Education Learning Community (EDU) - Graduate Courses

Courses

EDU 601 Cr.1
Learning in Community I: Introduction
In this first course of four, students will be introduced to the concept of learning in community. Coursework requirements include application to the workplace setting and communication via technology. The key concepts of this course include: adult learning theory, communication, community building, facilitation, personality typologies, theories of community development, and values. Repeatable for credit - maximum two. Prerequisite: admission to MEPD or MSED Program. Offered Fall, Spring, Summer.

EDU 602 Cr.1
Learning in Community II: Exploration
In this second course of four, students will explore the concept of learning in community. Coursework requirements include application to the workplace setting and communication via technology. The key concepts of this course include: classroom climate, communication, community building, facilitation, personality typologies, and values. Prerequisite: EDU 601; admission to MEPD or MSED Program. Offered Fall, Spring, Summer.

EDU 610 Cr.3
Second Language Acquisition: Research and Applications
This course offers an introduction to the field of second language acquisition, its main theories, and the application of each theory to the teaching of English as a second language, especially for K-12 learners in the U.S. It surveys the different theories of second language acquisition and connects these to practice through application assignments and an action research project. Learners gain foundational knowledge of second language acquisition theories by examining current research trends through the analysis of various empirical studies and applying these theories to the design of an action research project. Prerequisite: admission to graduate TESOL Certificate Program. Offered Fall, Spring, Summer.

EDU 611 Cr.1
Technology in Education I: Introduction
In this first course of four, students will be introduced to technology in education. Coursework requirements include application to the workplace setting and communication via technology. The key concept of this course is an online course management system. Prerequisite: admission to MEPD or MSED Program. Offered Fall, Spring, Summer.

EDU 612 Cr.1
Technology in Education II: Exploration
In this second course of four, students will explore the concept of technology in education. Course requirements include application to the workplace setting and communication via technology. The key concepts of this course include: role of technology in education and exploring distance library services. Prerequisite: EDU 611; admission to MEPD or MSED Program. Offered Fall, Spring, Summer.

EDU 613 Cr.1
Curriculum Development and Assessment I: Introduction
In this first course of four, students will be introduced to curriculum development and assessment. Coursework requirements include application to the workplace setting and communication via technology. The key concepts of this course include: academic content standards, teaching standards: National Board Propositions and Wisconsin Teaching Standards, and assessment theories. Prerequisite: admission to MEPD or MSED Program. Offered Fall, Spring, Summer.

EDU 614 Cr.1-2
Educational Research I: Introduction
In this first course of four, students will be introduced to the concept of educational research. Coursework requirements include application to the workplace setting and communication via technology. The key concepts of this course include: professional writing according to American Psychological Association (APA), research skills, defining the research question, educational research methods, and data collection methods. Prerequisite: admission to MEPD or MSED Program. Offered Fall, Spring, Summer.

EDU 621 Cr.1
Best Practice Pedagogy I: Introduction
In this first course of four, students will be introduced to best practice pedagogy. Coursework requirements include application to the workplace setting and communication via technology. The key concepts of this course include: teaching standards: National Boards Propositions, Wisconsin Teaching Standards; academic content area/grade level/workplace standards; and constructivism. Prerequisite: admission to MEPD or MSED Program. Offered Fall, Spring, Summer.

EDU 622 Cr.1
Best Practice Pedagogy II: Exploration
In this second course of four, students will explore best practice pedagogy. Coursework requirements include application to the workplace setting and communication via technology. In addition to continuing the concepts from "Best Practice Pedagogy I," the key concepts of this course include: best practice theories and differentiated instruction. Prerequisite: EDU 621; admission to MEPD or MSED Program. Offered Fall, Spring, Summer.

EDU 631 Cr.1
Curriculum Development and Assessment II: Exploration
In this second course of four, students will explore curriculum development and assessment. Coursework requirements include application to the workplace setting and communication via technology. The key concepts of this course include: alternative assessment, authentic assessment, assessment: formal and informal, assessment: formative and summative, current best practice assessment strategies, and research-based best practice assessment strategies. Prerequisite: EDU 631; admission to MEPD or MSED Program. Offered Fall, Spring, Summer.

