

# SOE - Professional Studies in Education Graduate Programs

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## Institute for Professional Studies in Education:

Director: Jeannette Armstrong  
Email: jarmstrong@uwlax.edu

## Educational Leadership Program:

MSED Professional Development: Educational Leadership Emphasis  
MSED Professional Development: Educational Leadership & Director of Instruction Emphasis  
Educational Leadership Certificate  
Director of Instruction Add-On Certification  
Program Director: Ann Yehle  
Email: ayehle@uwlax.edu

## Reading Program:

MSED Reading with Reading Teacher (1316) Emphasis  
MSED Reading with Reading Specialist (5017) Emphasis  
MSED Reading with Reading Teacher (1316) and Reading Specialist (5017) Emphasis  
Reading Teacher (1316) Certificate  
Reading Specialist (5017) Add-on Certification  
Program Director: Kim Edwards  
Email: kedwards@uwlax.edu

## Special Education Certificate Program:

Program Director: Jeannette Armstrong  
Email: jarmstrong@uwlax.edu

## TESOL Program:

Teaching English to Speakers of Other Languages (TESOL) Certificate  
Program Director: Jeannette Armstrong  
Email: jarmstrong@uwlax.edu

[www.uwlax.edu/academics/grad/professional-studies-in-education](http://www.uwlax.edu/academics/grad/professional-studies-in-education)  
(<https://www.uwlax.edu/academics/grad/professional-studies-in-education/>)

## Our vision of the world

Through the lens of our innovative approach to education, we envision a world where all educators:

- Long to increase their capacity for leadership and create a greater positive impact within their community;
- Empathetically build more authentic, diverse, and impactful relationships as they prepare our next generation of caring servant leaders.

We envision that our graduates are defined by their desire to:

- Inspire those around them to live caring and meaningful lives;
- Create a better future for generations to come.

## Our mission and the work we do

At IPSE, we:

- Feel a deep responsibility to create a world where every child can find happiness in chasing their dreams and passions;

- Work to further develop you as an uplifting, empathetic, and inclusive educator so you can create an environment where all students are able to discover their true selves.

Because you are one of the strongest influences in a child's life, we:

- Equip you with practical life-long skills;
- Allow you to enable children so they can serve others and become more fulfilled individuals.

We passionately work to build a dynamic, connected, and inspired community of learners dedicated to transforming the profession of education.

## What we value and how we transform lives

We use a model of learning in community, where we integrate constructivism, experiential education, and relationship building to help you become better at serving others.

By valuing **student achievement**, we:

- Improve your professional calling by further developing pedagogical knowledge and cultural understanding;
- Embrace the art of facilitation and foster collaborative learning;
- Value human diversity and complexity by creating a safe, respectful, and challenging environment.

By valuing a **passion to impact others**, we:

- Feel a responsibility to create better schools, districts, and communities;
- Inspire teacher leaders to use their voice in advocating for others.

By valuing **empathy for others**, we:

- Work to create authentic and meaningful relationships by understanding other people's perspectives;
- Believe that all teachers deserve the respect of other professionals.

By valuing **life-long learning**, we:

- Seek to further understand ourselves and others by listening, being empathetic, questioning, reflecting and providing feedback;
- Strive for continuous improvement by engaging in constant assessment and evaluation.

## Program length

The Master of Science in Education (M.S.Ed.) professional development programs are typically two-year programs. The Master of Science in Education (M.S.Ed.) in reading programs are typically two-year programs. The graduate certificates are typically one-year programs. Number of credits required varies by program. The program length is based on how long the required UWL coursework would take to complete for a full-time student who does not need to complete any prerequisite coursework. Program length may be extended if students attend part-time (if approved by program) or due to the requirements of an individual student's plan of coursework, research or capstone project.

## 2024-25 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 July.

### Institute for Professional Studies in Education (IPSE) Director

Jeannette Armstrong

### IPSE Administrative Support

Cindy George, Senior Marketing Specialist

Jenny Holm, Outreach Specialist

### Program Directors

Ann Yehle, Program Director of Educational Leadership/Director of Instruction

Jeanette Armstrong, Program Director of Learning Community

Kim Edwards, Program Director of Graduate Reading

Jeanette Armstrong, Program Director of Graduate Special Education

Jeanette Armstrong, Program Director of Graduate TESOL

### Adjunct Faculty

Check the IPSE webpage (<https://www.uwlax.edu/academics/grad/professional-studies-in-education/about-us/our-people/>) for the current list of adjunct faculty.

