



Institute for Professional Studies in Education Graduate Learner Handbook

(Revised June 5, 2024)

Welcome to the Institute for Professional Studies in Education (IPSE) and congratulations on your admission into our programs. IPSE offers 16 graduate programs for educators including six Masters of Science in Education (MSED) degrees, five certificate programs, two add-on licensure programs and four Wisconsin (WI) Department of Public Instruction (DPI) licensure programs. Educational Leadership licensure programs are Educational Leadership Certificate 5051 Program; MSED Educational Leadership Emphasis 5051. The two Director of Instruction programs: MSED Educational Leadership 5051/Director of Instruction 5010 Emphasis; Director of Instruction Add-on 5010. The MSED Learning Community program offered in different formats (blended, face-to-face and online) Our five Reading programs are Reading Teacher (1316) Certificate; MSED Reading Teacher (1316); MSED Reading Teacher/Reading Specialist (1316/5017); MSED Reading Specialist (5017); and Reading Specialist (5017) Add-on. The certificate only programs offered are: TESOL Certificate (1395), Special Education Certificate (2801) and the Professional Learning Community Certificate.

Throughout this handbook, you will find important information to help you navigate your graduate experience. Know that the IPSE team is here for you to answer questions and assist you.

Reach out at any time,
Institute for Professional Studies in Education (IPSE)
Administrative Team

OUR PEOPLE

Administrative Team

TBD

269 Morris Hall

Cindy George

Marketing Specialist

271 Morris Hall

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608.785.5409

Specialty areas: Application Process Questions, Registration Questions, Program Questions, Marketing, Website maintenance, Budget.

Jenny Holm

Outreach Specialist

265 Morris Hall

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Speciality areas: Admission Application Processing, Course Registration, Course Management, Facilitator/Instructor Resource Management, Commencement Organization, Program Completion, End of Program Survey Management, New Staff Orientation/Training and Staff Professional Development.

Ann Yehle

Educational Leadership Program Director

ayehle@uwlax.edu

Specialty areas: Educational Leadership Principal and Director of Instruction Licensing, Course Content Reviews, Leadership of the Educational Leadership/Director of Instruction Team.

Kim Edwards

Graduate Reading Program Director

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Speciality areas: FoRT Information, Reading Licensing, Course Content Reviews, Leadership of the Reading Team.

**Vacant
Special Education Program Director**

**Vacant
TESOL Program Director**

For the complete list of current Graduate Faculty Facilitators/Instructors, [click here](#).

OUR MISSION, VISION, AND VALUES

Mission

At IPSE, we:

- Create a professional learning community environment with a focus on collaborative, collective inquiry and student learning.
- Feel a deep responsibility to create a world where every child can focus on learning and 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 empower 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.

Vision

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 influential lives.
- Create a better future for generations to come.

Values

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 your 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.

The IPSE Mission, Vision and Values can also be found on our webpage, [click here](#) to visit this information on our website.

[Educational Leadership Programs](#)

[Master of Science in Education \(MSED\) Educational Leadership Emphasis \(5051\)](#)

The 36 credit MSED Educational Leadership Emphasis is for teachers, school counselors, school psychologists, and school social workers at the bachelor's level. The MSED Educational Leadership Emphasis program is a master's degree with the eligibility for a WI DPI Principal (5051) license. Educators interested in expanding their leadership capacity for roles such as grade level coordinator, department chair, curriculum coach, or teacher specialist, and are not interested in a formal administrative position, would benefit from the program also.

TERM 1	TERM 2	TERM 3	TERM 4	TERM 5
EDU 765	EDU 767	EDU 769	EDU 771	EDU 773
EDU 766	EDU 768	EDU 770	EDU 772	EDU 782
	EDU 641	EDU 642	EDU 743	EDU 744

For more information on these classes, click [here](#).

[Educational Leadership Certification \(5051\)](#)

The 28-credit Educational Leadership Certificate is a licensure only program for teachers, school counselors, school psychologists, and school social workers who already have a master's degree. Educators interested in expanding their leadership capacity for roles such as grade level coordinator, department chair, curriculum coach, or teacher specialist, and are not interested in a formal administrative position, would benefit from the program also.

