

TEACHING (TEACHING)

TEACHING 5110 Key Concepts of Middle Level Education 2 Credits

Provides students with an understanding of the philosophy and organization of middle level education. C: TEACHING 5120.

Components: Class

TEACHING 5120 Characteristics of Transescents 2 Credits

Introduces the characteristics of young adolescents with a focus on their physical, intellectual, emotional, and social development. C: TEACHING 5110.

Components: Class

TEACHING 5140 Middle Level Education Block I 3 Credits

Characteristics of middle level students are studied with a focus on the physical, intellectual, emotional, social, and moral development of the young adolescent. The course provides students with an introductory understanding of the philosophy and organization of middle level education. Emphasis is directed toward programmatic consideration as a response to the developmental needs of the transescent learner.

Components: Class

TEACHING 6020 Educational Media Technology 2 Credits

Considers audio and visual materials that comprise educational media; laboratory activities for use, design, and development of instructional media; communication theory; selection, utilization, and production of materials; micro-computer applications and the operation of equipment.

Components: Class, Laboratory

TEACHING 6030 Management for Children with Disabilities (CWD) 3 Credits

Increases the understanding of instructional practices for managing classroom behavior. Presents techniques for preventing behavior problems and for intervening when problems do occur.

Components: Class

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 6200 Transitions for Children with Disabilities 3 Credits

Transition services is about life skills, not just about school-to-work. Transition services apply to all ages, including pre-school. Students ask and respond to the question: What is it that each student needs in order to have a good quality life? Areas covered include: employment/education; home/family; leisure pursuits; community involvement; emotional/physical health; personal responsibility/relationships. Course focuses on students with special needs.

Components: Class

TEACHING 6220 Advising, Interaction and Communication 2 Credits

Focuses on the classroom affective skills required of middle school teachers including listening, group dynamics, encouragement, and non-verbal communication. C: TEACHING 6620.

Components: Class

TEACHING 6330 Administration and Family Relations in Early Childhood 3 Credits

Development of managerial and leadership roles, knowledge of requirements for certification and licensing, effective communication with staff and parents, and community relations and advocacy.

Components: Class

TEACHING 6420 Oral Language and Emergent Literacy 3 Credits

Considers development of communication, acquisition of language, development of phonology, structure of language, dialect variations, how language is acquired, assessment of language and communication skills, and classroom approaches to oral language development.

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 6620 Teaching Transescents 2 Credits

Provides an overview of the curricular and instructional practices appropriate for the young adolescent learner. Addresses issues, trends, and research relevant to effective middle level practices through service learning projects. C: TEACHING 6220.

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 6830 Strategies for Effective Inclusion 3 Credits

Current trends and issues in special education, the role of the general education teacher, and characteristics of students with various disabilities will be discussed. Adaptations and modifications in curriculum, instruction, and assessment for students with various exceptionalities will be a major focus of 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 7050 Public Relations in School and Community 3 Credits

Designed primarily for school personnel and other community residents. Emphasizes the importance of designing programs around the needs and problems of the school and community; considers economic, social, and political characteristics of communities; methods of assessment, communication, involvement, and conflict resolution. Includes activities and programs such as bond referenda, advisory committees, volunteers, public relations, etc.; considers organization, operation, implementation, and evaluation of school/community relations programs.

Components: Class

TEACHING 7070 Developmentally Appropriate Practice - The Learners 3 Credits

In this course students and professors develop course units, in the context of the cohort individual and district needs, as well as the developmental concepts that are central to the course. The concepts for this course include theories of cognition, brain development, characteristics of learners, and critical thinking.

Components: Class

TEACHING 7080 Developmentally Appropriate Practice - Teaching Methods 3 Credits

In this course students and professors develop course units, in the context of the cohort individual and district needs, as well as the developmental concepts that are central to the course. The concepts for this course include dimensions of literacy, integrated curriculum, teaching strategies, assessment, diagnosis, evaluation, and instructional content and practice.

