

MASTER OF SCIENCE IN EDUCATION

COLLEGE OF LIBERAL ARTS AND EDUCATION – SCHOOL OF EDUCATION

Interim Director: Dr. Dominic Barraclough

Email: barracl@uwplatt.edu (stinsonk@uwplatt.edu)

Office: 139 Doudna Hall

Telephone: 608.342.1131

Fax: 608.342.1133

WRITING PROFICIENCY

All degree candidates seeking a degree must demonstrate research and writing proficiency. This is achieved by approved graduate coursework that includes required Research methods course and a thesis, seminar paper, or educational project.

COURSEWORK

All programs consist of core courses and an area of knowledge. At least 21 credits must be earned in courses open only to graduate students (7000 level). These credits must be included in the student's program planning form.

TEXTBOOKS AND MATERIALS

All programs require students to purchase their own books prior to the start of class. Textbook costs are not included in tuition and fees.

COURSES REQUIRED OF ALL MASTER'S LEVEL STUDENTS

TEACHING 7000	Research Procedures	3
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Select one of the following:

TEACHING 7990	Thesis Research
TEACHING 7830	Seminar Paper or Educational Project

MASTER OF SCIENCE IN EDUCATION (TEACHING)

INTRODUCTION

The Master of Science in Education degree program builds on the School of Education conceptual framework, "Best Practices Make the Difference." The master's program helps teachers continue developing in the areas of planning, school environment, instruction, and professionalism. This program also provides development for other helping professions.

STUDENT LEARNING OUTCOMES

Graduates will:

1. Become reflective practitioners, change agents, and leaders.
2. Utilize experiences and relevant research to enhance their future professional growth.
3. Apply relevant theory, philosophy, historical and social science perspectives, research, and best practices to their professions.
4. Demonstrate growth in knowledge of content and developmentally appropriate pedagogy.
5. Serve as a resource to, and collaborate with others in the profession and community.
6. Participate in the development and implementation of integrative curriculum based on cognitive theories.

PROGRAM PLAN - M.S.E.: ELEMENTARY, MIDDLE, OR SECONDARY EMPHASIS

GOAL STATEMENT

The goal of the Master of Science in Education is the development of an individual program based on professional development goals prepared by the student in consultation with the advisor. The goals statement is to identify the student's present and future needs. These needs may range from strengthening one's background in professional or content areas to the completion of an extended license for teaching a particular group of learners. After the goal statement is developed, the advisor and the student prepare a tentative program of study specifying courses to be taken.

COURSEWORK

All emphasis programs consist of core courses and an area of knowledge. The credits must be included in the student's program planning form.

AREA OF KNOWLEDGE

The program will also include a minimum of nine credits from a “Selected Area of Knowledge,” the candidate’s content area or field of specialization. Please check with your advisor before taking courses in your specialty area. Courses must be a part of your approved planning form. All candidates for licensure must complete and have approved by the School of Education a final portfolio.

PROGRAM PLAN – M.S.E.: ADULT EDUCATION EMPHASIS

WRITING PROFICIENCY

All degree candidates must demonstrate research and writing proficiency. Students must complete 30 credits of approved graduate coursework including a mandatory Research Procedures course, plus a thesis (3–6 credits) or seminar paper/project (2–3 credits).

GOAL STATEMENT

The goal of the Master of Science in Education is the development of an individual program based on professional development goals prepared by the student in consultation with the advisor. The advisor and the student prepare a tentative program of study specifying courses to be taken.

COURSEWORK

The M.S.E. in Adult Education program provides advanced study to develop and enhance skills in designing, delivering, and assessing educational programs for adult learners.

The program consists of core courses and an area of knowledge. At least 21 credits must be earned in courses open only to graduate students (7000 level). These credits must be included in the student’s program planning form.

COURSE SCHEDULING

The School of Education offers classes on Friday nights and Saturdays or via webcam on weekday evenings. Generally, face-to-face classes meet on four weekends (Fridays from 6–9:30 p.m. and Saturdays from 9 a.m.–4:30 p.m.), thus allowing students to take six credits in the fall, spring, and summer terms. Students are required to take at least one credit of Graduate Practicum.

