

Resources for

- [New Freshmen](#)
- [Transfer Students](#)
- [Graduate Students](#)
- [International Students](#)
- [Other Students](#)
- [Parents](#)
- [High School and College Counselors](#)

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 Graduate Studies Office
 108 Regional Development Institute
 410 S Third Street
 River Falls, WI 54022
 (715) 425-3843
 (800) 228-5607
 Fax: (715) 425-3185

outreach@uwrf.edu

[Graduate Studies Home Page](#)



Advance Your Career

Congratulations on taking the first step to enrolling in graduate study. There is no better way to advance your career or improve your professional skills than through continued education.

Find out how UW-River Falls can help you meet your personal and professional goals:

- [Degree and Certificate Options](#)
- [Admission Standards](#)
- [Taking Classes for Credit](#)
- [Paying for College](#)
- [Graduation Requirements](#)

Discover River Falls

We are located in western Wisconsin, in the scenic St. Croix River Valley. Campus is 30 minutes east of the Twin Cities of St. Paul and Minneapolis, Minnesota and Eau Claire, Wisconsin.

Great Teaching in Every Classroom

You'll learn by working closely with engage and attentive faculty and fellow students.

Small Class Settings

Our unwavering commitment to education means you'll enjoy learning from dynamic, accomplished professors who are focused on your success.

Superb Academic Programs

A broad array of unique and highly respected degrees and certificates are offered among all four colleges.

Tremendous Value

You won't find an education this good at a lower price.

Relevant Coursework

Apply knowledge gained immediately in your workplace or community.

Convenient Schedule

Most graduate courses are offered in a condensed format during summers, and in the evenings and on weekends during the year. Some classes are available online or through interactive television.

Tools

[Class Schedule Lookup](#)
[Class Descriptions](#)
[Student Services](#)
[Visiting Campus](#)
[Catalogs](#)

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[\[Graduate Studies Home Page\]](#)

[Accreditations](#)

[Mission](#)

[UWRF Vision and Values](#)

Graduate Degrees

- [Agricultural Education](#)
- [Business Administration \(MBA\)](#)
- [Communicative Disorders](#)
- [Counseling](#)
- [Elementary Education](#)
- [Fine Arts](#)
- [Mathematics](#)
- [Principal Licensure](#)
- [Reading Specialist](#)
- [School Psychology](#)
- [Science](#)
- [Shared Inquiry Communities](#)
- [Teaching English to Speakers of Other Languages \(TESOL\)](#)

Graduate Teaching Licensure and Certifications

- [Alternative Education Certification](#)
- [Principal Licensure](#)
- [Reading Teacher Certification](#)
- [Teaching English to Speakers of Other Languages \(TESOL\) Certification](#)

Other Programs for Adult Learners

Bachelor of Science Degree Completion

- [Sustainable Management](#)
- [Early Childhood](#)

Continuing Education for Educators

Noncredit Online Classes



Resources for

- [New Freshmen](#)
- [Transfer Students](#)
- [Graduate Students](#)
- [International Students](#)
- [Other Students](#)
- [Parents](#)
- [High School and College Counselors](#)

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[Class Schedule Lookup](#)

[Student Services](#)

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[Graduate Studies Home Page](#)



Admissions Standards

Your application to graduate school starts by selecting your [program of study](#). While the information below pertains to most graduate programs, there may be additional admission requirements and application instructions for your selected program of study.

- [Degree and Certificate Options](#)
- [Admission Standards](#)
- [Taking Classes for Credit](#)
- [Paying for College](#)
- [Graduation Requirements](#)

General Admission Requirements

In general, the requirements to be admitted include:

- An earned baccalaureate degree from an accredited institution;
- An overall undergraduate grade point average of at least 2.75 (on a four-point scale) or an average of at least 2.90 based on the last 64 semester credits (90 quarter credits) of the undergraduate program;
- Completed application received with paid processing fee; and
- Any additional admissions requirements specific to your program of study

Checklist for Applying to Graduate School

Choose your program of study by reviewing the [Graduate Catalog](#) or contact the Graduate Studies office for assistance.

Apply online at <http://apply.wisconsin.edu>. Note that some programs have admissions deadlines.

Pay the application fee either by credit card or check. The fee is not required if you are not pursuing a degree or certificate. See ["Taking Classes for Credit."](#)

Send in any additional admissions materials, if required for your program. See ["Special Admission Requirements."](#)

Request transcripts from your past colleges or universities. These official documents must be sent directly from the institution to the Graduate Studies office. See ["Transferring Credits"](#) for additional transcript requirements, if applicable.

Find out your financial aid options by visiting the [Financial Aid](#) web page or contacting the Financial Aid office.

When you've been admitted, you'll be sent instructions on how to register for classes and other information necessary to begin your course of study.

Returning Graduate Students

If you are a returning graduate student, you may complete a [re-entry request form](#) instead of an application unless you are changing your program of study or you are now interested in pursuing a degree or certificate. In these cases, you should contact the [Graduate Studies](#) staff for assistance.

International Graduate Students

For more information about applying as an international student, refer to Admissions for International Students.

Special Admission Requirements

If you seeking an **initial teaching certification**, you will need to pass the PRAXIS II exam and apply for certification through the College of Education and Professional Studies, Teacher Education Department. Go to the college [Web site](#) for more details.

Probationary Status

If your undergraduate grade point average was between 2.25 and 2.75, you may be admitted under probationary status. Probationary status is available if you have earned six or more graduate credits, with a grade of "B" or better, from an accredited graduate school outside of the University of Wisconsin System, and you meet all other admissions requirements. You will remain on probation until you have completed nine graduate credits at UW-River Falls with grades of "B" or better.

Transferring Graduate Credits

Because of the unique nature of the program coursework, some of our graduate programs will not accept any transferred credits. For others, you are limited to transferring nine graduate credits and these credits must be approved by your advisor and the Director of Graduate Studies. Check with the program coordinator for specific information on transferring graduate credits.

To accept transfer credits, we must receive an official transcript from the institution listing the course taken. Transferring credits will not affect your probationary status. Distance-learning credits are eligible for transfer only if the course is accepted for a graduate degree program at the institution giving the credit.

Appeals Procedure

If you feel that an error has been made in your admissions status or in denial of admission, you may present an appeal to the Appeals Committee of the Graduate Council. Refer to [Graduate Studies Appeal Procedures](#) for more details.

Need Assistance?

Contact the Graduate Studies staff for guidance with your program or admission process by calling 800-227-5608 or by sending an [email](#) today.

[Back to top](#)



Resources for

- [New Freshmen](#)
- [Transfer Students](#)
- [Graduate Students](#)
- [International Students](#)
- [Other Students](#)
- [Parents](#)
- [High School and College Counselors](#)

Do you have a question?

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More Resources :

[Class Schedule Lookup](#)

[Student Services](#)

[Campus Location](#)

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[Graduate Studies Home Page](#)

Taking Classes for Credit Only

You can also take classes without committing to a degree program. Some students want to develop new professional skills. Others take classes in the summer to transfer to another institution. Either way, UW-River Falls provides a way for you to temporarily enroll as a UWRF graduate or undergraduate student.

- [Degree and Certificate Options](#)
- [Admission Standards](#)
- [Taking Classes for Credit](#)
- [Paying for College](#)
- [Graduation Requirements](#)

Applying For Graduate Credit

As a temporary graduate student, you may enroll in graduate courses without being admitted into a graduate degree or certificate program at UW-River Falls. All you need is a bachelor's degree from an accredited institution. The application fee is waived.

[Online Temporary Graduate Application](#)

NOTE: If you decide to pursue a degree or certificate in the future, you will need to notify the Graduate Studies Office in writing and meet any additional admission requirements. No more than nine semester credits earned as a temporary student may be applied toward a degree or certificate, with approval from the program coordinator and the director of Graduate Studies. And, graduate degrees must be completed within seven years of the date of the earliest course applied toward your degree or certificate program.

If you are interested in applying to a graduate degree or certificate program, go to the [Graduate Studies](#) home page.

If you have taken graduate classes at UW-River Falls before Fall 2003, you will need to re-enter as a graduate student. Complete the online [Graduate Re-entry](#) form.

Applying for Undergraduate Credit

You need to apply as a temporary undergraduate student if you are interested in taking courses for undergraduate credit. You may **not** use the following application if you are:

- interested in pursuing an undergraduate degree at UWRF;
- seeking certification;
- planning to apply for financial aid; or
- are a high school special or youth options student.

These types of students must complete the online [UW System Electronic Application](#) (external web site).

To enroll as a temporary undergraduate student, you may complete your application online.

[Online Temporary Undergraduate Application](#)

For additional assistance, contact the Admissions Office at (715) 425-3500 during business hours or send an email to admit@uwrf.edu.

Once admitted, students will receive their student account number ([Falcon Account](#)) and instructions on how to register for classes. Applications typically take at least 5 business days to process, depending on the volume of applications received.

If you are a returning UWRF undergraduate student who wants to complete your degree, go to the [Registrar's Office](#) for instructions on readmission and re-entry.

NOTE: If you are currently enrolled as a graduate student at UW-River Falls, you will pay graduate tuition rate for an undergraduate course. Contact the [Graduate Studies Office](#) (email) if you need to change your graduate status.

Registering for Credit Courses

New and returning students will receive instructions on how to activate their [student account](#) and register for classes.

Current graduate and undergraduate students may register and pay tuition online using [eSIS](#) . If you need assistance registering, view the [tutorials for using eSIS](#).

NOTE: All UWRF students (undergraduate and graduate) must sign the [Fee Payment Agreement](#) on eSIS prior to registering for fall or spring classes. [Find out more](#). Undergraduate students are required to submit an enrollment deposit of \$100 before registering for spring and fall term registrations. See [Accounts Receivable](#) for information on deposits, payment plans and options.

Need Assistance?

Contact the Graduate Studies staff for guidance with your program or admission process by calling 800-227-5608 or by sending an [email](#) today .

[Back to top](#)

Resources for

- [New Freshmen](#)
- [Transfer Students](#)
- [Graduate Students](#)
- [International Students](#)
- [Other Students](#)
- [Parents](#)
- [High School and College Counselors](#)

Do you have a question?

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More Resources :

- [Class Schedule Lookup](#)
- [Student Services](#)
- [Campus Location](#)

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 (800) 228-5607
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[Graduate Studies Home Page](#)

Paying for College

Furthering your education is a wise investment and tuition rates at UW-River Falls are competitive with public and private institutions in this area.

Find out how UW-River Falls can help you meet your personal and professional goals:

- [Degree and Certificate Options](#)
- [Admission Standards](#)
- [Taking Classes for Credit](#)
- [Paying for College](#)
- [Graduation Requirements](#)

Return on Your Investment

Reports from the U.S. Census Bureau underscore the economic value of education. Data show that over the course of their working lives, adults with higher education are more likely to have higher earnings.

In 2005, the typical full-time year-round worker in the United States with a four-year college degree earned \$50,900, 62 percent more than the \$31,500 earned by the typical full-time year-round worker with only a high school diploma.

Those with master's degrees earned \$61,300 per year, about 21 percent more than the earnings of someone with a bachelor degree. Those with professional degrees earned over 56 percent more than undergraduate degree holders.

Source: U.S. Census Bureau, 2006

What You Can Expect to Pay

The [Financial Aid](#) web site provides a summary of what you can expect to pay in tuition and fees in your first year of school. Visit this page [here](#).

Please note that the **Master of Business Administration (MBA)** and the **School Psychology** graduate programs have different tuition rate. You can find this rate by visiting the [Accounts Receivable](#) web pages.

Applying for Minnesota Reciprocity

Through an agreement between the states, Minnesota residents can benefit from reduced tuition costs with Wisconsin public colleges.

Minnesota residents can apply for reciprocity [online](#) (external web site) at and should do so as soon as you have applied for graduate school.

Your reciprocity benefits will be automatically renewed each year if you continue to attend UW-River Falls and can claim Minnesota residency. If you have not taken any classes in the past year, you will need to reapply.

Opportunities for Financial Aid

Several types of financial aid (loans, grants, scholarships and work study) may be available to help you pay for your education. To determine your eligibility for various grants and loans, you will need to complete the **Free Application For Federal Student Aid (FAFSA)** available each year after January 1. This form is available [online](#) (external web site) or by requesting it from the [UWRF Office of Financial Aid](#).

Work-study positions may be available for graduate students who take four or more credits per term. For more information, contact the [Office of Financial Aid](#) at (715) 425-3141 or by [email](#). Academic departments may also provide graduate assistantship positions and should be contacted directly for information.

[Back to top](#)



Resources for

- [New Freshmen](#)
- [Transfer Students](#)
- [Graduate Students](#)
- [International Students](#)
- [Other Students](#)
- [Parents](#)
- [High School and College Counselors](#)

Do you have a question?

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Apply Online

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- [Class Schedule Lookup](#)
- [Student Services](#)
- [Campus Location](#)

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 (800) 228-5607
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[Graduate Studies Home Page](#)



Keys to Graduate Success

Completing your graduate degree or certificate is a tremendous achievement. While some programs have additional expectations, here are the general requirements you will need to meet to complete your graduate program at UW-River Falls.

Find out how UW-River Falls can help you meet your personal and professional goals:

- [Degree and Certificate Options](#)
- [Admission Standards](#)
- [Taking Classes for Credit](#)
- [Paying for College](#)
- [Graduation Requirements](#)

Summary of Graduation Requirements

Complete a minimum of 30 credits

At least half of the credits required for the degree must be earned in courses at the 700-level. No more than nine credits at the 500-level may be applied to the degree.

Finish in Seven Years

Taking classes in a timely fashion will ensure that you will finish in time.

Earn a "B" Average

You must achieve an average of 3.0 out of a possible 4.0 grade point average throughout your study and among all program-required courses.

Pass Your Exams

You will need to complete a written or an oral comprehensive examination in your final semester or session.

Request Graduation

Complete a form at least six weeks before your anticipated graduation date.

To see any additional graduation requirements associated with your selected program of study, visit the [list of graduate programs](#) or talk to the program coordinator.

Resources to Help You Succeed

At River Falls you'll find a hardworking, close-knit community of faculty, staff and students where collaboration is the key to confidence and success. Here are some of the ways you help you achieve to your goals.

Go to: [Your Graduate Adviser](#)
[Your Graduate Committee](#)

[Your Degree Plan](#)
[Your Graduate Course Load](#)

Your Graduate Adviser

Your program director will assign a graduate faculty member to be your academic adviser. Your adviser will assist you in finalizing your academic plan, selecting electives, and completing your program requirements. If you are unsure who your adviser is, contact the Graduate Studies staff.