EDU 641 Cr.1-2
Educational Research II: Exploration
In this second course of four, students will explore educational research. Coursework requirements include application to the workplace setting and communication via technology. The key concepts of this course include: professional writing according to the American Psychological Association (APA), action research design, action research proposal, and institutional review board. Prerequisite: EDU 641; admission to MEPD or MSED Program. Offered Fall, Spring, Summer.
EDU 645 Cr.3

Teaching within Culture

In this course, students explore culture in K-12 education in U.S. public schools especially as it relates to English learners (ELs). Topics include deep structures of culture, culture and language, culture and identity, culturally responsive/sustaining pedagogy, and intercultural communicative competence. Students analyze group- and individual-level cultural influences in education, as well as the particular school and classroom climate they work in, and evaluate solutions for issues associated with cultural differences in education. The instructor models the process of exploring the history, culture, and tribal sovereignty of the Indigenous cultures of Wisconsin (per DPI Act 31). Students apply the same process to research another cultural group and create a lesson/unit plan for a diverse group of learners which applies principles of culturally responsive/sustaining pedagogy. Students finally develop skills to successfully navigate intercultural interactions when working with ELs and their families. Prerequisite: admission to MEPD or MSED Program. Offered Fall, Spring, Summer.

EDU 651 Cr.1

Democracy, Diversity and Social Justice in Education I: Introduction

In this first course of four, students will be introduced to the concepts of democracy, diversity, and social justice in education. Coursework requirements include application to the workplace setting and communication via technology. The key concepts of this course include: diversity issues, privilege and power, language and communication, and democracy. Prerequisite: admission to MEPD or MSED Program. Offered Fall, Spring, Summer.

EDU 652 Cr.1

Democracy, Diversity and Social Justice in Education II: Exploration

In this second course of four, students will explore the concepts of democracy, diversity, and social justice in education. Coursework requirements include application to the workplace setting and communication via technology. The key concepts of this course include: diversity issues, harassment and bullying, and democracy in schools. Prerequisite: EDU 651; admission to MEPD or MSED Program. Offered Fall, Spring, Summer.

EDU 661 Cr.1

Teacher Leadership I: Introduction

In this first course of four, students will be introduced to the concept of teacher leadership. Course requirements include application to the workplace setting and communication via technology. The key concepts of this course include: teaching and academic content standards, baselines, professional history, professional visioning, and reflective practice. Prerequisite: admission to MEPD or MSED Program. Offered Fall, Spring, Summer.

EDU 662 Cr.1

Teacher Leadership II: Exploration

In this second course of four, students will explore the concept of teacher leadership. Coursework requirements include application to the workplace setting and communication via technology. The key concepts of this course include: professional development plan and portfolio, communication skills, facilitation skills, reflective practice, and current trends in educational issues. Repeatable for credit - maximum two. Prerequisite: EDU 661; admission to MEPD or MSED Program. Offered Fall, Spring, Summer.

EDU 680 Cr.3

TESOL Methods I: Language Learning through Content

In this course, students analyze policies related to teaching English learners (ELs) in U.S. K-12 public schools from the 1960s to the present. Using the systemic functional linguistics (SFL) theory, students analyze genre and content-area discourse features as they learn to plan instruction using the content-based instruction (CBI) approach. Students additionally reflect upon and incorporate the 3C model of education (co-planning and co-teaching to co-serve) into their instruction as they learn how collaboration is necessary to equitably and effectively teach ELs in U.S. public schools. Prerequisite: admission to graduate TESOL Certificate Program. Offered Fall, Spring, Summer.

EDU 681 Cr.3

TESOL Methods II: Teaching and Assessing Language

This course increases students' understanding of techniques and methods to teach English as a second language (ESL) in U.S. public schools. Students identify the historical development of approaches and methodologies for teaching ESL; understand foundational principles of teaching ESL; and explore individual English learner (EL) differences, including age/grade level and language proficiency level, and how to account for these in instruction. Students create a full unit plan to be taught with ELs which include appropriate and effective teaching strategies for each of the four language skills (reading, writing, listening, and speaking), as well as grammar and vocabulary. Students further their understanding of and ability to implement classroom-based assessment to make instructional decisions. Additionally, students explore materials and technology available for teaching ESL. Prerequisite: admission to graduate TESOL Certificate Program. Offered Fall, Spring, Summer.

EDU 703 Cr.1

Learning in Community III: Integration

In this third course of four, students will integrate the concept of learning in community. Coursework requirements include application to the workplace setting and communication via technology. The key concepts of this course include: communication, community building, facilitation skills, personality typologies, and values. Prerequisite: EDU 601; EDU 602; admission to MEPD or MSED Program. Offered Fall, Spring, Summer.