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 7170 Professional Development 3 Credits

In this course students and professors develop professional development plans, in the context of the cohort individual and district needs, as well as the professional development concepts that are central to the course. The concepts for this course include technology, professional self-assessment, reflection, application of research in professional practices, best practices, professional networking, community outreach, professional development plans, lifelong learning, planning and managing the teacher and the learning environment, and professional and ethical practices.

Components: Class

TEACHING 7180 School and Community Culture 3 Credits

This course will explore the teacher's role in the Culture of the School and Community. Some of the issues include addressing diverse populations; school and community culture and resources; philosophical, historical, legal, and social science perspectives in education; special education; working with families; managing student behavior and social skills interactions; and communication and collaborative partnerships.

Components: Class

TEACHING 7190 Educational Leadership and Mentoring 3 Credits

This course is designed to improve teachers' skills in the process of mentoring beginning teachers and collaborating with veteran teachers. Mentoring is defined as the professional practice that provides support, assistance, and guidance to new teachers to promote their professional growth and success. Collaborating is developing collegial peer coaching relationships designed to enhance professional efficacy. Course topics include understanding of value added leadership in education; practicing ethics of education; reflection; impact of student learning through professional development efforts; and mentoring, particularly as it relates to PI-34.

Components: Class

TEACHING 7210 The PreK-12 Literacy Program 3 Credits

The PreK-12 Literacy Program considers a well-rounded reading program; development of basic language and literacy abilities and skills; improvement of attitudes and tastes; and adjustment of materials and methods to individual needs.

Components: Class

TEACHING 7220 Introduction to Reading Difficulties 3 Credits

Provides strategies for teaching skills to children who read one or two grade levels below expectation, as evidenced by data collection to determine specific instructional needs. Identification of struggling readers, selection, application, and evaluation of materials and techniques appropriate to individual differentiation are included.

Components: Class

TEACHING 7230 Practicum in Reading Difficulties 3 Credits

Provides laboratory practice with children one or more years below grade in reading. Special attention is given to models of teaching designed to promote developmentally appropriate teaching and reflective thinking. P. TEACHING 7220 or equivalent.

Components: Practicum

Prereqs/Coreqs: P. Teaching 7220

TEACHING 7240 Juvenile Literature 3 Credits

Provides advanced study in literature for children and youth; administration of a recreational reading program; methods of teaching and integration with other curricular areas; and evaluation and selection of significant books and appraisals of recent books. Students read at the level in which they are most interested - primary, intermediate, or middle level school.

Components: Class

TEACHING 7250 Content Area Reading 3 Credits

Considers the utilization of reading skills, study strategies, and materials as applied to (a) selected field(s), and techniques for incorporating reading into content area instruction.

Components: Class

TEACHING 7270 Reading in the Middle/Secondary School 3 Credits

Assists middle and secondary teachers in utilizing fundamental reading skills as they apply to content areas; special consideration will be given to effective skills, study skills, and vocabulary development in specific areas.

Components: Class

TEACHING 7280 Seminar in Reading 3 Credits

Examines current issues and trends in reading education. Includes pertinent topics such as foundations of reading instruction; current approaches to teaching beginning reading; individual differences in reading performance; and factors that affect reading acquisition.

Components: Class

TEACHING 7290 Symposium on Reflection and Critical Thinking 3 Credits

This course serves as a capstone experience for graduate students in the M.S.E. program. The purpose of the course is to guide and consult with students to help them as they apply the outcomes of their graduate program to practice. Students meet in a symposium setting to: develop and discuss readings as well as the process of reflection to application; discuss the application of their graduate coursework in their classrooms; explore the use of reflection with their students; and to explore self-actualization as a product of reflection.

Components: Class

TEACHING 7340 Educational Administration Introduction Seminar 2 Credits

The module will be an overview of the Educational Administration Program. Included will be an explanation of the Cohort Model as well as a detailed discussion of the remaining five modules. Each student will complete a self-assessment of their knowledge of the Ten Teaching Standards for Wisconsin and write a Professional Development Plan. Special permission only.