[Back to Resources](#)

Your Degree Plan

You will choose one of the following:

- Thesis Plan (Plan A) - a master's thesis for up to four additional credits and an oral examination about the thesis.
- Research Paper Plan (Plan B) - a research paper based on specified program and an oral exam requirement.
- Additional Credits Plan (Plan C) - take four additional credits of coursework and an oral or written comprehensive examination given by the department

[Back to Resources](#)

Your Graduate Committee

A graduate committee will evaluate your thesis or paper, conduct your oral comprehensive exam, or evaluate your written exam.

The committee includes your adviser and two faculty, one of whom will be from your program area. Your committee will tell you how to prepare for the written and/or oral examinations at a meeting you arrange.

[Back to Resources](#)

Your Graduate Course Load

Full-time graduate students take eight to 15 credits per term, and typically four to nine credits during the summer.

You may take more credits once during your program if you are not on academic probation; have successfully completed 16 graduate credits; and have written approval from your adviser.

You can also take less than a full-time course load; however, this may affect your financial aid options. Graduate assistants take at least eight credits and no more than 12 credits a term.

[Back to Resources](#)

Grading System

The following grades are used among graduate classes:

- A - Excellent
- B - Good
- C - Acceptable
- F - Unsatisfactory
- S - Satisfactory
- I - Incomplete
- Pass/Fail (used in practicum courses)

You will need to maintain a "B" (3.0/4.0) average overall and among your required courses or you will be placed on probation for the next term.

A course in which you received a grade of "F" may be repeated once. Grading disputes are first addressed by your course instructor. If you are unable to resolve differences, you may appeal in writing to the department chairperson.

Need Assistance?

Contact the Graduate Studies staff for guidance with your program or admission process by calling 800-227-5608 or by sending an [email](#) today .

[Back to top](#)



Agricultural Education

Master of Science Degree

Options:

[Professional Development in Agricultural Education](#)

[Initial Teaching Certification](#)

Who Should Enroll

- Certified agricultural educators in middle, secondary or post-secondary schools (Option I)
- Agriculture, food or environmental science professionals in extension, industry or other non-formal education sessions who desire a masters degree (Option II)
- Those who are seeking initial certification as agricultural education instructors at the secondary level (Option III)

Key Features

- Flexibility to construct a graduate program that meets the needs of three different groups of students
- A history of excellent job placement rates and starting salaries among graduates
- A connection between theory and practice in the dynamic fields of agriculture, food and environmental science
- Integration of distance learning and face-to-face classroom work

Program Curriculum

Candidates select one of program options and obtain approval from the program coordinator before beginning their program of study.

Professional Development in Agricultural Education

This option is designed for educators in both classroom and non-formal settings to continue their professional development.

Professional Education, 7 credits
 TED 740 Foundations of American Education, 4 credits
 TED 750 Advanced Educational Psychology, 3 credits
 or TED 760 Methods in Research, 3 credits

Specialization, 20-21 credits
 AGED 781, 782, 783 Research Seminar in Ag Ed (1 credit each), 3 credits
 AGED 798 Independent Research, 1-3 credits
 or AGED 799 Thesis, 2-3 credits

AGED elective, 3-6 credits

Specialization Electives, 9-14 credits
 Selected upon consultation with adviser

Non-Specialization, 3 credits
 Elective courses from outside the departments and selected for either professional education or specialization.

Initial Certification in Agricultural Education

This option is designed for students with a non-teaching baccalaureate degree seeking initial teacher certification as agricultural education instructors.

Undergraduate Requirements, 15 credits or more
 TED 440 Techniques in Sec. Ed. - Ag., 3 credits
 TED 475, Student Teaching K-12, 12 credits
 or TED 478 Secondary School Internship, 12 credits
 Any CAFES classes needed to meet WI DPI agriculture content standards or general education certification requirements.

Certification Requirements, 27 credits

[College of
 Agriculture,
 Food and
 Environmental
 Sciences](#)
 Web page

[Course
 Descriptions](#)
 will open in a
 side window

[Back to
 Graduate
 Program
 Index](#)

[For More
 Information](#)

Dr. Tim Buttles,
 graduate program
 coordinator
 College of
 Agriculture, Food
 and Environmental
 Science
 Department of
 Agricultural
 Education
 Phone: (715) 425-
 3555
 Email: ag.ed@uwrf.edu
 Web: <http://www.uwrf.edu/ag-education/>

[Initial Teaching
 Certification
 Portfolio
 Assistance
 web page: <https://www.uwrf.edu/tlc/portfolio/index.htm>](#)
 Phone: (715) 425-
 0622

AGED 603 Supervision of Work Experience and Youth Organizations, 3 credits
AGED 662 Curriculum Design in Vocational Education, 3 credits
AGED 569 Philosophy of Vocational & Cooperative Education, 4 credits
AGED 701 Advanced Leadership & Group Dynamics, 2 credits
TED 745 Psychology of Teaching, 6 credits
ESM 500 Environmental Education, 3 credits
SPED 530 Exceptional Child, 3 credits
READ 622 Content Area Literacy in Middle & Secondary Schools, 3 credits

Research Requirements, 4-6 credits

AGED 781, 782, 783 Research Seminar in Ag Ed (1 credit each), 3 credits

AGED 798 Independent Research, 1-3 credits

or AGED 799 Thesis, 2-3 credits

Additional certification requirements include a portfolio, [Praxis I and II tests](#) (external link) and industry work experience.

Admission Requirements

- Completed application for graduate study at UW-RF with application processing fee.
- An earned baccalaureate degree from an accredited institution.
- Official transcripts from all institutions attended as an undergraduate student, sent directly to Graduate Studies from the institution.
- An overall undergraduate grade point average of at least 2.75 (on a four-point scale) or an average of at least 2.90 based on the last 60 semester credits (90 quarter credits) of the undergraduate program.

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[Back to top](#)

University of Wisconsin–River Falls

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Master of Business Administration (MBA)

Who Should Enroll

This program is for individuals who want to:

- Develop essential skills to become a successful manager
- Refine their decision making and communication skills
- Expand their awareness of globalization and its implications for business managers
- Understand the use of technology and information systems to support effective management practice

Key Features

- Course content is directly related to developing skills that will make you a better, more effective manager
- Course design and flexibility allows you to pursue your educational goals at your own speed in a program you can tailor to achieve your individual career objectives
- The program assesses your current knowledge and competencies and awards credit for what you have already mastered
- Courses are offered in a flexible manner making life easier for busy professionals
- Forward-thinking themes such as globalization, uses of information technology, and creative decision-making are integral parts of the curriculum

Program Curriculum

Completion of 10 required courses plus electives, including a practicum, for a total of 30 graduate-level credits. Required courses include:

MNGT 700 Organizational Theory and Behavior, 3 credits
 MNGT 701 Leadership and Ethics, 3 credits
 MNGT 702 Strategy and Marketing, 3 credits
 MNGT 703 Human Resource Management, 3 credits
 MNGT 704 Fundamentals of Business Law, 2 credits
 MNGT 705 Operations, Project and Quality Management, 3 credits
 MNGT 706 Financial Management, 3 credits
 MNGT 720 Strategy and Organizational Performance, 3 credits
 MNGT 709 Statistics, 3 credits
 MNGT 710 Practicum, 2 credits

Elective:

MNGT 789 Special Topics in Management, 1 credit

Admission Requirements

- Completed application for graduate study at UWRF with application processing fee
- A bachelor's degree from an accredited institution
- An official transcript from each institution attended
- Undergraduate GPA of at least 2.75 or GPA for last 60 credits of at least 3.00 (4 point scale)
- A GMAT exam score
- Minimum TOEFL of 550 paper or 80 Internet-based test for international students from non-English speaking countries
- Additional application standards as described at the [MBA web page](#).

[Apply Online](#)

[Back to top](#)



College of Business and Economics
 Web page

Course Descriptions
 will open in a side window

Back to [Graduate Program Index](#)

For More Information

College of Business and Economics
<http://www.uwrf.edu/cbe/masters/>
 Phone: (715) 425-3335 or
 E-mail: mmcbe@uwrf.edu

Communicative Disorders

Degree Options:

Master of Science

Master of Science in Education in Secondary Education (Post Certification)

Who Should Enroll

- Students who are preparing for employment in a clinical fellowship
- Experienced clinical employees who want to receive their masters

Key Features

- This is a full-time program that last two years (five consecutive semesters beginning with fall term)..
- Meets the academic and clinical accreditation standards of the Council for Academic Accreditation in Audiology and Speech-Language Pathology (CAA)
- After completion of the clinical fellowship and with passing grades on the **Praxis™ Series** examination, students are eligible for the certificate of clinical competency from ASHA
- Required clinical experience is available through the University's Speech-Language-Hearing Clinic, public schools, hospitals, rehabilitation agencies, and long-term care facilities

Program Curriculum for Master of Science

Required Specialization Courses, 27 credits:

COMD 715 Research Methods in Communicative Disorders, 3 credits
 COMD 716 Anatomy and Physiology of the Central Nervous System, 2 credits
 COMD 717 Neuropathologies, 3 credits
 COMD 730 Audiology II, 3 credits
 COMD 750 Dysphagia, 3 credits
 COMD 762 Developmental Language Disorders, 3 credits
 COMD 764 Augmentative/Alternative Communication Systems, 3 credits
 COMD 765 Aphasia, 3 credits
 COMD 770 Case Discussions (Treatment), 2 credits
 COMD 772 Audiology Practicum, 2 credits

Required Elective Courses, 9 credits:

COMD 551 Cleft Palate/Orofacial Anomalies, 3 credits
 COMD 589 Special Topics: Audiology Processing Disorders, 2 credits
 COMD 689 Special Topics in Communicative Disorders, 2 credits
 COMD 789 Special Topics in Communicative Disorders, 2 credits

Elective Courses

COMD 798 Independent Research, 1-4 credits
 COMD 799 Thesis, 1-4 credits

Required Clinical Experience, 18 credits:

COMD 579 Clinical Experience Internship, 6 credits
 COMD 773 Practicum in the School, 6 credits
 COMD 774 Practicum in Rehabilitation Facilities, 6 or 12 credits

Program Curriculum for Master of Science in Education

Professional Education Core, 3-4 graduate credits:
 Select one course from:

TED 740 Historical/Philosophical/Multicultural Foundations of American Education, 4 credits
 TED 750 Advanced Education Psychology, 3 credits

**College of
 Education
 and
 Professional
 Studies**
 Web page

**Course
 Descriptions**
 will open in
 a side
 window

**Back to
 Graduate
 Program
 Index**

**For More
 Information**

College of
 Education and
 Professional
 Studies
 Department of
 Communicative
 Disorders
 web page: [http://
 www.uwrf.edu/
 comm-dis/](http://www.uwrf.edu/comm-dis/)
 Phone: (715)
 425-3801

Initial Teaching
 Certification
 Portfolio
 Assistance
 web page:
[https://www.
 uwrf.edu/tlc/
 portfolio/index.
 htm](https://www.uwrf.edu/tlc/portfolio/index.htm)
 Phone: (715)
 425-062

TED 755 Social Issues in Education, 3 credits

Required Specialization Courses, 27 credits:

COMD 715 Research Methods in Communicative Disorders, 3 credits
COMD 716 Anatomy and Physiology of the Central Nervous System, 2 credits
COMD 717 Neuropathologies, 3 credits
COMD 730 Audiology II, 3 credits
COMD 750 Dysphagia, 3 credits
COMD 762 Developmental Language Disorders, 3 credits
COMD 764 Augmentative/Alternative Communication Systems, 3 credits
COMD 765 Aphasia, 3 credits
COMD 770 Case Discussions (Treatment), 2 credits
COMD 772 Audiology Practicum, 2 credits

Required Elective Courses, 9 credits:

COMD 551 Cleft Palate/Orofacial Anomalies, 3 credits
COMD 589 Special Topics: Audiology Processing Disorders, 2 credits
COMD 689 Special Topics in Communicative Disorders, 2 credits
COMD 789 Special Topics in Communicative Disorders, 2 credits

Elective Courses

COMD 798 Independent Research, 1-4 credits
COMD 799 Thesis, 1-4 credits

Required Clinical Experience, 18 credits:

COMD 579 Clinical Experience Internship, 6 credits
COMD 773 Practicum in the School, 6 credits
COMD 774 Practicum in Rehabilitation Facilities, 6 or 12 credits

Admission Requirements

- Completed application for graduate study at UWRF with application processing fee
- An earned baccalaureate degree in communicative disorders from an accredited institution. (If your degree is from another field, contact the Communicative Disorders department.)
- Official transcripts from all institutions attended as an undergraduate student, sent directly to Graduate Studies from the institution.
- An overall undergraduate grade point average of at least 2.75 (on a four-point scale) or an average of at least 2.90 based on the last 60 semester credits (90 quarter credits) of the undergraduate program.
- Three recommendations using the required [form \(pdf\)](#)
- a letter expressing your interest in the program

All materials must be received by February 1 and applicants are advised of admission decisions by April 15 for entrance into the fall term.

[Apply Online](#)

[Back to top](#)

Counseling

Master of Science in Education

Who Should Enroll

- Individuals preparing for employment as a counselor in a school settings
- Experienced licensed teachers returning to college to receive their master's degree

Key Features

- Prepares students to work as school counselors at all levels (K-12)
- Prepare for certification as school counselors at designated age levels, depending on state standards for certification
- Alternative options and additional course work are available for those who have not worked as teachers, contingent upon specific state standards

Program Curriculum

The MSE programs are designed to meet certification standards; however, standards might vary. Students are encouraged to work with an adviser to accommodate any changes.

Academic requirements, 40 credits minimum

Core Courses, 36 credits:

COUN 610 Introduction to Counseling, 3 credits
 COUN 612 Developmental Counseling, 3 credits
 COUN 615 Social and Cultural Foundation of Counseling, 3 credits
 COUN 620 Career Counseling, 3 credits
 COUN 720 Techniques of Appraisal, 3 credits
 COUN 732 Group Counseling, 3 credits
 COUN 753 Counseling Theory and Skills, 3 credits
 TED 750 Advanced Educational Psychology, 3 credits
 TED 760 Methods in Research, 3 credits
 COUN771, 772, 773 Practica in consultation with faculty, 6-9 credits

Before finalizing practicum plans, the student must pass a written examination based upon the content of all of the core course or write a thesis.

Directed elective courses, 4 credits

To be selected in consultation with an adviser

Students will also present a portfolio indicating knowledge and application of Wisconsin Department of Public Instruction Standards for Professional School Counselors. Completion of the practicum and of the master's program is dependent upon approval of the portfolio by the program faculty and the practicum supervisors in the field.

