

DEPARTMENT OF EDUCATION

Mission Statement

The Department of Education (<https://www.uwsuper.edu/academics/academic-departments/education/>) develops the knowledge, skills, and dispositions of students which, in turn, provides a solid professional foundation for educators, counselors, and leaders to enter their respective fields.

Faculty and Staff

Androsky, Michelle - Academic Department Associate
 Buncher, Michael - Academic Advisor, Data and Assessment Coordinator, and Certification Officer
 Carpenter, Amy - Senior Lecturer, TED/SPED
 Churchill, Mary - Professor, TED, Department Chair
 Flaig, Amy - Undergraduate Academic Advisor and Field Experience Coordinator
 Kirk, Donna - Senior Lecturer, TED/Math Education
 Kropid, Wendy - Professor, English Education, Assistant Dean for Educator Preparation Programs
 Larson Kidd, Susan - Assistant Professor, SPED
 Lebsack, Donna - Graduate Student Services Coordinator
 Lee-Nichols, Mary - Professor, TED/EDAD
 Lue, Marsha - Graduate Academic Advisor
 O'Brien, Lynn - Assistant Professor, COUN
 Paul, John - Professor, COUN Associate Department Chair
 Polkowski, Stephanie -- Senior Lecturer, TED
 Price, Tessa - Assistant Professor, COUN
 Rady, Tammy - Academic Department Associate
 Reed, Kathryn - Undergraduate Academic Advisor and Field Experience Coordinator
 Riek, Jodie - Assistant Professor, TED
 Robertson, Anne - Senior Lecturer, Early Childhood Education
 Schuelke, Nicholle - Associate Professor, TED
 Skalecki, Tanya - Senior Lecturer, EDAD
 Vogler, Jennifer - Senior Lecturer, EDAD
 Walkky-Byington, Taylor - Undergraduate Academic Advisor and Recruiter
 Wiese, Lee Ann - Senior Lecturer, SPED
 Wood, Angela - Senior Lecturer, TED
 Zbacnik, Amanda - Associate Professor, TED/SPED

Supporting Instructors (Graduate and Undergraduate)

Almekinder, Corianne -- Senior Lecturer, TED
 Amys, Tanya - Senior Lecturer, Math Education
 Amys, Tony - Senior Lecturer, Math Education
 Bonneville, Maryann - Senior Lecturer, COUN
 Bruce, David - Senior Lecturer, COUN
 Buncher, Michael - Senior Lecturer, TED
 Cain, David - Senior Lecturer, COUN/EDAD
 Collins, Scott - Senior Lecturer, TED/Social Studies Education
 Cook, Jessica - Senior Lecturer, SPED
 Danz, Lori - Senior Lecturer, TED/Science Education
 Deshayes, Robyn - Senior Lecturer, EDAD
 Dyess, Jonathon - Senior Lecturer, TED/Math Education
 Erickson, Pamela - Senior Lecturer, TED
 Geissler, Jody - Senior Lecturer, TED/Social Studies Education
 Graves, Peter - Senior Lecturer, TED/Math Education
 Gustafson, Clendon, Senior Lecturer, EDAD
 Hurley, Daniel, Senior Lecturer, COUN
 Isabella, Melissa - Senior Lecturer, TED

Jenson, Meghan, Senior Lecturer, SPED
 Johnson, MaKenzie -- Senior Lecturer, COUN
 Kamrath, Barry - Senior Lecturer, EDAD
 Kneser, Debra - Senior Lecturer, EDAD
 Krieg, Tanya -- Senior Lecturer, EDAD
 Larson, Billie Jo - Senior Lecturer, COUN
 Larson, Jon - Senior Lecturer, Student Teacher Supervisor
 Lue, Marsha - Senior Lecturer, EDAD/SPED/TED
 Mickolaiaik, Todd, Senior Lecturer. SPED
 Milbridge-Scott, Jaime -- Senior Lecturer, COUN
 Moen, Karen, Senior Lecturer, TED/Math Education
 Nikoi, Acacia - Senior Lecturer, TED
 Knoll, Caitlin -- Senior Lecturer, TED
 Pernu, Sally - Senior Lecturer, TED/SPED
 Rochon, Lynn - Senior Lecturer, TED
 Rogers, Sonja - Senior Lecturer, TED/EDAD/SPED
 Rossow, Daniel - Senior Lecturer, COUN
 Schlangen, Mike -- Senior Lecturer, TED/Science Education
 Schmidt, Susan - Senior Lecturer, TED/SPED
 Shaw Reitz, Kristi, Senior Lecturer, TED
 Stuart, Rebecca -- Senior Lecturer, TED
 Trowbridge, Chad - Senior Lecturer, EDAD
 Walkky-Byington, Taylor - Senior Lecturer, TED
 Watry, Deborah - Senior Lecturer, EDAD
 Zeman, Lawrence - Senior Lecturer, EDAD
 Zimmer, Amy - Lecturer, TED

Degrees

- Counseling (<http://catalog.uwsuper.edu/graduate/academic-departments/education/counseling/>)
- Educational Administration (<http://catalog.uwsuper.edu/graduate/academic-departments/education/educational-administration/>)
- Instruction (<http://catalog.uwsuper.edu/graduate/academic-departments/education/instruction/>)
- Special Education (<http://catalog.uwsuper.edu/graduate/academic-departments/education/special/>)

Course Descriptions

Counselor Education

COUN 481 Seminars in Counselor Education 0.50-3.00

Selected topics and problems in counselor education. May be taken in several units provided a different topic or problem is studied each time.

Typically Offered:

- On-campus: Select Semesters;

COUN 681 Seminars in Counselor Education 0.50-3.00

Selected topics and problems in counselor education. May be taken in several units provided a different topic or problem is studied each time.

Typically Offered:

- Occasional by Demand

COUN 702 Counseling Theories 3.00

Analysis of counseling theories and practices. Examines several of the major theories – historic and current – of counseling. Serves as an introduction to the field of counseling and to illustrate the diversity of theoretical approaches which exist. Students develop a preliminary theoretical philosophy of counseling. One of three courses – COUN 702, 704, 706 – that serve as a foundation to the profession and the program.

Typically Offered:

- On-Campus: Fall
- Online: Fall, Spring, & Summer

COUN 704 Introduction to Counseling 3.00

Overview of the clinical mental health counseling profession and its areas of specialization, training, and concern. It examines program development and administration, relevant laws and applications, as well as one's professional identity as a counselor. The course covers areas such as prevention, consultation and advocacy. It is one of three courses (COUN 702, 704, 706) that serve as a foundation to the profession and program.

Typically Offered:

- On-Campus: Fall
- Online: Fall, Spring, & Summer

COUN 706 Pre-practicum 3.00

Counseling Processes introduces counseling skill development, emphasizing the skills essential in the interview and rapport building process. Students develop a thorough understanding of the counseling process as well as the role and function of the counselor. Students also develop self-awareness so the counselor-client relationship is therapeutic and so the counselor sets and maintains appropriate professional boundaries. Examines ethical and legal considerations inherent in the counseling process.

Prerequisites:

COUN 702 and 704 are prerequisites for taking this course.

Typically Offered:

- On-campus: Spring
- Online: Fall, Spring, & Summer

COUN 708 Introduction to Professional School Counseling 3.00

Overview of essential school counseling services and the role and function of the school counselor with emphasis on developing, and managing, and evaluating a comprehensive counseling program within the realms of an entire school. Covers the seven pupil services content standards and additional information pertaining to the other members of the pupil service team with whom the counselor works. Integrates special education, technology, legal and ethical issues.