The Educational Leadership Certificate program can be completed in 5 academic terms and is offered in an asynchronous online format. This Principal licensure only program consists of ten courses based on the National Educational Leadership (NELP) standards, and [Wisconsin DPI Administrative Standards](#).

TERM 1	TERM 2	TERM 3	TERM 4	TERM 5
EDU 765	EDU 767	EDU 769	EDU 771	EDU 773
EDU 766	EDU 768	EDU 770	EDU 772	EDU 782

For more information on these classes, click [here](#)

[Director of Instruction Programs](#)

[Master of Science in Education \(MSED\) Educational Leadership \(5051\)/Director of Instruction \(5010\)](#)

The MSED Educational Leadership (5051)/Director of Instruction (5010) program is a dual licensure, 42 credit program. The philosophy of the program is based on a learning-in-community, constructivist model with an emphasis on culturally relevant teaching where students join the program in a cohort. In an asynchronous learning community that is constructivist, learners come together as a group to share common emotions, values or beliefs in education and are actively engaged in learning together from each other. This model is considered advanced pedagogy and experiential in nature.

The program meets the National Educational Leadership (NELP) standards, the Wisconsin Administrator Standards for Principal and for Director of Instruction, and professional educational requirements for Principal (5051) and Director of Instruction (5010) licensure in Wisconsin. A core set of courses includes: Introduction to Educational Leadership, The Principalship, Data-based Decision Making for Instruction, Supervision and Instruction, Leadership and Cultural Competence, School Law, School Finance & Resource Allocation, Inclusive Pedagogical Practices, Educational Research, Practicum in the Principalship & Seminar, Curriculum and Leadership, and Practicum for Director of Instruction.

The Director of Instruction license adds only two additional 3-credit courses to the Educational Leadership program. The Director of Instruction license “fits” with many positions within PK-12 environments such as: Director of Professional Development; teacher coach positions like Educator Effectiveness Coaches or Instructional Coach or PBIS (Positive Behavioral Intervention and Supports) Coaches; Learning Coordinators; and Dean of Students. Individuals with the Principal and Director of Instruction licenses are also uniquely qualified for positions within CESA (Cooperative Educational Service Agency) programs in WI, positions within state departments of education, and University College/School of Education positions. Offering the master’s degree with both licensure areas is efficient and allows learners to apply for financial aid.

TERM 1	TERM 2	TERM 3	TERM 4	TERM 5	TERM 6
EDU 765	EDU 767	EDU 769	EDU 771	EDU 773	EDU 774
EDU 766	EDU 768	EDU 770	EDU 772	EDU 782	EDU 775
	EDU 641	EDU 642	EDU 743	EDU 744	

For more information on these classes, click [here](#).

[Director of Instruction \(5010\) Add-on](#)

The Director of Instruction Add-on (5010) licensure program is a two-course, one-academic term cohort program. Students graduating from IPSE's Educational Leadership programs, any current Principal (5051) in WI, may apply for admission to the Add-on Director of Instruction licensure program. A cohort consists of 14 or more students. This program is offered in fall, spring and summer terms.

The program includes two 3-credit courses, addressing the additional administrative competencies needed to meet the Director of Instruction standards, beyond those needed for the WI Principal Administrative license. The program is an asynchronous learning-in-community, constructivist model with culturally relevant teaching. The program meets the National Educational Leadership (NELP) standards, the Wisconsin Administrator Standards for Director of Instruction, and professional educational requirements for Director of Instruction licensure in Wisconsin.

TERM 1
EDU 774
EDU 775

For more information on these classes, click [here](#).

Non-Wisconsin teaching licensure/certification information

This information applies to all IPSE programs that certify for a license

- Director of Instruction 5010
- Educational Leadership Principal 5051
- Reading Specialist 5017
- Reading Teacher 1316
- Special Education Certificate
- TESOL

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.

To be certified for licensure by UW-La Crosse, students must hold a Wisconsin Teaching License. For more information on obtaining a Wisconsin teaching License check out the Wisconsin Department of Public Instruction (DPI) website.

Learning Community Programs

Master of Science in Education (MSED) Professional Development Learning Community

This 32-credit program, which includes action research and a professional portfolio. The program generally starts in either spring, summer, or fall terms. There are various formats (online, hybrid -a blend of online and in-person courses, or face-to-face) in which the program can be taken. Sequenced courses occur over four academic terms for the majority of the programs. The online program varies slightly in that it occurs over five academic terms with two summer face-to-face institute sessions, and starts in either summer or spring terms. Each Learning Community is led by 2 facilitators and brings together 14 or more students who work through the scaffolded, spiraled curriculum and graduate together.