Admission Requirements

- Completed application for graduate study at UWRF with application processing fee.
- An earned baccalaureate degree from an accredited institution.
- Official transcripts from all institutions attended as an undergraduate student, sent directly to Graduate Studies from the institution.
- An overall undergraduate grade point average of at least 2.75 (on a four-point scale) or an average of at least 2.90 based on the last 60 semester credits (90 quarter credits) of the undergraduate program.
- Resumé.
- Letter of intent describing service to the community, volunteer work, commitment to others, work and professional goals, and personal strengths and weaknesses.
- Three letters of recommendation.
- Most students will have a valid teaching license and teaching experience.

A complete application, fee and materials must be submitted by February 1 before fall admission or October 1 before spring admission.

[Apply Online](#)

[Back to top](#)

[College of Education and Professional Studies Web page](#)

[Course Descriptions](#) will open in a side window

[Back to Graduate Program Index](#)

[For More Information](#)

College of Education and Professional Studies
 Department of Counseling and School Psychology
 Web sites: <http://www.uwrf.edu/csp/counselingprogram.htm>
 Phone: (715) 425-3889

Please contact your adviser for information regarding Wisconsin DPI portfolio requirements.

Elementary Education

Master of Science in Education
 (Initial Teaching Certification)

Who Should Enroll

- Individuals with an undergraduate degree in an area other than education who want to become certified to teach in an elementary or middle school.
- Individuals who want to add elementary certification to a current teaching license.

Key Features

- Completion of WI certification requirements for Middle Childhood through Early Adolescence (grades 1-8) while pursuing the Master's degree.
- Evening graduate classes, with part-time and full-time options.
- Field experiences in elementary and middle schools integrated throughout the program.

Program Curriculum

The graduate professional education courses needed for elementary certification:

TED 700 Curriculum in the Elementary School, 3 credits
 TED 705 Language Arts in the Elementary School, 3 credits
 TED 710 Social Studies in the Elementary School, 3 credits
 TED 715 Science in the Elementary School, 3 credits
 TED 720 Mathematics in the Elementary School, 3 credits
 TED 740 Historical/Philosophical/Multicultural Foundations of American Education, 4 credits
 TED 745 Psychology of Teaching, 6 credits
 READ 661 Psychology & Pedagogy of Literacy, 3 credits
 READ 760 Literacy Instruction in the Elementary School, 3 credits
 SPED 530 The Exceptional Child, 3 credits
 TED 472 Student Teaching: Elementary School, 12 credits

Undergraduate coursework required for elementary certification:

Written Communication
 Oral Communication
 Math for Elementary Teachers
 Social Studies
 Environmental Education
 Physical Science
 Humanities/Literature
 Non-western History or Culture
 Music course
 Art course

Coursework equivalents from your undergraduate work may be counted for the above credits. Any courses needed from the list can be completed at any time in the program, but must be finished to receive a license.

Certification requires successful completion of all coursework, with an overall GPA of 3.0 on a 4.0 scale in the advanced program, student teaching and a certification portfolio.

Admission Requirements

- Completed application for graduate study at UWRF with application processing fee.
- An earned baccalaureate degree from an accredited institution.
- Official transcripts from all institutions attended as an undergraduate student, sent directly to Graduate Studies from the institution.
- An overall undergraduate grade point average of at least 2.75 (on a four-point scale) is required for certification so this will be considered in your admission.
- Satisfactory scores on the [Pre-Professional Skills Test \(PPST\)](#) (external link) completed before or within the first semester of enrollment.
 Praxis II: Middle School Content (Test Code: 0146) passing score = 146
 Praxis I (PPST) test scores in Reading (=175); Writing (=174); and Math (=173)

[College of Education and Professional Studies](#)
 Web page

[Course Descriptions](#)
 will open in a side window

[Back to Graduate Program Index](#)

For More Information

Dr. Tim Holleran,
 Program Coordinator
 Teacher Education Department
 Email: tim.k.holleran@uwrf.edu
 Phone: (715) 425-3752
 Web Site: <http://www.uwrf.edu/college-of-education/>

Please contact your adviser for information regarding Wisconsin DPI portfolio requirements.

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Secondary Education in Fine Arts

Master of Science in Education
 (Post Teaching Certification)

Who Should Enroll

- Certified teachers of fine arts in elementary, middle and secondary schools

Key Features

- Affordable, quality graduate education that builds on a teacher's knowledge of fine arts
- Course offerings are varied in topics, format and timing in order to suit the needs and schedules of middle and secondary education teachers
- Unique opportunity to work and learn with k-12 fine arts teachers in other areas
- Up-to-date studio facilities, including a music technology lab, well-equipped art studios, a dance theatre space, and main stage and black box theatres with contemporary lighting and set technology
- Courses are challenging, taught by faculty who have expertise in their fields, and who are committed to teaching
- Small class sizes offer personal attention and the summer schedule is designed for busy teachers
- Courses are practical, recognizing the challenges that today's teachers face in their classrooms, and intellectually stimulating, providing fresh insights and creative approaches
- May complete degree in three years or take courses for professional development

Program Curriculum

Interdisciplinary Fine Arts courses, 9 credits:

ART 760 Creativity: Theory & Practice, 3 credits

ART 770 Arts Education in a Changing Environment, 3 credits

ART 780 Arts in Society, 3 credits

Content Areas, 9-12 credits:

Select courses from the disciplines of art, music, theatre and dance in consultation with adviser. Examples of courses include:

Art: glass, ceramics, drawing, painting, printmaking, photography, art therapy, special topics

Music: music and computer applications, national standards and the curriculum, world music, conducting, history of jazz

Theatre: arts management, performance, design and technology

Professional Education, 6 credits:

TED 760 Methods of Research, 3 credits

plus choose one of the following:

TED 740 Historical/Philosophical/Multicultural Foundations of American Education, 4 credits

TED 750 Advanced Educational Psychology, 3 credits

TED 755 Social Issues in Education, 3 credits

Independent Study: Thesis Project Research, 3 credits

Select from:

ART 798 Independent Research, 1-3 credits

MUS 798 Independent Research, 1-3 credits

CSTA 798 Independent Research, 1-3 credits

The program is on a three-year summer cycle with a recommended load of nine credits per summer. One-credit application units are also available: research conducted during the school year under the guidance of faculty members.

Completion of a certification portfolio as specified by the Wisconsin Department of Public Instruction (external site).

Admission Requirements

- Completed application for graduate study at UWRF with application processing fee .
- An earned baccalaureate degree from an accredited institution
- Official transcripts from all institutions attended as an undergraduate student, sent directly to Graduate Studies from the institution
- An overall undergraduate grade point average of at least 2.75 (on a four-point scale) or an average of at least 2.90 based on the last 60 semester credits (90 quarter credits) of the undergraduate program
- Teacher certification

College of
 Education
 and
 Professional
 Studies
 Web page

College of
 Arts and
 Sciences
 Web page

Course
 Descriptions
 will open in
 a side
 window

Back to
 Graduate
 Program
 Index

For More
 Information

For information
 on specific arts
 courses, contact
 the department
 or instructor:

Art Department
 (715) 425-3266
[www.uwrf.edu/
 art](http://www.uwrf.edu/art)

Music
 Department
 (715) 425-3183
[www.uwrf.edu/
 music](http://www.uwrf.edu/music)

Communication
 Studies/Theatre
 Arts
 (715) 425-3971

[Apply Online](#)

Secondary Education in Mathematics

Master of Science in Education
 (Post Teaching Certification)

Who Should Enroll

- Certified teachers of secondary-level mathematics with at least two years of teaching experience.

Key Features

- May be completed in as few as three years.
- Teachers who are interested in the program may take courses without committing to the degree.

Program Curriculum

Students are required to take 24 credits (six courses) in core mathematics, six credits of course work in the College of Education and Professional Studies, and an independent research (Plan B) paper.

Required Education Courses, 6-7 graduate credits:

TED 760 - Methods in Research, 3 credits

Plus one of the following:

TED 740 History/Philosophy/Multicultural Foundations of Education in America, 4 credits

TED 750 Advanced Educational Psychology, 3 credits

TED 755 Social Issues in Education, 3 credits

Area of Specialization - Mathematics, 24 graduate credits:

The Mathematics courses are offered in two, consecutive four-week sessions during the summer. Classes are repeated every three years.

MATH 711 Geometry for Educators, 4 credits

MATH 726 Statistics for Educators, 4 credits

MATH 736 Discrete Math for Educators, 4 credits

MATH 751 Modern Algebra for Educators, 4 credits

MATH 756 Probability for Educators, 4 credits

MATH 766 Calculus for Educators, 4 credits

Research Paper (Plan B)

Completion of a certification portfolio as specified by the [Wisconsin Department of Public Instruction](#) (external site).

Admission Requirements

- Completed application for graduate study at UW-RF with application processing fee.
- An earned baccalaureate degree from an accredited institution.
- Official transcripts from all institutions attended as an undergraduate student, sent directly to Graduate Studies from the institution.
- An overall undergraduate grade point average of at least 2.75 (on a four-point scale) or an average of at least 2.90 based on the last 64 semester credits (90 quarter credits) of the undergraduate program.
- Teacher certification in Math.
- Two years of Math teaching experience.

[Apply Online](#)

[Back to top](#)

[College of Education and Professional Studies](#)
 Web page

[College of Arts and Sciences](#)
 Web page

[Course Descriptions](#)
 will open in a side window

[Back to Graduate Program Index](#)

[For More Information](#)

[Visit the Mathematics Department web site.](#)

Please contact your adviser for information regarding Wisconsin DPI portfolio requirements.

Principal Licensure

Master of Science in Education - Professional Development

Who Should Enroll

- Educators and current administrators who want to be school principals in private or public schools in Wisconsin
- Anyone interested in a leadership role in school administration

Key Features

- Earn a master's degree, required for certification as a principal in Wisconsin
- Based on the National Educational Policy Board and the Wisconsin Administrator standards for successful principals
- Includes both theoretical and practical experiences based on a reflective practice model
- Approved by the Wisconsin Department of Public Instruction
- After the first summer, each cohort sets the class location and meeting times

Program Curriculum

First Summer:

PLP 761 Leadership Development Seminar I, 4 credits

First Fall Semester:

PLP 762 Oral & Written Communication, 1 credit

PLP 763 The K-12 Principalship, 3 credits

First Spring Semester:

PLP 764 Politics of Education, 1 credit

PLP 765 School Law, 3 credits

Second Summer:

PLP 766 Leadership Development Seminar II, 4 credits

TED 760 Methods of Research, 3 credits

Second Fall Semester:

PLP 767 Finance/Budget, 1 credit

PLP 768 Professional Development and Supervision, 3 credits

PLP 771 Internship/Seminar/Project I, 3 credits

Second Spring Semester:

PLP 769 Student Services, 1 credit

PLP 770 Curriculum K-12, 3 credits

PLP 772 Internship/Seminar/Project II, 3 credits

In the final phase of the program, a portfolio providing evidence of the skills needed to meet National Policy Board and Wisconsin Administrator standards is presented to a review panel of faculty and an area administrator.

Transfer Credits

Students may request that previously completed courses count toward licensure requirements.

Admission Requirements

- Completed application for graduate study at UWRF with application processing fee.
- Earned baccalaureate degree from an accredited institution
- Minimum undergraduate GPA of 2.75 or graduate GPA of 3.0 in at least 12 graduate credits
- Official transcript from each educational institution attended, sent directly to the Graduate Studies office from the institution
- At least three years of experience in an educational setting
- A minimum [Miller Analogy Test \(MAT\)](#) score of 388
- A resume
- Two letters of support describing leadership abilities
- One-page personal letter of intent indicating the reasons for your interest in this program

[College of Education and Professional Studies](#)
[Web page](#)

[Course Descriptions](#)
 will open in a side window

[Back to Graduate Program Index](#)

[For More Information](#)

Dr. Florence Monsour,
 Program Coordinator
 Teacher Education Department
 Email: florence.a.monsour@uwrf.edu
 Phone: (715) 425-3182

Please contact your adviser for information regarding Wisconsin DPI portfolio requirements.

Reading

Degree Options:

[Graduate Certificate, Reading Teacher](#)

[Master of Science in Education, Reading Specialist](#)

Recognized by the National Education Association as having one of the best teacher education programs in the country, the University of Wisconsin-River Falls is uniquely able to offer relevant, practical, convenient, and high-quality courses in reading. The UW-River Falls teacher education programs are nationally recognized for excellence and are accredited by the North Central Association and the Wisconsin Department of Public Instruction (DPI).

Who Should Enroll

- Educators in elementary, middle, and secondary schools who are seeking to become reading teachers or reading specialists.

Key Features

- Cutting-edge curriculum based on the best research practices and standards of the International Reading Association (IRA) and the Wisconsin Department of Public Instruction (DPI).
- A convenient schedule of classes during the summer and on evenings that accommodates practicing educators.
- Small group discussions, field experiences, presentations, action research, and other active engagements, which include integrating technology for reading instruction.
- At the annual Summer Institute, you can complete eight credits in 19 days and be on your way to completing the UWRF Reading program in only 18 months.

Program Curriculum for Reading Teacher Certificate

First Summer: Summer Reading Institute, 8 credits
 READ 700 Foundations of Literacy, 2 credits
 READ 761 Advanced Elementary Reading Instruction, 3 credits
 READ 622 Content Area Literacy in Middle & Secondary Schools, 3 credits
 First Fall:
 TED 705 Language Arts in the Elementary School, 3 credits
 READ 765 Appraisal and Intervention, 3 credits

First Spring:
 READ 750 Children's Literature in the Reading Program, 3 credits
 READ 785 Research in Literacy, 3 credits
 Second Summer:
 READ 775 Clinical Practicum in Literacy Instruction, 1-3 credits

Completion of a certification portfolio as specified by the Wisconsin Department of Public Instruction (external site).

Program Curriculum for the Reading Specialist and Master's Degree

In addition to the courses required for the Reading Certificate listed above, you would add the following courses, research paper and competency and comprehensive exams.

Second Summer:
 READ 710 Language Acquisition and Disorders for Reading Teachers, 3 credits

Second Fall (courses taken concurrently):
 READ 766 Supervision and Administration, 2 credits
 READ 779 Field Experience, 2 credits
 Research Paper (Plan B)

Oral Comprehensive Exam Completion of a certification portfolio for Administrator Standards as specified by the Wisconsin Department of Public Instruction (external site).

Students are not required to begin the program in the summer. For information about alternate start times, contact the program coordinator.

Minnesota Teachers of Reading

Minnesota and Wisconsin do not have any reciprocal licensing agreements; however, we can provide Minnesota candidates with documentation on how our program specifically meets the requirements of MN Rule 8710.4725 TEACHERS OF READING.