Typically Offered:

- On-campus: Spring
- Online: Fall, Spring, & Summer

COUN 712 Family Counseling 3.00

Introduction to family systems theory and family therapy techniques. Students develop an understanding of the current epistemological base of family system's theory, major contributors, and specifically review structural, strategic, behavioral and communications approaches to family counseling. Students review the organization and dynamics of their own families, coming to understand how their families impact their world perceptions and everyday behavior.

Typically Offered:

- On-campus: Spring
- Online: Fall, Spring, & Summer

COUN 714 Family Group Systems 3.00

Integrates, at the next level of professional competence, family theory and family counseling techniques presented in preparatory courses. This course assumes that students in attendance are seeking skill development that will assist in meeting family counselor professional certification standards, (State and or National certifications). The course further assumes that students have explored their own family issues and will continue to do so through this course, as the course is in part experiential. Students will closely review the isomorphic processes reflected within their own familial systems that are reflected in their counseling approach and theory preferences. Students will assume the professional functions of a family counselor through current literature, development of professional vita and exploration of certification. At the successful conclusion of this course, students are assumed to be ready to provide supervised family counseling service.

Typically Offered:

- On-campus: Summer
- Online: Fall, Spring, & Summer

COUN 716 Couple and Marital Counseling 3.00

While the concept of family seems to be defined and redefined through generational context the need of the individual to be "affiliated" continues to highlight the dyadic relationships importance to the emotional and social survival of the individual. This course then, is designed to explore intimate dyadic relationships and their importance to the concept of family, family development and society. Reviews select couple and family dynamics such as basic assumptions of human intimacy (variations), marriage (dissolution and remarriage), mate selection, communications, human sexuality, family crises, parenting, and aging. Through lectures, experiential exercise, reading, and class discussion family theory and technique will be instigated so as to provide conceptualizations toward therapeutic intervention.

Typically Offered:

- On-Campus: Fall
- Online: Fall, Spring, & Summer

COUN 718 Crisis Intervention and Family Trauma 3.00

This course offers: 1) A history of the development and progression of crisis counseling as a specialization in the mental health field, 2) A survey of current crisis counseling models and how they can be applied in a wide range of contexts, 3) Examining the foundation of components of trauma on the stress response system and display, 4) Familiarity with suicide risk assessment, intervention and mandatory reporting, 5) An examination of the intrapersonal and interpersonal impact crises have on people, 6) A discussion on the legal and ethical issues pertaining to crisis and disaster counseling and, 7) An in-depth Family Systems-oriented treatment and application of these principles and standards specifically to families in crisis and how counselors can understand and address the unique dynamics that arise when a family unit faces loss and trauma.

Typically Offered:

- On-campus: Spring
- Online: Fall, Spring, & Summer

COUN 720 Play Therapy 3.00

Focuses on how the counselor can facilitate self-expression in the counseling context with clients, primarily children, who may have difficulty expressing themselves verbally. Play Therapy History; seminal or historically significant theories; skills and methods; and cultural and social diversity topics will be covered.

Typically Offered:

- On-campus: Summer
- Online: Fall, Spring, & Summer

COUN 722 Counseling Children and Adolescents 3.00

Adolescents represent a clientele in transition. This course examines key aspects in their development (biological, cognitive, emotional, and social) and their relationships in the various contexts that influence behaviors and attitudes. Common issues of adolescence as well as various interventions are covered from a developmental context. Students learn how to facilitate client self-expression primarily through brief therapeutic techniques and how to consult with supervising adults. While the focus is on normal development, course also touches on at-risk/problematic behavior and thoughts.

Typically Offered:

- On-Campus: Fall
- Online: Fall, Spring, & Summer

COUN 724 Behavior Modification 3.00

Behavior management principles applied to mental disorders and to improve learning and behavioral outcomes. Students learn how to apply these principles and techniques to aid individuals in the change process. Students plan, implement, and evaluate a self-change project which will demonstrate their understanding of the theory and techniques of behavioral self management. Students will conduct a functional behavior analysis to develop interventions and/or apply a clinical treatment plan to address client psychopathology.

Typically Offered:

- On-campus: Summer
- Online: Fall, Spring, & Summer

COUN 726 Developmental Counseling and Comprehensive Programming 3.00

Developing the knowledge, skills, and expertise necessary to deliver developmental lessons in the classroom that are appropriate to all ages. Covers classroom management. Students develop components of the ASCA and Wisconsin Developmental Models and lessons specific to the ages of the children they intend to counsel. Emerging problems in the schools, such as bullying, sexual harassment, and abuse are covered. Class covers the 10 WDPI Teacher and Pupil Services Standards.

Typically Offered:

- On-campus: Summer
- Online: Fall, Spring, & Summer

COUN 728 Career Counseling 3.00

Provides an understanding of theories of vocational choice and vocational development. Students learn methods of evaluating, promoting, and enhancing, vocational development in individuals from a diversity of backgrounds. They examine ethical and legal considerations inherent in the career counseling process. Also emphasizes student application of traditional and technology-based career assessment techniques. Students participate in experiential activities that focus on the career development of themselves and others.

Typically Offered:

- On-campus: Summer
- Online: Fall, Spring, & Summer

COUN 730 Human Growth and Development 3.00

Surveys the key physical, cognitive, and social-emotional milestones across the life-span, how these interact with an individual's adaptation ability, and the implications for mental health professionals. Focuses on 1) the key concepts of the major theories of development; 2) examination of normal developmental stages across the life-span and the influence of social forces differences in development based on sex/gender, age, class, race, ability, and cultural background; psychosocial adaptation in the school/work, family, and peer systems; and implications for mental health and school counseling professionals. Includes legal and ethical issues and strategies for interventions to enhance development.

Typically Offered:

- On-campus: Summer
- Online: Fall, Spring, & Summer

COUN 734 Chemical Dependency and the Family 3.00

Assessment and intervention techniques with individuals and families in which one or more other family members is chemically dependent. Provides an overview of the process of addiction, treatment and recovery approaches, relapse prevention, developmental issues related to addiction and treatment and prevention planning in regard to addiction. Specific techniques to intervene with spouses of alcoholics, children of alcoholics (minor children and/or adults) and extended family members are included. Also reviews the impact of other addictive behaviors on the family.

Typically Offered:

- On-campus: Spring
- Online: Fall, Spring, & Summer

COUN 738 Multicultural Counseling 3.00

Students conduct an in-depth self-analysis regarding the manner in which counselor and client values, perceptions, attitudes, acculturative experiences, and communication styles impact the counseling process. Students are encouraged to conduct an in-depth cultural self-analysis regarding the issues they have inherited from their own culture as it relates to helping multicultural clients. Furthermore, students learn theories, skills, and cross-cultural counseling strategies necessary in working with ethnically and culturally diverse clients. The cross-cultural counseling strategies include both group and individual techniques. Students examine any ethical and legal considerations inherent in the counseling process in regards to clients from a diversity of backgrounds. Designed for counselors already working in the field, and current graduate counseling students. Also helpful for any professional who regularly deals with multicultural individuals.

