

Curriculum and Instruction Courses

(CIBME, CIGENRL, EARLYCHD, ELEMID, HELEAD, SECNDED, CIFLD)

CIBME 500

Introduction to Business and Marketing Education 3 u

This course is designed to introduce potential business and marketing education teachers to the major and to the profession. Students begin their culminating experience in this class by developing a successful applied research proposal for research with their academic advisor.

CIBME 601

Teaching Personal Finance 3 u

Students enrolled in this course will be prepared to teach personal finance. The course will cover personal finance/consumer education content and teaching methodology, including an analysis of published standards and the development of a financial literacy curriculum that could be used in teaching the subject at the secondary level.

CIBME 647

Information Systems for Business Teachers 3 u

This course is a study of the hardware and software used in business and business education classrooms with a focus on computer/technology literacy. Students will receive hands-on experience with a variety of hardware and software currently used in business education classrooms. Students will also investigate current trends and issues related to the use of technology in the K-12 curriculum.

Prerequisite: Business Education, Business & Marketing Education Comprehensive majors and MSBE Students.

CIBME 762

Curriculum Issues and Design for Business and Marketing Education 3 u

A study of the issues currently confronting the supervisor, teacher, and students of business and marketing education on the middle, secondary and post-secondary levels. Includes a study of curriculum development and objectives of business and marketing education. Meets No. 50 curriculum requirements for WTCS certification.

Prerequisite: CIBME 500 or consent of instructor.

CIGENRL 510 (ESL 510)

Survey of Educational Linguistics 3 u

In Survey of Educational Linguistics, students will examine certain core areas of linguistics (phonology, morphology and syntax), with special attention to language acquisition. Course assignments will relate to the teaching of linguistically diverse communities.

Prerequisite: ENGLISH 101 and ENGLISH 102 or consent of the instructor.

Unprerequisite: ESL 510

CIGENRL 520 (ESL 520)

Second Language Acquisition 3 u

In Second Language Acquisition, students will develop working knowledge of contemporary issues in the teaching of oral communication (speaking and listening skills) to learners of ESL. Linguistic principles studied are also pertinent for those teaching foreign languages.

Prereq: CIGENRL/ESL 510

CIGENRL 530 (ESL 530)

Pedagogical Grammar for English Learners 3 u

Teaching Grammar in the ESL/BE Classroom is a component of the licensure minor in Teaching ESL/Bilingual-Bicultural Education. This course prepares teachers to instruct non-native learners in English grammar. Students examine selected grammatical topics to better comprehend the structure of English and to develop a repertoire of techniques for teaching them.

Prereq: CIGENRL/ESL 310

Unrequisite: ESL 530

CIGENRL 550 (ESL 550)

Introduction to ESL and Bilingual-Bicultural Education 3 u

History, philosophy and rationale for ESL and bilingual/bicultural education. A study of the social, cultural, and psychological issues affecting learners for whom English is an additional language and who are considered "minorities" in the U.S. A focus on multicultural education as related to the teaching and learning of language minority students.

Prerequisite: English 101 and English 102, or English 161 and 162 or English 105.

CIGENRL 603 (ESL 603)

ESL Methods and Curriculum 3 u

ESL Curricula and Materials will provide students with the background to develop or select appropriate curricula and to design materials which enhance language learning. The approach to curricular design and materials development is one that is learner centered.

Unrequisite: ESL 603

Prereq: CIGENRL 723

CIGENRL 605 (ESL 605)

Assessment in the ESL/Bilingual Classroom 3 u

This course explores policies, procedures, and instruments used to assess English language proficiency and academic achievement of limited English proficient students in American public schools. Included in this are the areas of English and native language competence; program placement, progress, and exit; alternative assessments in ESL, bilingual and mainstream classrooms.

Prerequisite: Admission to the College of Education or consent of instructor.

