

MASTER OF SCIENCE IN EDUCATION

School of Education

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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 professionals.

STUDENT LEARNING OUTCOMES

Graduates will:

1. Recognize the unique characteristics of learners and communities.
2. Be consumers and producers of research in their field.
3. Express and support their point of view in both verbal and written discourse.
4. Design and implement action based on data appropriate for specific populations.
5. Demonstrate ethics, leadership, and advocacy in their fields.

COURSES REQUIRED OF ALL MASTER'S LEVEL STUDENTS

| Course | Title | Credits |
|------------------------------|---|---------|
| TEACHING 7000 | Research Procedures | 3 |
| Select one of the following: | | 3 |
| TEACHING 7430 | Instructional Leadership and Teacher Capacity | |
| TEACHING 7830 | Seminar Paper ¹ | |
| TEACHING 7990 | Thesis Research | |

¹ TEACHING 7830 is required for students pursuing the in English Education emphasis.

AREAS OF EMPHASIS

- Educational Leadership (p. 1)
- English Education (p. 2) ²

² This program is offered through a partnership between the University of Wisconsin-Platteville and South-Central Minzu University in Wuhan, China. At present, it is available only to students in China

COURSEWORK

At least 21 credits must be earned in graduate courses that are not cross-listed with undergraduate courses, and of those 21 credits, at least 15 credits must be earned at the 7000-level. These credits must be included in the student's program planning form.

Students are allowed seven years from the date of admission into the program to complete degree requirements; extensions may be granted for extenuating circumstances. See Time Limitation policy (<https://catalog.uwplatt.edu/graduate/academic-policies/time-limitations/>) for details.

TEXTBOOKS AND MATERIALS

Students must purchase their own books prior to the start of class. Textbook costs are not included in tuition and fees.

EDUCATIONAL LEADERSHIP EMPHASIS

The Educational Leadership program provides a rigorous and relevant approach to preparing the school administrators of tomorrow. Our program caters to working professionals with a focus on the development of school leaders, responsible for the growth and management of independent schools. Students will develop and demonstrate the knowledge, skills, and dispositions necessary to create and maintain learning environments that

value diversity, instructional leadership, innovative and ethical decision-making, reflective practice, and success for all learners, with an emphasis on the independent school context.

The Educational Leadership program consists of thirty graduate credits offered in a hybrid model during the school year and in-person during the summers and leads to Wisconsin principal licensure. This program is based on a cohort model of approximately twenty-five students enrolling in a common course sequence with parallel practicum experiences.

LICENSURE REQUIREMENTS

- Master's degree. A Master of Science in Education degree can be earned by completing TEACHING 7000 before, during, or after the Educational Leadership program.
- Hold or eligible to hold a tier II, III, or IV teacher license in kindergarten through grade 12; completed an approved program which leads to a license to teach in kindergarten through grade 12; hold or eligible to hold a tier II, III, or IV license as a school counselor, a school psychologist, or a school social worker; or completed an approved program which leads to a school counselor, school psychologist, or school social worker license.
- Six semesters of successful classroom experience teaching in any grade or six semesters of successful experience as a school counselor, school psychologist, or a school social worker including at least 540 hours of successful classroom teaching experience.
- Professional portfolio documenting competency in the administrator standards which is embedded in the required courses.

M.S.E.: EDUCATIONAL LEADERSHIP

| Course | Title | Credits |
|-------------------------|--|-----------|
| Required Courses | | |
| TEACHING 7000 | Research Procedures ¹ | 3 |
| TEACHING 7340 | School Principalship | 3 |
| TEACHING 7350 | Organizational Theory and Leadership Development | 3 |
| TEACHING 7360 | Curriculum Leadership and Assessment | 3 |
| TEACHING 7370 | Schools and Communities Working Together | 3 |
| TEACHING 7380 | Educational Law | 3 |
| TEACHING 7390 | Managing Financial and Human Resources | 3 |
| TEACHING 7400 | Professional Internship#I | 3 |
| TEACHING 7410 | Professional Internship II | 3 |
| TEACHING 7420 | Supervision and Evaluation of Instruction | 3 |
| TEACHING 7430 | Instructional Leadership and Teacher Capacity | 3 |
| Total Credits | | 33 |

¹ Individuals who already have a Master's Degree will receive endorsement for licensure without taking TEACHING 7000 for a total of 30 credits

ENGLISH EDUCATION EMPHASIS

The Master of Science in Education program with an emphasis in English Education is offered through a partnership between UW-Platteville and South-Central Minzu University in Wuhan, China. At present, it is available only to students in China.

PROGRAM PLAN - M.S.E.: ENGLISH EDUCATION EMPHASIS

The Master of Science in Education program with an emphasis in English English 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 Master of Science in Education program with an emphasis 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 World 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 Master of Science in Education program with an emphasis in English Education are:

| Course | Title | Credits |
|----------------------|---|-----------|
| ENGLISH 5000 | Technical Writing | 3 |
| ENGLISH 5050 | Academic Oral Communication | 3 |
| ENGLISH 5260 | Language and Culture | 3 |
| ENGLISH 7250 | Literature for TESOL Teachers | 3 |
| ENGLISH 7260 | Sociolinguistics and Language Teaching | 3 |
| ENGLISH 7670 | Methods of Teaching English as a Second Language | 3 |
| TEACHING 7000 | Research Procedures | 3 |
| TEACHING 7130 | Improving Instructional Effectiveness | 3 |
| TEACHING 7150 | Oral Language, Emergent Literacy, and Theories of Second Language Acquisition (TESOL) | 3 |
| TEACHING 7830 | Seminar Paper | 3 |
| Total Credits | | 30 |

Any new elective courses will apply for all catalog years unless otherwise stated.