Typically Offered:

- On-campus: Spring
- Online: Fall, Spring, & Summer

COUN 740 Counseling and Human Sexuality 3.00

Provides counselors with a contemporary understanding of human sexuality and gender issues, myths, and problems (physical/biological, emotional, social, cultural) for people (married and not) considering, engaging in, and/or "recovering" from sexual relationships. Includes interventions and treatment approaches. While the course is a requirement for Marriage and the Family Therapist Licensure, it is open to all interested counseling students.

Typically Offered:

- On-Campus: Fall
- Online: Fall, Spring, & Summer

COUN 742 Psychopathology 3.00

Study of abnormal behavior, including classification of various disorders, descriptions of causal factors, methods of assessment, prevention and treatment. Includes examining the current diagnostic system, DSM-5. Students develop an awareness of the limitations of the current diagnostic system along with multicultural and ethical considerations. Also teaches students how to integrate results from psychological assessment into the diagnostic process.

Typically Offered:

- On-Campus: Fall
- Online: Fall, Spring, & Summer

COUN 744 Clinical Mental Health Diagnosis and Treatment Planning 3.00

Provides students with an in-depth knowledge base of clinical mental health counseling diagnosis and treatment planning. Cover the diagnostic process, including differential diagnosis and the use of diagnostic classification systems such as the Diagnostic and Statistical Manual of Mental Disorders-V (DSM-5). Training on administration of intake interview, mental status evaluation, biopsychosocial history, mental health history, and psychological assessment for treatment planning and caseload management; and techniques and interventions related to a broad range of mental health issues. Students will develop clinical writing skill for competence with clients. Treatment planning will focus primarily on cognitive behavioral theory and applied intervention strategies based in outcome research.

Typically Offered:

- On-campus: Spring
- Online: Fall, Spring, & Summer

COUN 746 Ethics in Professional Counseling 3.00

Serves the needs of Counselors within the area of practice generally referred to as ethics, through the guidance of the American Counseling Association (ACA) 2014 Code of Ethics. Assists students in exploring personal values, social expectations/sanctions and professional standards of behavior as it relates to the mental health counseling field. Course seeks to meet the specific state licensure certification and practice needs of the student enrolled.

Typically Offered:

- On-campus: Spring
- Online: Fall, Spring, & Summer

COUN 750 Practicum/Internship* 1.50-3.00

Assists students in making the transition from theoretical understanding of counseling principles and processes to therapeutic process. Students demonstrate knowledge and skills and refine their knowledge and skills in the following areas: integration of their theoretical approach to counseling competence in the basic counseling skills with a focus on individual and group counseling as learned in prior coursework; the ability to identify and assess presenting concerns of clients; and an ability to present case studies, dialogue, and consult with other professionals regarding their effectiveness as a counselor. Practicum includes 100 hours of practice, including 40 direct client/student contact. (For Graduate Education Online Class Sections it is 1.5 credits per term for a total of 3 credits for the semester. GEO course is repeatable). *After 10 weeks, with approval from the Practicum Instructor, site supervisor, and student's program advisor, a student may start accruing Internship hours once Practicum hour requirements are satisfactorily met. Additionally, all requirements for Internship (COUN 756 or COUN 758) must be met for this to occur.

Prerequisites:

COUN 706 is prerequisite or corequisite for taking this course.

Typically Offered:

- On-campus: Fall & Spring
- Online: Fall, Spring, & Summer

COUN 751 Practicum (School Counseling) 1.50-3.00

Assists students in making the transition from theoretical understanding of counseling principles and processes to therapeutic process with clients. Students demonstrate knowledge and skills and refine their knowledge and skills in the following areas: integration of his or her theoretical approach to counseling competence in the basic counseling skills with a focus on individual and group counseling as learned in prior coursework; the ability to identify and assess presenting concerns of clients, diagnose problems, and develop treatment plans; and an ability to present case studies, dialogue, and consult with other professionals regarding his or her effectiveness as a counselor.

Prerequisites:

COUN 706 is prerequisite or corequisite for taking this course.

Typically Offered:

- Fall, Spring, and Summer Terms

COUN 752 Group Practicum 3.00

Introduction to group counseling including an understanding of group processes, techniques, role of group members and leaders, ethics, and culture, selected group phenomena, processing of group dynamics and therapeutic movement, application of theory and theoretical techniques. The student is required to form and lead a group using a theoretical orientation, and to process the experience through tapes and class discussions.

Prerequisites:

COUN 706 is prerequisite or corequisite for taking this course.

Typically Offered:

- On-campus: Fall & Summer
- Online: Fall, Spring, & Summer

COUN 756 Internship-School (preK-12) 3.00-6.00

Experiential course that integrates counseling theory into practical application under supervision. WI law requires that school counseling graduates be prepared to counsel students in grades K-12. If you are interning in a school that has just primary and secondary divisions, the hours are split 50-50 (120-120 direct). Some districts are now using a tri-level split, with 200 hours split between three levels (Elementary, Middle School and High School). However students split the internship hours, a minimum of 240 hours of the total hours in "direct service" through counseling individual students and small groups of students and providing classroom curriculum delivery sessions is required. This field work is combined with a weekly group seminar providing additional supervision and group discussions of topics relevant to the professional practice of school counseling. Audio/video tapes, live supervision, and written transcripts will be required to facilitate supervision. For on-campus program: Students planning to complete in one semester should sign up for 6 credits. Students planning to complete in two semester should sign up for 3 credits each semester. For online program: Students need a minimum of two terms for a total of 6 credits. School Counseling students cannot complete the full internship experience in summer, only up to one summer term may be taken. Instructor consent required.

Prerequisites:

Completion of COUN 750 or COUN 751 and COUN 752 are prerequisites for taking this course

Typically Offered:

- On-campus: Fall, Spring, & Sum
- Online: Fall, Spring, & Summer

COUN 758 Internship-Clinical/MCF/Helping Foundations 3.00-6.00

Experiential course that integrates counseling theory into practical application under supervision. Off-campus professional work sites provide students practical experience while weekly class sessions provide support/supervision for work-site activities. Students' skill integration will be monitored and modified through class discussion, written assignments, class exercises and one-to-one supervision with instructor. This advanced course seeks to finalize professional readiness. Successful completion is dependent on the assumption of the professional functions and obligations of a human service provider. Each internship is an individual placement that is developed related to the professional needs of the student, the needs of the internship site and the coordination by the internship instructor. Student planning to complete in one semester should sign up for 6 credits. Students planning to complete in two semesters should sign up for 3 credits each semester. For on-line program: Students need a minimum of two terms for a total of 6 credits. Instructor consent required.

Prerequisites:

COUN 750 and 752 are prerequisites for taking this course in the clinical and MFT Track but not the Helping Foundations Track.

Typically Offered:

- Fall and Spring Terms

COUN 760 Introduction to Assessment 3.00

Addresses the study of measurement theory and basic statistics needed for understanding assessment. Also focuses on general test construction, appropriate instrument selection with awareness of limitations, multicultural and ethical considerations. Instruments covered focus on psychological and intellectual functioning and can generally be administered to clients individually or in groups. Students experience the administration, interpretation and reporting of a select sample of assessment tools. Students will be introduced to professional report writing and consequential treatment implications.

Typically Offered:

- On-Campus: Fall
- Online: Fall, Spring, & Summer

COUN 761 Research and Program Evaluation 3.00

Students develop their understanding of types of program evaluation, consultation and application procedures. This includes, but is not limited to, qualitative and quantitative research, ethical/legal consideration, parametric and nonparametric research methods, principles, practices, applications of needs assessment. Students will consult, conduct and write a literature review, develop a method for data collection, analysis, conclusions and make recommendations. Student research topics will be in their specific discipline; school counseling, clinical counseling, marital and family therapy or human relations.