[College of Education and Professional Studies Web page](#)

[Course Descriptions](#) will open in a side window

[Back to Graduate Program Index](#)

[For More Information](#)

[Reading Program Handbook \(PDF document\)](#)

Reading Coordinator Dr. Margaret Phinney
 Email: margaret.phinney@uwrf.edu

Please contact your adviser for information regarding Wisconsin DPI portfolio requirements.

School Psychology

Degree Options:

[Master of Science in Education](#)

[Education Specialist](#)

Who Should Enroll

This program is for individuals who want to be competent, professional psychologists providing the following services in public schools and mental health settings:

- Academic, behavioral, and cognitive interventions
- Consultation with parents, teachers, and other professionals
- Assessment and diagnosis of individual student problems
- In-service training
- Program evaluation
- Applied research

Key Features

Students are encouraged to engage in reflective practice utilizing a problem-solving approach from a child advocacy perspective, to engage in preventive as well as remedial practices, and to work with a broad cross-section of the student population, including regular education students.

- Approved by the Wisconsin Department of Public Instruction (DPI) and the [National Association of School Psychologists](#) (external link)
- Qualify for certification in many states, including Wisconsin, Minnesota and Iowa
- Eligible to apply for listing in the National School Psychology Certification System.
- With completion of program requirements, including internship and passing the national exam in school psychology, earn an Education Specialist degree in addition to a master's degree.
- To support working professionals, courses are scheduled in the late afternoon or early evening



Program Curriculum

To become eligible for licensure/certification as a school psychologist, you need to complete the Educational Specialist degree, 66 graduate credits, and all other program requirements. You may be eligible for licensure as a school psychology intern with the completion of your practicum year (56 graduate credits).

To be eligible for national certification in school psychology (NCSP), candidates must complete all program requirements and an application through the National Association of School Psychologists (NASP). See the [NASP web site](#) (external site) for more details. Candidates from UW-River Falls will complete the application for graduates of approved programs.

Program Curriculum for Master of Science in Education

Required Courses, 35 credits:

- SPSY 622 Emotional/Behavioral Functioning: Appraisal and Intervention, 3 credits
- SPSY 651 Diversity, Social and Cultural Issues, 3 credits
- SPSY 701 Introduction to School Psychology, 3 credits
- SPSY 745 Psychoeducational Assessment and Intervention I, 3 credits
- SPSY 746 Psychoeducational Assessment and Intervention II, 3 credits
- SPSY 795 Directed Research - Proposal, 2 credit
- SPED 530 The Exceptional Child, 3 credits
- SPED 620 Introduction to Learning Disabilities, 3 credits
- COUN 612 Lifespan Human Development, 3 credits
- COUN 732 Group Counseling, 3 credits
- COUN 753 Counseling Theory and Skills, 3 credits
- TED 747 Curriculum K-12, 3 credits.

Program Curriculum for Education Specialist

Required Courses, 31 credits:

- SPSY 721 Autism Spectrum Disorders, 1 credit
- SPSY 740 Legal and Ethical Issues in School Psychology, 3 credits
- SPSY 747 Mental Health Issues, 3 credits
- SPSY 769 Psychoeducational Consultation, 3 credits
- SPSY 771 Practicum I, 4 credits

[College of Education and Professional Studies Web page](#)

[Course Descriptions](#) will open in a side window

[Back to Graduate Program Index](#)

For More Information

College of Education and Professional Studies
 Department of Counseling and School Psychology
 Web site: <http://www.uwrf.edu/csp/schoolpsychprogram.htm>
 Phone: (715) 425-388

SPSY 772 Practicum II, 4 credits
SPSY 775 Internship in School Psychology I, 5 credits
SPSY 776 Internship in School Psychology II, 5 credits
SPSY 796 Directed Research - Statistics and Data Analysis, 2 credit
SPSY 797 Directed Research - Final Manuscript, 1 credit

Additional Optional Courses

SPSY 785 Seminar in School Psychology, 3 credits
SPSY 798 Independent Research, 3 credits

The Education Specialist degree is awarded upon completion of the Master of Science in Education 35-credit curriculum (above) and the following 31 additional credits for a total of 66 credits, and passing the National School Psychology Certification Examination, which is administered by the Educational Testing Service three times per year. The current passing score, adopted by the UWRF School Psychology program, is 660. The examination should be taken during the practicum year.

Additional Program Information

A test usage fee (maximum of \$100) is associated with certain assessment courses (SPSY 745, 746, 747 and 749).

Wisconsin and Minnesota require that applicants for teacher certification, including school psychology, submit fingerprints with the certification application. In addition, criminal background checks are required.

Completion of a certification portfolio as specified by the [Wisconsin Department of Public Instruction](#) (external site).

Admission Requirements

- Completed application for graduate study at UWRF with application processing fee.
- Application deadline is February 1. Students are notified of acceptance usually by April 1. Enrollment begins the following fall term.
- An earned baccalaureate degree from an accredited institution.
- Official transcripts from all institutions attended as an undergraduate student, sent directly to Graduate Studies from the institution.
- An overall undergraduate grade point average of at least 2.75 (on a four-point scale) with 3.0 preferred .
- Letter of interest and three letters of recommendation (see [guidelines](#)).
- Graduate Record Examination (GRE) scores are not required but will be considered, if available.

[Apply Online](#)

[Back to top](#)

Secondary Education in Science

Master of Science in Education
 (Post Teaching Certification)

Who Should Enroll

- Certified teachers of secondary-level sciences

Key Features

- Courses are offered only in the summers to accommodate working professionals
- Course offerings are varied in topics, format and timing in order to suit the needs and schedules of middle and secondary school teachers.
- The courses are challenging, taught by faculty who have expertise in their fields and who are committed to teaching.
- The courses are practical, recognizing the challenges that today's teachers face in their classrooms and intellectually stimulating, providing fresh insights and creative approaches.
- The courses are designed to meet the most current standards and requirements of the Wisconsin Department of Public Instruction, allowing science teachers to expand their areas of certification.
- The program recognizes the interdisciplinary nature of middle and secondary classrooms and offers flexibility in selection of courses from a range of science disciplines.
- Teachers who are interested in the program may take courses without committing to the degree.

Program Curriculum

Select biology, chemistry, geology/earth science or physics as an area of specialization. The program consists of 30 semester hours as follows:

12 credit hours in key concepts core courses
 9 credit hours in science electives (1-2 credit hours courses)
 3 credit hours independent paper/project/research
 6 credit hours in education

Key Concept Core Courses, 12 credits:

BIOL 701 Neuroscience, 4 credits
 BIOL 702 Emerging Infectious Diseases, 4 credits
 BIOL 703 Field Botany for Teachers, 4 credits
 CHEM 705 Chemical Instrumentation and Analysis, 4 credits
 CHEM 706 Giant Molecules-The Chemistry of Polymers, 4 credits
 CHEM 707 Bioorganic Chemistry Concepts and Activities for Lecture and Laboratory, 4 credits
 GEOL 700 Earth Surface Processes, 4 credits
 GEOL 703 Minerals Rock, 4 credits
 GEOL 704 Atmospheres and Surface Phenomena on Earth and Other Planets, 4 credits
 GEOL 705 Field Geology for Teachers, 4 credits
 PHYS 700 Mechanics for Secondary School Teachers, 4 credits
 PHYS 701 Electricity and Magnetism for Secondary School Teachers, 4 credits
 PHYS 704 Modern Physics for Secondary School Teachers, 4 credits

Science Electives (from any discipline), 9 credits:

Students choose from the two-credit science electives in the various disciplines or take additional core courses. Examples of two-credit courses are:

Biology:

Environmental Assessment by Insect Inventory; Evolution for Teachers, Inquiry-based Labs Using C-Fern as a Model System, Biological Image Analysis for Teachers

Chemistry:

Life in Extreme Environments, Organic Chemistry of Compounds from Natural Sources, Chemical Demonstrations

Geology:

Dinosaurs for Teachers, Catastrophes in Earth History, Oceanography for Teachers, Plate Tectonics for Teachers

Physics:

Science in the Ice, Laser Physics for Secondary School Teachers, Astronomy for Secondary School Teachers, Optics for Secondary School Teachers, Acoustics for Secondary School Teachers

Paper/Project/Research, 3 credits:

This component is designed in cooperation with a faculty advisor. There will be opportunities to access research data from UW-Madison as well as UW-River Falls and utilize these data with selected students in special projects in the secondary school setting.

Education: 6 credit hours

TED 760 Methods of Research, 3 credits

[College of Education and Professional Studies Web page](#)

[College of Arts and Sciences Web page](#)

[Course Descriptions will open in a side window](#)

[Back to Graduate Program Index](#)

[For More Information](#)

For specific questions about the MSE - Science program, visit the various department web sites listed:

[Biology Department Chemistry Department Geology \(Plant and Earth Science Department\) Geography and Mapping Sciences Department Mathematics Department Physics](#)

And one of the following courses:

TED 740 Historical/Philosophical/Multicultural Foundations of American Education, 4 credits

TED 750 Advanced Educational Psychology, 3 credits

TED 755 Social Issues in Education, 3 credits

Completion of a certification portfolio as specified by the Wisconsin Department of Public Instruction (external site).

Department

Please contact
your adviser for
information
regarding
Wisconsin DPI
portfolio
requirements.

Admission Requirements

- Completed application for graduate study at UW-RF with application processing fee.
- An earned baccalaureate degree from an accredited institution.
- Official transcripts from all institutions attended as an undergraduate student, sent directly to Graduate Studies from the institution.
- An overall undergraduate grade point average of at least 2.75 (2.25-2.75 probationary).
- Teacher certification.
- At least one year of experience teaching science classes.

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[Back to top](#)

University of Wisconsin–River Falls

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Shared Inquiry Communities

Master of Science in Education - Professional Development



The shared inquiry process is a learning method in which students search for answers to fundamental questions raised by a text, lecture or experience. Participants in shared inquiry learn to give full consideration to the ideas of others, promoting thoughtful dialogue and open debate.

Who Should Enroll

- K-12 educators in all teaching areas
- Higher education and vocational and technical school instructors
- Anyone interested in developing teaching and leadership skills in an educational setting

Key Features

- Earn your master's degree in two school years
- Meet one weekend a month at a convenient location
- Work with experienced facilitators and enthusiastic peers
- Set and achieve personal and professional goals based on educator standards
- Enjoy a positive learning environment while gaining skills that are immediately applicable and relevant to your current position
- Create a customized action research project to improve your classroom or school

Program Curriculum

First Semester

SIC 600, Action Research I, 1 credit
 SIC 705, Cultural Diversity in Teaching, 3 credits
 SIC 760, Introduction to Research, 3 credits

Second Semester

SIC 710, Curriculum Planning in Practice, 3 credits
 SIC 715, Integrating Technology in Teaching, 3 credits
 SIC 601, Action Research II, 2 credits

Third Semester

SIC 720, Educational Psychology for Teaching, 3 credits
 SIC 725, Contemporary Concerns in Education, 3 credits
 SIC 602, Action Research III, 1 credit

Fourth Semester

SIC 755, Social Issues in Education, 3 credits
 SIC 798, Independent Research Education, 3 credits
 SIC 603, Action Research IV, 2 credits

Admission Requirements

- Completed [application](#) for graduate study at UWRF with application processing fee.
- An earned baccalaureate degree from an accredited institution.
- Transfer credits are not accepted for this program.

[College of Education and Professional Studies](#)
 Web page

[Course Descriptions](#)
 will open in a side window

[Back to Graduate Program Index](#)

[For More Information](#)

Learn more about Shared Inquiry Communities by talking with program representatives in the following communities.

Independence, Wisconsin (Underway)
[Pamela Bowen](#), 715-425-3557

River Falls/St. Croix Valley (Starting Sept. 2010)
[Pamela Bowen](#), 715-425-3557

Manitowoc, Wisconsin (Starting Jan. 2011)
[Kathleen Palmer](#), 920-

- Official transcripts from all institutions attended as an undergraduate student, sent directly to Graduate Studies from the institution.
- An overall undergraduate grade point average of at least 2.75 (on a four-point scale) or an average of at least 2.90 based on the last 60 semester credits (90 quarter credits) of the undergraduate program.
- One-page personal letter of intent that includes the reasons for your interest in this program, the current position you hold and how that position will allow you to apply what you learn in this program.

[Apply Online](#)

[Back to top](#)

683-4702

Marinets,
Wisconsin
(Starting Jan.
2011)
[Sharon Huntley](#),
715-735-4343

Marshfield,
Wisconsin
(Starting Sept.
2010)
[Michelle
Boernke](#), 715-
389-6540

Waukesha,
Wisconsin
(Starting
Summer 2011)
[Susan Adams](#),
262-521-5460

Rice Lake,
Wisconsin
(Starting Jan.
2011)
[Samantha
Heathman](#), 715-
234-8176

Wausau,
Wisconsin
(Underway)
[Vickie
Richmond
Hawkins](#) , 715-
261-6309

Attend An
Open
House

Mobilize interest
in your area by
scheduling an
open house in
your
community.
Contact [Pamela
Bowen](#) for
information on
upcoming visits
or to request
one for your
school or school
district.

Teaching English to Speakers of Other Languages (TESOL)

Degree Options:

[Master of Arts](#)

[Master of Arts with Initial Teaching Licensure](#)

There are growing numbers of English language learners in west central Wisconsin, the Twin Cities, and the world. More and more, teachers and others who work with students or employees with limited proficiency in English feel that their own training and education is inadequate to meet this challenge.

The University of Wisconsin-River Falls offers courses and degree plans that can prepare you to teach English to speakers of other languages (TESOL). The courses we offer are approved by the Wisconsin Department of Public Instruction (DPI) to meet licensure for teaching English as a Second Language (ESL). In addition, teachers in Minnesota may also pursue certification upon completion of this program.

Who Should Enroll

- Practicing teachers who want to earn a master's degree and improve their skills in working with limited English proficiency (LEP) students.
- Individuals with a baccalaureate degree who are seeking an initial teaching license in ESL.
- International students who are seeking a master's degree in TESOL and an opportunity to improve their English skills while studying in the United States.
- ESL or bilingual education professionals who want to teach in countries around the world or in Adult Basic Education (ABE) positions in Wisconsin and Minnesota.

Key Features

- Meets requirements for certification to teach English as a Second Language (ESL) or English as a Foreign Language (EFL) in Wisconsin. May meet requirements in other states.
- Learn ways to adapt current teaching practices and techniques to suit ESL learners from different cultural backgrounds, age groups, and language backgrounds.
- Increase sensitivity and respect for non-native cultural and language groups.
- Interact with non-native speakers in an instructional setting.