Unrequisite: ESL 405 and ESL 605

Prereq: CIGENRL/ESL 603

CIGENRL 655 (ESL 655) (SECNDED 655)

Teaching Content in the Bilingual Classroom 3 u

This course is an examination of various techniques and materials being used to teach content area subject matter in ESL/bilingual education programs. Other topics of discussion include language assessment and adaptation of materials to the learner's language proficiency and cultural experience. The course is taught in English, but discussion will take place in other languages so that students have the opportunity to expand and improve their command of the language used as a medium of instruction. Unrequisite: SECNDED 455/655 and ESL 655
Prereq: CIGENRL/ESL 603

CIGENRL 660

Principles of Career and Technical Education 2 u

History and development of vocational education both in the United States and Wisconsin are explored. The administrative structure of vocational education at the local, state, and national levels is outlined. Vocational program areas are discussed with emphasis given to issues, trends, and problems in vocational education. Requirement for vocational certification and fulfills one of the certification requirements of the Wisconsin Technical College System.

CIGENRL 661

Organization, Administration, and Coordination of Cooperative Education Programs 3 u

Study of career and technical education programs which utilize the internship/youth apprenticeship/cooperative method of instruction. Includes the knowledge and procedures necessary to implement the quality components of an occupational program. Successful coordination of a program using the cooperative method will be stressed. Meets the Department of Public Instruction's course requirement for vocational certification.

Prerequisite: CIGENRL 660 or equivalent.

CIGENRL 679

Drama in Education 3 u

This course is an introduction to the philosophy, methodologies, and practice of educational drama. The course explores how drama can alter the social relationships and modes of interactions among diverse teachers and students so that learning can become more engaging and more critical.

CIGENRL 689 (SPECED 689)

Employment Strategies 1 u

Designed to acquaint the teacher education student with the problems and procedures of securing a teaching position. Includes consideration of professional ethics, preparation of placement credentials, teacher certification practices, interviewing techniques and teaching contracts. Reviews opportunities for professional advancement through graduate study. (Open to teacher education students. Should be taken the semester prior to graduation or the semester of graduation.)

Unrequisite: SPECED-489/689.

CIGENRL 690

Workshop 1-6 u

CIGENRL 691

Travel Studies 1-3 u

CIGENRL 694

Seminar 1-3 u

CIGENRL 696

Special Studies 1-3 u

CIGENRL 702 (SPECED 702)

Reflective Practice and Action Research 3 u

The course assists teachers in planning, organizing, implementing, and assessing inquiry-related strategies appropriate for their classrooms. Participants will investigate current issues by way of action research, ethnographic, symbolic interactionist, and qualitative inquiry techniques. Projects will be conducted that relate to individual classroom needs and situations.

Prerequisite: Graduate standing.

Unrequisite: SPECED 702

CIGENRL 710

Seminar: Current Topics in Curriculum and Instruction 3 u

An in-depth examination of a single current topic of interest to teachers in grades 6-12. Topics will vary from semester to semester, and may include, for example, national curriculum standards for school subjects, writing across the curriculum, cooperative learning in a specific subject, the school-to-work transition, or instruction on specific themes such as the environment or communication. Repeatable for credit.

CIGENRL 721

Trends in Art Education 3 u

A course designed to acquaint the teacher with recent trends, issues, and practices in the teaching of art. The sources of contemporary knowledge about the function and structure of art education will be considered as well as recent theoretical and research studies in art and art education. Opportunity for a specific level or teaching situation.

CIGENRL 723 (EDFOUND 723)

Issues, Perspectives, and Directions: A Professional Seminar in Education 3u

As the introductory course for graduate studies and education, this seminar will provide an introduction to the use of research to support practice through an investigation of essential philosophical questions and current educational issues. Students will connect these studies to reflections on their own practice as they develop skills of analysis and argumentation.

Unrequisite: EDFOUND 723.

CIGENRL 725 (EDADMIN 725)

Curriculum Development and Integration 3 u

This course focuses primarily on the processes of curriculum development. The students will be involved in curriculum design activities which will require consideration of the socio-political and philosophical forces as well as consideration of learning and developmental theory.