Typically Offered:

- On-campus: Spring & Summer
- Online: Fall, Spring, & Summer

Early Childhood Education**ECED 481 Seminars in Early Childhood 0.50-4.00**

Selected topics and problems in the area of early childhood. May be taken in several units provided a different topic or problem is studied each time. A minimum grade of C in this course is required for all education majors.

Typically Offered:

- Online: Select Semesters

ECED 681 Seminars in Early Childhood 0.50-4.00

Selected topics and problems in the area of early childhood. May be taken in several units provided a different topic or problem is studied each time. A minimum grade of C in this course is required for all education majors.

Typically Offered:

- Occasional by Demand

ECED 486 Administration of Child Development Programs 3.00

Focuses on the rapidly changing field of child development programming. Emphasis on developing the business skills and knowledge that every director must have: funding, budgeting, selecting, training and supervising staff, housing the program, purchasing the equipment, and implementing a standards-based evaluation for the program. Specific licensing procedures, grant writing, and program accreditation are also covered in considerable depth. Designing accessible programs for both typical and atypically developing children is emphasized. Through this course, student will shadow the director of a daycare facility. A minimum grade of C in this course is required for all education majors.

Prerequisites:

Teacher Education Non-Academic Test (TB and Criminal Background Check)

Typically Offered:

- Online: Spring

Educational Administration**EDAD 689 EDAD Elective 1.00-3.00**

Transfer credits ONLY from another accredited institution not equivalent to a UW-Superior course.

EDAD 700 Administrative Leadership 3.00

Study of selected theories and research relating to individual and group behaviors in K-12 educational organizations with emphasis on leadership characteristics of educational administrators, including participatory management, long-range strategic planning and change-agent processes. Particular emphasis given to human relations skills as well as oral and written communication skills needed by public school leaders.

EDAD 701 The Director of Instruction 3.00

A study of the various factors which will provide the student with foundations of research, theory, and best practices in instructional leadership and school.

EDAD 704 Practicum - Director of Instruction 1.50

Year-long minimum 320-hour administrative field experience (four 1.5 credit modules for a total of 6 credits) in a grades PK-12 Director of Instruction setting. Prerequisite: Completion of nine EDAD credits-with EDAD 701 -The Director of Instruction, EDAD 741-Conflict Resolution and Mediation, and EDAD 750-School Law as nine of the nine credits. (Passing each course with a C or better). Must take EDAD 704, EDAD 705, EDAD 706 and EDAD 707 for degree and licensure requirements in order and with a passing grade for each course before enrolling in to the next practicum course.

EDAD 705 Practicum - Director of Instruction 1.50

Year-long minimum 320-hour administrative field experience and seminar (four 1.5 credit modules for a total of 6 credits) in a grades PK-12 Director of Instruction setting. Prerequisite: Completion of nine EDAD credits with EDAD 701-The Director of Instruction, EDAD 741-Conflict Resolution and Mediation, and EDAD 750-School Law as nine of the nine credits. (Passing each course with a C or better). Must take EDAD 704, EDAD 705, EDAD 706 and EDAD 707 for degree and licensure requirements in order and with a passing grade for each course before enrolling into the next practicum course.

EDAD 706 Practicum - Director of Instruction 1.50

Yearlong minimum 320-hour administrative field experience and seminar (four 1.5 credit modules for a total of 6 credits) in a grades PK-12 Director of Instruction setting. Prerequisite: Completion of nine EDAD credits - with EDAD 701-The Director of Instruction, EDAD 741-Conflict Resolution and Mediation, and EDAD 750-School Law as nine of the nine credits. (Passing each course with a C or better). Must take EDAD 704, EDAD 705, EDAD 706, and EDAD 707 for degree and licensure requirements in order and with a passing grade for each course before enrolling into the next practicum course. For any subsequent licensure, students are required to take EDAD 706 and EDAD 707 for licensure requirements in order and with a passing grade for each course before enrolling into the next practicum course. These would be taken after completion of the initial licensure requirements of a previous UW-Superior EDAD program.

EDAD 707 Practicum - Director of Instruction 1.50

Yearlong minimum 320 -hour administrative field experience and seminar (four 1.5 credit modules for a total of 6 credits) in a grades PK-12 Director of Instruction setting. Prerequisite: Completion of nine EDAD credits-with EDAD 701-The Director of Instruction, EDAD 741-Conflict Resolution and Mediation, and EDAD 750-School Law as nine of the nine credits. (Passing each course with a C or better). Must take EDAD 704, EDAD 705, EDAD 706 and EDAD 707 for degree and licensure requirements in order and with a passing grade for each course before enrolling into the next practicum course. For any subsequent licensure, students are required to take EDAD 706 and EDAD 707 for licensure requirements in order and with a passing grade for each course before enrolling into the next practicum course. These would be taken after completion of the initial licensure requirements of a previous UW-Superior EDAD program.

EDAD 709 Directed Study-Administrative Vision of Learning 1.00-3.00

Directed study by the graduate faculty member to the graduate student in the Administrative Vision of Learning contexts of Educational Administration.

EDAD 710 Supervision of Instruction 3.00

Study of the function of supervision and evaluation of personnel is designed to assist in the development of programs which will be appropriate to respective school positions and settings. Prepares any member of an organization for the instructional leadership role which requires program planning, evaluation, human relations, and oral and written communication skills.

EDAD 711 Curriculum Management and Development K-12 3.00

Study of the theories and related practices of curriculum development and curriculum organization in American schools. Focuses on methods, materials and strategies in the development, organization and delivery of curriculum in the American K-12 school system. Special emphasis given to development and interpretation of philosophical statements and management. Attention given to utilization of the Wisconsin Department of Public Instruction curriculum guides.

EDAD 719 Directed Study-Administration of Student Learning and Staff Growth 1.00-3.00

Directed study by the graduate faculty member to the graduate student in the Administration of Student Learning and Staff Growth contexts of Educational Administration.

EDAD 720 School Business Administration 3.00

Study of fiscal and material resource management and budgeting of K-12 school systems, including school finance, taxation and contract law with emphasis on the principles that should serve to guide the decision-making process.

EDAD 721 The Principalship 3.00

Study of the roles and responsibility of the school principal, with emphasis on development of effective instructional leadership skills for the various levels. Deals with the operational tasks of the principalship at the elementary, middle school, and high school levels. Response to contemporary and anticipated problems affecting the elementary and secondary schools are based on tested theory, research and applied practice.

EDAD 724 Practicum - PreK-12 Principal 1.50

Yearlong minimum 320 -hour administrative field experience and seminar (four 1.5 credit modules for a total of 6 credits) in a grades PK-12 Principalship setting. Prerequisite: Completion of nine EDAD credits-with EDAD 721 The Principalship, EDAD 741-Conflict Resolution and Mediation, and EDAD 750-School Law as nine of the nine credits. (Passing each course with a C or better). Must take EDAD 724, EDAD 725, EDAD 726 and EDAD 727 for degree and licensure requirements in order and with a passing grade for each course before enrolling into the next practicum course.