Program Curriculum for Master of Arts Degree

The Master of Arts degree in TESOL is designed for ESL licensed or bilingual education professionals and for those who want to teach in foreign countries or in Adult Basic Education (ABE) positions in Wisconsin and Minnesota. Students will complete 36 credits and may choose a degree plan with or without a thesis.

Pedagogy Courses (18 credits)

ENGL 560 Theory and Methodology of TESOL, 3 credits
 ENGL 620 Pedagogical Grammar, 3 credits (Prerequisite: ENGL 520)
 ENGL 675 Assessment and Testing in TESOL, 3 credits
 ENGL 720 Educational Linguistics, 3 credits TSL 765 Language and Culture, 3 credits
 TSL 767 Teaching ESOL Reading, 3 credits
 TSL 789 Topics in TESOL Teaching and Research, 3 credits

International students must also take:

ENGL 755 Children's Literature for International Students, 3 credits

Linguistics (12 credits) Choose three from:

ENGL 520 Structure of English, 3 credits
 ENGL 521 The English Language: History and Culture, 3 credits
 ENGL 522 Acquisition of Language, 3 credits
 ENGL 651 Phonetics and Phonology, 3 credits
 ENGL 652 Lexicology: The Structure of English Vocabulary, 3 credits

Research Courses (6 credits)

ENGL 701 Writing, Reading, and Presentation of Research in English as a Second Language, 3 credits
 ENGL 799 Thesis (Thesis Plan) or TED 798 Independent Research (Non-Thesis Plan), 3 credits

International students must also take:

ENGL 705 Critical Reading and Writing for International Students, 3 credits

Note: Up to nine credits at the 500 level may be applied to the degree and no fewer than half of the credits applied to the degree must be at the 700 level .

[College of Education and Professional Studies](#)
 Web page

[College of Arts and Sciences](#)
 Web page

[Course Descriptions](#)
 will open in a side window

[Back to Graduate Program Index](#)

[For More Information](#)

Dr. Laura Zlogar, Chair
 English Department
<http://www.uwrf.edu/english/TESOL.html>
 E-mail: lauralee.zlogar@uwrf.edu

Michael Martin,
 UWRF Certification Officer
 College of Education and Professional Studies
 E-mail: michael.martin@uwrf.edu
 Phone: (715) 425-3740
<http://www.uwrf.edu/college-of-education/>

Those who would like to earn their initial teaching certification and then continue with their program of study to earn a master's degree in TESOL may do so. Students would begin by applying for an initial certification in Secondary Education (web page). Completing both the teaching certification requirements and the degree requires 37 credits, 19 of which are at the 700 level.

Required Courses (18 credits)

ENGL 560 Theory and Methodology of TESOL, 3 credits
ENGL 620 Pedagogical Grammar, 3 credits (Prerequisite: ENGL 520)
ENGL 675 Assessment and Testing in TESOL, 3 credits
TESL 765 Language and Culture, 3 credits
TESL 767 Teaching ESOL Reading, 3 credits
TESL 789 Topics in TESOL Teaching and Research, 3 credits

International students must also take:

ENGL 755 Children's Literature for International Students, 3 credits

Linguistics (12 credits)

Choose one class (3 credits) from:

ENGL 651 Phonetics and Phonology, 3 credits
ENGL 652 Lexicology: The Structure of English Vocabulary, 3 credits
ENGL 720 Educational Linguistics, 3 credits

Choose 3 classes (9 credits) from:

ENGL 520 Structure of English, 3 credits
ENGL 521 The English Language: History and Culture, 3 credits
ENGL 522 Acquisition of Language, 3 credits

Research Courses (6 credits)

ENGL 701 Writing, Reading, and Presentation of Research in English as a Second Language, 3 credits
ENGL 799 Thesis (Thesis Plan) or TED 760 Methods in Research(Non-Thesis Plan), 3 credits

International students must also take:

ENGL 705 Critical Reading and Writing for International Students, 3 credits

In addition to these graduate-level courses, student will complete 12 undergraduate credits in student teaching and a certification portfolio as specified by the Wisconsin Department of Public Instruction (external site). For more information on initial teaching certification, visit the Secondary Education web page.

Prerequisites

Foreign language study or experience is required of all TESOL candidates. You must have either six semesters of a foreign language study at the high school or college level or demonstrate proficiency in a foreign language.

Admission Requirements

- Completed application for graduate study and payment of the application processing fee.
- Scores from a Graduate Record Exam (GRE) are not required.
- A baccalaureate degree earned from an accredited institution, with official transcripts sent directly to Graduate Studies from the institution.
- An overall undergraduate grade point average of at least 2.75 (on a four-point scale) or an average of at least 2.90 based on the last 60 semester credits (90 quarter credits) of the undergraduate program.
- International students must have a minimum score of 550 on the paper-based version of the TOEFL (Test of English as a Foreign Language) or 80 on the Internet-based version of the TOEFL. See additional requirements for [international students](#).

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[Back to top](#)

Alternative Education

Online Graduate Certificate and Certification

Gain a solid foundation in the history, philosophy, educational psychology, curriculum, instruction and management involved in the rapidly growing area of Alternative Education. The University of Wisconsin-River Falls has developed the following courses that will effectively prepare teachers and administrators to work in alternative education settings. Each two-credit course is offered completely online in an asynchronous format.

Who Should Enroll

- Licensed Wisconsin educators seeking a WI 952 license
- Any educator wishing to learn more about teaching in alternative education settings
- Current alternative educators who would like to continue their professional development

Key Features

- All classes are online in an asynchronous format – you can log on anytime.
- Participants will be able to interact with fellow educators from all over the state and country.
- Each class is completed in approximately six weeks.
- Practical experience is incorporated throughout the courses.
- Both theoretical and practical experiences based on a reflective practice model.
- Courses are approved by the Wisconsin Department of Public Instruction for 952 certification.

Required Courses

To qualify for Wisconsin licensure in alternative education, students must complete the four core classes (eight credits) and a certification portfolio as specified by the [Wisconsin Department of Public Instruction](#) (external site).

Students will complete a practicum experience in an alternative education setting concurrently with AED 701, 702 and 703. Students may begin the program any time and complete the courses in any order. To successfully complete the practicum students need to be working in an alternative education program or arrange to have access to a program so that observations can be made and conversations held with practitioners.

Program Curriculum

Offered in Summer:

AED 700 History and Philosophy of Alternative Education, 2 credits

Offered in Fall:

AED 701 Alternative Education Students: Who are They?, 2 credits

AED 702 Teaching and Working with Alternative Students, 2 credits

Offered in Spring:

AED 703 Building and Evaluating Alternative Programs, 2 credits

Elective Course

AED 689 Topics in Alternative Education , 2 credits

Admission Requirements

- Completed application for graduate study at UWRF.
- An earned baccalaureate degree from an accredited institution.
- Official transcripts from all institutions attended as an undergraduate student, sent directly to Graduate Studies from the institution.
- An overall undergraduate grade point average of at least 2.75 (on a four-point scale) or an average of at least 2.90 based on the last 60 semester credits (90 quarter credits) of the undergraduate program.

[College of Education and Professional Studies Web page](#)

[Course Descriptions](#)
 Opens side window, select AED

[Back to the Graduate Program Index](#)

[Online Learning Help](#)

[For More Information](#)

Mary Manke,
 Associate Dean
 College of Education and Professional Studies
 715-425-3774
 Email: mary.p.manke@uwrf.edu

Please contact your adviser for information regarding Wisconsin DPI portfolio requirements.

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Teaching English to Speakers of Other Languages (TESOL)

Certificate Options:

[Graduate Certificate](#)

[Additional ESL Licensure](#)

There are growing numbers of English language learners in west central Wisconsin, the Twin Cities, and the world. More and more, teachers and others who work with students or employees with limited proficiency in English feel that their own training and education is inadequate to meet this challenge.

The University of Wisconsin-River Falls offers courses and degree plans that can prepare practicing teachers to earn additional certification in teaching English as a Second Language (ESL). Others choose to develop new knowledge and skills with the completion of a graduate-level certificate in TESOL.

Who Should Enroll

- Certified teachers who want to add licensure in ESL.
- ESL or bilingual education professionals who want to teach in countries around the world or in Adult Basic Education (ABE) positions in Wisconsin and Minnesota.
- Individuals with a baccalaureate degree and an interest in graduate study in language and linguistics.

Key Features

- Meets requirements for certification to teach English as a Second Language (ESL) or English as a Foreign Language (EFL) in Wisconsin. May meet requirements in other states.
- Learn ways to adapt current teaching practices and techniques to suit ESL learners from different cultural backgrounds, age groups, and language backgrounds.
- Increase sensitivity and respect for non-native cultural and language groups.
- Interact with non-native speakers in an instructional setting.

Program Curriculum for Graduate Certificate

The graduate certificate is designed for individuals interested in professional development in TESOL or those wanting to teach adult basic education classes in the U.S. or English as a foreign language in other countries. Upon completion of the four required courses, students are issued a graduate certificate. Students interested in earning a degree should go to the Master of Arts in TESOL.

Required Courses (12 credits):

ENGL 511 Introduction to Language and Linguistics, 3 credits
 ENGL 520 Structure of English, 3 credits
 ENGL 522 Acquisition of Language, 3 credits
 ENGL 560 Theory and Methodology of TESOL, 3 credits

If you choose to continue on to the master of arts degree in TESOL, please note that only nine of these credits could be applied toward the program requirements.

Program Curriculum for Additional Licensure in ESL

Teachers who hold a Wisconsin or Minnesota teaching license may take the following courses for a total of 27 credits and apply for an additional license as an ESL teacher in Wisconsin. Teachers from other states should confirm requirements for licensure with their respective state department.

Required Courses (21 credits)

ENGL 511 Introduction to Language and Linguistics, 3 credits
 ENGL 520 Structure of English, 3 credits
 ENGL 522 Acquisition of Language, 3 credits
 ENGL 560 Theory and Methodology of TESOL, 3 credits
 ENGL 573 TESOL Tutoring: Practicum, 3 credits
 ENGL 620 Pedagogical Grammar, 3 credits (Prerequisite: ENGL 520)
 TESL 767 Teaching ESOL Reading, 3 credits

Directed Electives: Cultural Component (6 credits)

Choose from several courses offered by UWRF.

Depending upon the candidate's current teaching license and the license area they are seeking, the student may be required to complete additional courses or additional student teaching experience. For Wisconsin teachers, an approved certification portfolio is required.

[College of Education and Professional Studies](#)
 Web page

[College of Arts and Sciences](#)
 Web page

[Course Descriptions](#)
 will open in a side window

[Back to Graduate Program Index](#)

[For More Information](#)

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Michael Martin,
 UWRF Certification Officer
 College of Education and Professional Studies
 E-mail: michael.martin@uwrf.edu
 Phone: (715) 425-3740
<http://www.uwrf.edu/college-of-education>

Prerequisites

education

Foreign language study or experience is required of all TESOL candidates. You must have either six semesters of a foreign language study at the high school or college level or demonstrate proficiency in a foreign language.

Admission Requirements

- Completed application for graduate study and payment of the application processing fee.
- Scores from a Graduate Record Exam (GRE) are not required.
- A baccalaureate degree earned from an accredited institution, with official transcripts sent directly to Graduate Studies from the institution.
- An overall undergraduate grade point average of at least 2.75 (on a four-point scale) or an average of at least 2.90 based on the last 60 semester credits (90 quarter credits) of the undergraduate program.
- International students must have a minimum score of 550 on the paper-based version of the TOEFL (Test of English as a Foreign Language) or 80 on the Internet-based version of the TOEFL. See additional requirements for [international students](#).

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[Back to top](#)

Resources for

- [New Freshmen](#)
- [Transfer Students](#)
- [Graduate Students](#)
- [International Students](#)
- [Other Students](#)
- [Parents](#)
- [High School and College Counselors](#)

Do you have a question?

Ask us! Use a complete sentence.

Send me more info

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More Resources :

- [Class Schedule Lookup](#)
- [Student Services](#)
- [Campus Location](#)

University of Wisconsin-River Falls
 Graduate Studies Office
 108 Regional Development Institute
 410 S Third Street
 River Falls, WI 54022
 (715) 425-3843
 (800) 228-5607
 Fax: (715) 425-3185

outreach@uwrf.edu

[Graduate Studies Home Page](#)

Graduate Studies Appeals Procedures

Appealing Admissions Decisions

If you feel that an error has been made in your admissions status or denial of admission, you may present an appeal to the Appeals Committee of the Graduate Council. You must write a letter explaining why you believe you should be admitted, or admitted to a different status. You must also meet with the chair of the department concerned, who will write a letter with a recommendation to the committee. The committee will consider your letter, the chair's letter, and your other admissions material, including transcripts, any test scores submitted, and recommendations. It will then make a recommendation to the Graduate Council, which will vote on the appeal.

Appeal Procedures for Admission to Teacher Education

You may be denied admission to the Teacher Education program on the basis of either a low grade point average (GPA) or inadequate scores on any one subsection of the Pre-Professional Skills Test (PPST) or the Computer-Based Academic Skills Assessments (CBT). In addition, you may be denied admission to the Teacher Education program based on faculty assessment of your capacity to carry out the responsibilities of a beginning teacher and to successfully complete the requirements of a professional teacher education program.

If you are denied admission to Teacher Education, you may begin the appeal process by making an appointment with the Academic Advisor in the Dean's Office. The appeal process can only be initiated after you have received notification from the Dean's Office denying admission. The Teacher Education Appeal process can be initiated by a student and/or a faculty member who may serve as an advocate for the student.

Detailed information on the appeal process can be found in the student handbook. You can obtain a student handbook from the Department of Teacher Education or by visiting the [web page](#).

Appealing the Seven-Year Time Limit

If, for legitimate and verifiable reasons, you are unable to complete your program of study within a seven-year time limit, you may appeal for an extension of the time limit. You should obtain an appeal form from the Graduate Office and return it to that office once it is completed. You must include the reasons for the appeal, a timeline for completing the program, and your adviser's recommendation. The Appeals Committee of the Graduate Council will act on these appeals by making a recommendation to the Graduate Council, which will vote on the appeal.

Need Assistance?

Contact the Graduate Studies staff for guidance with your program or admission process by calling 800-227-5608 or by sending an [email](#) today.