The program is based on a learning-in-community, constructivist philosophy. Teachers who enroll make a 4 term commitment to achieve these goals:

- to improve professional practice
- to develop increased proficiency in a content-specific area
- to earn a master's degree

Watch our video - [The Cohort Advantage](#)

For a look at the Learning Community Program Requirements, [click here](#).

To explore our MSED Learning Community options, visit our [website](#).

Face-to-face and Blended Formats

TERM 1	TERM 2	TERM 3	TERM 4
EDU 601	EDU 602	EDU 703	EDU 704
EDU 611	EDU 612	EDU 713	EDU 714
EDU 621	EDU 622	EDU 723	EDU 724
EDU 631	EDU 632	EDU 733	EDU 734

EDU 641	EDU 642	EDU 743	EDU 744
EDU 651	EDU 652	EDU 753	EDU 754
EDU 661	EDU 662	EDU 763	EDU 764

Online Format

TERM 1	TERM 2	TERM 3	TERM 4	TERM 5
EDU 601	EDU 602	EDU 642	EDU 704	EDU 714
EDU 611	EDU 612	EDU 662	EDU 723	EDU 724
EDU 621	EDU 622	EDU 703	EDU 734	EDU 744
EDU 631	EDU 632	EDU 713	EDU 743	EDU 754
EDU 651	EDU 641	EDU 733	EDU 753	EDU 764
EDU 661	EDU 652		EDU 763	

Reading Programs

Master of Science in Education (MSED) Reading Teacher (1316)/Reading Specialist (5017)

The MSED - Reading Teacher (1316)/Reading Specialist (5017) program is a dual WI DPI certification program that prepares individuals to direct reading programs or work with reading teachers, classroom teachers, administrators, and others as a resource teacher in reading. The program has 36 credits, that includes graduate coursework and action research. This program uses a cohort model of 14 or more students and begins in either the spring or summer terms.

TERM 1	TERM 2	TERM 3	TERM 4	TERM 5	TERM 6
RDG 601	RDG 703	RDG 714	RDG 600	RDG 711	RDG 718
RDG 702	RDG 704	RDG 715	RDG 799	RDG 799	RDG 780

For more information on these classes, click [here](#)

[Master of Science in Education \(MSED\) Reading Teacher \(1316\)](#)

The MSED Reading Teacher (1316) WI DPI certification program prepares candidates for the following: 1) an assignment to teach reading for more than one class per day; 2) an assignment to teach reading in a Title 1 reading program; and 3) an assignment to teach a reading recovery program, if not part of a self-contained classroom. The program requires 30 credits of graduate coursework, including an action research project. This program uses a cohort model of 14 or more students and begins in either the spring or summer terms.

TERM 1	TERM 2	TERM 3	TERM 4	TERM 5
RDG 601	RDG 703	RDG 714	RDG 600	RDG 711
RDG 702	RDG 704	RDG 715	RDG 799	RDG 799

For more information on these classes, click [here](#)

[Master of Science in Education \(MSED\) Reading Specialist \(5017\)](#)

This program is designed for individuals who hold a Reading Teacher (1316) license and would like to add a Master's degree and Reading Specialist (5017) license. Adding a masters degree and additional licensure prepares reading teachers to move to an administrative role, directing reading programs or working with reading teachers, classroom teachers, administrators, and others as a resource teacher in reading.

Twelve credits are transferred in from the student's 1316 coursework. It is important to note that this coursework cannot have taken place more than 7 years before the student's completion of this program. The program is 18 credits of online graduate course work and action research over 3 academic terms. This program does require successful completion with a passing score of the Foundations of Reading Test (FoRT) to be certified for the 5017 license, a requirement of Wisconsin PI-34.

