

Institute for Professional Studies in Education
Graduate Learner Handbook
(Revised February 28, 2022)

Welcome to the Institute for Professional Studies in Education (IPSE) and congratulations on your admission into our programs. IPSE offers 12 graduate programs for teachers including seven Masters of Science in Education (MSED) degrees, three certificate programs, and four WI Department of Public Instruction licensure programs: Educational Leadership licensure programs (Educational Leadership Certificate Program; MSED Educational Leadership Emphasis); two Director of Instruction programs (MSED Educational Leadership/Director of Instruction Emphasis; Director of Instruction Add-on); the MSED Learning Community program (blended and face-to-face) and the MSED Online Learning Community program; five Reading programs (1315 Reading Teacher Certificate; MSED Reading Teacher (1316); MSED Reading Teacher/Reading Specialist (1316/5017); Reading Specialist (5017) Add-on, and MSED Reading Specialist (5017); and the Professional Learning Community Certificate.

Below you will find important information to help you navigate your graduate experience. Know that our team is here for you to answer questions and assist you.

Patricia Markos, Chair
Institute for Professional Studies in Education (IPSE)

OUR PEOPLE

Administrative Team

Patricia Markos
Academic Program Chair
269 Morris Hall
pmarkos@uwlax.edu

608.785.5087

Specialty areas: Leadership, Oversee Day-to-Day Operations of IPSE, Program Development, Oversee Unit Budget & Approves Expenditures, Hiring, Training, Supervision of Faculty and Staff, Mental Health Counseling.

Cindy George
Marketing Specialist
271 Morris Hall
cgeorge@uwlax.edu

608.785.5409

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

Jennifer Holm
Outreach Specialist
265 Morris Hall
jholm@uwlax.edu

608.785.5411

Speciality areas:

Bill Gillespie
Education Specialist and Educational Leadership Program Director
268 Morris Hall
bgillespie@uwlax.edu

608.785.5410

Specialty areas:

Pre-K-12 School Principal / Director of Instruction Leadership, Caring (The Ethic of Care) School Leadership, and Teacher Education through Professional Development.

Alyssa Harlan
Reading Program Director
264 Morris Hall
aharlan@uwlax.edu

Speciality areas:

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

OUR MISSION, VISION, AND VALUES

Mission

At IPSE, we:

- Feel a deep responsibility to create a world where every child can learn 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 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.

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.

PROGRAM OVERVIEWS

State licensure check on reqs

[Educational Leadership Programs](#)

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

The 36-38 credit MSED Educational Leadership is for teachers, school counselors, school psychologists, and school social workers at the bachelor's level. The MSED Educational Leadership program is a master's degree with the 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.

Option 1: Non-Thesis Option

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 744
	EDU 641	EDU 642	EDU 743	EDU 782

Option 2: Thesis Option

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 776
	EDU 641	EDU 642	EDU 776	EDU 782

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 18 to 21 months (5 academic terms) and is offered in an online format. The Principalship licensure only program consists of ten courses based on the [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, 42-48 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 a 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 Interstate School Leaders Licensure Consortium (ISLLC) 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 and most other states. 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, Practicum for Director of Instruction, and a Thesis option.

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	

Add thesis courses

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, Reading Specialist (5017), or any

other Administrative license may choose the Add-on Director of Instruction licensure program.

The program includes two courses, 6-credits, addressing the additional competencies needed to meet the Director of Instruction standards, beyond those needed for other WI Administratives licenses. The philosophy of the program is a learning-in-community, constructivist model with culturally relevant teaching. The program meets the Professional Standards for Educational Leaders standards, the Wisconsin Administrator Standards for Director of Instruction, and professional educational requirements for Director of Instruction licensure in Wisconsin and most other states.

TERM 1
EDU 774
EDU 775

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

Learning Community Programs

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

This 32 credit program generally starts in either spring, summer, or fall terms. The program can be taken in various formats (online, as a blend of online and in-person courses, or face-to-face). 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 sessions at UW-La Crosse, and starts in either summer or spring terms. Each Learning Community is led by 2 facilitators and brings together 15-40 students who work through the spiraled curriculum and graduate together.