[Back to top](#)



[Degree and Certificate Options Admission Standards Taking Classes for Credit Paying for College Graduation Requirements](#)



Communicative Disorders / Speech - Language and Hearing Clinic • (715) 425-3801 • Fax (715) 425-3181
Graduate Program Accredited by Council for Academic Accreditation in Audiology and Speech-Language Pathology (CAA)

**Graduate Applicant Recommendation Form
Department of Communicative Disorders
University of Wisconsin-River Falls**

Applicant's Name (print): _____

My signature below indicates that I *waive my right* to review this recommendation:

Applicant's signature: _____

Notes to applicant:

✓ **You must obtain "THREE" recommendations using this form. If you do NOT use this form, your application WILL NOT be considered.**

✓ It is **STRONGLY RECOMMENDED AND PREFERRED** that this application be completed by a faculty/academic staff member and/or clinical supervisor in the Department of Communicative Disorders, Speech-Language and Hearing Sciences, or Speech-Language Pathology and Audiology of the university the applicant is currently attending or has attended.

Return this form to: UW-River Falls Graduate Office
108 Regional Development Institute
410 S. Third Street
River Falls, WI 54022

All information provided on this form will be kept confidential.

Recommender's Name (print): _____

Recommender's Title (circle): Ph.D. AUD M.A./M.S. Ed.D. Other: _____

Recommender's Institution (if other than UW-RF): _____

Recommender's Department (if other than Com. Dis.): _____

Recommender's Signature: _____ Date: _____

I know this applicant (circle): Very well Well Somewhat Not well at all

My relationship with the applicant (check all that apply):
_____ Professor/Instructor
_____ Supervisor
_____ Academic advisor
_____ Other _____

Using the scale "5 = Strong or Strongly Agree to 1 = Weak or Strongly Disagree and 0 = Cannot Judge," please circle your impression of the applicant with respect to the following statements:

Academic

- | | | | | | | |
|---|---|---|---|---|---|----------|
| 1. The applicant's academic potential for graduate work: | 5 | 4 | 3 | 2 | 1 | Required |
| 2. The applicant's writing skills: | 5 | 4 | 3 | 2 | 1 | 0 |
| 3. The applicant's verbal skills: | 5 | 4 | 3 | 2 | 1 | 0 |
| 4. The applicant will need "TYPICAL/NOT MAJOR" academic guidance: | 5 | 4 | 3 | 2 | 1 | 0 |
| 5. The applicant's potential to succeed in a graduate program: | 5 | 4 | 3 | 2 | 1 | Required |

Disposition

- | | | | | | | |
|---|---|---|---|---|---|---|
| 6. The applicant is respectful to faculty, staff, clients and peers: | 5 | 4 | 3 | 2 | 1 | 0 |
| 7. The applicant has an overall positive attitude: | 5 | 4 | 3 | 2 | 1 | 0 |
| 8. The applicant acts with integrity, fairness, and in an ethical manner: | 5 | 4 | 3 | 2 | 1 | 0 |

Opinion

- | | | | | | | |
|--|---|---|---|---|---|----------|
| 9. The applicant is one I would like to have in our program: | 5 | 4 | 3 | 2 | 1 | Required |
|--|---|---|---|---|---|----------|

Comments on back or submit an accompanying letter:

Single-Page Program Overview
Graduate Certificate Program: Reading Teacher and
Master of Science in Education (M.S.E.) in Reading: Reading Specialist

The University of Wisconsin-River Falls offers two options in the Graduate Reading Program. The 13-month "fast track" program offers a Reading Teacher Certificate and opportunity for Wisconsin State licensure. The Master's Degree is an 18-month program which offers the opportunity for Wisconsin State licensure as a Reading Specialist. Candidates may elect to extend completion time over several years if they prefer. A customized course of study to meet Minnesota's Teacher of Reading licensure endorsement is also available.

Admission Requirements:

- Two years of full time, licensed classroom teaching experience
- Undergraduate GPA of 2.75 on a 4.0 scale

Reading Teacher Certificate – 21-23 credits

First Summer Institute **8 credits**

| | |
|--|---|
| READ 700 Foundations of Literacy | 2 |
| READ 761 Advanced Elementary Reading Instruction | 3 |
| READ 622 Content Area Literacy in Middle/Secondary | 3 |

Courses During the First Academic Year **12 credits**

| | |
|---|---|
| READ 750 Children's Literature in the Reading Program | 3 |
| TED 705 Language Arts in the Elementary School | 3 |
| READ 785 Research in Literacy | 3 |
| READ 765 Appraisal and Intervention | 3 |

Summer II: (Clinic Experience) **1-3 credits***

| | |
|---|------|
| READ 775 Clinical Practicum in Literacy Instruction | 1-3* |
| Portfolio #1: Ten Wisconsin Teaching Standards | |

After the above 21-23 credits + Portfolio #1, candidates are eligible for the Certificate in Reading and the WI Reading Teacher license

M.S.E. Degree (Total – 30 credits)

Summer II [last session]: (Language) **3 credits**

| | |
|---|---|
| READ 710 Language Acquisition & Disorders for Reading Teachers | 3 |
|---|---|

Courses During the Second Academic Year: **4-6 credits**

| | |
|---|-----|
| READ 766 Supervision/ Administration | 2 |
| READ 779 Field Experience taken with READ 766 | 2 |
| Electives as needed | 1-2 |
| Portfolio #2: Seven Wisconsin Standards for Administrator Development and Licensure | |
| Plan B Paper | |
| Exit Exam | |

Candidates for Reading Specialist Licensure/M.S.E. eligible to graduate after the total of 30 credits + exit exam, portfolio, and Plan B Paper

*Qualifying candidates may complete clinic experience in their school setting for the lower number of credits, depending on their circumstance.

[Note: See p. 9 for a graphic program summary.]

Introduction

The Master's Degree level of preparation in **Reading** was initiated at the University of Wisconsin-River Falls (**UWRF**) in 1965 with the Master of Science in Teaching degree. The program was revised in 1970 as a Master of Science in Education degree in response to increasing certification requirements for reading specialists and reading teachers in Wisconsin. The North Central Association (NCA) granted full accreditation in 1973. Since 1970, the program meets or exceeds standards set by the International Reading Association (**IRA**) and the Wisconsin Department of Public Instruction (**DPI**) and reflects the most current theory, research and best practices in the field of reading. The graduate program in **Reading**, as well as all other graduate programs at the UWRF, continues to be fully accredited by the NCA and the National Council for Accreditation of Teacher Education (**NCATE**). According to the March 1997 review by the IRA, the **Master of Science in Education: Reading** fully meets all guidelines. For 40 years the **Master of Science in Education: Reading Program** has been meeting the needs of school districts in Western Wisconsin and Eastern Minnesota.

Mission Statement

The University of Wisconsin-River Falls Graduate Reading Certificate and Master's programs are designed to develop Reading Teachers and Reading Specialists for elementary, middle school and secondary levels.

We serve both those seeking Reading Teacher Licensure and Reading Specialist Licensure, assuring that candidates acquire the knowledge base to understand the developmental nature of literacy acquisition and that they acquire and practice the skills necessary to carry out effective assessment and to provide authentic literacy instruction. Reading Specialists are prepared to administer reading programs in schools and districts.

We seek to create and use school and community partnerships that contribute to the advancement of literacy for all people, regardless of race, ethnicity, economic status, or gender, while meeting the ever changing literacy needs of diverse people living in a multi-faceted and technologically evolving world.

Goals

The goals of the **Master of Science in Education: Reading** serve both the core and **select missions** of the University of Wisconsin-River Falls. The program:

- ◆ provides a certificate and eligibility for Wisconsin Department of Public Instruction (DPI) Reading Teacher licensure for teachers at the elementary through secondary levels;
- ◆ provides a Master of Science in Education Degree in Reading and eligibility for Wisconsin Department of Public Instruction (DPI) Reading Specialist licensure for teachers at the elementary through secondary levels;
- ◆ provides a course of study that meets the Minnesota Department of Education requirements for the Minnesota K-12 Teacher of Reading licensure endorsement;
- ◆ provides graduate courses on campus and throughout the region through Outreach offerings, many of which may be taken without prerequisites by graduate students seeking licensure renewal credits or as electives for other graduate programs;
- ◆ provides assessment and intervention services for area children through the Summer Reading Clinic;
- ◆ supports the St. Croix Valley Reading Council (**SCVRC**) in affiliation with the Wisconsin State Reading Association (**WSRA**) and the International Reading Association (**IRA**).

Objectives

Candidates will demonstrate *knowledge* of:

- History, philosophy and theories of reading instruction
- Research in literacy
- Language development, cognition, and learning
- Nature of the reading process
- Supportive conditions for learning, including characteristics of a literate environment
- Assessment principles, instruments, and techniques
- Techniques for organizing and planning for effective K-12 literacy instruction
- Instructional strategies and appropriate materials for K-12 literacy instruction
- Characteristics of effective programs for a diverse population of learners
- Appropriate use of technology in literacy programs.

Candidates will demonstrate *ability* to:

- Create and supervise creation of a literate environment that meets the needs of a diverse population of learners

- Organize and plan for effective literacy instruction
- Assess reading and writing development using a variety of assessment techniques and instruments
- Carry out effective, needs-based literacy instruction
- Carry out teacher research
- Communicate information about theories of literacy instruction, language development, cognition and learning, and the nature of the reading process
- Analyze and communicate information about literacy research to teachers, parents, and others interested or engaged in literacy development
- Communicate information about conditions for learning, characteristics of literate environments, planning and instructional techniques, assessment principles to teachers, parents, and others interested or engaged in literacy development
- Plan and enhance reading programs, including budget and administrative considerations
- Supervise / coach teachers and other professionals working in literacy assessment and instruction
- Supervise teachers' classroom research projects
- Utilize resources from a variety of sources, such as national and state organizations and the internet.

The faculty in the **Reading** program view reading as a constructive process and therefore teach from the perspective of theories and models that support this theoretical base.

Program Descriptions

The **Reading Program** offers two overlapping programs of study:

- **Reading Teacher Certificate Program:** In as few as one academic year and two summers, candidates may fulfill the requirements for a 21-23-credit **University of Wisconsin-River Falls Certificate in Reading** that qualifies them to receive a State of Wisconsin Department of Public Instruction (DPI) **Reading Teacher license**. Candidates may complete the program over a longer period of time if they prefer. A **Portfolio** illustrating competency in the Ten Wisconsin Teacher Standards must be constructed and approved before licensure can be endorsed by UWRF. (See Appendix A for the standards.)
- **Master of Science in Education – Reading:** Candidates who wish to continue in the program for an additional semester, will receive a **Master of Science in Education: Reading degree** and qualify for a State of Wisconsin Department of Public Instruction (DPI) **Reading Specialist license**. A **Portfolio** illustrating competency in the Seven Wisconsin “Standards for Administrator Development and Licensure” must be constructed and approved before licensure can be endorsed by UWRF. (See Appendix B for the standards.)
- A customized course of study is available for Minnesota teachers seeking **Minnesota Teacher of Reading** licensure endorsement from the Minnesota Department of Education.

The table on page 9 (Recommended Plan of Study) summarizes the programs and their sequences. All courses are offered either in the summer or after 5:00 PM to accommodate candidates who are working during the day.

Program Admission

To be admitted to either the **Reading Teacher Certificate Program** or the **Master of Science in Education: Reading Program**, application must be made to the Graduate School (715-425-3843). Both programs start with the foundation course, READ 700 – Foundations of Literacy, the first of the three-course Summer Institute (details following under “Completion of the Programs”). (It is permitted to take certain methods courses before READ 700 for those who want to get started after the READ 700 course for the year has been offered.) An overall undergraduate grade point average of at least 2.75 on a 4.0 scale and a minimum of two years full-time classroom teaching experience are required for program admission. Applicants may consult the appeals procedure in the graduate catalog if grade point requirements are not met. Upon notification of admission to the Graduate School, candidates will be assigned an advisor who will assist them in completing and filing an official program plan for the Reading Program.

Transfers & Substitutions

A candidate may substitute a total of 9 semester credit hours from another institution provided the course-substitutions are approved by the advisor and comply with Graduate School regulations.

Completion of the Programs

The **Certificate Program** and the **Master of Science in Education: Reading** programs are intended to be administered as cohort programs in which groups of candidates begin and complete the program together. However, those who prefer to complete the program more slowly may do so. Following are the steps for completion of the Programs:

- ◆ We recommend that all Certificate and MSE candidates begin the program by taking the 5-day, 2-credit course, **READ 700 – Foundations of Literacy**. This is the first course in the **Reading Summer Institute**, a three-course sequence designed to launch the Certificate and MSE – Reading programs. Candidates will start assembling their first professional Portfolios during this course.
- ◆ **READ 700** is followed by two 7-day techniques courses, **READ 761 – Advanced Elementary Reading Instruction** and **READ 622 – Content Area Literacy in Middle and Secondary Schools**. It is recommended that candidates take the full Summer Institute because subsequent courses build upon the content presented in these courses. However, candidates who prefer to go more slowly may do so in consultation with their advisors.
- ◆ For completion of the **Reading Certificate**, the **Summer Institute** is followed by courses in language arts, children’s literature, research, appraisal and intervention, and terminates with a summer clinic practicum during the second summer. (Candidates working under emergency or temporary reading licenses in their employment situations may complete the clinic work during the school year in their own classrooms. They would pay for fewer credits.) Candidates’ first Portfolios must be submitted and approved before the UWRP Certification Officer will sign off on the application for Wisconsin Reading Teacher licensure. (Appendix A)
- ◆ Those continuing on to complete their **Master of Science in Education – Reading Degree** take the 5-day, 3-credit course, **READ 710 – Language Acquisition & Disorders for Reading Teachers** at the end of the second summer. During their final fall semester they take two concurrent supervision-based courses, **READ 766 – Supervision of the Reading Program** complemented by **READ 779 – Field Experiences**. Each course runs half a semester. Also during the last semester, the Master’s candidates write a Plan B paper, take an exit exam, and assemble and submit their second program Portfolio, to complete their program of study. The second Portfolio demonstrates competency in the Seven Wisconsin “Standards for Administrator Development and Licensure” (Appendix B).
- ◆ As noted above, candidates who wish to take more than an academic year and two summers to complete the **Reading Certificate** program, or more than 18 months to complete the **Master of Science in Education – Reading Degree**, may do so. However, we strongly urge all candidates to start with **READ 700 – Foundations of Literacy** if at all possible.
- ◆ Completion of both the **Certificate Program** and the **Master of Science in Education – Reading** programs requires a minimum overall grade point average of

3.0 on a 4.0 scale. In addition to the Portfolios noted above, the **Master of Science in Education – Reading** program requires the completion of an exit exam and a Plan B paper. The exam involves the demonstration of a cohesive understanding of reading, reading instruction, and supervision of reading programs. The exam is completed during the final semester of enrollment in the program. More specific information about the exam may be obtained from the advisor. The Plan B paper is a paper approved by the advisor that addresses issues or describes teacher-research related to literacy development. See below (**Graduation Requirements**) for additional descriptions of graduation requirements.

