SOE - Professional Studies in Education Graduate Programs

Learning Community Program:
ME-PD: Learning Community Emphasis
Professional Learning Community Certificate
English Language Arts Elementary Certificate
Director of Institute for Professional Studies in Education (IPSE): Patricia Markos, Ph.D., CRC
269 Morris Hall; 608.785.5087
Email: pmarkos@uwlax.edu

Educational Leadership:
ME-PD: Educational Leadership Emphasis
ME-PD: Educational Leadership Emphasis & Director of Instruction Certification
Educational Leadership Certificate
Director of Instruction (10) Add-On Certification
Program Director: Bill Gillespie, Ph.D.
268 Morris Hall; 608.785.5410
Email: bgillespie@uwlax.edu

Reading Program:
Reading MSED with Non-Certification
Reading MSED with Reading Teacher (1316) Certification
Reading MSED with Reading Teacher (1316) and Reading Specialist (5017) Certification
Reading Teacher (1316) Certificate
Interim Program Director: Adrienne Loh, Ph.D.
145 Graff Main Hall; 608.785.8275
Email: aloh@uwlax.edu

www.uwlax.edu/grad/professional-studies-in-education/

Vision
The Institute for Professional Studies in Education (IPSE) is, and will continue to be, recognized for innovative graduate education programs. Our graduates are leaders and will become positive agents of change in education.

Mission
To build a community of learners dedicated to transforming the profession of education through innovative practices while embracing

- Collaboration
- Equity & diversity
- Experiential education
- Leadership
- Reflection

Learning outcomes
Every graduate student will...

1. Improve content and pedagogical knowledge.
2. Experience professional and personal transformation.
3. Conduct action research.
4. Utilize authentic assessment.
5. Exhibit teacher leadership.
7. Support PK-16 student development and self efficacy.
8. Create and sustain a professional learning community environment.

Values
We are committed to...

- Excellence in academics; therefore, we will...
  - lead with passion and professionalism.
  - cultivate resourcefulness.
  - model best practices.
  - communicate effectively.
- Reflective practice; therefore, we will...
  - engage in constant assessment and evaluation.
  - seek to understand.
  - strive for continuous improvement.
  - listen, question and provide feedback to self and others.
- Learning in community; therefore, we will...
  - foster collaborative learning.
  - embrace the art of facilitation.
  - value human diversity and complexity.
  - create and maintain a safe, respectful and ethical environment where all voices are honored.
- Empowerment; therefore, we will...
  - focus on students.
  - include and honor all stakeholders.
  - inspire teacher leaders.
  - challenge students to use their voice to advocate for others.

Non-Wisconsin teaching licensure/certification
UW-La Crosse programs offering a licensure or certification in Wisconsin will need to be reviewed by the State Board of Education of any other state in which the student plans on teaching. The individual state education boards determine what courses transfer in to meet license or certification requirements for each state.

Teacher certification websites for nearby states:
Illinois State Board of Education (https://www.isbe.net)
19-20 Faculty/Staff

The following is the graduate faculty and staff as of the publication date of this catalog. This list will not be updated again until the next catalog is published in June.

Institute for Professional Studies in Education (IPSE) Director
Patricia Markos, Ph. D.

IPSE Administrative Support
Cindy George, Marketing Specialist
Jenny Holm, Outreach Specialist

Program Directors
Bill Gillespie, Ph.D., Director of Educational Leadership/Director of Instruction Program
Adrienne Loh, Ph.D., Interim Director of Graduate Reading Program

Adjunct Faculty
Janel Anderson
Daniel Beaman
Melissa Ender
Carla Hacker
Jeffrey Hansen
Josh Hein
Tami Hillestad
Shelly Long
Bonnie Roscovious
Tim Sprain
Stephanie Sullivan
John Weiland