EDAD 725 Practicum - PreK-12 Principal 1.50

Yearlong minimum 320 -hour administrative field experience and seminar (four 1.5 credit modules for a total of 6 credits) in a grades PK-12 Principalship setting. Prerequisite: Completion of nine EDAD credits-with EDAD 721 The Principalship, EDAD 741-Conflict Resolution and Mediation, and EDAD 750-School Law as nine of the nine credits. (Passing each course with a C or better). Must take EDAD 724, EDAD 725, EDAD 726 and EDAD 727 for degree and licensure requirements in order and with a passing grade for each course before enrolling into the next practicum course.

EDAD 726 Practicum - PreK-12 Principal 1.50

Yearlong minimum 320-hour administrative field experience and seminar (four 1.5 credit modules for a total of 6 credits) in a grades PK-12 Principalship setting. Prerequisite: Completion of nine EDAD credits with EDAD 721-The Principalship, EDAD 741-Conflict Resolution and Mediation, and EDAD 750-School Law as nine of the nine credits. (Passing each course with a C or better). Must take EDAD 724, EDAD 725, EDAD 726 and EDAD 727for degree and licensure requirements in order and with a passing grade for each course before enrolling into the next practicum course. For any subsequent licensure, students are required to take EDAD 726 and EDAD 727 for licensure requirements in order and with a passing grade for each course before enrolling into the next practicum course. These would be taken after completion of the initial licensure requirements of a previous UW-Superior EDAD program.

EDAD 727 Practicum - PreK-12 Principal 1.50

Yearlong minimum 320-hour administrative field experience and seminar (four 1.5 credit modules for a total of 6 credits) in a grades PK-12 Principalship setting. Prerequisite: Completion of nine EDAD credits with EDAD 721-The Principalship, EDAD 741-Conflict Resolution and Mediation, and EDAD 750-School Law as nine of the nine credits. (Passing each course with a C or better). Must take EDAD 724, EDAD 725, EDAD 726 and EDAD 727for degree and licensure requirements in order and with a passing grade for each course before enrolling into the next practicum course. For any subsequent licensure, students are required to take EDAD 726 and EDAD 727 for licensure requirements in order and with a passing grade for each course before enrolling into the next practicum course. These would be taken after completion of the initial licensure requirements of a previous UW-Superior EDAD program.

EDAD 728 Diversity and Social Justice in Schools 3.00

Examination of issues related to inequities and inequalities in PK-12 schools. Explores diversity in education from a historical perspective to inform institutional practices regarding race, class, gender, sexual orientation and religion. Considers power dynamics, pedagogy, and ideologies that frame education in a democratic society. Explores the administrator's role and best practices in facilitating equity for all students.

EDAD 729 Directed Study - Administration of Organization, Operations and Resources 1.00-3.00

Directed study by the graduate faculty member to the graduate student in the Administration of Organization, Operations and Resources contexts of Educational Administration.

EDAD 730 Administration and Supervision Of Special Education and Pupil Services 3.00

Study of leadership and administrative paradigms of special education and pupil services PK-12. Emphasis on exceptional educational needs programming knowledge base for inclusive administrative leadership. Emphasis on special needs programming knowledge base not the prominent responsibility of regular or special education.

EDAD 734 Practicum- Director of Special Education 1.50

Year-long minimum 320-hour administrative field experience and seminar (i.e. 200 Special Education and 120 Pupil Services) and seminar (four 1.5 credit modules for a total of 6 credits) in a grades PK-12 Director of Special Education and Pupil Services setting. Prerequisite: Completion of nine EDAD credits-with EDAD 730 Administration and Supervision of Special Education and Pupil Services, EDAD 832 Special Education Law, and EDAD 741 Conflict Resolution and Mediation as nine of the nine credits. (Passing each course with a C or better). Must take EDAD 734, EDAD 735, EDAD 736, EDAD 737 for degree and licensure requirements in order and with a passing grade for each course before enrolling into the next practicum course.

EDAD 735 Practicum- Director of Special Education 1.50

Year-long minimum 320-hour administrative field experience and seminar (i.e. 200 Special Education and 120 Pupil Services) and seminar (four 1.5 credit modules for a total of 6 credits) in a grades PK-12 Director of Special Education and Pupil Services setting. Prerequisite: Completion of nine EDAD credits-with EDAD 730 Administration and Supervision of Special Education and Pupil Services, EDAD 832 Special Education Law, and EDAD 741 Conflict Resolution and Mediation as nine of the nine credits. (Passing each course with a C or better). Must take EDAD 734, EDAD 735, EDAD 736, EDAD 737 for degree and licensure requirements in order and with a passing grade for each course before enrolling into the next practicum course.

EDAD 736 Practicum- Director of Special Education 1.50

Year-long minimum 320-hour administrative field experience and seminar (i.e. 200 Special Education and 120 Pupil Services) and seminar (four 1.5 credit modules for a total of 6 credits) in a grades PK-12 Director of Special Education and Pupil Services setting. Prerequisite: Completion of nine EDAD credits-with EDAD 730 Administration and Supervision of Special Education and Pupil Services, EDAD 832 Special Education Law, and EDAD 741 Conflict Resolution and Mediation as nine of the nine credits. (Passing each course with a C or better). Must take EDAD 734, EDAD 735, EDAD 736, EDAD 737 for degree and licensure requirements in order and with a passing grade for each course before enrolling into the next practicum course. For any subsequent licensure, students are required to take EDAD 736 and EDAD 737 for licensure requirements in order and with a passing grade for each course before enrolling into the next practicum course. These would be taken after completion of the initial licensure requirements of a previous UW-Superior EDAD program.

EDAD 737 Practicum- Director of Special Education 1.50

Yearlong minimum 320-hour administrative field experience and seminar (i.e. 200 Special Education and 120 Pupil Services) and seminar (four 1.5 credit modules for a total of 6 credits) in a grades PK-12 Director of Special Education and Pupil Services setting. Prerequisites: Completion of nine EDAD credits- with EDAD 730-Administration and Supervision of Special Education and Pupil Services, EDAD 832-Special Education Law, and EDAD 741-Conflict Resolution and Mediation as nine of the nine credits. (Passing each course with a C or better). Must take EDAD 734, EDAD 735, EDAD 736, EDAD 737 for degree and licensure requirements in order and with a passing grade for each course before enrolling into the next practicum course. For any subsequent licensure, students are required to take EDAD 736 and EDAD 737 for licensure requirements in order and with a passing grade for each course before enrolling into the next practicum course. These would be taken after completion of the initial licensure requirements of a previous UW-Superior EDAD program.

EDAD 739 Directed Study - Administration of Diverse Community Interests 1.00-3.00

Directed study by the graduate faculty member to the graduate student in the Administration of Diverse Community Interests contexts of Educational Administration.

EDAD 741 Conflict Resolution and Mediation in K-12 Educational Settings 3.00

Study in the understanding of conflict and handling such in the educational setting. Recognition of the role of communication to express conflict and knowledge of resolution techniques, different approaches to negotiations and basic mediation skills for administrators in the K-12 setting. Also explores the phenomena of school violence and means to respond.

EDAD 749 Directed Study-Ethical Manner in Educational Administration 1.00-3.00

Directed study by the graduate faculty member to the graduate student in the ethical manner contexts of Educational Administration.

EDAD 750 School Law 3.00

Study of the legal framework within which school district employees must operate. Emphasis on laws and sources of laws which affect students and instruction.

EDAD 759 Directed Study-Political, Social, and Economic Contexts of Educational Administration 1.00-3.00

Directed study by the graduate faculty member to the graduate student in the political, social, and economic contexts of educational administration.