Unrequisite: EDADMIN 725

CIGENRL 728 (EDADMIN 728)

Introduction to Elem and Secondary Educational Administration 3 u

Introduction to K-12 Elementary and Secondary Administration (728) is a three-credit graduate course designed to introduce students to the main themes of research and practice in American primary and secondary school leadership through a sustained investigation of the conditions for successful instructional leadership.

Unrequisite: EDADMIN 728

CIGENRL 734 (EDADMIN 734)

School and Community Relations 3 u

School and Community Relations is a 3 credit graduate class designed to help guide educators in engaging the public in our schools with the idea that schools benefit from parent and citizen involvement, input and understanding of what happens in public schools. The following are areas covered in this class: social, economic, and political characteristics of communities; marketing theory, marketing plans, and public relations; communications theory, mass media and group processes; political theory, community power, and conflict resolution; organization, operation, and evaluation of schoolcommunity relations programs. Special emphasis will be to ensure engagement of all members of the community, including diverse populations, both racially and income level.

Unrequisite: EDADMIN 734

CIGENRL 750

Methods of Teaching Adult Learners 3 u

This course will focus on the teaching of adults in post-secondary institutions. Topics will include theories of adult education, learning styles, basic principles of curriculum development, lesson planning, classroom management, and alternative methods of delivering content. This course meets the Wisconsin Technical College System #52 certification requirement, Teaching Methods.

CIGENRL 755

Curriculum Concerns in Art Education 3 u

A course designed to develop the student's ability to make art curricular judgments through the planning, designing, and ordering of art learning experiences.

CIGENRL 765

Occupational Information and Vocational Guidance 3 u

Study of guidance and career selection procedures appropriate for use with students in grades K-14; includes occupational information, career exploration techniques, and employment opportunities for the new employee and those retraining.

CIGENRL 769 (EDADMIN 769)

Supervision of Instruction 3 u

Analysis of basic concepts of supervision and competencies essential to effective supervisory performance. Extended examination of current and emerging supervisory practices found in local school districts. Supervision as a process is considered in a variety of roles and positions of leadership.

Unrequisite: EDADMIN 769

CIGENRL 770

Supervision of Student Teachers 2-3 u

Basic course in supervision of student teachers, open to UW-W cooperating teachers, explores the respective roles and responsibilities of all student teaching personnel, nature of student teaching programs, procedures followed in the selection of cooperating teachers and assignment of student teachers. Attention is also given to the recognition of skills and activities fundamental to the development of effective teachers.

Prerequisite: Previous arrangements with instructor and admission to the Graduate School.

CIGENRL 776 (EDADMIN 776)

The School Principalship 3 u

Study of the application of theories to the administrative behavior problems of leadership in schools. The course content will present research concerning the operation and management of schools. It is designed for students who will have a leaderships function role in their school duties, such as a team leader, supervisor, coordinator or principal.

Unrequisite: EDADMIN 776

CIGENRL 789

Capstone Project Seminar 2-3 u

The purpose of this seminar is to provide the master's student with faculty and peer support as the student grounds, implements, refines, assesses and reports his or her capstone project. The capstone project is a self-selected and defined project completed with advisor assistance, that makes a connection between the graduate study and the student's professional life as an educator. The course will be graded on a Satisfactory/No Credit grading scale. Approval of program coordinator and advisor is required.

CIGENRL 790

Workshop 1-6 u

CIGENRL 791

Post-Secondary Education Internship 1 u

This course is designed to provide hands-on teaching experience in a post-secondary education environment. The experience will provide the student with an opportunity to gain experience and apply knowledge and skills learned in the classroom.

Prerequisite: EDFOUND 625 and either (CIGENRL 750 or CIBME 762)

CIGENRL 794

Seminar 1-3 u

CIGENRL 796

Special Studies 1-3 u

CIGENRL 798

Individual Studies 1-6 u

CIGENRL 796

CIGENRL 799

Thesis Research 1-6 u

Students must complete a Thesis Proposal Form in the Graduate Studies Office before registering for this course.