TERM 1	TERM 2	TERM 3
RDG 600	RDG 711	RDG 718
RDG 799	RDG 799	RDG 780

[Reading Teacher \(1316\) Certificate](#)

The Reading Teacher 1316 Certificate program is ideal for candidates who want to earn an add-on a Reading Teacher (1316) license. A Reading Teacher license is required for the following: 1) an assignment to teach reading for more than one class per day; 2) an assignment to teach reading in a Title 1 reading program; and 3) an assignment to teach a reading recovery program, if not part of a self-contained classroom. The program consists of 18 credits of graduate course work and is completed online in 3 terms. The program is a cohort model that operates with 14 or more students and only starts in the spring and summer terms.

TERM 1	TERM 2	TERM 3
RDG 601	RDG 703	RDG 714
RDG 702	RDG 704	RDG 715

For more information on these classes, click [here](#)

[Reading Specialist \(5017\) Add-on](#)

The Reading Specialist (5017) Add-on is for those candidates who already hold a Reading Teacher (1316) license, Master's degree with an emphasis in reading/literacy (required by Wisconsin PI-34), and who are ready to take on increased leadership in literacy. This program provides candidates with the administrative Reading Specialist (5017) license, which prepares individuals to direct reading programs or work with school districts and CESA organizations as a resource for literacy. The program is 6 credits and is completed in one semester. It is a cohort model program, so requires 14 or more students to begin. It is offered in spring, summer or fall terms.

TERM 1
RDG 718
RDG 780

For more information on these classes, [click here](#)

Foundations of Reading Test (FoRT)

this is a requirement per Wisconsin PI 34 for licensure as a Reading Specialist.

The **Foundations of Reading Test (FoRT)** is a requirement by the Wisconsin Department of Public Instruction. Beginning on January 31,

2014, candidates in Wisconsin applying for an initial teaching license in Kindergarten through Grade Five or Special Education, or for licensure as a Reading Teacher or Reading Specialist are required to take and pass a test of reading instruction knowledge and skills.

For more information on the FoRT, visit UW-La Crosse's School of Education (SOE) Foundation of Reading Test page, [click here](#).

Non-Wisconsin teaching licensure/certification information

This information applies to all IPSE programs that certify for a license

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- Educational Leadership Principal 5051
- Reading Specialist 5017
- Reading Teacher 1316
- Special Education Certificate
- TESOL

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.

To be certified for licensure by UW-La Crosse, students must hold a Wisconsin Teaching License. For more information on obtaining a Wisconsin teaching License check out the Wisconsin Department of Public Instruction (DPI) website.

Special Education (2801) Certificate Program

The Special Education Certificate program addresses the needs of students, teachers, school districts, the community, and the university by building competency and certification (#2801) in K-12 cross-categorical special education instruction. The program will prepare teachers who already hold a WI teaching license in another area to teach students with disabilities, thus increasing the number of licensed special education teachers in Wisconsin. In areas of high need such as special education teachers, school districts in Wisconsin want programs for their teachers that are easily accessible and available. This IPSE program will offer fully online cohorts of 14 or more students to meet this need. Teachers who complete the certificate program will be endorsed for a Wisconsin cross-categorical K-12 special education license, #2801. The philosophy of the program is an asynchronous learning-in-community, constructivist model with an emphasis on culturally relevant teaching.

Goals:

- To prepare additional K-12 cross categorical special education teachers.
- To meet the needs of school districts in this high need area.
- To prepare educators to serve as advocates and resources for individuals with disabilities and their families.
- To create inclusive educational experiences for children with disabilities.
- To prepare in-service teachers to work effectively across disability categories.
- To prepare, through coursework and clinical experiences, in-service teachers to work students with a wide range of abilities, including students with severe disabilities. The coursework and experiences will span the elementary, middle, and high school ranges, with clinical experiences focusing on the school/developmental range where candidates are already employed.
- To work with teachers with diverse teaching backgrounds and grade levels through differentiating course content in assessment courses, the methods course, and practicum. IPSE already successfully does this in our Learning Community and Reading programs that are K-12 programs.

Learning outcomes for the Special Education Certificate program are fully aligned to The CEC (Council for Exceptional Children) Initial Practice-Based Professional Standards for Special Educators and InTASC Model Teaching Standards. This program meets the requirements for the DPI K-12 cross-categorical special education license, #2801. Given this, courses will include content across all grade levels.

