SOE - Professional Studies in Education Graduate Programs

Learning Community Program:
MSED Professional Development: 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
267 Morris Hall; 608.785.5087
Email: pmarkos@uwlax.edu

Educational Leadership:
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: 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) Emphasis
Reading MSED with Reading Specialist (5017) Emphasis
Reading MSED with Reading Teacher (1316) and Reading Specialist (5017) Emphasis
Reading Teacher (1316) Certificate
Reading Specialist (5017) Add-on Certificate
Program Director: Alyssa Harlan
160A Morris Hall, 608.785.8136
Email: aharlan@uwlax.edu
Email: aloh@uwlax.edu
www.uwlax.edu/grad/professional-studies-in-education/ (https://www.uwlax.edu/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:

• Work to further develop each teacher as an uplifting, empathetic, and inclusive educator who can create an environment where all students are able to discover their true selves.

Because teachers are the strongest influence in a child's life, we:

• Equip teachers with practical life-long skills;
• Allow teachers to enable their students to 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 teachers become better at serving others.

By valuing student achievement, we:

• Improve a teacher’s 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;
• 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, questioning, and providing feedback;
• Strive for continuous improvement by engaging in constant assessment and evaluation.

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/)
• Educator licensure (https://www.isbe.net/Pages/Educator-Licensure.aspx)

Iowa Department of Education (https://www.educateiowa.gov/)
• Iowa Board of Educational Examiners (http://www.boee.iowa.gov/)
Criminal background check
(appplies to all educational leadership, director of instruction, and reading graduate programs)

The WI Department of Public Instruction (DPI) requires that candidates for admission to a teacher education, administration, or pupil services program successfully pass a criminal background check (CBC) as one criterion for admission. By applying for admission to one of these programs, candidates agree to provide the necessary personal information to UWL in order to initiate their CBC and to complete their portion of the process prior to the deadline specified in their admission letter. Teacher candidates are responsible for all costs associated with their criminal background check(s).

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 due to the requirements of an individual student's research project.

2021-22 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

Patricia Markos, Ph. D.

IPSE Administrative Support

Cindy George, Senior Marketing Specialist

Jenny Holm, Outreach Specialist

Program Directors

Bill Gillespie, Ph. D., Director of Educational Leadership/Director of Instruction Program

Alyssa Harlan, Director of Graduate Reading Program

Adjunct Faculty

Kimberly Edwards

Melissa Ender

Carla Hacker

Jeffrey Hansen

Jennifer Rasmussen

Bonnie Roscovious

Kellie Schmitz

Kari Schultz

Tim Sprain

John Weiland

Ann Yehle

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

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/
• Reading teacher (1316) - add-on certification (http://catalog.uwlax.edu/graduate/programrequirements/educationprofessionaldevelopment/reading-teacher-certificate/)

Add-on certifications
• Director of instruction (10) - 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/)

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 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: 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 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 or MSED Program. Offered Fall, Spring, Summer.

EDU 651 Cr.1
Democracy, Diversity and Social Justice in Education I: Introduction
In this first course of four, students will be introduced to the concepts of democracy, diversity, and social justice in education. Coursework requirements include application to the workplace setting and communication via technology. The key concepts of this course include: diversity issues, privilege and power, language and communication, and democracy. Prerequisite: admission to MEPD or MSED Program. Offered Fall, Spring, Summer.

EDU 652 Cr.1
Democracy, Diversity and Social Justice in Education II: Exploration
In this second course of four, students will explore the concepts of democracy, diversity, and social justice in education. Coursework requirements include application to the workplace setting and communication via technology. The key concepts of this course include: diversity issues, harassment and bullying, and democracy in schools. Prerequisite: EDU 651; admission to MEPD or MSED Program. Offered Fall, Spring, Summer.

EDU 661 Cr.1
Teacher Leadership I: Introduction
In this first course of four, students will be introduced to the concept of teacher leadership. Course requirements include application to the workplace setting and communication via technology. The key concepts of this course include: teaching and academic content standards, baselines, professional history, professional visioning, and reflective practice. Prerequisite: admission to MEPD or MSED Program. Offered Fall, Spring, Summer.

EDU 662 Cr.1
Teacher Leadership II: Exploration
In this second course of four, students will explore the concept of teacher leadership. Coursework requirements include application to the workplace setting and communication via technology. The key concepts of this course include: professional development plan and portfolio, communication skills, facilitation skills, reflective practice, and current trends in educational issues. Repeatable for credit - maximum two. Prerequisite: EDU 661; admission to MEPD or MSED Program. Offered Fall, Spring, Summer.

