyze district policies on instructional expectations; provide teaching staff with actionable feedback to support improvement; and develop a system for monitoring whether supervision and evaluation strategies promote improvement. In this course, prospective administrators will learn specific strategies and techniques necessary to provide this instructional leadership, while honing their skills in a shadow field experience.

Components: Field Studies, Laboratory, Class

Prereqs/Coreqs: P: TEACHING 7370 and TEACHING 7400; C: TEACHING 7410

TEACHING 7430 Instructional Leadership and Teacher Capacity 3 Credits

Prospective Administrators will explore how the essential framework of relationships, shared vision, and a team-oriented approach to leading an educational system supports capacity building of teachers. The progression of value identification, creation of shared values, future planning, and creating a safe culture for experiment and growth will be explored.

Components: Field Studies, Laboratory, Class

Prereqs/Coreqs: P. TEACHING 7410 and TEACHING 7420; C: TEACHING 7380 and TEACHING 7390

TEACHING 7440 Exploring Innovations in Education 3 Credits

In this course, learners will explore the impact and value of recent innovations in education. The changing face of technology, development models, regulations, and ethical, sociocultural and political perspectives will be surveyed. Students will examine innovative teaching methods and modalities and how these can affect the planning for and facilitation of learning. How learning takes place most effectively when using alternative and flexible learning options will be questioned. Innovations in supportive technology for students with special needs, new ideas in learning space design, and trends in training and education (at various levels) will also be explored.

Components: Class

TEACHING 7500 Topics in Education 3 Credits

Examines current, critical issues on the state, national, and international levels; service course in education.

Components: Class

TEACHING 7830 Seminar Paper 3 Credits

In consultation with an advisor, students will identify one or more research questions and will conduct a significant literature review to answer the question(s). Students will evaluate and synthesize the research, formulate conclusions, and make recommendations related to the research question(s) based on the literature review. Students will demonstrate the ability to organize information, present evidence, and support conclusions as they complete an approved seminar paper.

Components: Seminar

Prereqs/Coreqs: P. TEACHING 7000

TEACHING 7880 Graduate Practicum in Teaching 1-8 Credits

Provides a designed clinical teaching assignment for (1) graduate students meeting license requirements through an internship, or (2) qualified educators who want to meet a professional development need through a graduate residency. P: consent of the Director of the School of Education.

Components: Practicum

TEACHING 7960 Cross-Categorical Special Education Practicum 3-6 Credits

The practicum in SLD/EBD/or CD is required in lieu of student teaching for graduate students in the Cross-Categorical Licensure Certification Program. Students will have a teaching experience under the supervision of a master teacher and/or field coordinator in a school, clinic, or other setting that provides practical application of theory, experience, and evidence of mastery of skills required by the Wisconsin Department of Public Instruction Code.

Components: Practicum

TEACHING 7980 Independent Study in Education 1-3 Credits

The amount of graduate credit allowed for independent study may not exceed a total of four credits except with the special permission of the student's advisor, the Director of the School of Education and the Dean of The School of Graduate Studies. Approval must be secured before independent study courses begin. Students registering for independent study must submit at or before registration a description of the subject to be covered.

This description must be signed by the instructor conducting the independent study, the department chairperson, the Dean of the School of Graduate Studies, and the student. Independent study may not be used for collecting information for the seminar paper.

Components: Independent Study

TEACHING 7990 Thesis Research 3-6 Credits

In consultation with the thesis chair/advisor and additional committee members, students will identify one or more research questions, complete a significant literature review, and design and conduct an approved, original research study to answer the research question(s). Students will evaluate and synthesize the research findings, formulate conclusions, and make recommendations related to the research question(s). As they complete an approved thesis and successfully answer questions during the oral examination by thesis committee members, students will demonstrate the ability to organize information, evaluate the integrity of research methodology, present evidence, and support conclusions.

Components: Thesis Research

Prereqs/Coreqs: P. TEACHING 7000