EDAD 761 Practicum - School Business Administration 1.50

Year-long minimum 320-hour administrative field experience and seminar (four 1.5 credit modules for a total of 6 credits) in a School Business Administration setting. Prerequisite: Completion of nine EDAD credits.

EDAD 809 Externship-Administrative Vision of Learning 1.00-3.00

Professional development seminar designed for the practicing school administrator. Emphasis on synthesizing the theory, research and wisdoms of practice of educational administration as related to challenges of practicing school administration to ISLLC Standard #1. Pass-Fail. Enrollment limited to practicing educational administrators. Topics: Administrative Vision of Learning ISLLC #1, Wisconsin State Standard 2.

EDAD 810 School Human Resources 3.00

Comprehensive study of K-12 instructional and non-instructional personnel planning, information management, recruitment, selection, induction, appraisal, staff development, compensation, continuity of service, collective bargaining, grievance procedures and employee contract administration.

EDAD 819 Externship-Administration of Student Learning and Staff Growth 1.00-3.00

Professional development seminar designed for the practicing school administrator. Emphasis on synthesizing the theory, research and wisdoms of practice of educational administration as related to challenges of practicing school administration to ISLLC Standard #2. Pass-Fail. Enrollment limited to emerging and practicing educational administrators. Topics: Administration of Student Learning and Staff Growth, ISLLC #2, Wisconsin State Standard 3.

EDAD 820 The Superintendency 3.00

Study of the role and responsibilities of the school superintendent with emphasis on the job competency needed for that leadership role. Topics focus on school improvement through organizational and instructional leadership, assessment and long-range planning, political theory and skills, crisis management, and careful allocation of district resources.

EDAD 821 Data Management 3.00

Designed for school business personnel pursuing a graduate degree in school business administration. Subject matter will include building files, updating file content, information retrieval and analyses of data associated with school operations.

EDAD 823 Education Budget and Accounting 3.00

Designed for school business personnel pursuing a graduate degree in school business administration. Focuses on design and application of budgeting and accounting procedures such as coding transactions, designing balance sheets, journals and ledgers using spreadsheet programs.

EDAD 824 Educational Program Planning and Evaluation 3.00

Advanced-level study of theory and research/practice in association with the organization and operation of public schools. Emphasis on self-analysis of supervisory-administrative style as it relates to the process of supervision involved in performance tasks. Additional focus on program planning and evaluation as related to theory and research/practice in public schools.

EDAD 825 Facilities Planning and Utilization 3.00

Study of the principles, techniques, and procedures used in planning of educational facilities in K-12 systems. Emphasis on the assessment of needs, involvement in the planning process, development of educational specifications, long-range planning and financing. Risk management and insurance issues are covered within the knowledge base.

EDAD 829 Externship-Administration of Organization, Operations and Resources 1.00-3.00

Professional development seminar designed for the practicing school administrator. Emphasis on synthesizing the theory, research and wisdoms of practice of educational administration as related to challenges of practicing school administration to ISLLC Standard #3. Pass-Fail. Enrollment limited to practicing educational administrators. Topics: ISLLC Standard #3.

EDAD 830 Diverse School Community Relations 3.00

Study of the administrative responsibility for successful diverse community relations with emphasis on the process, principles, channels, opinion sampling and evolving concepts of communication. A program will be developed including policy, objectives, defining publics, determining media, timing and feedback.

EDAD 832 Special Education Law 3.00

Study of the legal aspects of educating disabled learners under Section 504, the Individuals with Disabilities Education Act and No Child Left Behind.

EDAD 839 Externship-Administration of Diverse Community Interests 1.00-3.00

Professional development seminar designed for the practicing school administrator. Emphasis on synthesizing the theory, research and wisdoms of practice of educational administration as related to challenges of practicing school administration to ISLLC Standard #4. Pass-Fail. Enrollment limited to practicing educational administrators. Topics: ISLLC Standard #4.

EDAD 842 Professional Ethics for School Administrators 3.00

Selected theories and research relating to individual and group behaviors in K-12 educational organizations with emphasis on ethics in public life among professionals, leaders and citizens. Particular emphasis given to political, cultural, business, computer and legal ethics for school leaders.

EDAD 849 Externship-Ethical Manner in Educational Administration 1.00-3.00

Professional development seminar designed for the practicing school administrator. Emphasis on synthesizing the theory, research and wisdoms of practice of educational administration as related to challenges of practicing school administration to ISLLC Standard #5. Pass-Fail. Enrollment limited to practicing educational administrators.

EDAD 850 School Finance and Resource Allocation 3.00

Study of the theory and practice of school finance at the local, state, and national levels. Emphasis on the economics of education, public finance, and taxation.

EDAD 851 Educational Policy Development 3.00

Examines the governance structure of education. Focuses on the roles of various stakeholders and special interests in the structure and the emergence of new policies and initiatives in educational administration.

EDAD 854 Advanced Budgeting 3.00

Theory and practice of advanced budgeting at the local school district level. Emphasis on the meritorious techniques and standards of excellence in budget development and presentation.

EDAD 859 Externship-Political, Social and Economic Contexts of Educational Administration 1.00-3.00

Professional development seminar designed for the practicing school administrator. Emphasis on synthesizing the theory, research and wisdoms of practice of educational administration as related to challenges of practicing school administration to ISLLC Standard #6. Pass-Fail. Enrollment limited to practicing educational administrators.

EDAD 863 Internship: Superintendency 1.50

A minimum 90-hour administrative internship in a PK-12 superintendency. Prerequisite: Admission to Special Degree Program, completion of nine semester credits in Educational Administration. This course is graded as Pass/Fail. Must take both EDAD 863 and EDAD 864 for degree and licensure requirements.

EDAD 864 Internship: Superintendency 1.50

A minimum 90 hour administrative internship in a PK-12 superintendency. Prerequisites: Admission to Specialist Degree Program, completion of nine semester credits in Educational Administration. This course is graded a Pass/Fail. Must take both EDAD 863 and EDAD 864 for degree and licensure requirements.

EDAD 865 Statistical Methods Research 3.00

Study of statistical design and methodology used in educational research with emphasis given to understandings of appropriate application of statistical tests to educational data. The student studies application of skills developed in basic statistics. Emphasis on the understanding, planning, and execution of statistical studies, descriptive and inferential in approach. Study is conducted with a computer-oriented approach.

EDAD 866 Advanced Administrative Analysis 3.00

Scholarly work requirement provides the post-graduate student an opportunity to conduct action research in an educational administration related project. The action research and scholarly paper development is completed under the direction of the student's advisor. Guidelines for action research and the subsequent paper are available from the advisor.

Special Education**SPED 704 Assessment of Learners with Exceptionalities 3.00**

This course addresses the study of measurement theory and basic statistics needed for understanding assessment for the purposes of eligibility for services within special education, also focuses on general test construction, appropriate instrument selection with awareness of limitations, multicultural, and ethical considerations. Assessment interpretation and IEP preparation is examined in depth. Students experience the administration, interpretation and reporting of a select sample of assessment tools

Typically Offered:

- Online: Fall, Spring, & Summer

SPED 750 The Exceptional Learner 3.00

Students research the federal disability categories, including federal, state, local laws and policies on education for students with disabilities. Historical perspectives, legislation and litigation provide background for discussion of current models, theories and philosophies of special education today. Students complete an analysis related to current legislation, regulations, policies and/or ethical issues surrounding educational services for students with exceptionalities. The focus of this class will be through the legal lens focusing on current laws, policies, and practices in the field.