SPECIAL STUDIES (CIGENRL)

CIGENRL 690

Workshop 1-6 u

CIGENRL 694

Seminar 1-3 u

CIGENRL 696

Special Studies 1-3 u

CIGENRL 790

Workshop 1-6 u

CIGENRL 793 (EDADMIN 793)

Practicum 1-6 u

CIGENRL 794

Seminar 1-3 u

CIGENRL 798

Individual Studies 1-3 u

CIGENRL 799

Thesis Research 1-6 u

Students must complete a Thesis Proposal Form in the Graduate Studies Office before registering for this course.

EARLY CHILDHOOD (EARLYCHD)

EARLYCHD 662

Programs and Curriculum for Infants and Toddlers 3 u

This course will enable students to plan a sequential curriculum for children from birth to age three. Issues, concepts and research findings pertaining to group care of infants and toddlers in a variety of settings will be considered, as well as teaching strategies employed with very young children.

Prerequisite: Professional Ed admission; restricted to students with curriculum elementary education, emphasis: Pre K-6 (EC/MC)

EARLYCHD 675

Administration of Preschool Programs 3 u

The concentration of this course is on managerial skills. Areas of emphasis are licensing, writing policies, programming, staffing, finances, professional ethics, and public relations.

Prerequisite: Restricted to students with Professional Ed admission.

EARLYCHD 711

Early Childhood Education: From Theory to Practice 3 u

A study of the historical and theoretical foundations, current models and practices, and significant research regarding early childhood education.

EARLYCHD 713

Trends in Curriculum for the Preschool/Primary Child 3 u

This course is designed to give students sufficient skills to develop, implement and evaluate curriculum for children from ages 3-8.

EARLYCHD 714

Current Issues in Early Childhood Education 3 u

Identification of significant issues and consideration of research having an impact on emerging trends as well as current practices in early childhood education.

ELEMENTARY EDUCATION (ELEMMID)

ELEMMID 562

Children's Literature 3 u

A study of literature for older children including fiction and nonfiction. Multimedia as related to literature, selection, and usage are also explored.

HIGHER EDUCATION LEADERSHIP DEVELOPMENT (HELEAD)

HELEAD 700

Introduction to Higher Education and Student Affairs 3 u

This course provides students with a brief history of higher education as “an industry” — quickly moving from the colonial colleges to present-day colleges and universities. Moreover, this course helps students to understand the history and philosophy of student affairs, and its role in the educational mission of higher education.

Prereq: Graduate Standing

HELEAD 710

College Student Development: Theory, Assessment and Application 3 u

This course helps students to understand various theories related to growth and development during the college years: learning and meaning making, identity development, moral development, and psycho-social development. Equally important, students will discover the implications these theories have for the design of educational practice on the college campus.

Prereq: Graduate Standing

HELEAD 715

Assessment in Student Affairs 3 u

This course provides students with an overview of the assessment and evaluation processes that allow Student Affairs professionals to develop assessment approaches that gather, analyze, and interpret information to improve institutional, departmental, and divisional effectiveness. Both qualitative and quantitative approaches to assessment will be examined with an emphasis on pragmatic application.

Prereq: Graduate Standing

HELEAD 720

Legal Issues in Higher Education 3 u

The primary goal of this course is to provide students with a basic understanding of the American legal system so that they can identify the history and sources of law, read and interpret laws and relevant cases, understand how the court systems work, and understanding of personal and institutional liability. Emphasis will be placed on issues and laws likely to be encountered by Higher Education practitioners.

Prereq: Graduate Standing

HELEAD 725

Diversity and Equity in Higher Education 3 u

This course emphasizes personal awareness, knowledge, and skills necessary for ongoing development of a personal intercultural framework for student affairs practice. Theories related to domestic and international dimensions of diversity, interactional diversity and the dynamics of power, privilege and oppression will be explored in university contexts. This course will examine challenges and opportunities for creating inclusive and affirming campus communities.