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## Graduate degrees

- **Professional Development Program:**
  - Professional development: educational leadership emphasis - MSED (<http://catalog.uwlax.edu/graduate/programrequirements/educationprofessionaldevelopment/educational-leadership-emphasis-msed/>)
  - Professional development: educational leadership and director of instruction emphasis - MSED (<http://catalog.uwlax.edu/graduate/programrequirements/educationprofessionaldevelopment/ed-leadership-director-msed/>)
  - Professional development: learning community emphasis - MSED (<http://catalog.uwlax.edu/graduate/programrequirements/educationprofessionaldevelopment/professional-development-learning-community-msed/>)
- **Reading Program:**
  - Reading - MSED (non-certification) (<http://catalog.uwlax.edu/graduate/programrequirements/educationprofessionaldevelopment/reading-noncertification-msed/>)
  - Reading: reading teacher (1316) emphasis - MSED (<http://catalog.uwlax.edu/graduate/programrequirements/educationprofessionaldevelopment/reading-teacher-msed/>)
  - Reading: reading specialist (5017) emphasis - MSED (<http://catalog.uwlax.edu/graduate/programrequirements/educationprofessionaldevelopment/reading-specialist-msed/>) (no cohort for fall 2024)

- Reading: reading teacher (1316) and reading specialist (5017) emphasis - MSED (<http://catalog.uwlax.edu/graduate/programrequirements/educationprofessionaldevelopment/reading-teacher-and-specialist-msed/>)

## Certificates

- Educational leadership (5051) - certificate program (<http://catalog.uwlax.edu/graduate/programrequirements/educationprofessionaldevelopment/educational-leadership-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/educationprofessionaldevelopment/reading-teacher-certificate/>)
- Special education (2081) - certificate program (<http://catalog.uwlax.edu/graduate/programrequirements/educationprofessionaldevelopment/special-education-certificate/>)
- Teaching English to speakers of other languages (TESOL) (1395) - certificate program (<http://catalog.uwlax.edu/graduate/programrequirements/educationprofessionaldevelopment/graduate-tesol-certificate/>)

## Add-on certifications

- Director of instruction (5010) - add-on certification (<http://catalog.uwlax.edu/graduate/programrequirements/educationprofessionaldevelopment/director-instruction-certification/>)
- Reading specialist (5017) - add-on certification (<http://catalog.uwlax.edu/graduate/programrequirements/educationprofessionaldevelopment/reading-specialist-certification/>)

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## Educational Studies (Learning Community) Courses

EDU 601 Cr.1

### Learning in Community I: Introduction

In this first 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 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 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 the role of technology in education and exploring distance library services. Prerequisite: EDU 611; 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 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 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 or MSED Program. Offered Fall, Spring, Summer.

EDU 641 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 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 or MSED Program. Offered Fall, Spring, Summer.

EDU 645 Cr.3

**Teaching with(in) 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 graduate TESOL Certificate 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 3Cs model of education (co-planning and co-teaching to co-serve) into their instruction as they learn how collaboration is necessary 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 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 practice 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 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 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 the 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 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.1-2

**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 for Learning, High Leverage Practices, and Trauma-Informed Practices). 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 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 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 is explored. A study of curricular paradigms that give form and shape to school practice is included. Offered Fall, Spring, Summer.

EDU 775 Cr.3

**Practicum for the Director of Instruction and Seminar**

This course provides Director of Instruction candidates with a supervised practicum experience. This practicum is developmental in nature and provides candidates the opportunity to demonstrate their knowledge and understanding of the Wisconsin Administrator Standards and National Educational Leadership Preparation (NELP) standards for district level administrative programs. Performance in this practicum is 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 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.