Typically Offered:

- Online: Fall, Spring, & Summer

SPED 755 Reading-Issues & Interventions 3.00

This course investigates the various aspects of reading challenges, (phonemic awareness, phonics, vocabulary, reading comprehension and fluency), so that educators can provide effective reading instruction to readers of various abilities. Strategies for diagnosis and remediation of reading difficulties at the elementary and secondary levels will be considered. A pre-student teaching clinical experience with elementary student(s) who struggle in reading will be required.

Typically Offered:

- Online: Fall, Spring, & Summer

SPED 758 Methods of Adaptive Instruction 3.00

Students observe, research and reflect upon methods, strategies, and materials for adapting curricula and instruction to meet the learning needs of students with mild to severe disabilities. This course emphasizes methods to evaluate students' academic and social needs, research and design appropriate curricula and make modifications and accommodations. Students will differentiate curriculum and instruction using high-impact teaching strategies. Students modify an existing curricular element and implement the modification.

Typically Offered:

- Online: Fall, Spring, & Summer

SPED 760 Behavior Analysis and Intervention 3.00

Students research and discuss behavioral assessment theories, strategies and programs, functional behavior, positive behavior interventions and strategies, and behavior intervention plans. Students collect data to create and implement a behavior intervention plan. This course emphasizes the application of theory to the academic and behavioral development of school-age children, especially those with exceptional educational needs. Students practice communicating those applications and principles with families, teachers and other community stakeholders.

Typically Offered:

- Online: Fall, Spring, & Summer

SPED 764 Mathematics Assessment and Strategies 3.00

This course assessment procedures and teaching strategies appropriate to providing instruction to students having difficulty learning mathematics. This course has an emphasis on differentiating and adapting existing curriculum to assist all students in reaching the goals of the National Council of Teachers of Mathematics.

Typically Offered:

- Online: Fall, Spring, & Summer

SPED 769 Assistive Technology and Transition: From School to Community 3.00

This course promotes working with families and community agencies. Facilitating and planning meetings with families will be an emphasis as well as establishing partnerships with community agencies that serve the needs of families with students who have disabilities. In addition, there will be concentration on transitions skills, through each level of schooling, including to postsecondary options.

Typically Offered:

- Online: Fall, Spring, & Summer

SPED 772 Collaboration and Consultation in Special Education 3.00

This course focuses on learning and reflecting upon the skills and dispositions necessary for managing a special education classroom and/or case load. This course includes curriculum design and evaluation, collaboration with multiple stakeholders, time management, assistive technology and universal design.

Typically Offered:

- Online: Fall, Spring, & Summer

SPED 775 Special Education Directed Student Teaching 1.00-1.50

Students participate in field-based experience at the K-7 and 8-12 grade levels, teaching students who have severe to mild exceptional educational needs in the areas of specific learning disabilities, intellectual disabilities and emotional behavioral disabilities. A student seminar meets online for study and discussion. Students complete a professional Special Educator E-portfolio.

Typically Offered:

- Online: Fall & Spring

SPED 776 Special Education Directed Student Teaching 1.00-1.50

Field-based experience in teaching students who have severe to mild exceptional educational needs in the areas of learning disabilities, intellectual disabilities and emotional behavioral disabilities. Students may choose one or more concentrations from the above listed disability areas. A student seminar meets regularly for study and discussion. Student complete and present a professional Special Educator portfolio.

Prerequisites:

Prerequisite or Corequisite SPED 775 to enroll in SPED 776

Typically Offered:

- Online: Fall & Spring

SPED 777 Special Education Directed Student Teaching 1.00

Field-based experience in teaching students who have severe to mild exceptional educational needs in the areas of learning disabilities, intellectual disabilities and emotional behavioral disabilities. Students in the initial licensure program must complete a full semester, full days in the special education classroom according to their school district's placement and calendar. Prerequisite for this course includes passing SPED 775 and SPED 776.

Prerequisites:

Prerequisite: SPED 704, SPED 775, SPED 758 and Co-requisite: SPED 775 and 776

Typically Offered:

- Online: Summer

SPED 780 Foundations of Action Research 3.00

This course emphasizes research methodology and topics specific to the field of education. Students develop an action research project surrounding an issue of educational issues in a classroom, program or site through a single subject design (in quantitative, qualitative, or mixed methods). The focus is on creating an action research proposal and plan that addresses existing research and current needs. This course is cross-listed with T ED 750.

Typically Offered:

- Online: Fall, Spring, & Summer

SPED 781 Independent Study 1.00-4.00

This course is a uniquely designed study arranged with a particular instructor which allows the graduate student to pursue specific areas of need or interest. Approval of the topic and plan of study is required before enrollment.

Typically Offered:

- Fall, Spring, and Summer Terms

SPED 784 Action Research Project 3.00

This course includes the implementation of an action research project through data collection, data analysis, and evaluation of a plan of action. The completed project is written and presented to constituents (staff, faculty, students and/or site). This course is cross-listed with T ED 752.

Prerequisites:

Prerequisite for taking this course is SPED 780

Typically Offered:

- Online: Fall & Spring

Teacher Education**T ED 381 Selected Topics in Teacher Education 0.50-3.00**

Offered only as Continuing Education credits. May be taken in several units provided a different topic or program is studied each time as requested.

T ED 581 Selected Topics in Teacher Education 0.50-3.00

Offered only as Continuing Education credits. May be taken in several units provided a different topic or program is studied each time as requested.

T ED 589 Teacher Education Elective 1.00-99.00

Teacher Education Elective

T ED 407 The Middle School and Its Students 3.00

Provides students with an understanding of the history, philosophy, organization, curriculum, teaching strategies, and unique student needs associated with middle-level educational institutions. Particular emphasis placed on preparing pre-service teachers with the background necessary to effectively work with middle-level learners aged 10-14, through experience planning and maintaining a school and classroom environment suited to young adolescents. This course includes a required pre-student teaching clinical in grades 6-8. This course should be taken the semester prior to student teaching. A minimum grade of C in this course is required for all education majors.

Prerequisites:

Completion of T ED 300 (C or better) and TED 339 (C or Better), Admission to the Teacher Education Program, and Teacher Education Non-Academic Test (TB Test and Criminal Background Check)

Typically Offered:

- On-campus: Fall & Spring
- Online: Fall & Spring

T ED 607 The Middle School and Its Students 3.00

Provides students with an understanding of the history, philosophy, organization, curriculum, teaching strategies, and unique student needs associated with middle-level educational institutions. Particular emphasis placed on preparing pre-service teachers with the background necessary to effectively work with middle-level learners aged 10-14, through experience planning and maintaining a school and classroom environment suited to young adolescents. This course includes a required pre-student teaching clinical in grades 6-8. This course should be taken the semester prior to student teaching. A minimum grade of C in this course is required for all education majors.

Prerequisites:

Consent of cooperating Instructor and Department Chair.

Typically Offered:

- Occasional by Demand

T ED 686 Administration of Child Development Programs 3.00

Focuses on the rapidly changing field of child development programming. Emphasis on developing the business skills and knowledge that every director must have: funding, budgeting, selecting, training and supervising staff, housing the program, purchasing the equipment, and implementing a standards-based evaluation for the program. Specific licensing procedures, grant writing, and program accreditation are also covered in considerable depth. Designing accessible programs for both typical and atypically developing children is emphasized. Through this course, student will shadow the director of a daycare facility. A minimum grade of C in this course is required for all education majors.