EDU 703 Cr.1
Learning in Community III: Integration
In this third course of four, students will integrate the concept of learning in community. Coursework requirements include application to the workplace setting and communication via technology. The key concepts of this course include: communication, community building, facilitation skills, personality typologies, and values. Prerequisite: EDU 601; EDU 602; admission to MEPD or MSED Program. Offered Fall, Spring, Summer.

EDU 704 Cr.1
Learning in Community IV: Action
In this fourth course of four, students will take action with regard to learning in community. Coursework requirements include application to the workplace setting and communication via technology. The key concepts of this course include: communication, community building, facilitation skills, and values. Prerequisite: EDU 601; EDU 602; EDU 703; admission to MEPD or MSED Program. Offered Fall, Spring, Summer.

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

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

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

EDU 716 Cr.2
Effective Communication Through Language
Students will examine research and best practices to support the Speaking and Listening Strand of the English Language Arts (ELA) Common Core State Standards (CCSS). Students will define what makes up a classroom community, the importance of building a classroom community, and how to begin the construction process. Students will then examine strategies to help elementary students interact appropriately with adults and peers and how their own students can be doing grade level appropriate presentations. Students in this class will be working on developing lessons and strategies that will help their own students comprehend and interact with the spoken word. Not applicable to a master’s degree in MEPD initial certification, reading, or special education. Prerequisite: admission to English Language Arts Elementary Certificate Program or approval from Institute for Professional Studies in Education (IPSE). Offered Fall, Spring, Summer.
EDU 717 Cr.2
**Foundation of Literacy for Professional Educators**
In this course, students will gain knowledge of the foundational skills needed to implement the English Language Arts (ELA) Common Core. Students will unpack the standards for their specific grade level and/or curricular area. In order to strengthen their professional practice, students will collaborate with peers to refine their teaching practice to embody concepts of print, phonological awareness, phonics and word recognition, and fluency. The assignments and assessments will be directly applicable to the learner’s professional practice. Not applicable to a master’s degree in MEPD initial certification, reading, or special education. Prerequisite: admission to English Language Arts Elementary Certificate Program or approval from Institute for Professional Studies in Education (IPSE). Offered Fall, Spring, Summer.

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

EDU 719 Cr.2
**Research Based Best Practice in Reading**
Students will examine research and best practices to support the reading literature and informational text strands of the English Language Arts (ELA) Common Core State Standards (CCSS). Students will: 1) compare and contrast the key ideas and details, craft and structure, integration of knowledge and ideas, and range of reading and level of text complexity for both reading literature and informational text. 2) collaborate with peers to practice and refine their instruction to include demonstration, student engagement, and independent application. Assignments and assessments will be directly 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 720 Cr.2
**Digital Literacy and the Common Core**
In this course, students will examine the research and best practices to support all of the strands of the English Language Arts (ELA) Common Core State Standards (CCSS) in the area of digital literacy. Students will learn how to search efficiently and evaluate websites for validity. Students will collaborate using a variety of online tools including wiki’s, blogs, and other social media. Lastly, students will implement lessons and strategies in their professional practice to help achieve career and college readiness skills for their students. Not applicable to a master’s degree in MEPD initial certification, reading, or special education. Prerequisite: admission to English Language Arts Elementary Certificate Program or approval from Institute for Professional Studies in Education (IPSE). Offered Fall, Spring, Summer.

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

EDU 724 Cr.1
**Best Practice Pedagogy IV: Action**
In this fourth course of four, students will take action with regard to best practice pedagogy. Coursework requirements include application to the workplace setting and communication via technology. In addition to continuing concepts from ‘Best Practice Pedagogy’ I, II, & III, the key concept for this course includes current best 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.
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.

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.

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. 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.

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.

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.

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.

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 651; EDU 662; admission to MEPD or MSED Program. Offered Fall, Spring, Summer.

Teacher Leadership IV: Action
In this fourth course of four, students will take action with regard to teacher leadership. Course requirements include application to the workplace setting and communication via technology. The key concepts for this course include: leadership theory and dissemination of action research. Prerequisite: EDU 651; EDU 662; EDU 763; admission to MEPD or MSED Program. Offered Fall, Spring, Summer.

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 data to make decisions. This course emphasizes how data can guide leaders through curriculum alignment, supervision of instruction, and professional development. Through assignments and activities, learners will put decision 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 to the Educational Leadership Program. Consent of department. 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 will gain an understanding of the competencies 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 will also be explored. Emphasis will be given to learning to teach through the components of a balanced literacy approach with attention 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 critical 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. The focus is 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 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.