Advising

Faculty advisors have an important role in candidates' success in graduate school. Guiding candidates through program planning, designing and writing the Plan B paper, building a portfolio, preparation for the exit examination, career planning and placement, and continuing professional development are the major functions of advising. Advisors also assist candidates with progress and professional development while enrolled in the program. Candidates are *encouraged* to meet with their advisors on a regular basis. Candidates who have encountered the fewest problems and who have had the most comprehensive professional experiences during their course of studies are those who have maintained regular contact with their advisors.

The **Reading faculty members** post their semester office hours and include some open advising times before evening classes on Monday through Thursday to accommodate candidates who are working during the day. The Teacher Education Department Program Assistant also keeps a list of advisors' office hours, but does not schedule appointments. While faculty offices and phone numbers may change from year to year, all **Reading faculty members** can be contacted by phone or message by asking for the contact person for the Reading Program at 715-425-3230.

The members of the **Reading faculty** invite you to maintain contact with them *after* completing the program for continuing professional development.

Assistantships

Assistantships may be available for the academic year. Recipients of assistantships are restricted to a credit load of no less than six and no more than 12 hours per semester. Responsibilities can include assisting faculty with research, child and adult literacy instruction, possible supervision of practicum students and student teachers, and other academic, department, and program administrative and secretarial work. The Reading faculty members encourage candidates to apply for assistantships. The combination of coursework with research and practical experiences enhances and strengthens candidates' professional preparation. Contact the Graduate School for more information (715-425-3843).

Wisconsin Reading Licensure

The coursework within the **Master of Science in Education: Reading** degree program prepares candidates for two areas of reading licensure in the State of Wisconsin: **Reading Teacher** and **Reading Specialist**. Below are the requirements for each.

Reading Teacher – State of Wisconsin Department of Public Instruction (DPI) license

(for any person who has a specific assignment to teach reading)

Department of Public Instruction (DPI) requirements include:

- (a) Eligibility to hold a Wisconsin license to teach, or completion of an approved teacher education program.
- (b) Two years of successful regular classroom teaching experience.
- (c) Proficiency in the teaching of reading that includes a practicum in teaching reading in all of the following:
 1. Language arts standards including the Wisconsin Model Academic Standards for English Language Arts and the National Standards for the English Language Arts;
 2. Language arts processes;
 3. Language arts models;
 4. Research;
 5. Language;
 6. Literacy, Language Acquisition, Language Development, Cognition and Learning;
 7. Literature; and
 8. Sociocultural and Political Aspects of Literacy.

Required courses (21-23 credits)

| Course Number and Title | Credit |
|--|--------------|
| SUMMER INSTITUTE IN READING: | |
| READ 700 Foundations of Literacy | 2 |
| READ 761 – Advanced Elementary Reading Instruction | 3 |
| READ 622 Content Area Literacy in Middle and Secondary Schools | 3 |
| TED 705 Language Arts in the Elementary School | 3 |
| READ 750 Children’s Literature in the Reading Program | 3 |
| READ 785 Research in Literacy | 3 |
| READ 765 Appraisal and Intervention | 3 |
| READ 775 Clinical Practicum in Literacy Instruction | 1-3 |
| Portfolio – Ten Wisconsin Teaching Standards | – |
| TOTAL CREDITS | 21-23 |

Candidates who complete the requirements for the Reading Teacher certification receive a Certificate in Reading from the University of Wisconsin-River Falls.

Reading Specialist – State of Wisconsin
Department of Public Instruction (DPI)

(for any person who directs kindergarten through grade 12 reading programs or works with reading teachers, classroom teachers, administrators, and others as a resource teacher in reading)

In addition to the requirements for a Reading Teacher license (above), the Department of Public Instruction (DPI) requirements include:

- (a) Field experience in kindergarten through grade 12 reading programs.
- (b) Research related to reading.
- (c) Supervision of instruction and assessment.

Required courses (7-9 credits beyond Certificate requirements) for M.S.E.

| Course Number and Title | Credit |
|--|------------|
| READ 710 Language Acquisition & Disorders for Reading Teachers OR An advisor-approved course in language acquisition, language disorders, and/or language development | 3 |
| READ 766 Supervision and Administration of the Reading Program <i>taken concurrently with</i> READ 779 Field Experience <i>(Each course runs half the semester.)</i> | 2 2 |
| Elective credits as needed | 1-2 |
| Portfolio, Plan B Paper, & Exit Exam | - |
| TOTAL ADDITIONAL CREDITS | 7-9 |

Minnesota Teachers of Reading Requirements

Minnesota and Wisconsin do not have any reciprocal licensing agreements. However, the Reading Program of the University of Wisconsin-River Falls supplies Minnesota candidates with a detailed document outlining how our program specifically meets the requirements of MN Rule **8710.4725 TEACHERS OF READING**. The Director of the Reading Program will sign this document upon completion of the program for those candidates seeking licensure in Minnesota. Also, the Minnesota Department of Education lists the UWRF Reading Program as an approved program for meeting Minnesota’s requirements for Minnesota Teachers of Reading. Completion of the M.S.E. – Reading Program more than meets Minnesota’s requirements. However, if a candidate wishes just to complete the minimum number of courses to meet the Minnesota requirements, these are the courses he/she must take:

| Course Number and Title | Credit |
|--|--------------|
| SUMMER INSTITUTE IN READING: | |
| READ 761 Advanced Elementary Reading Instruction | 3 |
| READ 622 Content Area Literacy in Middle and Secondary Schools | 3 |
| READ 750 Children’s Literature in the Reading Program | 3 |
| READ 765 Appraisal and Intervention | 3 |
| READ 775 Clinical Practicum in Literacy Instruction | 1-3 |
| READ 766 Supervision and Administration of the Reading Program <i>taken concurrently with</i> | 2 |
| READ 779 Field Experience <i>(Each course runs half the semester.)</i> | 2 |
| TOTAL CREDITS | 17-19 |

**Recommended Plan of Study
Course Sequencing Outline**

| All Candidates: Reading Teacher Certificate & MSE/Reading Specialist Candidates | | End R.T., continuation MSE/R.S. | | MSE/Reading Specialist Candidates only |
|--|--|---|--|--|
| Summer I | Fall I | Spring I | Summer II | Fall II |
| 19-day Summer Institute: READ 700: Foundations of Lit 2 cr READ 761: Adv Elem Rdg Instr 3 cr READ 622: Mddl/HS/Contnt Rdg 3 cr | 2 courses TED 705: Language Arts in Elem Schl 3 cr ENGL 750/READ 750: Children's Lit in the Reading Program 3 cr | 2 courses READ 765: Appraisal & Intervention 3 cr READ 785: Research in Literacy 3 cr | 1 course for R.T. licensees READ 775*: Clinical Practicum 3 cr PORTFOLIO #1 ** ***** 1 course for MSE/R.S. candidates READ 710: Lang Acquis / Disord for Rdg Tchrs 3 cr | 2 courses READ 766***: Supervision & Administration 2 cr <u>concurrent with:</u> READ 779***: Field Experience 2 cr Electives as needed 1-2 cr PLAN B PAPER PORTFOLIO #2 **** EXIT EXAM |

Reading Certificate requires 21-23 cr + Portfolio # 1 Master's Degree requires 30 cr + exit work.

* The summer clinic course, **READ 775**, can be taken during the school year by candidates who are already employed as reading teachers under emergency or temporary waivers. May take for fewer credits, depending on circumstances.

** Assembly of a Portfolio demonstrating competence with the Ten Wisconsin Teaching Standards

*** **READ 766** and **READ 779** run concurrently: **READ 779** is the field experiences component of **READ 766**.

**** Assembly of a Portfolio demonstrating competence with the Seven Wisconsin Administrator Standards

NOTE: Some courses may alternate spring to fall in some years.

Course Descriptions and Sequence

For most candidates the Reading Program starts with the Reading Summer Institute, a 19-day, 3-course sequence that provides the foundation for concepts, theories, and practices that are built upon or covered in greater depth in later coursework. Although candidates may start at any time, we urge all candidates to start their program of study with the first course in the Reading Summer Institute, READ 700 – Foundations of Literacy. For those going straight through the program, this course is followed by two 7-day techniques courses. Candidates may go through the program at a slower pace in consultation with their advisor.

READ 700 Foundations of Literacy [Summer Institute Course] 2 cr. hrs.

This course is the first course for candidates enrolling in the Reading Teacher Certificate Program (for DPI Reading Teacher license) and the MSE-Reading Degree Program (for DPI Reading Specialist license). It is one of three courses included in the one-month Reading Program Summer Institute that provides the foundation for all subsequent courses in the certificate and degree programs. Content includes the historical and philosophical foundations and trends of literacy learning and instruction; definitions of literacy and reading; developmental phases of reading; overall influences on literacy acquisition; basic terminology used in literacy instruction; and general conditions for learning to read and write. Prerequisites: licensed teacher with two years teaching experience or permission of instructor. May be taken by graduate students in other graduate programs, space permitting (SS).

READ 761 Advanced Elementary Reading Instruction [Summer Institute Course] 3 cr. hrs.

Study of new research and related practices, materials, technology and classroom assessment alternatives consistent with a constructivist view of elementary reading instruction. In-class practice modeling current reading strategies for integrated, child-responsive, developmentally appropriate elementary literacy programs. Demonstration of leadership skills through rubric-based peer feedback. Sharing and critiquing new reading programs presented in class and derived from internet explorations. Prerequisites: two years classroom teaching or enrollment in a specialty graduate program. (SS)

READ 622 Content Area Literacy in Middle and Secondary Schools [Summer Institute Course] 3 cr. hrs.

This course provides a thorough analysis of the knowledge base and best practices in middle and secondary school literacy in the content areas. Emphasis placed on strategic teaching methods and current technology that enable students to become independent learners and skillful comprehenders of text. Special emphasis on individual differences among readers as well as the social and political implications of global literacy perspectives. Field experience component is required. Prerequisites for Reading Program licensure candidates: two years regular classroom teaching experience. No prerequisites for other graduate students. (F, SS, Sp)

TED 705 Language Arts in the Elementary School 3 cr. hrs.

The purpose of this course is to understand the language arts areas individually while understanding how these subjects can be integrated with each other and with other subject areas in the elementary curriculum. Techniques, materials, and software that reflect current research will be explored. Prerequisites for Reading Program licensure candidates: two years regular classroom teaching experience. No prerequisites for other graduate students. (May rotate, F, Sp, SS)

READ 750/ENGL 750 Children's Literature in the Reading Program 3 cr. hrs.

This course focuses on pedagogical strategies when teaching reading through children's and adolescent literature. Covers definitions; historical & philosophical trends; formats; genres; awards; components and role of children's literature in teaching reading, writing, and content topics; role in child and adolescent development; community resources; home-to-school connections and authors' and illustrators' crafts. Prerequisites for Reading Program licensure candidates: two years regular classroom teaching experience. No prerequisites for graduate students in English or other disciplines. (May alternate, F or Sp)

READ 785 Research in Literacy 3 cr. hrs.

Addresses constructivist evaluation of historical and current research in literacy. Topics include methodological issues, basic processes, analysis of reading research design models, electronic information retrieval systems. Candidates learn to design and carry out a basic teacher-research project and present their results. (May alternate Sp or F)

READ 765 Appraisal and Intervention 3 cr. hrs.

Formative and summative assessment instruments and procedures for the intensive appraisal of severe reading difficulties are studied. Diagnostic experience and application of structured intervention strategies are carried out through a case study. Prerequisites: two years regular classroom teaching experience, Reading Summer Institute (READ 700, READ 761, & READ 622), TED 705, and READ 750 or approval by Reading Program Director. (Sp)

READ 775 Clinical Practicum in Literacy Instruction 1-3 cr. hrs.

This capstone course for the Reading Certificate provides the supervised tutoring experiences needed to meet state and national requirements for Reading Teachers and Reading Specialists. Candidates work for an extended period of time with two troubled readers and develop an assessment and intervention portfolio for each learner. Midterm and final reports are made to parents. The course may be taken for fewer credits during the school year by qualifying candidates. **Candidates who plan to take the course during the summer must inform their advisor or the Department of Teacher Education Program Assistant (715-425-3230) by February 1 of their intention to enroll.** This is necessary for Reading Program personnel to recruit the clinic students whom candidates will tutor. Prerequisites: For Wisconsin licensure candidates: READ 700, READ 761, READ 622, TED 705, READ 750, READ 784, and READ 765 or approval by Reading Program Director. For Minnesota licensure candidates: READ 761, READ 622, READ 750, and READ 765. (SS, F, J, Sp)

READ 710 – Language Acquisition & Disorders for Reading Teachers

This course provides the background in language acquisition and disorders needed to meet state and national requirements for Reading Teachers and Reading Specialists. Candidates study theories of language development, best practices for supporting development of language for typically developing children and those with, or at risk for language disorders, and the relationship between oral and written language skills. Prerequisite: graduate admission. (SS) 3 cr.

READ 766 Supervision and Administration of the Reading Program 2 cr. hrs.

[normally taken concurrently with READ 779]

Exploration of the personnel, content, materials, organizational patterns, financial support, and evaluative and administrative procedures within the reading program. Attention is given to decisions to be made by the program administrator with emphasis on role, communication, and interaction of students, parents, community, and other educational personnel. (F)

READ 779 Field Experience 2 cr. hrs. [normally taken concurrently with READ 766]

Practicum experiences in public school settings, some of which must be under the direction of a qualified K-12 Reading Specialist. The candidate will work with teachers, administrators, parents, and other educational stakeholders to develop curriculum and carry out projects as needed to help develop and maintain components of a comprehensive reading program. (F)

Graduation Requirements

To obtain the M.S.E. – Reading degree, candidates must satisfactorily complete all required coursework, receive approval of their two Portfolios, submit their Plan B paper, and complete the exit exam. At that point they may **apply for graduation in the Graduate Office** and pay the graduation fee.

Coursework Completion:

All required coursework must be completed with a 3.0 average on a 4.0 scale.

Portfolio #1:

The Reading Program candidate must prepare a portfolio showing her/his having met the Ten Wisconsin Teacher Standards, and it must be reviewed and approved through the Dean's Office. Appendix A provides guidelines and the list of ten standards.

Portfolio #2:

In addition to Portfolio #1, the Reading Program candidate must prepare a portfolio showing her/his having met the Seven Wisconsin Standards for Administrator Development and Licensure and it must be reviewed and approved through the Dean's Office. Appendix B provides guidelines and the list of seven standards.