Typical course offerings include the following courses:

TEACHING 7000	Research Procedures	3
TEACHING 7050	Public Relations in School and Community	3
TEACHING 7130	Improving Instructional Effectiveness	3
TEACHING 7440	Exploring Innovations in Education	3
TEACHING 7500	Topics in Education	3
TEACHING 7540	Program Planning for Adults	3
TEACHING 7550	The Adult Learner	3
TEACHING 7830	Seminar Paper or Educational Project	3
TEACHING 7880	Graduate Practicum in Teaching	1-8
TEACHING 7980	Independent Study in Education	1-3
COUNSED 6250	Group Counseling	3
COUNSED 6600	Assessment, Testing and Interviewing in Counseling	3
COUNSED 6630	Orientation to Professional Counseling	3
COUNSED 7070	Theories of Counseling and Psychotherapy	3
COUNSED 7080	Career Development and Information Services	3
COUNSED 7140	Student Services in Higher Education	3
COUNSED 7150	Foundations of Clinical Mental Health Counseling	3
COUNSED 7170	Advanced Techniques of Counseling and Psychotherapy	3
COUNSED 7190	Social and Cultural Foundations in Counseling and Education	3
COUNSED 7200	Mental Health Diagnosis and Treatment Planning	3
COUNSED 7230	Family, Marital and Partnership Counseling	3
COUNSED 7240	Counseling Across the Lifespan	3
COUNSED 7250	Practicum I: Student Services in Higher Education	3
COUNSED 7340	Practicum in Mental Health Counseling	3
COUNSED 7350	Internship in Mental Health Counseling I	3
COUNSED 7360	Internship in Mental Health Counseling II	3-6
COUNSED 7400	Crisis and Trauma Counseling	3
COUNSED 7420	Abnormal Behavior and Psychopathology	3
COUNSED 7500	Addictions Counseling	3

COUNSED 7510	Psychopharmacology for Counselors	3
COUNSED 7590	Practicum in Substance Abuse Counseling	1-6
COUNSED 7700	Practicum in Human Services	1-6
COUNSED 7980	Independent Study in Counseling	1-3

STATE OF WISCONSIN PSYCHOTHERAPY PROVIDER CERTIFICATION REQUIREMENTS

The MSE-Adult Education program at UW-Platteville is a state pre-certified program for substance abuse counseling (SAC-IT). The program also provides coursework toward the LPC (licensed professional counselor for mental health) license. Students should consult the advisor regarding meeting the most current licensing requirements. Examinations and practice experience are also required in the state of Wisconsin for the LPC.

For more information, call the coordinator of the MSE-Adult Education program, Ann Krebs Byrne at 608.235.7966 or the School of Education toll free at 1.800.208.7041.

PROGRAM PLAN - M.S.E.: HUMAN SERVICES EMPHASIS

WRITING PROFICIENCY

All degree candidates must demonstrate research and writing proficiency. Students must complete 30 credits of approved graduate coursework including a mandatory Research Procedures course, plus a thesis (3–6 credits) or seminar paper/project (2–3 credits).

GOAL STATEMENT

The mission of the UW-Platteville MSE program in Human Services is to provide high quality, accessible graduate education to students seeking careers in mental health counseling, substance abuse counseling, and human services.

COURSEWORK

The learning needs of adults are unique due to career demands, family commitments, and life experiences which affect how they learn. The MSE - Human Services Program provides advanced study to prepare students for careers in mental health counseling, substance abuse counseling, and human services.

The emphasis is designed to meet the educational needs of master's level human services professionals who need to earn a master's degree to meet their career goals and/or licensing requirements through the Department of Safety and Professional Services (DSPS).

Students might prepare to apply for the Wisconsin licensing as a Substance Abuse Counselor-In-Training (SAC-IT) or Licensed Professional Counselor-In-Training (LPC-IT) by taking required coursework for those licenses. Sixty (specifically-defined) credits are required to apply for the LPC-IT. Please see a program advisor for details.

Our 33-credit program is pre-approved for the SAC-IT through the DSPS.

This program also offers an option to earn a master's degree in Human Services without pursuing a counseling license.