## Reading Courses

RDG 600 Cr.3

### Research Methods in Literacy

Students learn to design an action research study related to literacy and to analyze and interpret both qualitative and quantitative data collected. Attention is given to assisting students in being critical consumers of the research literature as well as designing their own studies. Prerequisite: taken concurrently with RDG 799; admission to a graduate Reading Program; completion of reading teacher (1316) coursework. 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 702 Cr.3

### Disciplinary Literacy

The purpose of this course is to explore reading, writing, speaking, and listening within discipline-specific contexts. Focuses are on examining the characteristics of content area texts and learning strategies for interacting with the types of texts encountered throughout a range of academic disciplines. Prerequisite: admission to a graduate Reading Program. Offered Fall, Spring, Summer.

RDG 703 Cr.3

### Literacy Assessment and Instruction

This course introduces students to key theories in literacy assessment and instruction. Students will learn how to select assessment tools appropriate for a variety of situations, administer assessments accurately, interpret results, and design instruction based on assessment results. Instruction and practice will also be provided in designing effective intervention plans for students needing additional support in reading and writing. Prerequisite: admission to a graduate Reading Program. Offered Fall, Spring, Summer.

RDG 704 Cr.3

### Emergent Literacy

This course focuses on the developmental process of literacy acquisition from pre-kindergarten through grade three with implications through grade 12. Students gain an understanding and competency in the fundamentals of the components of emergent literacy including phonemic awareness, phonics, alphabetic principle, vocabulary, comprehension, and fluency development. Complexities of early reading difficulties are also explored. Emphasis is given to designing and managing learning environments, appropriate book selection, and language development. This includes selecting, administering, and interpreting appropriate assessments; incorporating instructional strategies for diverse learners; and differentiating instruction to support inclusive practices. Prerequisite: admission to a graduate Reading Program. Offered Fall, Spring, Summer.

RDG 711 Cr.3

### Advanced Research Methods in Literacy

During this course, students will complete the action research they proposed in RDG 600. Key focus areas are on analyzing the data, summarizing the results, and discussing the implications of the action research study. Students will complete and submit the formal action research paper during this course. Prerequisite: RDG 600; taken concurrently with RDG 799; admission to the graduate Reading Program; completion of Reading Teacher (1316) coursework. 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

### Reading Teacher Practicum

The reading teacher practicum provides reading teacher candidates with the opportunity to implement literacy skills and strategies with two focus students with areas of struggle in literacy: one student in grades K-5 and one student in grades 6-12. Candidates will assess each student, diagnose instructional needs, develop and implement appropriate instructional strategies, and consistently monitor progress made. Candidates will compile a case study narrative reflecting on the growth of each student and suggesting next steps. This practicum experience is a minimum of 50 hours and is supervised by both a school-based supervisor and a university supervisor. Prerequisite: RDG 601, RDG 702, RDG 703, RDG 704; admission to a graduate Reading Program. Offered Fall, Spring, Summer.

RDG 715 Cr.3

### Children's and Adolescent Literature

This course exposes students to a variety of literature genres published for children and young adults. There is a focus on using literature in culturally responsive ways to reflect students' own experiences and to provide insight into others' cultural experiences. Additional focus is provided on strategies to use literature to engage and support students in their reading development. 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 Schoolwide Reading/Literacy Program**

This course prepares licensed reading teachers to take on the administrative roles associated with a reading specialist licensure. Many different potential roles and responsibilities of reading specialists will be covered. Special focus will be on evaluating a district-wide literacy program from the viewpoint of curriculum, instruction, assessment, and equity. Different models of developing staff in continuous improvement will be discussed. Prerequisite: taken concurrently with RDG 780; admission to a graduate Reading Program; completion of Reading Teacher (1316) coursework; master's degree. Offered Fall, Spring, Summer.

RDG 780 Cr.3

**Reading Specialist Practicum**

This course is an intensive and diverse professional experience of at least 40 hours providing collaborative leadership to the adults in a school system under supervision of an experienced reading specialist, or other person responsible for the school reading program, and a university supervisor. Experiences must span elementary and secondary schools and must show evidence of leadership in each of the following standards: curriculum and instruction, assessment and evaluation, diversity and equity, learners and the literacy environment, and professional learning and leadership. Prerequisite: taken concurrently with RDG 718; admission to a graduate Reading Program; completion of Reading Teacher (1316) coursework; master's degree. Offered Fall, Spring, Summer.

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. Offered Occasionally.

RDG 799 Cr.3

**Action Research in Literacy**

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 action research in literacy paper. They will complete an action research paper 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.