Course sequencing is as follows:

Term 1	Term 2	Term 3	Term 4
EDU 755 EDU 756	RDG 704 EDU 757	EDU 758 EDU 759	EDU 760 EDU 761

Non-Wisconsin teaching licensure/certification information

This information applies to all IPSE programs that certify for a license

- Director of Instruction 5010
- Educational Leadership Principal 5051
- Reading Specialist 5017
- Reading Teacher 1316
- Special Education Certificate
- TESOL

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.

To be certified for licensure by UW-La Crosse, students must hold a Wisconsin Teaching License. For more information on obtaining a Wisconsin teaching License check out the Wisconsin Department of Public Instruction (DPI) website.

[TESOL \(Teaching English to Speakers of Other Languages\) Certificate Program](#)

The TESOL (1395) Certificate program addresses the needs of students, teachers, school districts, and the community in building competency in teaching English learner (EL) instruction.

Teachers who complete this certificate program gain significant benefits. The TESOL Certificate program expands teachers' knowledge and trains them to teach English learners in a way that is knowledgeable and respectful of language and cultural differences. This program reinforces best practices in teaching and is based on a learning-in-community constructivist model with an emphasis in culturally relevant teaching.

This is a 3-academic term cohort program and new cohorts of 14 or more will start each in fall, spring or summer terms. Teachers who complete the certificate program will be endorsed for a Wisconsin ESL (1395) teaching license.

Course sequencing:

Term 1	Term 2	Term 3
ENG 534	EDU 610	EDU 780
EDU 645	EDU 680	EDU 681

Non-Wisconsin teaching licensure/certification information

This information applies to all IPSE programs that certify for a license

- Director of Instruction 5010
- Educational Leadership Principal 5051
- Reading Specialist 5017
- Reading Teacher 1316
- Special Education Certificate
- TESOL

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.

To be certified for licensure by UW-La Crosse, students must hold a Wisconsin Teaching License. For more information on obtaining a Wisconsin teaching License check out the Wisconsin Department of Public Instruction (DPI) website.

ADMISSIONS PROCEDURES AND PROCESSES

IPSE sets deadlines for admissions into its programs. Teachers are encouraged to apply before the deadline in order to ensure all application materials are in the UW-System.

Click on the “[Apply Now](#)” tab located on the right side and choose your program of interest. Follow the UW-System application process. If you have any questions, please contact Cindy George, Marketing Specialist at cgeorge@uwlax.edu for assistance. While all efforts will be made to assist prospective learners through the admissions process prior to the first day of classes, ultimately the responsibility for applying is with the applicant.

IPSE is proud to maintain high quality, self-sustaining programs to offer to students looking to grow professionally. In order to do so, the cohort needs 14 or more students in the program to start in any term.

Are you licensed in a state other than Wisconsin and want to pursue an IPSE licensure program? Then this information applies to you, please read it carefully.

Out-of-State Applicants to IPSE licensure programs

IPSE programs may meet your state requirement. Some states may or may not require that you get a Wisconsin teaching license to be endorsed for your program of study. The Wisconsin licensing process may include taking coursework in Native American Studies (ACT 31). Please check with your state licensing board prior to applying to ensure you understand the appropriate pathway to meet your state licensing requirements.

REGISTERING

Once formally admitted, Jenny Holm, Outreach Specialist will contact you about next steps. You can reach her at jholm@uwlax.edu.

Prospective students must be enrolled in classes prior to classes starting. There may be rare circumstances where registration for courses is delayed. If this happens, students must work with IPSE for permission to get registered by the first Friday of the academic term. While all efforts will be made to assist prospective learners through the

registration process prior to the first day of classes, ultimately the responsibility for applying and course registration is with the applicant.

CAMPUS RESOURCES

Canvas

This is the online learning platform used by all UW-La Crosse programs. More information on accessing your Canvas courses can be found on UWL's website. [Click here](#) to be redirected there.

Eagle (student) ID

If you want to access any UW System library and resources a student ID is required. Be sure to check out what you need to bring with you to get an IS, [click here](#).

IT Services

[Eagle Help Desk](#) - for any technical assistance

[Net ID/Email](#)

[Password Management](#)

Murphy Library

Murphy Library is located on UW-La Crosse's Campus. Plus, they do offer many online resources as well.

[Writing Center](#)

Pride Center

The Pride Center seeks to provide ample educational opportunities and resources for UWL's students, faculty & staff including all workshops, trainings, clubs, panels, books, documentaries, speakers, & student-led programs on current issues in our community.