Components: Class

TEACHING 7350 Educational Administration Relationships 1-4 Credits

This module will address the following: personnel issues, classroom management, community relations, school climate, relationships with district offices, school board members, professional judgement, school culture, diversity issues, and leadership and management styles. P. TEACHING 7340. Co-requisite: 1 credit of TEACHING 7400.

Components: Class

TEACHING 7360 Educational Administration Student Learning 1-4 Credits

Designed to prepare prospective administrators to be instructional leaders in their school. This course is built around the Wisconsin Standards. Students in this course are expected to demonstrate a knowledge and experience base in the Ten Teaching Standards for Wisconsin and how these standards transfer into effective classroom activities. P. TEACHING 7350.

Components: Class

TEACHING 7370 Educational Administration Systems I 4 Credits

The Systems I module is designed to prepare prospective administrators to effectively manage the organizations, operations, and resources of a school system in order to ensure a safe, efficient, and effective learning environment that will promote the success of all students. P. TEACHING 7340, TEACHING 7350 and TEACHING 7360.

Components: Class

TEACHING 7380 Educational Administration Legal Aspects (Regular and Special Education) 1-4 Credits

Legal Issues for School Administrators. Participants develop a working knowledge of law as it relates to functioning as a school administrator. Researching and resolving legal issues impacting school operations using practical problem situations forms the focus. In addition, relevant statutory and case law are included. P. TEACHING 7370.

Components: Class

TEACHING 7390 Educational Administration Systems II 4 Credits

The Systems II module is an extension of the Systems I module with an emphasis on simulations and practicum projects. P. TEACHING 7380. Co-requisite: 1 credit of TEACHING 7400.

Components: Class

TEACHING 7400 Educational Administration Practicum 1 1 Credit

The local school administrator (school mentor) and the university supervisor (practicum coordinator) will work with the Ed Admin candidate for a minimum of 100 hours to design a series of events, activities, and experiences in the school setting as an administrator (i.e., monitoring students, conducting professional development, observing faculty, reviewing curriculum, creating and implementing schedules, leading parent and/or student conferences, and communicating with others in the community or on the school board). This course will provide candidates the opportunity to deepen their understanding of educational administration issues and practices, and then critically evaluate their own skills based on their own reflection and the guided work of their mentors and the university supervisor. P. TEACHING 7340 and TEACHING 7360. Coreq: TEACHING 7350.

Components: Practicum

TEACHING 7410 Educational Administration Practicum 2 1 Credit

The local school administrator (school mentor) and the university supervisor (practicum coordinator) will work with the Ed Admin candidate for a minimum of 200 hours to design a series of events, activities, and experiences in the school setting as an administrator (i.e., monitoring students, conducting professional development, observing faculty, reviewing curriculum, creating and implementing schedules, leading parent and/or student conferences, and communicating with others in the community or on the school board). This course will provide candidates the opportunity to deepen their understanding of educational administration issue and practices, and then critically evaluate their own skills based on their own reflection and the guided work of their mentors and the university supervisor. P. TEACHING 7350, TEACHING 7370, TEACHING 7380, TEACHING 7390, TEACHING 7400.

Components: Practicum

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 7450 Advanced Special & Regular Education Curriculum, Technology, Staff Development & Assessment 3 Credits

This course will address the responsibilities of a Director in Special Education in interacting with other administrators, parents, students and the community with curriculum and instruction, staff development, and overall program coordination around these topics.

Components: Class

TEACHING 7460 Administration and Director of Instruction 3 Credits

This course will address the duties and responsibilities of the position of Director of Instruction including interacting with other administrators, parents, students and the community with curriculum and instruction, staff development and overall program coordination around these topics.

Components: Class

TEACHING 7470 Administration of Special Education & Pupil Service 3 Credits

This course provides P-12 administrators or administrative candidates instruction and practice at the district level with assessment, planning, and coordination of district-level exceptional education and also pupil services.