Grad degrees

• Professional Development Program:
  • Professional development: educational leadership emphasis - ME-PD (http://catalog.uwlax.edu/graduate/programrequirements/educationprofessionaldevelopment/educational-leadership-emphasis-mepd)
  • Professional development: educational leadership & director of instruction certification - ME-PD (http://catalog.uwlax.edu/graduate/programrequirements/educationprofessionaldevelopment/ed-leadership-director-mepd)
  • Professional development: learning community emphasis - ME-PD (http://catalog.uwlax.edu/graduate/programrequirements/educationprofessionaldevelopment/professional-development-learning-community-mepd)

• Reading Program:
  • Reading - MSED - non-certification (http://catalog.uwlax.edu/graduate/programrequirements/reading/reading-mepd-noncertification)
  • Reading - MSED - reading teacher (1316) certification (http://catalog.uwlax.edu/graduate/programrequirements/reading/reading-mepd-reading-teacher)
  • Reading - MSED - reading teacher (1316) and reading specialist (5017) certification (http://catalog.uwlax.edu/graduate/programrequirements/reading/reading-mepd-reading-teacher-and-specialist)

Certificates

• Educational leadership - certificate program (http://catalog.uwlax.edu/graduate/programrequirements/educationprofessionaldevelopment/educational-leadership-certificate)
• English language arts elementary - certificate program (http://catalog.uwlax.edu/graduate/programrequirements/educationprofessionaldevelopment/english-language-arts-elementary-certificate)
• Professional learning community - certificate program (http://catalog.uwlax.edu/graduate/programrequirements/educationprofessionaldevelopment/professional-learning-community-certificate)
• Reading teacher (1316) - certificate program (http://catalog.uwlax.edu/graduate/programrequirements/reading/reading-teacher-certificate)

Add-on certifications

• Director of instruction (10) - add on certification (http://catalog.uwlax.edu/graduate/programrequirements/educationprofessionaldevelopment/director-instruction-certification)
Educational Studies (Learning Community) 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 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 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 the concept of 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 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 the role of technology in education and exploring distance library services. Prerequisite: EDU 611; admission to MEPD 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 Board Propositions and Wisconsin Teaching Standards; academic content area/grade level/workplace standards; and constructivism. Prerequisite: admission to MEPD 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 Program. Offered Fall, Spring, Summer.

EDU 631 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 Program. Offered Fall, Spring, Summer.

EDU 632 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 Program. Offered Fall, Spring, Summer.

EDU 641 Cr.1
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 Program. Offered Fall, Spring, Summer.

EDU 642 Cr.2
Educational Research II: Exploration
In this second course of four, students will explore and design 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 Program. Offered Fall, Spring, Summer.

EDU 650 Cr.2
Practicum I in Education
This first practicum experience will involve observation and reflection of the classroom, teacher, and learners. This will include an introduction to the teaching profession in the U.S. and participation in best practice activities. The learner will share best practices and pedagogy of their home nation with the PK-12 PLC and their ME-PD Learning Community. To be taken concurrently with the first full semester ME-PD Learning Community load. May not be taken concurrently with any other clinical experience course. This course is waived for licensed teachers and other educational professionals in the United States. This course includes a field component and a seminar. Prerequisite: admission to MEPD 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 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 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. 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 the MEPD 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. Prerequisite: EDU 661; admission to the MEPD 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 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 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 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 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
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 the 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 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 practice strategies and research-based best practice strategies. Prerequisite: EDU 621, EDU 622, EDU 723; admission to MEPD 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 the 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 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 the concepts from “Curriculum Development and Assessment” I, II, & III, the key concepts for this course include: curriculum development and assessment as a foundation for learning. Prerequisite: EDU 631, EDU 632, EDU 733; admission to MEPD 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 collar 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
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 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 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 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. The key concepts of this course include: current social justice issues and educational policy. Prerequisite: EDU 651, EDU 652, EDU 753; admission to MEPD Program. Offered Fall, Spring, Summer.

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 Program. Offered Fall, Spring, Summer.