EDU 704 Cr.1

Learning in Community IV: Action

In this fourth course of four, students will take action with regard to learning in community. Coursework requirements include application to the workplace setting and communication via technology. The key concepts of this course include: communication, community building, facilitation skills, and values. Prerequisite: EDU 601; EDU 602; EDU 703; admission to MEPD or MSED Program. Offered Fall, Spring, Summer.

EDU 713 Cr.1

Technology in Education III: Integration

In this third of four courses, students will integrate technology in education. Coursework requirements include application to the workplace setting and communication via technology. In addition to continuing the concepts from "Technology in Education" I & II, the key concepts for this course include: information technology, instructional technology, and technology tools for the action research process. Prerequisite: EDU 611; EDU 612; admission to MEPD or MSED Program. Offered Fall, Spring, Summer.
EDU 714 Cr.1
Technology in Education IV: Action
In this fourth course of four, students will take action with regard to technology in education. Coursework requirements include application to the workplace setting and communication via technology. In addition to continuing the concepts from "Technology in Education" I, II, & III, the key concepts of this course include: informational technology, instructional technology, and technology safety. Prerequisite: EDU 611, EDU 612, EDU 713; admission to MEPD or MSED Program. Offered Fall, Spring, Summer.

EDU 715 Cr.2
Common Core Assessment in English Language Arts Elementary
In this course, students will examine their current practices of assessment in regard to the English Language Arts (ELA) Common Core State Standards (CCSS). After unpacking the ELA Standards for their grade levels, students will develop a practitioner’s assessment toolkit with both instruction and assessment in the classroom. Response to Intervention and differentiation models will be examined in depth in order to ensure success for all students. Not applicable to a master’s degree in MEPD initial certification, reading, or special education. Prerequisite: admission to English Language Arts Elementary Certificate Program or approval from Institute for Professional Studies in Education (IPSE). Offered Fall, Spring, Summer.

EDU 716 Cr.2
Effective Communication Through Language
Students will examine research and best practices to support the Speaking and Listening Strand of the English Language Arts (ELA) Common Core State Standards (CCSS). Students will define what makes up a classroom community, the importance of building a classroom community, and how to begin the construction process. Students will then examine strategies to help elementary students interact appropriately with adults and peers and how their own students can be doing grade level appropriate presentations. Students in this class will be working on developing lessons and strategies that will help their own students comprehend and interact with the spoken word. Not applicable to a master’s degree in MEPD initial certification, reading, or special education. Prerequisite: admission to English Language Arts Elementary Certificate Program or approval from Institute for Professional Studies in Education (IPSE). Offered Fall, Spring, Summer.

EDU 717 Cr.2
Foundation of Literacy for Professional Educators
In this course, students will gain knowledge of the foundational skills needed to implement the English Language Arts (ELA) Common Core. Students will unpack the standards for their specific grade level and/or curricular area. In order to strengthen their professional practice, students will collaborate with peers to refine their teaching practice to embody concepts of print, phonological awareness, phonics and word recognition, and fluency. The assignments and assessments will be directly applicable to the learner’s professional practice. Not applicable to a master’s degree in MEPD initial certification, reading, or special education. Prerequisite: admission to English Language Arts Elementary Certificate Program or approval from Institute for Professional Studies in Education (IPSE). Offered Fall, Spring, Summer.

EDU 718 Cr.2
Writing and Language Exploration
Students will examine research and best practices to support the Writing and Language strands of the English Language Arts (ELA) Common Core State Standards (CCSS). Students will: 1) unpack writing and language standards for their specific grade level; 2) develop a year long plan for writing and language instruction; 3) participate as writers to become comfortable in the three types of writing required by the common core; 4) collaborate with peers to practice and refine their instruction; and 5) implement lessons and strategies in their professional practice to improve student achievement. Not applicable to a master’s degree in MEPD initial certification, reading, or special education. Prerequisite: admission to English Language Arts Elementary Certificate Program or approval from Institute for Professional Studies in Education (IPSE). Offered Fall, Spring, Summer.

EDU 719 Cr.2
Research Based Best Practice in Reading
Students will examine research and best practices to support the reading literature and informational text strands of the English Language Arts (ELA) Common Core State Standards (CCSS). Students will: 1) compare and contrast the key ideas and details, craft and structure, integration of knowledge and ideas, and range of reading and level of text complexity for both reading literature and informational text. 2) collaborate with peers to practice and refine their instruction to include demonstration, student engagement, and independent application. Assignments and assessments will be directly applied to the learner’s professional practice. Not applicable to a master’s degree in MEPD initial certification, reading, or special education. Prerequisite: admission to English Language Arts Elementary Certificate Program or approval from Institute for Professional Studies in Education (IPSE). Offered Fall, Spring, Summer.