Components: Class

TEACHING 7480 Teaching Secondary Methods 3 Credits

This course has been organized around a logical approach to teaching young adult learners, in areas taught that correspond with the edTPA. These sections are: 1) how students learn, process, and utilize information, 2) how to plan for teaching content and academic language 3) how to instruct and 4) how to assess your students and yourself.

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 7520 Supervision and Administration of Reading Programs 3 Credits

Examines the organization, administration, supervision, and improvement of school-wide reading programs.

Components: Class

TEACHING 7540 Program Planning for Adults 3 Credits

Examines program development concepts, approaches, and practices used for planning, conducting, and evaluating programs for adults. Analyzes the framework for identifying relationships among learner goals, content, format, setting, learning objectives, learning activities, and outcomes. Develops processes and procedures for identifying and addressing educational needs and interest. Analyzes tools for managing financial and non-financial resources. Develops strategies for conducting formative and summative evaluation of program elements.

Components: Class

TEACHING 7550 The Adult Learner 3 Credits

Analysis of educational principles and instructional models will be applied to the instruction of adults. Emphasis will be on the teaching/learning transactions that encourage and assist adults in their learning activities. Characteristics of the adult learner and historical and current perspectives of adult education in both formal and informal settings also will be covered.

Components: Class

TEACHING 7610 Portfolio Development and Competency Review 3 Credits

Each student will develop a portfolio to document competencies (knowledge, skills, and dispositions related to teaching students with disabilities). This portfolio is a format for the documentation of this learning in a structured manner. P.Student must be licensed teachers or emergency licensed special education teachers.

Components: Class

TEACHING 7620 Special Education: Legal and Theoretical Foundations 3 Credits

Participants will develop a working knowledge of law (e.g. -IDEA 1997) as it relates to the rights and responsibilities of students, staff, and families. Participants will also incorporate knowledge of historical foundations, service delivery models, philosophies, and cultural diversity into the general and/or special education classroom.

Components: Class

TEACHING 7630 Instructional Content and Practice 3 Credits

This course will place emphasis on strategies, remediation, compensation, instructional methods, curriculum, and inclusive practices in the instructional setting.

Components: Class

TEACHING 7640 Ethical Practices in Teaching Children with Disabilities 2 Credits

Provides an overview of the effects of cultural and environmental backgrounds on students with disabilities and their families, and fosters an understanding of how personal and cultural biases may affect one's teaching and interactions with others. The course stresses the ethical and professional responsibilities of teachers.

Components: Class

TEACHING 7650 Issues in ELL Education 3 Credits

This course addresses the social, political, and cultural context in which language learning takes place and examines those issues that are relevant in language acquisition. Themes, such as immigration and diversity in the United States, language policies, history of bilingual education, the English-only movement, and English language learners and disability will be analyzed in this course. P. Students have to hold a teaching license or be licensable.

Components: Class

TEACHING 7660 Methods and Assessment of Teaching English Language Learners 3 Credits

This course is designed to examine methods and assessment of teaching English language learners. The course stresses a comprehensive understanding of the history of first and second language teaching methods from the past to the present, including knowledge of the traditional, contemporary, and innovative methods and approaches in teaching English language learners. Practical pedagogical principles of teaching English to speakers of other languages with regard to language skills, language system, and related assessment and cultural implications are included. P. Students have to hold a teaching license or be licensable.

Components: Class

TEACHING 7670 Second Language Acquisition in K-12 Classrooms 3 Credits

This course examines theories of second language acquisition, and practical application of theories to second language teaching and learning. The course provides a comprehensive interdisciplinary survey of theory and practice through the application of research in linguistics, psychology, education, and sociology into second language acquisition. P. Students have to hold a teaching license or be licensable.

Components: Class

TEACHING 7680 Intercultural Communication for Teachers of English Language Learners 3 Credits

In this course, we will examine the impact that culture has on verbal and nonverbal communication. Participants will consider the nature of cultural patterns. They will learn to better interpret the behaviors they observe in their classrooms and in the public schools in general. The overall goal of the course is for participants to become competent in their intercultural interactions with students, parents, and colleagues in the K-12 setting. P. Students have to hold a teaching license or be licensable.