EDU 764 Cr.1
Teacher Leadership IV: Action
In this fourth 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 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 whereas 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 771 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 two 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 principals and will support learners in gaining a deeper, authentic understanding of the principalship. Further, during the practicum experience, learners will also have the opportunity to engage in professional discussions with an experienced administrator/cooperating principal and their practicum supervisor. In addition, the practicum affords learners experience engaging in authentic activities to include the opportunity to take risks under the mindful guidance of their cooperating principal and university supervisor. Finally, practicums lead to numerous networking opportunities that can translate into informal support systems post practicum. 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.

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.
**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.

**Reading Courses**

**RDG 600 Cr.3**
*Research Methods in Literacy*
The design, analysis, and interpretation primarily of quantitative data relative to Reading. Some qualitative data and action research relative to education may also be discussed. Attention is given to assisting students in being critical consumers of the research literature as well as designing their own studies. Prerequisite: admission to a graduate Reading Program. Offered Fall, Spring, Summer.

**RDG 601 Cr.3**
*Literacy and Language Development for Diverse Learners*
This course surveys theories of language acquisition and development in first and second languages and the role of language as a foundation for diverse learners. Students will examine theoretical perspectives, key concepts of language development and instruction, and major issues pertinent to teaching diverse learners. Emphasis will be on language knowledge and literacy knowledge in second language literacy development and effective instruction for English language learners. Prerequisite: admission to a graduate Reading Program. Offered Fall, Spring, Summer.

**RDG 695 Cr.3**
*Supervision in Reading*
Designed especially for supervising reading teachers having student teachers or teacher interns under their direction, and for other teachers interested in preparing for reading teacher supervising responsibilities. Emphasis on objectives of student teaching, orientation and induction, roles and responsibilities of personnel, instructional planning and implementation, process of supervision and post-instructional conferencing. Additional topics are Wisconsin P134 expectations, the SoE Conceptual Framework, SoE programs, InTASC standards, Teacher Educator Standards, and the edTPA. Prerequisite: certification for teaching, a baccalaureate degree, and teaching experience; admission to the graduate Reading Program. Consent of instructor. Offered Fall, Spring, Summer.

**RDG 702 Cr.3**
*Reading and Literacy in the Content Areas*
The purpose of this course is to survey current theories and practices for developing readers and writers across all content areas. The course will focus on the development and integration of instructional practices for reading, writing, speaking, listening, viewing and visually representing in specific subject matters or disciplines and across the content areas. Prerequisite: admission to a graduate Reading Program. Offered Fall, Spring, Summer.

**RDG 703 Cr.3**
*Literacy Assessment and Instruction*
This course introduces students to the key elements of literacy assessment. It surveys a wide range of assessments and instructional interventions in literacy for a variety of learners. It prepares educators to develop theoretical and practical knowledge of effective, research-based interventions, and explores different areas of assessment in literacy, such as phonemic awareness, phonics, fluency, vocabulary, and comprehension. Prerequisite: admission to a graduate Reading Program. Offered Fall, Spring, Summer.

**RDG 711 Cr.3**
*Advanced Research Methods in Literacy*
The purpose of this course is to provide a comprehensive overview of qualitative and quantitative research purposes, questions, and decision-making tools. In this class, the focus will be on various epistemological, intellectual, and ethical conflicts associated with doing qualitative and quantitative inquiry in the fields of reading and literacy. During this course, students will be guided through the development of their own qualitative and/or quantitative research project on a topic of significance in reading and literacy. Prerequisite: RDG 600. Offered Fall, Spring, Summer.

**RDG 712 Cr.3**
*Critical Issues in Reading Difficulties*
The course is designed to develop competence in determining causes and degrees of reading disabilities, recommending specific corrective or remedial instruction to meet specific needs for students. This course will help reading professionals to investigate important factors of achievement gap in literacy learning and incorporate effective research-based modifications for diverse learners. The course content also focuses on practitioner inquiry, reflective practice, and the evolving concept of literacy shaped by the following trends: culturally responsive literacy curriculum, critical literacy, and new literacies. Prerequisite: RDG 601; taken concurrently with RDG 714; admission to a graduate Reading Program. Offered Fall, Spring, Summer.