EDU 720 Cr.2
Digital Literacy and the Common Core
In this course, students will examine the research and best practices to support all of the strands of the English Language Arts (ELA) Common Core State Standards (CCSS) in the area of digital literacy. Students will learn how to search efficiently and evaluate websites for validity. Students will collaborate using a variety of online tools including wiki’s, blogs, and other social media. Lastly, students will implement lessons and strategies in their professional practice to help achieve career and college readiness skills for their students. Not applicable to a master’s degree in MEPD initial certification, reading, or special education. Prerequisite: admission to English Language Arts Elementary Certificate Program or approval from Institute for Professional Studies in Education (IPSE). Offered Fall, Spring, Summer.

EDU 723 Cr.1
Best Practice Pedagogy III: Integration
In this third course of four, students will integrate best practice pedagogy. Coursework requirements include application to the workplace setting and communication via technology. In addition to continuing concepts from “Best Practice Pedagogy” I & II, key concepts for this course include current best practice strategies and research-based best practice strategies. Prerequisite: EDU 621, EDU 622; admission to MEPD or MSED Program. Offered Fall, Spring, Summer.
EDU 724 Cr.1
**Best Practice Pedagogy IV: Action**
In this fourth course of four, students will take action with regard to best practice pedagogy. Coursework requirements include application to the workplace setting and communication via technology. In addition to continuing concepts from "Best Practice Pedagogy" I, II, & III, the key concept for this course includes current best practices strategies and research-based best practice strategies. Prerequisite: EDU 621, EDU 622, EDU 723; admission to MEPD or MSED Program. Offered Fall, Spring, Summer.

EDU 733 Cr.1
**Curriculum Development and Assessment III: Integration**
In this third course of four, students will integrate curriculum development and assessment. Coursework requirements include application to the workplace setting and communication via technology. In addition to continuing concepts from "Curriculum Development and Assessment" I & II, the key concepts for this course include: current best practice assessment strategies, research-based best practice assessment strategies, and curriculum frameworks. Prerequisite: EDU 631, EDU 632; admission to MEPD or MSED Program. Offered Fall, Spring, Summer.

EDU 734 Cr.1
**Curriculum Development and Assessment IV: Action**
In this fourth course of four, students will take action on curriculum development and assessment. Coursework requirements include application to the workplace setting and communication via technology. In addition to continuing concepts from "Curriculum Development and Assessment" I, II, & III, the key concepts for this course includes: curriculum development and assessment as a foundation for learning. Prerequisite: EDU 631, EDU 632, EDU 733; admission to MEPD or MSED Program. Offered Fall, Spring, Summer.

EDU 735 Cr.3
**Foundations of Professional Learning Communities**
In this course, students will gain knowledge of the essential components of a Professional Learning Community (PLC). Using acquired knowledge, students will analyze the progress of their school or district on the PLC continuum. Students will investigate ways to build a culture of collaboration that improves student learning and will be expected to continuously apply PLC tenets to their practice. Not applicable to a master's degree in MEPD initial certification, reading, or special education. Prerequisite: admission to Professional Learning Community Certificate Program or approval from Institute for Professional Studies in Education (IPSE). Offered Fall, Spring, Summer.

EDU 736 Cr.3
**Assessments, Grading and Professional Learning Communities**
In this course, students will gain knowledge of how assessment and grading are related to the fundamental purpose of ensuring high levels of learning for all students in a Professional Learning Community (PLC). Using acquired knowledge, students will analyze the progress of their school or district on the PLC continuum in areas related to assessment and grading. Students will investigate formative and summative assessment. In addition, students will learn how collaborative teams in a PLC work to use the results of common assessments to inform instruction and improve student achievement. Not applicable to a master's degree in MEPD initial certification, reading, or special education. Prerequisite: admission to Professional Learning Community Certificate Program or approval from Institute for Professional Studies in Education (IPSE). Offered Fall, Spring, Summer.