COURSE SCHEDULING

The School of Education offers classes on Friday nights and Saturdays or via webcam on weekday evenings. Generally, face-to-face classes meet on four weekends (Fridays from 6–9:30 p.m. and Saturdays from 9 a.m.–4:30 p.m.), in a variety of locations - Janesville, Milwaukee, Madison, Racine, and Platteville. Students may begin in the fall, spring or summer semesters.

Typical course offerings include the following courses:

COUNSED 6250	Group Counseling	3
COUNSED 6600	Assessment, Testing and Interviewing in Counseling	3
COUNSED 6630	Orientation to Professional Counseling	3
COUNSED 7070	Theories of Counseling and Psychotherapy	3
COUNSED 7080	Career Development and Information Services	3
COUNSED 7150	Foundations of Clinical Mental Health Counseling	3
COUNSED 7170	Advanced Techniques of Counseling and Psychotherapy	3
COUNSED 7190	Social and Cultural Foundations in Counseling and Education	3
COUNSED 7200	Mental Health Diagnosis and Treatment Planning	3
COUNSED 7230	Family, Marital and Partnership Counseling	3
COUNSED 7240	Counseling Across the Lifespan	3
COUNSED 7350	Internship in Mental Health Counseling I	3
COUNSED 7360	Internship in Mental Health Counseling II	3-6
COUNSED 7420	Abnormal Behavior and Psychopathology	3
COUNSED 7500	Addictions Counseling	3

PROGRAM PLAN - M.S.E.: ENGLISH EDUCATION (CHINA) EMPHASIS

The Master of Science in Education program in English Education provides graduate students in China with the knowledge, skills, and abilities to teach English as a second language effectively and at a level that is developmentally appropriate to their students.

STUDENT LEARNING OUTCOMES

Graduates will:

1. Exhibit competence in oral and written English at a level appropriate to non-native speakers;
2. Apply the scholarship of teaching and learning in a culturally diverse “English as a Second or Other Language” classroom environment;
3. Analyze their own cultural predispositions in order to achieve competency in intercultural communication;
4. Demonstrate the ability to comprehend, analyze, and apply current research in ESL and TESOL/TESL;
5. Synthesize comparative methodologies by investigating and discussing various theories of second-language acquisition;
6. Demonstrate an understanding of the similarities and differences in the Chinese and U.S. approaches to language-teaching pedagogy.

INTRODUCTION

The M.S.E. program in English Education is offered through a partnership between UW-Platteville and South Central University for Nationalities in Wuhan, China. At present, it is available only to students in China. The degree program is offered within the School of Education, and courses are taught by faculty from the School of Education as well as by faculty in English and Foreign Languages from the Department of Humanities. The program consists of a sequence of ten 3-credit courses offered over a period of two years. Students are admitted to a cohort consisting of a maximum of 38 students, and undertake coursework together.

Faculty from UW-Platteville travel to China to teach the on-site portion of each course. The syllabus, readings, assignments, and other course requirements are normally posted electronically prior to the on-site teaching. Assignments, papers, and projects that are not completed during the on-site portion of courses are typically submitted after the faculty member has returned to UW-Platteville.

Students in the program who have completed their coursework through the third semester and who are in good academic standing (having achieved cumulative GPAs of 3.00 or higher) are invited to come to UW-Platteville to study on campus during their final semester. The focus of the study during the final semester is on researching, writing, and submitting their Seminar Research Paper. Students are assigned a faculty advisor, who will work with them in developing and submitting their Seminar Research Paper. The Seminar Paper represents the culmination of the student’s studies in the program. It is expected to demonstrate an integration of one’s understanding of prior coursework with the student’s ability to survey in a significant manner an issue or topic relevant to teaching English as a second language.

Students who are unable to come to UW-Platteville during their final semester will also be assigned a faculty advisor, who will work with them in developing and submitting their Seminar Research Paper.

