Curriculum and Instruction (CI) - Graduate Courses

Courses

CI 560 Cr.1-2
Washburn Academy
Study of a selected topic in science, mathematics, humanities, and the use of technology in education to improve the topic-related competency of classroom teachers and the acquisition of classroom techniques and applications. Open only to teachers who have been selected to participate in the Washburn Academy, an in-service program sponsored and conducted through joint efforts of CESA-4 and UW-L with the support of grants and the business community. Repeatable for credit - maximum four. A maximum of four credits apply to a graduate degree. Pass/Fail grading. Offered Summer.

CI 570 Cr.1-3
Assessment Alternatives
Course will explore current professional recommendations for assessment and alternative formal and informal classroom assessment strategies. Participants will examine current assessment techniques, record keeping, and reporting systems. Repeatable for credit - maximum six. Prerequisite: teacher certification or one methods course and one educational psychology course. Offered Fall, Winter, Spring, Summer.

CI 381/581 Cr.1
Environmental Education Methods
This course is designed to develop an understanding of curricula, instructional methods and materials, and evaluation techniques for K-12 level environmental education based upon educational research, contemporary practices, and the Wisconsin Department of Public Instruction recommended goals and expectations. Prerequisite: GEO 200; EDS 351 or EDS 402. Offered Fall, Spring.

CI 590 Cr.3
Teaching Thinking Skills: Theory Into Practice
Learn practical and relevant techniques to foster and develop student thinking at higher levels. The course examines strategies for teaching inductive reasoning, problem solving, critical thinking, analysis and synthesis skills, pattern recognition, and inquiry skills. The course explores the use of multiple intelligences and learning style theories to promote higher level thinking and motivation to learn. Offered Occasionally.

CI 606 Cr.1-2
Teaching Basic Writing Skills
A developmental approach to teaching basic writing skills at the middle/junior and senior high school levels. The course will examine philosophies, conceptual frameworks, and techniques in teaching writing. Special emphasis will be given to the concept of writing across curricular subject matter areas. Prerequisite: teaching experience. Offered Occasionally.

CI 470/670 Cr.1-3
Symposium in Education
Studies in education of interest to specific groups. Varying topics will be offered at intervals with a specific title assigned to each. Repeatable for credit - maximum six. Departmental option for pass/fail grading. Prerequisite: admission to teacher education. Offered Fall, Winter, Spring, Summer.

CI 695 Cr.3
Supervision of Student Teaching
Designed especially for supervising teachers having student teachers or teacher interns under their direction, and for other teachers interested in preparing for teacher supervising responsibilities. Emphasis on objectives of student teaching, orientation and induction, roles and responsibilities of personnel, instructional planning and implementation, process of supervision and post-instructional conferencing. Additional topics are Wisconsin P34 expectations, the SoE Conceptual Framework, SoE programs, InTASC standards, Teacher Educator Standards, and the edTPA. Repeatable for credit - maximum six. Prerequisite: certification for teaching, a baccalaureate degree, and teaching experience. Consent of instructor. Offered Spring, Summer.

CI 702 Cr.1-3
Health Issues and Resources for Teachers and Other School Professionals
Current health issues and available community resources will be addressed. Representatives from community agencies and the facilitating faculty will clarify the meaning of specific health issues related to the school setting along with various ways to address them through available agency resources. Repeatable for credit - maximum six. (Cross-listed with CI/HED; may only earn credit in one department.) Offered Occasionally.

CI 710 Cr.1-3
Seminar in Middle School Interdisciplinary Teams
The course is designed to help teachers, administrators, and other personnel understand the role of teaming in the middle school philosophy, team development, team function, and team effects on delivery of instruction, student development and school organization. Matters of curriculum, program evaluation, student assessment and political dynamics will be included. Prerequisite: teaching certification. Offered Occasionally.

CI/EFN 715 Cr.1-3
Issues and Trends in Education
Current critical issues in education on the state, national, and international levels. Repeatable for credit - maximum 30. (Cross-listed with CI/EFN, may only earn 30 credits total in CI and EFN.) Offered Fall, Spring, Summer.

CI 736 Cr.1-3
Individualized Instruction
A focus on needs, practices, and plans for implementing an individualized program of instruction in the public schools. Repeatable for credit - maximum three. Offered Occasionally.

CI 738 Cr.3
Curriculum in the Middle Level/Secondary Schools
Focuses on the historical, political, sociological, and philosophical foundations of curriculum planning and the construction, implementation, and evaluation of middle level/secondary school curriculum. Emphasis on research-supported principles of curriculum development and application of these principles to promote authentic learning and support the concept of a learning community with multiple stakeholders. Prerequisite: teacher certification. Offered Occasionally.

CI 739 Cr.3
Research/Practice in Improving Written Expression
Students will examine current research on the teaching of writing, as well as develop and share practical suggestions for improving students’ written expression. Prerequisite: teacher certification or experience. Offered Occasionally.
Curriculum in the Elementary School
Historical, political, sociological and philosophical foundations of curriculum planning in elementary schools. Development and implementation of an elementary curriculum emphasizing authentic learning. Prerequisite: teaching experience. Offered Occasionally.

Guided Learning
Study of a significant problem, development of a professionally related competency, or acquisition of job-related knowledge through independent study on or off campus under the direction of a faculty member. On occasion, individuals may be formed into classes. Repeatable for credit - maximum 15. (Cross-listed with CI/EFN; may only earn 15 credits total in CI and EFN.) Consent of instructor. Offered Fall, Winter, Spring, Summer.

Teacher Inquiry: Assessing Classroom Practices
This course will assist experienced educators in focused efforts to improve classroom practices through disciplined inquiry. Participants will identify questions about their own teaching and/or their students’ learning, and conduct systematic investigations into those questions. Repeatable for credit - maximum six. Prerequisite: classroom teaching experience. Offered Occasionally.

Principles and Problems of Curriculum Development
Theoretical frameworks for curriculum development. Principles and problems pertaining to four standard phases of curriculum construction: analysis, design, implementation, and evaluation. Emphasis is upon developing or revising existing school curriculum. Prerequisite: teaching experience. A graduate curriculum course is highly recommended. Offered Occasionally.

Seminar Paper
Completion of an acceptable seminar paper under the direction of an assigned staff member. Prerequisite: EFN 760 or concurrent enrollment. (Cross-listed with CI/EFN; may only earn credit in one department.) Offered Fall, Winter, Spring, Summer.

Practicum in Education
Designed to assist teachers as they seek methods and materials to upgrade their teaching skills. Emphasis will be on the implementation of various teaching techniques and will involve on-site supervision by the college instructor. Repeatable for credit - maximum six. Offered Occasionally.

Administration and Organization of Public Education
Introduction to the study of educational administration with emphasis upon the nature of administrative theory and process. Study of behavior patterns and decision-making process of successful administrators in various settings. Offered Occasionally.

Educational Supervision
Exploration of the nature and scope of responsibilities of areas in educational supervision. Special emphasis will be given to the improvement of instruction and curriculum development through the study of interpersonal relations. (Cross-listed with EDM/RDG; may only earn credit in one department.) Offered Summer.