EDU 737 Cr.3
**Teacher Leadership: Professional Learning Communities**
In this course, students will apply their knowledge of the essential components of a Professional Learning Community (PLC) in their school setting. Using acquired knowledge, students will implement an action plan that they created in semester I. The course will conclude with a culminating project which includes an updated action plan, a reflection paper and artifacts. Not applicable to a master's degree in MEPD initial certification, reading, or special education. Prerequisite: admission to Professional Learning Community Certificate Program or approval from Institute for Professional Studies in Education (IPSE). Offered Fall, Spring, Summer.

EDU 738 Cr.3
**Professional Learning Community in the Content Areas**
In this course, students will apply their knowledge of the essential components of a Professional Learning Community (PLC) in their school setting with an emphasis on content. Using acquired knowledge, students will implement an action plan that they created in semester I. The course will conclude with a culminating project that includes an updated action plan, a reflection paper and artifacts. Students will also explore with their PLC and Professional Learning Teams (PLTs) the four corner questions of PLCs. Not applicable to a master's degree in MEPD initial certification, reading, or special education. Prerequisite: admission to Professional Learning Community Certificate Program or approval from Institute for Professional Studies in Education (IPSE). Offered Fall, Spring, Summer.

EDU 743 Cr.1-2
**Educational Research III: Conduct**
In this third course of four, students will integrate the concept of educational research. Coursework requirements include application to the workplace setting and communication via technology. The key concepts of this course include: professional writing according to the American Psychological Association (APA), implementation of action research, data collection, and data collection analysis. Prerequisite: EDU 641; EDU 642; admission to MEPD or MSED Program. Offered Fall, Spring, Summer.

EDU 744 Cr.2
**Educational Research IV: Publication**
In this fourth course of four, students will analyze data and publish the results of their educational research in a journal article. Coursework requirements include application to the workplace setting and communication via technology. The key concepts of this course include: professional writing according to the American Psychological Association (APA), data collection analysis, research and leadership, and dissemination of results. Prerequisite: EDU 641, EDU 642, EDU 743; admission to MEPD or MSED Program. Offered Fall, Spring, Summer.

EDU 753 Cr.1
**Democracy, Diversity and Social Justice in Education III: Integration**
In this third course of four, students will integrate democracy, diversity, and social justice in education. Coursework requirements include application to the workplace setting and communication via technology. The key concepts of this course include: diversity issues and democracy in the classroom. Prerequisite: EDU 651, EDU 652; admission to MEPD or MSED Program. Offered Fall, Spring, Summer.
EDU 754 Cr.1
Democracy, Diversity and Social Justice in Education IV: Action
In this fourth course of four, students will take action with regard to
democracy, diversity, and social justice in education. Coursework
requirements include application to the workplace setting and
communication via technology. They key concepts of this course
include: current social justice issues and educational policy.
Prerequisite: EDU 651, EDU 652, EDU 753; admission to MEPD or MSED
Program. Offered Fall, Spring, Summer.

EDU 755 Cr.3
Introduction to Special Education for In-Service Teachers
This course introduces in-service teachers to special education
practices from historical, legislative, and people-centered recommended
practices. General education and special education teachers have
a shared responsibility to meet the needs of all students in learning
environments that address individual needs and strengths. Students
gain foundational understanding of exceptionalities from people,
concepts, and historical perspective; policies, practices, and programs
in special education; characteristics, prevalence, and supports and
services for individuals with exceptionalities (as defined in current
federal regulations); collaborative roles of general and special
educators; and partnerships with families. Prerequisite: admission into
the Special Education Certificate Program. Offered Annually.

EDU 756 Cr.3
Inclusive Classroom Practices in Special Education
Establishing and maintaining productive learning environments is a
key feature of an effective globally responsive educator’s classroom.
In this course, learners integrate foundational knowledge and explore
practices to create a classroom environment using developmentally
appropriate and responsive pedagogy based on the belief that all
students have a variety of assets and all can learn at high levels. Key
features of this class are understanding the role of the educator in
intentionally creating learning opportunities designed for students
with diverse identity markers (e.g. racial, cultural, linguistic, ability)
and evaluating effectiveness in inclusive settings. Viewed through the
lens of developmentally appropriate and responsive practices, learners
apply pedagogical frameworks to create a supportive classroom that
increases the likelihood of success for all learners and evaluate the
impact of the practices to inform their teaching (e.g., Universal Design
This course is rooted in the High Leverage Practices (HLPs) identified
by the Council for Exceptional Children (CEC) and the Collaboration for
Effective Educator Development, Accountability and Reform. The four
categories of High Leverage Practices are: Collaboration, Assessment,
Social/Emotional/Behavioral, and Instruction. Prerequisite: admission into
the Special Education Certificate Program. Offered Annually.