Components: Class

TEACHING 7690 Linguistics for Teachers of English Language Learners 3 Credits

This course is designed to introduce the nature of language, and to examine the language system, and how meaning is structured. In particular, the course will focus on the core areas of linguistics including phonetics (the study of speech sounds), phonology (the sound system of languages), morphology (the internal structure of words), syntax (the sentence structure), and semantics (the study of word and sentence meanings). Students in this course will relate this information to the education of ELLs and learn ways through which linguistics can inform their own teaching. P. Students have to hold a teaching license or be licensable.

Components: Class

TEACHING 7700 Field Experience in Cultural Diversity 3 Credits

This course provides the opportunity for students to gain in-depth firsthand knowledge of the cultural background of English language learners. Particular attention will be given to techniques that encourage and secure parental involvement. Positive effects of special programs for ELLs will also be emphasized in this course. P. Students have to hold a teaching license or be licensable.

Components: Field Studies

TEACHING 7710 Bilingual and Bicultural Education 3 Credits

This course provides a comprehensive study of the bilingual and bicultural education in the United States. It will investigate bilingualism from a variety of perspectives including foundation in history, current policies, theory, research, and practice of bilingual/bicultural education. Students in this course will also review and evaluate bilingual instruction including bilingual program models, curriculum design, methods, and assessment.

Components: Class

TEACHING 7720 Introduction to Visual Impairment 3 Credits

A study of educational services for student with visual impairments that may also include other disabilities. An emphasis is placed on the psychosocial effects and the unique learning needs of students with visual impairment. Course components allow candidates to meet some of the requirements for certification in the teaching area of visual impairment. The course is also appropriate as an elective for teachers in other areas. The course will enable the teacher to understand the impact of low vision on the individual and the classroom and provide the teacher with some strategies to create an inclusive classroom that enhances the experiences and learning of the child with low vision.

Components: Class

TEACHING 7730 Braille Code and Communication I 3 Credits

This course will provide basic skills in braille transcription and codes and provide resources for additional information and assistance. In addition to learning how to use braille and provide transcriptions, candidates will learn how to teach braille to individuals with low vision.

Components: Class

TEACHING 7740 Principles of Orientation, Mobility and Assistive Technology for Students with Visual Impairments 3 Credits

This course will provide a combined theoretical and clinical experience in principles and strategies for helping students with visual impairments with their orientation and mobility and with assistive technology to help students with orientation, mobility and learning.

Components: Class

TEACHING 7750 Methods and Issues of Teaching Students with Visual Impairments 3 Credits

This course is designed to examine methods and issues of teaching students with Visual Impairments. The course stresses a comprehensive understanding of the history of visual impairment teaching methods from the past to the present, including knowledge of the traditional, contemporary, and innovative methods and approaches. Practical pedagogical principles of teaching students with visual impairments will be examined in relation to language skills, language system, and related assessment implications.

Components: Class

TEACHING 7760 Anatomy and Physiology of the Eye and Implications of Low Vision 3 Credits

This course provides the medical and educational implications of visual impairments including the anatomy and physiology of the eye, impact of lighting, and environmental adaptations for students. The ophthalmological, functional and low vision examinations and results will be reviewed in scenarios including reading and interpreting medical reports with the ability to convey to others, and to design appropriate educational and environmental adaptations.

Components: Class

TEACHING 7770 Braille Code and Communication II 3 Credits

This course will provide intermediate skills in braille transcription and codes and provide resources for additional information and assistance. In addition to learning how to use braille and provide transcriptions, candidates will learn how to teach braille to individuals with low vision. The purpose of the course and subsequent courses is to prepare the candidate to be certified as a teacher of braille.

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 7970 Supervision of Student Teachers 3 Credits

Designed for teachers currently or potentially involved in supervision of student teachers; includes the identification, analysis, and development of good classroom procedures; desirable experiences for the student teacher in the total school program; professional responsibilities of the student teacher in the school and community. P. three years of teaching experience or consent of instructor.

Components: Class

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