Virtual Desktop

Virtual desktop allows campus faculty, students and staff to use their Windows, Macintosh, Apple iOS/Android devices to virtually connect to a Windows computer desktop.

WINGS

You will use WINGS during your application process for checking your To Do List, to register for classes, display your schedule, pay bills and access tax

information, access grades and GPAs, review and pay your tuition bill, update your address, display your financial aid award, verify your enrollment, request unofficial or official transcripts, and apply for graduation.

GRADUATE WRITING STANDARDS

For all MSED programs, Action Research is required. Here are some resources to help.

- [Purdue Owl - APA](#) Complete the APA workshop.
- [Purdue Owl - Academic Writing](#) Complete the Academic Writing tutorials.
- [Turnitin: The Plagiarism Spectrum](#)
- [The Complete Guide to Discouraging Plagiarism](#)

RED FLAG PROCESS - IPSE Student Review

revised March 2022

Students admitted to IPSE programs are reviewed each midterm to determine adequate progress and retention in the program. The IPSE Chair will conduct reviews each midterm with all Facilitators/Instructional Academic Staff (IAS) for this purpose. At any time during the term, if problems with students arise, the Facilitators/IAS need to begin the process independent of the midterm student review.

During the midterm review, each student's performance for the term to date will be discussed. The major purpose of the review is for Facilitators/IAS to identify students having trouble by communicating that information with the IPSE Chair. Facilitators/IAS should document the nature of any difficulties, e.g., poor performance on class assignments or tests, inappropriate behavior during community weekends or through online communication even if the difficulty has been considered resolved. The Facilitators/IAS/Program Director/IPSE Chair will follow the steps outlined below.

Once a problem situation has been identified, all efforts will be made to work out a solution with the student. The following procedure outlines steps that will be followed to the point of resolution:

1. Student difficulty noted and documented by Facilitators/IAS.

In the event, that a student's conduct is in direct violation with UW-L policies on student conduct, or, if the student commits an act in violation of academic integrity (e.g., plagiarism, cheating), the Facilitators/IAS should follow the UW-L policy and procedure outline for academic and non-academic misconduct. This

principle is in effect at all times. *More information can be found on UW-L's Student Life page, [click here](#).*

2. Student/Facilitator/IAS Conference.

Facilitators/IAS will initiate and document this meeting, including any agreed upon remedial steps. If resolution is reached, the IPSE Chair as well as the Program Director will be informed. All documentation of this conference will be placed in the student's file kept by IPSE administration which includes the IPSE Chair. If this is not resolved, the process continues to Step 3.

3. Facilitators/IAS/Program Director Review Meeting.

This review team recommends a course of action, which is documented in a written format. A conference is held with the student and Facilitators/IAS. At this time, the Facilitators/IAS inform the student of the Review Meeting recommendations. This conference discussion is documented which will include any agreed upon remedial steps. If resolution is reached, the IPSE Chair as well as the Program Director will be informed. All documentation of this conference including the agreed upon remedial steps, will be placed in the student's file kept by IPSE administration which includes the IPSE Chair. If this is not resolved, the process continues to Step 4.

4. Facilitators/IAS/Program Director Review Meeting for remedial plan development.

Review team members develop a remedial plan, if warranted. The remedial plan will stipulate specific actions that must be taken and documented. Remedial steps may include remedial academic work, or additional coursework, and/or probation or temporary suspension. The remedial plan will include specific target dates by which requirements listed in the remedial plan must be met. The Facilitators/IAS are responsible for monitoring student progress. All documentation on the students' progress will be shared with the IPSE Chair as well as the Program Director. All documentation of this conference including the agreed upon remedial steps, will be placed in the student's file kept by IPSE administration which includes the IPSE Chair. If this is not resolved, the process continues to Step 5.

5. Facilitators/IAS Conference with Student.

At this meeting, the Facilitators/IAS inform the student of all requirements. A written acknowledgment of the remedial agreement is collected. This will be placed in the students file kept by IPSE administration, which includes the

IPSE Chair, as well as the Program Director. If resolution has not been reached (i.e., the student has not or will not comply), the process continues to Step 6.