EDU 757 Cr.3
Co-Planning and Co-Teaching in Inclusive Learning Environments
Effective communication and collaborative relationships between
parents, students, and school and community personnel in a culturally
responsive environment is an essential component of being a globally
responsive educator. Students receiving special education services
are supported by educational teams composed of students, parents,
education professionals, and agency representatives. This course
is designed to prepare special education teacher candidates for the
responsibilities related to collaboration and transition associated
with serving students with special education needs in grades K-12.
This course focuses on effective collaboration processes as well
as the development of transition plans for students with specific
learning disabilities, emotional/behavioral disabilities, and intellectual
disabilities; and the impact transition plans have on educational
curriculum, instructional practices, career development, and placement
practices. Prerequisite: admission into the Special Education Certificate
Program. Offered Annually.

EDU 758 Cr.3
Advanced Special Education Assessment
This course addresses educational assessment as it relates to the
needs of students with specific learning disabilities, emotional/
behavioral disabilities, and intellectual disabilities in the K-12 setting.
Specific approaches for the evaluation of special education eligibility,
teaching and instruction, and monitoring student progress are
discussed, including norm-referenced tests, criterion-referenced
testing, curriculum-based measures, and observational assessment.
Prerequisite: admission into the Special Education Certificate Program.
Offered Annually.

EDU 759 Cr.3
Advanced Methods: Teaching Students with Disabilities
This course focuses on curriculum, methods, and strategies used in
educating students with disabilities in various educational settings.
Topics covered within this course include evidence-based, culturally
and linguistically responsive approaches to teaching and learning,
development of Individualized Education Programs (IEPs), strategies to
support Social and Emotional Learning (SEL), evidence-based practices
in mathematics and literacy, and learning strategies. Teacher candidates
deepen their understanding of IEP development and strategy instruction
and apply their learning with students with disabilities. Prerequisite:
admission into the Special Education Certificate Program. Offered Annually.

EDU 760 Cr.3
Classroom Management and Positive Behavioral Practices
This course allows candidates to use effective and varied behavior
management strategies to support and enhance students’ successful
engagement and participation in the classroom. Candidates learn
about laws and policies impacting behavior management planning
and implementation; functional behavioral assessment and the use of
its information in designing behavior intervention plans and making
decisions for the student and the program; understand the rights and
responsibilities of families and other professionals in assessing the
needs of the student and the use of different behavior management
strategies; and evaluate and modify instructional practices and monitor
the progress of students with challenging behaviors. Candidates are
expected to perform at least 15 hours of clinical work with learners
in their school. Prerequisite: admission into the Special Education
Certificate Program. Offered Annually.
**EDU 761 Cr.3**

**Practicum in Special Education**

This course is a practicum for candidates seeking certification in special education. Candidates are exposed to a variety of educational settings (e.g., special education setting, inclusive setting) for at least 50 hours in their district of employment or another approved site, during which they will observe, design, and implement various pedagogical practices, plans, and programs with students with disabilities (i.e., specific learning disabilities, emotional and behavioral disorders, intellectual disabilities, autism spectrum disorder, etc.), and become familiar with special education teacher responsibilities. Candidates will be under the direct supervision of a certified special education teacher and university supervisor (course instructor). Prerequisite: admission into the Special Education Certificate Program. Offered Annually.

**EDU 763 Cr.1**

**Teacher Leadership III: Integration**

In this third course of four, students will integrate teacher leadership into practice. Course requirements include application to the workplace setting and communication via technology. In addition to continuing the concepts from "Teacher Leadership" I & II, key concepts for this course include: educational policy and legislation, school systems, and current trends related to educational improvement. Prerequisite: EDU 661; EDU 662; admission to MEPD or MSED Program. Offered Fall, Spring, Summer.

**EDU 764 Cr.1**

**Teacher Leadership IV: Action**

In this fourth course of four, students will take action with regard to teacher leadership. Course requirements include application to the workplace setting and communication via technology. The key concepts for this course include: leadership theory and dissemination of action research. Prerequisite: EDU 661; EDU 662; EDU 763; admission to MEPD or MSED Program. Offered Fall, Spring, Summer.