REQUIRED COURSES

The required courses in the MSE in English Education are:

ENGLISH 7250	Literature for TESOL Teachers	3
ENGLISH 5000	Technical Writing	3
ENGLISH 5260	Language and Culture	3
TEACHING 7150	Oral Language, Emergent Literacy, and Theories of Second Language Acquisition (TESOL)	3
ENGLISH 5940	Grammar in Context	3
TEACHING 7130	Improving Instructional Effectiveness	3
ENGLISH 7670	Methods of Teaching English as a Second Language	3
ENGLISH 7260	Sociolinguistics and Language Teaching	3
TEACHING 7000	Research Procedures	3
TEACHING 7830	Seminar Paper or Educational Project	3
Total Credits		30

PROGRAM PLAN – READING

Licensure in Reading: Students desiring a reading teacher or reading specialist license must include the courses specified below:

READING TEACHER (316 LICENSE)

Any person who has a specific assignment to teach reading must hold a reading teacher license. Teachers who have successfully completed the Reading Teacher (316) Licensure program will acquire the background and knowledge to work with all learners, especially readers who have problems at different levels.

LICENSURE

Upon successful completion of all courses, approved licensure portfolio and passing score on the Foundations of Reading Test, teachers will be recommended to the Wisconsin Department of Public Instruction for licensure. Practicum experiences in teaching reading are completed at both the elementary/middle and middle/secondary.

THE UNIVERSITY OF WISCONSIN-PLATTEVILLE APPROVED PROGRAM REQUIRES THE FOLLOWING COURSES:

TEACHING 6830	Strategies for Effective Inclusion	3
TEACHING 7210	The PreK-12 Literacy Program	3
TEACHING 7220	Introduction to Reading Difficulties	3
TEACHING 7230	Practicum in Reading Difficulties	3
TEACHING 7240	Juvenile Literature	3
TEACHING 7250	Content Area Reading	3
Total Credits		18

Additionally, complete the following courses to obtain a master of science degree.

- TCHG 7000 Research Procedures
- TCHG 7190 Educational Leadership and Mentoring
- TCHG 7830 Seminar Paper or Educational Project
- Elective of 3 credits pre-approved by program advisor

READING SPECIALIST (17 LICENSE)

Any person who directs pre-K-12 reading programs, works with reading teachers, classroom teachers, administrators, and others as a resource teacher in reading must hold a Reading Specialist license. Teachers who have successfully completed this program will acquire the background and knowledge to work with all learners, especially readers who have problems at different levels and also to direct and supervise instructional programs at a school or district level.

To qualify for the Reading Specialist program, an educator must hold a Wisconsin Reading Teacher (316) license, have two years of successful regular classroom teaching, and hold a master's degree with a major emphasis in reading or a 30 credit (at least) program equivalent to the Master of Science Education degree.

LICENSURE

Upon successful completion of all courses, approved licensure portfolio and passing score on the Foundations of Reading Test, teachers will be recommended to the Wisconsin Department of Public Instruction for licensure.

REQUIRED COURSES (IN ADDITION TO THE READING 316 COURSES)

TEACHING 6150	Assessing Children with Disabilities (CWD)	3
TEACHING 7520	Supervision and Administration of Reading Programs	3
TEACHING 7880	Graduate Practicum in Teaching	1-8

PROGRAM PLAN – EDUCATIONAL ADMINISTRATION (51 LICENSE)

Prior to enrolling, candidates for the Educational Administration endorsement must provide proof of eligibility to hold a Wisconsin teaching license and at least three years of successful classroom teaching. The licensure program in Educational Administration consists of twenty-four graduate credits offered on Saturdays and during the summers over a two-year period. It is based on a cohort model of twenty-five students enrolling in a common sequence of six modules plus practica. In order to be recommended for certification, the candidate must possess a master's degree and hold a professional educator license. Participants can obtain a Master of Science in Education degree by completing an additional nine credits of approved courses before, during, or after the Educational Administration Certification program. A professional portfolio, documenting competency in the administration standards, is a requirement of the program. This portfolio will be assessed two times during the program and must be electronic in its final version. The program also includes a 300 hour practicum.