6. IPSE Program Review Meeting with Facilitators/IAS, Program Director and the IPSE Chair.

This review determines the final decision rendered. Consequences may include, but are not limited to, probation, with recommendations as above, or separation from the program. The review team will meet with the student to inform them of the final decision. All documentation is placed in the student's file kept by IPSE administration, which includes the IPSE Chair as well as the Program Director. The IPSE Chair will communicate the decision with the School of Education Dean as well as the Office of Graduate Admissions.

Should a "Red Flag" situation arise during the summer which is in fact a shorter term (8 weeks), **as soon as the problem is noticed**, the Facilitators/IAS should contact the Program Director as well as the IPSE Chair to address issues of immediate concern. The process will follow as closely as possible to the above.

INCOMPLETE GRADE

A facilitator/instructor, after communicating and guiding the student about where things are at in any course may give a grade of incomplete "I". A grade of incomplete can only be given when a student has been faced with an unusual circumstance beyond their control. Some examples are: illness, change in job, relocation, mental health and so forth. Before an incomplete is recorded, the facilitator/instructor(s) need to have discussed with IPSE administration (IPSE Director, Outreach Specialist as well as the Program Director) about the reasonable probability that the student can complete the course successfully.

Students receiving an incomplete must complete their courses prior to moving to the next term of courses with their current cohort. An incomplete must be removed and a final grade recorded in the Office of Records and Registration before moving on in course work with the cohort or no later than one calendar year (12 months) following the term in which the incomplete was incurred. When the work has been completed, the instructor submits a final grade, which must also be approved by the IPSE Director and the School of Education Dean's Office. If the deadline for completion is not met, a grade of "F" will be recorded automatically.

APPEAL OF FINAL GRADE POLICY

The process for appealing a final grade starts with a formal, written appeal to the IPSE instructor (GFF/IAS) during the academic term, including summer, immediately following the semester in which the grade was earned. The appeal needs to include a rationale for the grade change. The appeal should be cc'd to the IPSE Director as well.

For more information on Graduate program grading, visit the current Graduate Catalog. These details can be found under the Academic Policies, then [Grading System and Policies](#).

IPSE SCHOLARSHIP

We are pleased to announce the offering of scholarships to our entering students for our programs. Scholarships will be available to students with a cumulative undergraduate grade point average (GPA) minimum of 3.6. Scholarship will be in the amount of \$54/credit. Since our existing tuition is \$450/credit, the applied scholarship to qualified applicants will take this amount down to \$396/credit. For new students, we will look at your entering undergraduate GPA at application and use that GPA for qualification standards. After initially qualifying for the scholarship at time of application, a 3.6 GPA must be maintained throughout the program to continue receiving the scholarship each term. Scholarship program contingent upon funding and is subject to change.

END OF PROGRAM SURVEY - required to complete your program

All School of Education (SOE), which includes all IPSE program students (MSED, Certificate or Add-On) at the end of their program will receive an "End of Program Survey" from the SOE Assessment Coordinator. Before facilitators/instructors post the grade in the final term, the survey must be completed. SOE does not anticipate needing to withhold grades from many (or possibly any) students. The grading is linked to the survey because of its importance and to be more visible to students.

Note: The survey is sent directly to each learner's UWL email and will contain a Qualtrics link to the survey.

ADVISOR

All IPSE learners are advised by their cohort instructors. The Outreach Specialist will share out the course information for registering each term. It is important to

make sure that your Wings profile contains the accurate program you are pursuing so that you can complete the appropriate requirements.

FINANCIAL AID

UW-La Crosse Financial Aid Office
215 Graff Main Hall
608.785.8604
finaid@uwlax.edu

Click the link below to be redirected to their webpage

[Welcome - Financial Aid | UW-La Crosse \(uwlax.edu\)](#)

Grants

Grants are considered gift aid, which means they do not need to be repaid. Applicants will be considered for all grant assistance when applying for financial aid.

Loans

All loans must be repaid. Borrowing only what is needed will reduce the amount that must be repaid.

Scholarship Resource Center

Find scholarships that match up with your personal achievements and unique personality.

OTHER

Need more information?

- Take a look at the Institute for Professional Studies in Education (IPSE) homepage, [click here](#).
- Request more information by completing this form, [click here](#).
- Potential applicants with more specific questions, should contact [Cindy George](#).
- Current students with more specific questions, contact your facilitators/instructors or [Jenny Holm](#).