The program is based on a learning-in-community, constructivist philosophy. Teachers who enroll make an 18-month commitment to achieve three 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 from website

Term 1	Term 2	Term 3	Term 4	Term 5

Reading Programs

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

The MSED - Reading Teacher (1316) and 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.

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.

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). Adding a 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.

Need to add in courses here. - terms 4-6 here

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

The Reading Teacher Certificate program is ideal for candidates who want to earn an add-on 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.

TERM 1	TERM 2	TERM 3
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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, 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.

TERM 1
RDG 718
RDG 780

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

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.

REGISTERING

Once formally admitted, Jennifer 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, registration must be completed 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 is with the applicant.

CAMPUS RESOURCES FORMAT TEXT

Canvas

This is the online learning platform used by all UW-La Crosse programs.

Eagle (student) ID

If you want to access any UW System library and resources a student ID is required.

IT Services

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

[Net ID/Email](#)

[Password Management](#)

Murphy Library

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

[Writing Center](#)

PRIDE Center - check with Will

Virtual 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, 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/Thesis 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



Institute for Professional Studies in Education (IPSE)

Red Flag Procedure

Updated & reviewed April 2022

IPSE Student Review Process

Students admitted to IPSE programs are reviewed each term to determine adequate progress and retention in the program. The Program Director/IPSE Chair will conduct reviews each midterm with Facilitators/IAS for the purpose of such an analysis. At any time during the term, if problems with students arise, the Facilitator/IAS needs to begin the process independent of the student review meeting.

For the review, each student's performance to date will be reviewed. A major purpose of the review is for Facilitators/IAS to identify students experiencing difficulty. 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. The Facilitator/IAS/Program Director/IPSE Chair may suggest the steps outlined below.

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

1. Student difficulty noted and documented by Facilitator/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 Facilitator/IAS should follow UW-L policy and procedure outlined for academic and non-academic misconduct. This principle is in effect at all times.

2. Student/Facilitator/IAS Conference.

Facilitators/IAS will initiate and document this meeting, including any agreed upon remedial steps. If resolution is reached, the Program Director is informed and all documentation is placed in the student's file, with copies to the Chair of IPSE. If not, the process continues to Step 3.

3. Facilitator/IAS/Program Director Review Meeting (may or may not be as scheduled).

Review team members recommend a course of action and document it.
Student/Facilitator/IAS Conference: Facilitator/IAS informs student of Review

Meeting recommendations and documents this meeting, including any agreed upon remedial steps. If resolution is reached, the Program Director is informed and all documentation is placed in the student's file, with copies to the Chair of IPSE. If not, the process continues to Step 4.

4. Facilitator/IAS/Program Director Review Meeting (may or may not be as scheduled).

Review team members develop a remedial plan, if warranted, and stipulate specific actions that must be taken, and document them. Remedial steps may include remedial academic work, or additional coursework, and/or probation or temporary suspension. The remedial plan will include specific dates by which requirements must be met and the Facilitator/IAS is responsible for monitoring student progress.

5. Facilitator/IAS/Student Conference.

Facilitator/IAS informs student of requirements, remedial agreement signed and placed in student file, with copies to the Program Director and the Chair of IPSE. 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 (includes Facilitators, IAS, Program Director and IPSE Chair - may or may not be as scheduled).

A final decision is rendered: Consequences may include, but are not limited to, probation, with recommendations as above, or separation from the program. All documentation is placed in the student's file and copied to the Program Director, the Director of IPSE and the Office of Graduate Admissions.

In the event that a "Red Flag" situation arises during the summer and the fact that summer is a shorter term (8 weeks), **as soon as the problem is noticed**, the Facilitator/IAS should contact the Program Director and the IPSE Director to address issues of immediate concern. The process will follow as closely as possible to the above.

Incomplete grades

[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 an 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 subject to change.

Financial Aid - directed to FA dept - send them to FA

Links are included for information about grants, loans, and scholarships.

Grants - words

Loans

Scholarship Resource Center

OTHER

Need more information?

- Take a look at the Institute for Professional Studies in Education 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 facilitator/instructor or [Jenny Holm](#).