REQUIRED GRADUATE COURSES IN THE EDUCATIONAL ADMINISTRATION CERTIFICATION PROGRAM INCLUDE:

TEACHING 7340	Educational Administration Introduction Seminar	2
TEACHING 7350	Educational Administration Relationships	4
TEACHING 7360	Educational Administration Student Learning	4
TEACHING 7370	Educational Administration Systems I	4

TEACHING 7380	Educational Administration Legal Aspects (Regular and Special Education)	4
TEACHING 7390	Educational Administration Systems II	4
TEACHING 7400	Educational Administration Practicum 1	1
TEACHING 7410	Educational Administration Practicum 2	1

PROGRAM PLAN – SPECIAL EDUCATION CROSS-CATEGORICAL CERTIFICATION PROGRAM (801 LICENSE)

Prior to enrolling, candidates for the Cross-Categorical Special Education endorsement must provide proof of eligibility to hold a Wisconsin teaching license. The Special Education Cross-Categorical Teacher Licensure Program provides graduate study that leads to the Cross-Categorical Teaching License #801. Candidates must be a certified teacher prior to enrollment in the cross-cat program. A licensure portfolio is submitted at the end of the practicum. Candidates must also pass the Wisconsin Foundations of Reading test and the Praxis Subject Assessment test covering middle level content prior to licensure. The Cross-Categorical endorsement closely matches the grade levels of the candidates regular teaching license.

REQUIRED GRADUATE COURSES IN THE SPECIAL EDUCATION CROSS-CATEGORICAL TEACHER LICENSURE PROGRAM INCLUDE:

TEACHING 6030	Management for Children with Disabilities (CWD)	3
TEACHING 6150	Assessing Children with Disabilities (CWD)	3
TEACHING 6830	Strategies for Effective Inclusion	3
TEACHING 7220	Introduction to Reading Difficulties	3
TEACHING 7620	Special Education: Legal and Theoretical Foundations	3
TEACHING 7960	Cross-Categorical Special Education Practicum	3

PROGRAM PLAN – ENGLISH AS A SECOND LANGUAGE LICENSURE PROGRAM (395 LICENSE)

Prior to enrolling, candidates for the English as a Second Language or Bilingual endorsement must provide proof of eligibility to hold a Wisconsin teaching license. The English as a Second Language (ESL) Licensure Program provides advanced study to licensed teachers that then leads to ESL Teaching License #395. Students complete required coursework, submit passing Praxis ESL content test scores prior to registering for the practicum, and submit a licensure portfolio upon completion of the program. The ESL endorsement matches the primary license.

REQUIRED GRADUATE COURSES IN THE ESL TEACHER LICENSURE PROGRAM INCLUDE:

TEACHING 7000	Research Procedures	3
TEACHING 7650	Issues in ELL Education	3
TEACHING 7660	Methods and Assessment of Teaching English Language Learners	3
TEACHING 7670	Second Language Acquisition in K-12 Classrooms	3
TEACHING 7690	Linguistics for Teachers of English Language Learners	3
TEACHING 7880	Graduate Practicum in Teaching	3-6

In addition, teachers can add on the Bilingual/Bicultural Education (023) at the MC-EA, EA-A or EC-A levels in taking two additional courses:

- TCHG 7710 Bilingual Education
- TCHG 7700 Field Experience I Cultural Diversity and have a
- Language Proficiency Assessment

PROGRAM PLAN - TEACHER OF VISUALLY IMPAIRED (825 LICENSE)

ADMISSION INTO THE TVI PROGRAM IS CURRENTLY SUSPENDED

Prior to enrolling, candidates for the Teacher of Visually Impaired endorsement must provide proof of eligibility to hold a Wisconsin teaching license.

The Teacher of Visually Impaired Licensure Program provides advanced study to licensed teachers that then leads to TVI Teaching License #825. Students complete required coursework and submit a licensure portfolio upon completion of the program. Candidates must also pass the Wisconsin Foundations of Reading test. The TVI endorsement is an early childhood - adolescence developmental age level.

REQUIRED GRADUATE COURSES IN THE TEACHER OF VISUALLY IMPAIRED PROGRAM INCLUDE:

TEACHING 7720	Introduction to Visual Impairment	3
TEACHING 7730	Braille Code and Communication I	3
TEACHING 7740	Principles of Orientation, Mobility and Assistive Technology for Students with Visual Impairments	3
TEACHING 7750	Methods and Issues of Teaching Students with Visual Impairments	3
TEACHING 7760	Anatomy and Physiology of the Eye and Implications of Low Vision	3
TEACHING 7770	Braille Code and Communication II	3

TEACHING 7880

Graduate Practicum in Teaching

1-8