

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.

Degrees

- 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

Early Childhood Education

Educational Administration

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 & 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 course will be through the legal lens focusing on current laws, policies, and practices in the field.

Typically Offered:

- Online: 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) with reading challenges 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. A pre-student teaching clinical experience with 8th-12th grade students in special education will be required.

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 students in special education. 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 addresses assessment procedures and teaching strategies appropriate to providing instruction to students having challenges 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 transition skills, through each level of schooling, including postsecondary options.

Typically Offered:

- Online: 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 & 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, in the format of observation(s), meets online for study and discussion. Students complete a professional Special Educator E-portfolio.

Prerequisites:

SPED 704, SPED 755, and SPED 758 are prerequisites for taking this course.

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, in the format of observation(s), 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 a current educational issue 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:

Admission to the Teacher Education Program, completion of T ED 300 (C or better) and TED 339 (C or Better), and Teacher Education Non-Academic Test (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 689 Teacher Education Elective 1.00-99.00

Teacher Education Elective

T ED 394 Principles and Practices of Inclusive Teaching 3.00

This course addresses the instructional practices that ensure all students are included and have access to the learning that occurs in a K-12 general education classroom. This includes the skills and knowledge needed to meet the needs of students receiving special education services in general education settings.

Prerequisites:

Admission to the Teacher Education Program. Teacher Education Non-Academic Test (Criminal Background Check)

Typically Offered:

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

T ED 694 Principles and Practices of Inclusive Teaching 3.00

This course addresses the instructional practices that ensure all students are included and have access to the learning that occurs in a K-12 general education classroom. This includes the skills and knowledge needed to meet the needs of students receiving special education services in general education settings.

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

Superior, WI 54880

Phone: 715-394-8009

Email: education@uwsuper.edu

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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