Typically Offered:

- Occasional by Demand

T ED 689 Teacher Education Elective 1.00-99.00

Teacher Education Elective

T ED 394 Principles and Practices of Inclusive Teaching 3.00

Involves the principles inherent in the educational process for integrating children with exceptional needs into the general education school environment (K-12). Designed specifically for the study of the inclusion of students with special educational needs into the general education program and development of teacher skills and knowledge to support this placement. Typically Offered: Fall/Spring Online-On-Campus/Hybrid; Summers online

Prerequisites:

Admission to the Teacher Education Program. Completion of TED 100 AND 200 (B or better).

Typically Offered:

- On-campus: Fall & Spring
- Online: Fall, Spring, & Summer

T ED 694 Principles and Practices of Inclusive Teaching 3.00

Involves the principles inherent in the educational process for integrating children with exceptional needs into the general education school environment (K-12). Designed specifically for the study of the inclusion of students with special educational needs into the general education program and development of teacher skills and knowledge to support this placement. Typically Offered: Fall/Spring Online-On-Campus/Hybrid; Summers online

Typically Offered:

- Occasional by Demand

T ED 499 Directed Studies in Teacher Education 0.50-6.00

Allows the student with special needs and interests to pursue particular areas and problems in education. The problem and/or plan of study requires approval of the instructor within the department who will be directing the study.

T ED 699 Directed Studies in Teacher Education 0.50-6.00

Allows the student with special needs and interests to pursue particular areas and problems in education. The problem and/or plan of study requires approval of the instructor within the department who will be directing the study.

Typically Offered:

- Occasional by Demand

T ED 711 Mathematics Assessment and Strategies 2.00

Examines assessment procedures and teaching strategies appropriate to providing instruction to students having difficulty learning mathematics. Emphasis on differentiating and adapting existing curriculum to assist all students in reaching the goals of the National Council of Teachers of Mathematics (NCTM 2000).

Typically Offered:

- Occasional by Demand

T ED 712 Education for the 21st Century 3.00

Fosters the study of historical, philosophical, and social foundations underlying the development, purposes, organization, and issues of K-12 education in the USA. Topics also include legal, ethical, political, and economic aspects, governance, roles and responsibilities of agencies and associations, and trends. Basics in multicultural and non-sexist education, positive and appropriate portrayal of diversity, disabilities, and instructional strategies that build inclusivity are covered.

Typically Offered:

- Occasional by Demand

T ED 713 Development and Learning Theories 3.00

Examines theories of typical and atypical child and adolescent development (physical, social, emotional, cognitive, and moral). Special emphasis is given to understanding and applications of learning theories and approaches that fit with development levels and enhance learning. Course begins to address diverse learners, motivation, management, and climate for learning that is appropriate for developmental levels.

Typically Offered:

- Fall and Spring Terms

T ED 716 Interactive and Accessible Learning in Alternative Delivery 3.00

Explores traits of various educational delivery models and methods for developing learner-centered curriculum which engages all learners in any mode. Addresses instructional design models and implementation strategies in alternative delivery methods.

Typically Offered:

- Online: Spring & Summer

T ED 717 School Partnerships with Families and Communities 3.00

Examines the collaborative efforts of educators to support successful family-school-community partnerships that foster development and learning for all learners. Includes strategies and approaches to supporting the diverse cognitive social and emotional needs of learners as a collaborative effort.

Typically Offered:

- Online: Fall & Summer

T ED 718 Teachers as Leaders 3.00

Examines the nature of teacher leadership and the impact on student learning within a school setting. Emphasis on the roles of teachers as agents of positive and sustainable change.

Typically Offered:

- Online: Fall & Summer

T ED 724 Teaching as Reflective Decision Making: Professional Development for 21st Century 3.00

Students clarify their professional needs and philosophies using understandings of current issues and license renewal processes, and reflective tasks regarding their own practice. For Wisconsin teachers and other teachers building a professional development plan/portfolio, this course offers support in identifying and reflecting on professional strengths and weaknesses in relation to standards in the field, and setting goals for professional development.

Typically Offered:

- Occasional by Demand

T ED 728 Diversity Exploration in a K-12 Setting 3.00

Examination of the issues related to inequities and inequalities in PK-12 classrooms. Explores diversity in education from an historical perspective to inform teaching practices regarding race, culture, class, and gender. Considers power dynamics, pedagogy, and ideologies that frame education in our schools.

Typically Offered:

- Online: Spring & Summer

T ED 734 Current Developments in Student Learning and Their Applications 3.00

Study of foundational and recent theories in learning, motivation, and learning environments, and their practical implementation in today's array of classroom. Focuses on how students learn and how to impact student engagement.

Typically Offered:

- Online: Spring & Summer

T ED 739 Workshop in Supervision of Student Teachers 1.00

Participants are informed of the policies, procedures and methods used in the supervision of student teachers at UW-Superior. Aimed primarily at teachers who teach subjects and grade levels for which there are shortages of approved cooperating teachers.

Typically Offered:

- Occasional by Demand

T ED 740 Seminar in Supervision of Student Teachers/Interns 2.00

Study of policies, procedures and methods used in supervision of student teachers and interns. Open to those who are actual or potential supervisors of student teachers and interns, and is a requirement for teachers who will serve as cooperating teachers in the student teaching and internship program.

Typically Offered:

- Occasional by Demand

T ED 741 Using Educational Assessment to Inform Practice 3.00

Study of the principles followed in constructing, using and analyzing formal and informal assessment tasks, tools, standardized tests and results of educational research in the classroom.

Typically Offered:

- Online: Fall & Spring

T ED 744 Trends in Curricular and Instructional Practices 3.00

Engages teachers in analyzing and reflecting on current developments and practices in curriculum planning and instructional strategies.

Typically Offered:

- Online: Fall & Summer

T ED 750 Foundations of Action Research 3.00

Emphasizes research methodology and topics specific to the field of education. Students develop an action research project surrounding educational issues in a classroom, program, or site through a single subject design (in quantitative, qualitative, or mixed methods). The focus is on creating an action research proposal and plan that addresses existing research and current needs. Cross listed with SPED 780.

Typically Offered:

- Online: Fall, Spring, & Summer

T ED 752 Action Research Project 3.00

Implementation of an action research project through data collection, data analysis, and evaluation of a plan of action. The completed project is written and presented to constituents (faculty, staff, students, and/or site). Cross listed with SPED 784

Prerequisites:

Prerequisite/Co-requisite T ED 750 or SPED 780 (cross listed)

Typically Offered:

- Online: Fall & Spring

T ED 754 School Law for Classroom Teachers 3.00

Study the legal framework within which all school employees must operate. Emphasis on laws and sources of laws which affect students, teachers, and instruction.

Typically Offered:

- Online: Spring & Summer

T ED 781 Independent Study 1.00-4.00

Specially designed studies to allow the graduate student to pursue specific areas of need or interest. Approval of the topic of study and the plan of study by the instructor directing the study is required before enrollment.

Typically Offered:

- Occasional by Demand

T ED 789 Teacher Education Elective 1.00-99.00

Teacher Education Elective

Typically Offered:

- Occasional by Demand

Contact Information

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