**RDG 714 Cr.3**
*Literacy Practicum*
This clinical experience will engage Reading Teacher/Reading Specialist (RT/RS) candidates in interactive PK-12 settings. In their placement schools, candidates will work closely with struggling readers, collaborate with and support classroom teachers as adult learners, and reflect on the supervision and oversight of school-based reading programs and curricula. Candidates will have the opportunity to demonstrate their knowledge of professional standards for Reading Teachers and Reading Specialists established by the International Literacy Association and the state of Wisconsin, and will further develop conflict management skills. RT/RS candidates will engage in online discussions anchored to the clinical placement, and grounded in the day-to-day work, roles and responsibilities of reading professionals in Wisconsin schools. Candidates will design an individualized clinical plan in partnership with the course instructor, based on their employment status, school district, and building resources. This experience involves a minimum of 50 hours in the placement school. Prerequisite: concurrent enrollment with RDG 712; admission to a graduate Reading Program. Offered Fall, Spring, Summer.

**RDG 715 Cr.3**
*Children’s and Adolescent Literature*
This course highlights and analyzes new and recent trends in children’s and young adult literature, acknowledging significant earlier texts and their distinguished features. It also considers curricular and pedagogical issues salient to the adoption of multicultural curricula. Prerequisite: admission to a graduate Reading Program. Offered Fall, Spring, Summer.
RDG 716 Cr.1-3

**Special Topics Seminar in Reading Education**

Special topics seminar in literacy is designed for the student to explore and study special topics of interest and their application in a reading program. The particular topic selected is to be determined by current need and interest. Repeatable for credit - maximum six. Prerequisite: admission to a graduate Reading Program. Offered Spring, Summer.

RDG 718 Cr.3

**Guiding and Directing a School-Wide Reading/Literacy Program**

This course prepares reading teachers, specialists, coordinators, and administrators for directing textbook adoption, curriculum development, staff development, evaluation, and supervision of reading/writing programs. Prerequisite: taken concurrently with RDG 719; completed nine credits of graduate reading coursework; admission to a graduate Reading Program. Offered Fall, Spring, Summer.

RDG 719 Cr.1

**Administrative Portfolio for Reading Specialist Licensure**

This course is designed to assist and direct the graduate reading candidate in demonstration of proficiency in each of the Wisconsin administrative standards as applied to the Reading Specialist licensure. Prerequisite: taken concurrently with RDG 718; admission to a graduate Reading Program. Offered Fall.

RDG 770 Cr.1-3

**Symposium in Reading Education**

Studies in reading education of interest to specific groups. Varying topics will be offered at intervals with a specific title assigned to each. Repeatable for credit - maximum six. Offered Occasionally.

RDG 780 Cr.1-2

**Field Experience in K-12 Reading Program**

An intensive and diverse professional experience in a school system (a minimum of 60 hours per credit) under supervision of an experienced reading specialist or other person responsible for the school reading program, and a university supervisor. Repeatable for credit - maximum two. Prerequisite: 15 credits of 500-700 level course work or equivalent. Offered Occasionally.

CI/RDG 781 Cr.3

**Educational Supervision**

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

CI/EDM/EFN/RDG 796 Cr.1-2

**Independent Study**

Directed readings or presentation of material not available in formal departmental courses under the supervision of an assigned staff member. Repeatable for credit - maximum four. (Cross-listed with CI/EDM/EFN/RDG; may only earn four credits total in CI, EFN, EDM, and RDG.) Offered Fall, Winter, Spring, Summer.

RDG 799 Cr.3-6

**Master's Thesis**

Upon successful completion of required courses for the program, students will critically examine issue(s), problems, and trend(s) related to literacy education and write their master’s thesis. They will complete a thesis under the supervision of a faculty mentor. Repeatable for credit - maximum six. Prerequisite: at least 18 credits or equivalent in the graduate Reading Program. Pass/Fail grading. Offered Fall, Spring, Summer.