**EDU 765 Cr.3**

**Introduction to Educational Leadership**

In this course learners will explore the concept of educational leadership. More specifically, what is the role of the principal in ensuring they lead a school where all of their students can achieve the highest levels of academic success? What is the role of principal in creating and building a school community focused on continual reflection and improvement? With that, we will explore educational leadership via a cognitive approach grounded in the following three elements: (1) Socio-cognitive leadership - A shared cognitive approach to decision making present in schools that have successfully closed achievement gaps. (2) The Dimensions of Leadership for Learning - Where school principals focus their time and attention as a catalyst for student improvement. (3) Levers of Change - The individual, organizational, and community levers that master principals use to further the Dimensions of Leadership for Learning (Kelly & Shaw, 2009). In addition to a focus on socio-cognitive leadership, learners will consider the balance between the symbolic and technical sides of educational leadership. Finally, the concept of educational leadership will be grounded in conversations related to the importance of principal professional development to include the importance of personal development and personal satisfaction. Prerequisite: admission into the Educational Leadership Program or consent of IPSE Director. Offered Fall, Spring, Summer.

**EDU 766 Cr.3**

**The Principalship**

The task of a principal in the PK-12th grade environment is both demanding and complex. It requires that the leader be skilled in personnel administration, staff development, evaluation, instructional leadership, the reflective process along with a myriad of additional skills needed to successfully navigate the experiences of being a building principal. This course focuses on the six standards of the Interstate School Leaders Licensure Consortium (ISLLC Standards) using the reflective process as provided by Thomas Sergiovanni. Prerequisite: admission into the Educational Leadership Program or consent of IPSE Director. Offered Fall, Spring, Summer.

**EDU 767 Cr.3**

**Data-based Decision Making for Instruction**

This course explores the use of data as a tool to enhance decision-making processes for continuous school improvement by providing a framework for improving teaching and learning. Upon completion of the course, learners will be able to analyze, report, communicate, and use multiple measures of data for continuous school improvement. This course emphasizes how data can guide leaders through curriculum alignment, supervision of instruction, and professional development. Through assignments and activities learners will put theory into practice. Prerequisite: admission into the Educational Leadership Program or consent of IPSE Director. Offered Fall, Spring, Summer.

**EDU 768 Cr.3**

**Supervision and Evaluation**

This course is intended to examine the foundations of a teacher supervision and evaluation structure which includes emphasis on classroom supervision, adult learning theory, coaching, administration which promotes professional growth, standards for effective teacher evaluation and performance-based methods to teacher growth / school improvement that are closely associated with student learning outcomes. The emphasis of this course will highlight the professionalism of teaching by examining how teachers may actively contribute to determining the emphasis of their professional outcomes while emphasizing student scholarship as their core mission. Prerequisite: admission into the Educational Leadership Program or consent of IPSE Director. Offered Fall, Spring, Summer.

**EDU 769 Cr.3**

**Leadership and Cultural Competence**

This foundation course in leadership and cultural competence enhances the learner’s abilities to comprehend, evaluate, and offer culturally sensitive and competent educational opportunities to diverse school populations. This course gives students the opportunity to reflect upon their own cultural development and to be more responsive to the needs of all students. Prerequisite: admission into the Educational Leadership Program or consent of IPSE Director. Offered Fall, Spring, Summer.

**EDU 770 Cr.3**

**School Law**

This course examines the federal and state school law for educational leaders addressing legal issues impacting the operation of public schools. The topics that will be studied include organizational structures of school, federal, and state systems, church-state related issues, teachers’ rights, rights of students with disabilities, instructional issues, tort liability, and equal opportunities in education. Prerequisite: admission into the Educational Leadership Program or consent of IPSE Director. Offered Fall, Spring, Summer.
EDU 777 Cr.3  
**School Finance and Resource Allocation**  
This course examines the financial contexts and legal requirements of educational budgeting. The roles of federal and state laws, regulations, and tax policies are considered, as are local conditions and concerns, in raising and distributing revenue. The processes of budgetary planning, preparation, management, and control are carefully evaluated. Prerequisite: admission into the Educational Leadership Program or consent of IPSE Director. Offered Fall, Spring, Summer.