Plan B Paper:

Plan B papers are not done for credit, but must be completed, approved, and submitted to obtain a Master's Degree. A Plan B Paper is a well-written Master's level paper, no less than 15 pages in length (including references), that is less involved than a thesis, but more than the average course paper. Accepted Plan B Papers become a part of the University's library collection, so they must be well organized, well written, and a product that will be a credit to the writer, the program, and the University.

Exit Exam:

The exit exam for the M.S.E. – Reading program is a 30-40 minute oral presentation made to three UWRF faculty members – two from the College and one from outside the College – followed by questions and discussions. The purpose of the exam is for candidates to demonstrate their knowledge in the area of expertise they have chosen to present; to demonstrate their ability to speak in an organized, logical, and clear manner before a discerning audience; and to demonstrate professionalism in responding to queries from that discerning audience. Appendix D offers some possibilities for oral presentations.

APPENDIX A

M.S.E. – Reading Portfolio #1 Ten Wisconsin Teaching Standards

Directions for Teachers Creating a Portfolio

1. Your portfolio need NOT be electronic. It does NOT need to draw only on the course work you completed for your new licensure; it can be composed of items from your teaching.
2. See below for a copy of the Ten Wisconsin Teachers Standards, and a rubric that uses BOLD type to indicate concepts that must be met in the portfolio.
3. Using artifacts such as lesson or unit plans, class syllabi (usually high school), classroom rules, parent communications, evidence of participation in professional development, select an artifact that shows you met each standard. You can use as many or as few artifacts as you need.
4. For each Standard, write a reflection that explains how you met the ‘ standard in the artifact(s) you are submitting. Typical reflections are no more than 2 paragraphs.
5. Staple or bind your portfolio, add a cover sheet with your name and contact information, and submit it in person at the COEPS Dean’s Office, WEB 203 or by mail to
Dr. Mary Manke
UWRF COEPS
410 S. 3rd St.
River Falls WI 54022

PI 34.02 Teacher Standards. To receive a license to teach in Wisconsin, an applicant shall complete an approved program and demonstrate proficient performance in the knowledge, skills and dispositions under all of the following standards:

(1) The teacher understands the central concepts, tools of inquiry, and structures of the disciplines he or she teaches and can create learning experiences that make these aspects of subject matter **meaningful for pupils**.

(2) The teacher understands **how children with broad ranges of ability learn** and provides instruction that supports their **intellectual, social, and personal** development.

(3) The teacher understands **how pupils differ** in their approaches to learning and the barriers that impede learning and **can adapt instruction** to meet the diverse needs of pupils, including those with disabilities and exceptionalities.

(4) The teacher understands and uses a **variety of instructional strategies**, including the **use of technology** to encourage children’s development of **critical thinking, problem solving, and performance skills**.

(5) The teacher uses an understanding of **individual and group motivation and behavior** to create a learning environment that encourages **positive social interaction, active engagement in learning, and self-motivation**.

(6) The teacher uses **effective verbal and nonverbal communication techniques** as well as instructional media and technology to **foster active inquiry, collaboration, and supportive interaction in the classroom**.

(7) The teacher organizes and plans **systematic instruction** based upon **knowledge of subject matter, pupils, the community, and curriculum standards**.

(8) The teacher understands and uses **formal and informal assessment** strategies to evaluate and ensure the continuous **intellectual, social, and physical development** of the pupil.

(9) The teacher is a reflective practitioner who **continually evaluates the effect of his or her choices and actions** on pupils, parents, professionals in the learning community and others and who **actively seeks out opportunities to grow professionally**.

(10) The teacher fosters **relationships with school colleagues, parents, and agencies in the larger community** to support pupil learning and well being and who acts with integrity, fairness and in an ethical manner.

Evaluation Rubric for Certification Portfolios

A. Characteristics of reflections:

- | | | |
|--|-----|----|
| 1. Each reflection draws a clear connection between the Standard and the artifact(s); it does not simply state that the requirements in section C have been met, or that you agree with the standard | Yes | No |
| 2. Each reflection has been carefully proofread | Yes | No |

B. Specific requirements for the reflection for each standard:

- | | | |
|---|-----|----|
| Standard One: This reflection must show how YOUR teaching made this content meaningful for pupils [the remainder of the standard is addressed through Praxis II and your content coursework] | Yes | No |
| Standard Two: This reflection must show that YOU understand that in a given class there will be pupils at a variety of developmental levels , and that YOU can adapt your teaching to these differences to promote students’ intellectual, social and personal development | Yes | No |

| | | |
|--|-----|----|
| Standard Three: This reflection must show that YOU understand that children learn differently because of a) internal (learning preferences/styles), external (cultural) differences, and b) exceptionalities , and c) that you can adapt your instruction to these kinds of differences (may need more than one artifact) | Yes | No |
| Standard Four: This reflection must show that YOU can use varied instructional strategies , that these include technology , and that these strategies lead students to demonstrate critical thinking, problem solving, and performance skills (may need more than one artifact) | Yes | No |
| Standard Five: This reflection must show that YOU understand what classroom/teaching characteristics promote individual and group motivation and positive behavior and YOU know how to include such characteristics in your classroom/teaching | Yes | No |
| Standard Six: This reflection must show that YOU can use effective verbal and non-verbal communication in your teaching, including instructional media and technology , and must show how this communication has lead to active inquiry, collaboration and supportive interaction for your students (may need more than one artifact) | Yes | No |
| Standard Seven: This reflection must show that YOU plan systematically , based on YOUR knowledge of subject matter , your attention to state, national or district standards , and your knowledge of the community in which you teach, and of your students (may need more than one artifact) | Yes | No |
| Standard Eight: This reflection must show that YOU include both formal and informal assessments , and that your assessments not only cover intellectual, but also social and/or physical development of your students | Yes | No |
| Standard Nine: This reflection must show that YOU can evaluate how your decisions affect pupils, parents and/or other teachers , and must also show how you seek out continuing professional development (may need more than one artifact) | Yes | No |
| Standard Ten: This reflection must show how YOU work with school colleagues, parents and the larger community | Yes | No |

APPENDIX B

M.S.E. – Reading Portfolio #2

Wisconsin Educator Standards - Administrators

Seven Standards for Administrator Development and Licensure

To receive a license in a school administrator category in Wisconsin, an applicant shall complete an approved program in school administration and demonstrate proficient performance in the knowledge, skills and dispositions under all of the following standards.

Your Portfolio #1 covers Standard #1, below. For the remaining standards, write reflections and assemble artifacts in the same way you did for the first Portfolio.

1. The administrator has an understanding of and demonstrates competence in the Ten Teacher Standards.
2. The administrator leads by facilitating the development, articulation, implementation, and stewardship of a vision of learning that is shared by the school community.
3. The administrator manages by advocating, nurturing and sustaining a school culture and instructional program conducive to pupil learning and staff professional growth.
4. The administrator ensures management of the organization, operations, finances, and resources for a safe, efficient, and effective learning environment.
5. The administrator models collaborating with families and community members, responding to diverse community interests and needs, and mobilizing community resources.
6. The administrator acts with integrity, fairness, and in an ethical manner.
7. The administrator understands, responds to, and interacts with the larger political, social, economic, legal, and cultural context that affects schooling.

APPENDIX C

M.S.E. – Reading Program Guidelines – Plan B Paper

What is a Plan B Paper?

Plan B papers are not done for credit, but must be completed, approved, and submitted to obtain a Master's Degree. A Plan B Paper is a well-written Master's level paper, no less than 15 pages in length (including references), that is less involved than a thesis, but more than the average course paper. Accepted Plan B Papers become a part of the University's library collection, so they should be well organized, well written, and a product that will be a credit to the writer, the program, and the University.

What should a Plan B Paper be about?

Your topic must be approved by your advisor. The paper will demonstrate your knowledge and skill in researching a question or investigating an issue related to reading instruction, writing instruction, politics of literacy, historical trends related to an aspect of literacy, standards for literacy instruction, literacy instruction, literacy-learning environments, research trends in literacy, technology used in the teaching of reading or writing, or any other topic agreed upon between you and your advisor.

How should a Plan B Paper be presented?

Organization is of the essence for a paper like this. Your topic must be divided into clearly delineated subtopics, **with bold-faced headings for each**. There should be an introduction that provides an overview of what your paper is about including why you chose this topic / issue. Make sure your discussion doesn't jump around – each paragraph must be cohesive, with a clear main idea, elaboration, and conclusion. The final sub-topic should be your conclusion or summary where you tie your paper back to the introduction and purpose with which you opened. Your Plan B paper may also be the foundation of your oral exit exam. See separate Exit Exam guidelines.

Who evaluates a Plan B Paper?

Your advisor reads your paper unless you wish to use it as the foundation of your oral defense. In the latter case, the faculty members on your exam committee will also be readers. You will be given feedback and direction for revisions. Expect to carry out two or more rounds of revision before the paper is accepted, so don't wait until the last minute to submit your first draft.

Where does the accepted Plan B Paper go?

Once your paper has been accepted by your readers and you have completed your oral defense, you make two clean copies with cover sheets and submit one to the Outreach and Graduate Studies office, the other to your advisor for filing in the Department. The Graduate Office copy will be sent to the library for cataloging.

APPENDIX D

M.S.E. – Reading Exit Exam Information

Note: You must locate your three faculty members and arrange a date and place early to assure that your exam takes place well before the end of your final semester.

Every M.S.E. – Reading Program candidate must complete an exit exam. Below is general information from the Graduate Catalog. Below that are some possibilities for the types of presentations you might make.

Excerpts from the current Graduate Catalog:

“Research Paper Plan (Plan B) – A minimum of 30 semester credits of graduate course work, including a research paper approved and filed as part of the graduate program, with an oral or written comprehensive examination. (See Final Paper, p. 21).”

“Exam and Final Paper or Thesis

“**Comprehensive Exam:** During the final enrollment period of your graduate program leading to the Master’s degree, you must successfully complete a written and/or oral comprehensive examination prepared and administered by your graduate committee.

“The purposes of this examination are:

1. To provide an additional basis for determining your qualifications for the degree;
2. To help you synthesize the graduate experience;
3. To aid you to make plans for the future; and
4. To discover problem areas in the graduate program that need further study and improvement.

“If you are unsuccessful in the comprehensive examination, you may, upon approval of the Graduate Council. Reschedule the examination after a delay of six months. If you receive an incomplete on the comprehensive examination, you must make up the deficiencies identified by the chair of the committee.

“The comprehensive examination is usually oral, unless the program faculty has made arrangements with the School of Graduate Studies for a written examination.

“In the case of an oral examination, you will receive a form for reporting the time (a block of two hours) and location to the Graduate Office, and you are responsible for making these arrangements with the committee. You must make all such arrangements and report them to the Graduate Office at least two weeks before the examination and not later than four weeks before the end of the term or session or the commencement ceremony in which you plan to be granted the degree. For an oral examination to be held during the summer, you should make arrangements during the spring semester.

“All Plan B or Plan C candidates will take a written and/or oral examination based on specified program requirements. You are responsible for meeting with all members of your graduate committee before the examination to discuss how to prepare for the written and/or oral examination.

“Final Paper

“You will defend your master’s paper in an oral examination by the three members of your graduate committee. Master’s papers will be signed by the advisor and sent to the Graduate Office. The paper will not be bound. A copy will be filed in the Archives, as well as in the department.”

Note: Oral Exams, also known as an “Oral Defense” are normally scheduled for two hours. In practice they do not usually take that long. However, you should be prepared for a two-hours session. The procedure usually is that you make a 30-40 minute presentation which is followed by questions and discussion. Sometimes discussions take place during the presentation as well as at the end.

POSSIBILITY #1

Develop a rubric for what good mid-term and post-tutoring reports would look like. That is, what should be incorporated in a report that will be presented to parents and will also go in the child’s cumulative file? After developing your rubric, with good explanations for the different aspects, you will apply your rubric to two report samples and write feedback to the hypothetical clinicians who wrote them. If you choose this option, a packet containing the report samples will be given to you.

POSSIBILITY #2

Create a Power Point presentation (or other format, such as overhead transparencies) that outlines your justified beliefs about what reading is, how it is learned, and how it should be taught. You back up the main components of your presentation with **brief**** examples of the projects you have found most meaningful drawn from the portfolio of work that you have accumulated during the program. Think about the collection of courses you have taken and the components of reading, reading instruction, and supervision of reading programs. Those required courses represent coverage of state, regional, and national standards for reading teachers and reading professionals. They are an indication of the elements that reading professionals have decided are important considerations in the training of Reading Teachers and Reading Specialists.

****brief** means **brief**. If you have taken 11 courses, you can’t summarize every project or even every course. You pick and choose examples and summarize in several sentences in a way that acts to back up the philosophical point you are making.

POSSIBILITY #3

In your role as a Reading Specialist, you will have to act as a change agent. You will encounter a huge spectrum/range of practices & practitioners. Set up a hypothetical 5-year program (perhaps based on the teaching situation in which you are currently practicing) in which you systematically show how you would raise the levels of reading practice in a school or district so as to make constructive use of those who already implement excellent practice, but also looking at transforming the practice of new, inexperienced, or outdated practitioners so that they, too, become strong practitioners. What would your 5-year plan of action look like?

POSSIBILITY #4

Look over the philosophy statement and the model or models you created during the first course you took in the program: READ 700 – Foundations of Literacy. Outline a new philosophy statement that incorporates three main components:

- 1) your philosophy of what reading IS (definition of reading in all its complexity);
- 2) your philosophy of reading INSTRUCTION (how reading should be taught, to cover all those complexities in your definition); and
- 3) your philosophy of what the roles of
 - A) Reading Teachers and
 - B) Reading Specialists should be in supporting the development of a literate citizenry.

Back up the main components of your presentation with **brief**** examples of the projects you have found most meaningful drawn from the portfolio of work that you have accumulated during the program. Think about the collection of courses you have taken and the components of reading, reading instruction, and supervision of reading programs. Those required courses represent coverage of state, regional, and national standards for reading teachers and reading professionals. They are an indication of the elements that reading professionals have decided are important considerations in the training of Reading Teachers and Reading Specialists.

****brief** means *brief*. If you have taken 11 courses, you can't summarize every project or even every course. You pick and choose examples and summarize in several sentences in a way that acts to back up the philosophical point you are making.

POSSIBILITY #5

Using PowerPoint or other visual aides, you prepare an oral presentation of your Plan B Paper to defend before your committee.

POSSIBILITY #6

Share your expanded action research project that was originally developed in the READ 785 Research in Literacy course.

POSSIBILITY #7

You choose a presentation topic upon which you and your advisor have agreed.