Prereq: Graduate Standing

HELEAD 729

Organization and Governance in Higher Education 3 u

Colleges and universities have an important societal role now and have had for many centuries. It is important that those who wish to pursue careers in higher educational administration understand and appreciate the traditions, goals, mission and organization of that structure. The goal of this course is to introduce students to college and university administration, to encourage analysis of segments within these institutions and to gain an appreciation of the role various elements play within these complex organizations. The outcome should be that the student would be cognizant of the myriad of issues involved within the administration of colleges and universities.

Prereq: Graduate Standing

HELEAD 781

Capstone Portfolio and Career Application 3 u

This course will introduce and apply foundational theories of career development and methods of career assessment to assist with personal career planning. Students will complete a formal professional vision and portfolio utilizing artifacts from courses completed during their core and emphasis area courses.

SECONDARY EDUCATION (SECNDED)

SECNDED 627

Methods of Teaching World Languages 3 u

An introduction to the principles and techniques of teaching modern foreign languages including English as a second language designed to prepare students for the Teaching Practicum. Emphasis is placed on the communicative approach to lesson planning, classroom instruction and proficiency assessment in accordance with the WI Academic Standards.

Prerequisite: EDFOUND 212. Restricted to students with admission to Professional Education.

SECNDED 628

Methods of Teaching Mathematics 3 u

A study of the materials, methods, curriculum and structure of secondary school mathematics. Review of current objectives in secondary school mathematics.

Prerequisite: Restricted to students with Professional Ed admission.

SECNDED 629

Methods of Teaching Science 3 u

Designed to acquaint students with basic educational techniques; to develop in students the ability to utilize effectively techniques characteristic of science programs, namely, laboratory learning to acquaint students with new approaches to science; to familiarize students with new developments in the science curriculum; to help students gain a broad vision of their teaching profession, their science area and their responsibilities to all students.

Prerequisite: Restricted to students with Professional Ed admission.

SECNDED 630

Methods of Teaching Social Studies 3 u

The study of the teaching-learning process, objectives in social studies, planning for teaching, selection of content and resources, teaching-learning strategies and evaluative methods.

Prerequisite: Restricted to students with Professional Ed admission.

SECNDED 705

Representations of Learning 2 u *

An investigation of the methods of representing perception and experience of the world. Correlations will be made between inquiry and the formalizing of meaning through imaging. special consideration will be given to applicants for alternative education programs.

SECNDED 706

Learning and Diversity 2 u *

A critical view of social and intellectual development. Special consideration will be given to culturally and economically diverse populations within common educational settings.

SECNDED 707**Formal and Informal Learning Environments 1-3 u**

An examination of a variety of structures within which learning occurs. The classroom will be considered both context and content for learning and the construction of meaning. Through an analysis of classroom environments participants will synthesize potentials for change in their concept of teaching and learning. Prerequisite: Acceptance into the Alternative Education Programs licensure cohort.

SECNDED 708**The Marginalized Learner 2 u ***

This course will act to sensitize students to the characteristics of the marginal student and the forces that cause that marginalization. Students will evaluate the effects of their choices and actions on others (students, parents, other professionals, and the community).

Prerequisite: Acceptance into the Alternative Education Programs licensure cohort.

SECNDED 709**Learning and Teaching for Empowerment: * 2 u**

An investigation of educational practice and its application to critical theory. Democracy, community, collaboration, and empowerment relative to the alternative education programs will be considered.

Prerequisite: Acceptance into the Alternative Education Programs licensure cohort.

*These courses must be taken to satisfy the requirements for the 952 (Alternative Education) license.

Applicants for this license must hold a valid teaching license and be currently employed in a school setting.

FIELD PRACTICUM (CIFLD)**CIFLD 793****Practicum (Elementary) (Secondary) 1-6 u**

Prerequisite: Graduate status, application and interview, completion of 9 credits at UW-Whitewater, and designated curriculum check sheet requirements (Not to be used for first-time certification.)