EDU 772 Cr.2  
**Inclusive Pedagogical Practices I**  
In this course learners will explore how to create and sustain schools that are successful for each of their PreK-12 students. Focus will be placed on shifting school structures from programmatic thinking to a model of service delivery. In addition, discussion will focus on using standards as a catalyst for creative uses of responsive curriculum, innovative teaching strategies, and ongoing assessment. Consideration will be placed on how funding and various laws can be leveraged to support the achievement of all students. Throughout this course learners will examine (1) preventive strategies for fostering student success versus adopting a `wait until they fail' approach, (2) instructional strategies that engage a wide-range of students, (3) how principals can ensure the success of their students. Finally, inclusive educational pedagogies form the spine of this course. Prerequisite: admission into the Educational Leadership Program or consent of IPSE Director. Offered Fall, Spring, Summer.

EDU 773 Cr.4  
**Practicum in the Principalship and Practicum Seminar**  
The purpose of this course is to provide students with practical experience in the school principalship. Per PI 34.15 all learners seeking administrative licenses in the area of the principal must participate in a supervised practicum before graduation from their program. This practicum shall be developmental in nature and provide opportunities that afford the learner to demonstrate their knowledge and understanding of the Wisconsin Content Guidelines for Principal (5051) Licensure Programs. Performance in the principal practicum will be measured via two successful observations by a school-based supervisor (i.e., cooperating principal) as well as by the supervisor assigned from the University of Wi-La Crosse. In addition to successful observations, learners are required to engage in online seminar discussions anchored to the practicum seminar. These discussions are grounded in the day-to-day lives of directors of instruction and will support candidates in gaining a deeper, authentic understanding of the director of instruction position. Consent of instructor. Pass/Fail grading. Offered Fall, Spring, Summer.

EDU 775 Cr.3  
**Practicum for the Director of Instruction and Seminar**  
The purpose of this course is to provide director of instruction candidates with practical experience. Per PI 34.32 all candidates seeking administrative licenses in the area of the director of instruction must participate in a supervised practicum before graduation from their program. This practicum shall be developmental in nature and provide opportunities that afford the director of instruction candidates to demonstrate their knowledge and understanding of the Wisconsin Content Guidelines for Director of Instruction Licensure Programs. Performance in this practicum will be measured via two successful observations by a school-based supervisor (i.e., cooperating director) as well as by the supervisor assigned from the UWL. In addition to successful observations, candidates are required to engage in online seminar discussions anchored to the practicum seminar. These discussions are grounded in the day-to-day lives of directors of instruction and will support candidates in gaining a deeper, authentic understanding of the director of instruction position. Consent of instructor. Pass/Fail grading. Offered Fall, Spring, Summer.

EDU 776 Cr.1-6  
**Thesis**  
The master's thesis encompasses original research and represents a distinctive contribution to scholarship in the field of educational leadership. It involves original collection of data, analysis of data, making sense of the data, discussing the data within the context of a comprehensive literature review, sharing limitations, and defending research in a committee setting. Repeatable for credit - maximum six. Prerequisite: EDU 641, EDU 642; admission into the Educational Leadership Program. Consent of department. Offered Fall, Spring, Summer.

EDU 780 Cr.3  
**TESOL Practicum**  
Through the TESOL practicum, students gain practical planning instruction, teaching, and assessing English learners (ELs) in a K-12 school setting. In this course, students are formally observed twice teaching ELs and engaging in the assessment cycle. Students engage in critical reflection on their own teaching, individually and with a mentor teacher. Students also identify areas of improvement and plan for their own on-going professional development as an ESL teacher. This practicum experience is a minimum of 50 hours and is supervised by both a school-based supervisor and a university supervisor. Prerequisite: admission to graduate TESOL Certificate Program. Offered Fall, Spring, Summer.

EDU 782 Cr.1  
**Inclusive Pedagogical Practices II**  
In this course learners will explore how to create and sustain schools that are successful for each of their PreK-12 students. Focus will be placed on shifting school structures from programmatic thinking to a model of service delivery. In addition, discussion will focus on using standards as a catalyst for creative uses of responsive curriculum, innovative teaching strategies, and ongoing assessment. Consideration will be placed on how funding and various laws can be leveraged to support the achievement of all students. Throughout this course learners will examine (1) how principals can support their teachers and staff to ensure student success, and (2) standards-based teaching grounded in the needs of a diverse student population. Finally, inclusive educational pedagogies form the spine of this course. Prerequisite: admission into the Educational Leadership Program or consent of IPSE Director. Offered Fall, Spring, Summer.

EDU 774 Cr.3  
**Curriculum and Leadership**  
The history of the field of curriculum and curriculum theory will be explored. A study of curricular paradigms that give form and shape to school practice will be included. Consent of instructor. Offered Fall, Spring, Summer.