

Master of Science in Applied Leadership for Teaching and Learning

The University of Wisconsin-Green Bay's Master's Degree in Applied Leadership for Teaching and Learning recognizes the valuable contributions of experienced educators and their ability to engage in professional development within a community of learners. With this understanding as its foundation, the program provides experienced educators with the opportunity to advance their knowledge and skills and be recognized as leaders within their profession.

This 30-credit program includes a 21-credit core requirement as well as a nine-credit area of emphasis. As part of the core requirement, degree candidates will be required to complete a culminating project or thesis related to an educational, school or classroom-based line of inquiry. The core curriculum is based on the National Board of Professional Teaching Standards (NBPTS). The standards that undergird this program are the following:

- Teachers are committed to students and their learning.¹
- Teachers know the subjects they teach and how to teach those subjects to students.¹
- Teachers are responsible for managing and monitoring student learning.¹
- Teachers think systematically about their practice and learn from experience.¹
- Teachers are members of learning communities.¹
- Teachers understand system theory and how to initiate and sustain meaningful change.
- Teachers are knowledgeable about historical and contemporary educational reform efforts.

¹ NBPTS standards

The Applied Leadership degree is unique in many respects. It is a truly advanced degree program that does not include teacher certification. It recognizes the expertise of experienced educators working within a community of professional learners. Most importantly, this program prepares professionals to conduct educational-based research and use their knowledge of research to make data-based decisions in order to improve student learning.

The program is designed as a part-time program for educators who are actively employed in educational and professional settings (e.g., PK-12 classroom settings and/or business and industry training). Courses are offered on the weekends and during the summer. Students are admitted to the program each fall semester in cohort groups with a maximum of 20 students per group. This small group size enables close contact with the program's faculty and promotes the development of a sense of community over the course of the program.

Prerequisites

Minimum admission requirements are:

- A baccalaureate degree from an accredited institution.
- Two years of successful teaching experience is preferred, but not required.
- A minimum of a 3.0 grade point average (GPA).

Admission Requirements

Each applicant's prior academic work and experience will be evaluated prior to admission. Applicants are expected to have college-level writing, oral communication and computer skills. Students who show exceptional promise but lack the minimal prerequisites may be admitted provisionally. Applicants are not required to take the GRE for admission.

The application process requires completion of a UW-Green Bay Graduate Application form; letter of interest; names and contact information of three references; and official transcripts (undergraduate and graduate).

Undergraduate-Graduate Dual Enrollment Program (NEW)

Undergraduate students who have enrolled and completed graduate credits through the Professional Program in Education, may apply up to 9 credits to the master's program upon acceptance to the graduate program.

Currently enrolled undergraduate students may refer to the undergraduate catalog for more information. Track requirements include being fully admitted to the Education program with Junior status, holding a cumulative GPA of 3.5 and a faculty recommendation. An admission committee consisting of graduate faculty will review student applications for acceptance before enrollment may occur.

Applications must be submitted by October 1 or March 1 for participation in the following semester. Upon completion of an undergraduate degree, students should request admission to the graduate program, at which point up to 9 graduate credits will be applied to the degree requirements of the

program. Graduate students will then adhere to all graduate student expectations and pay full graduate tuition fees. See the undergraduate catalog for a list of courses.

Degree Requirements

The requirements for the Master of Science in Applied Leadership for Teaching and Learning consist of successfully completing a 21-credit core requirement and a nine-credit area of emphasis.

Students must maintain at least a B average to remain in the program and to graduate. A grade of C or better is required for course work to be counted toward graduation.

Students must file an *Official Declaration of Master's Degree* (GR-1 Form) before completing eight graduate credits in the program.

Core Requirement

A 15-credit set of core courses form the foundation for the degree. All students must complete the following:

Code	Title	Credits
Core Courses		15
EDUC 701	Reflective Inquiry	
EDUC 702	Approaches to Educational Inquiry	
EDUC 703	Contemporary Issues and Historical Contexts	
EDUC 704	Applied Educational Leadership	
Inquiry Project or Thesis		6
EDUC 799	Thesis, Thesis or Project	
Area of Emphasis		9
Select at least nine credits		
Total Credits		30

Each individual in the program is required to complete a culminating project or thesis related to an educational, school or classroom-based line of inquiry. Participants engage in activities relevant to the development, interpretation and dissemination of their research under the direct guidance of a graduate faculty adviser. In addition to the required faculty, professionals from outside the University may also serve on thesis committees.

Students usually enroll for two credits of project or thesis support during the summer of their first year. The additional four credits will be distributed over the fall, spring and summer of their second academic year.

Area of Emphasis

Each student selects an area of emphasis consisting of at least nine graduate credits. These credits may be completed at UW-Green Bay or at another institution or setting. It may be possible to establish a personal area of emphasis fitted to the career interests of the student. Such programs must conform to MSAL guidelines and be filed as a Program Plan approved by the student's academic adviser, program chair and the Associate Provost for Academic Affairs and Director of Graduate Studies.

Program requirements change from time to time. New graduate courses are added and others are dropped.

Steps Towards the Degree

1. Applicant is admitted to the graduate program.
2. An *Official Declaration of Master's Degree* (GR-1 Form) is submitted to the Office of Graduate Studies on the student's behalf.
3. After completion of at least 8 credits, the student develops a project proposal. The proposal is reviewed and approved by a project committee. The *Approval of Thesis or Project Proposal* (GR-2 Form) is submitted to the Office of Graduate Studies on the student's behalf.
4. Student may register for project credits (EDUC 799) and work on the project.
5. Student schedules the professional project presentation by filing the *Request for Thesis Defense/Project Presentation* (GR-3 Form) when the project document is nearly complete.
6. The student files an *Application for Graduation* with the Registrar's Office through the Student Information System (SIS). The application must be completed and submitted to the Office of the Registrar prior to November 1 for fall semester graduates and April 1 for spring and summer semester graduates.
7. A professional project presentation takes place. Filing the *Approval of Thesis Defense or Project Presentation* (GR-4 Form) with the Graduate Studies Office indicates satisfactory completion of the professional project and presentation.
8. Graduate receives diploma.

Graduate Committee

It is important for Applied Leadership for Teaching and Learning students to select a thesis/project committee early. The program chair or an adviser for the student's degree program normally assists in this process.

A thesis committee is comprised of at least two faculty members approved by the program chair. One member is requested by the student to act as the major professor or chair of the committee. That person must be a graduate faculty member of the student's degree program. In addition to faculty members, students are encouraged to ask a person from outside of the University to join their committees.

A professional project adviser may be a single faculty member within the student's program.

The thesis committee or project adviser is responsible for supervising the student's program of study and should:

- guide the student in appropriate selection of graduate courses and specialization studies to ensure that the student is aware of all relevant materials necessary to completely understand the chosen field of study;
- determine whether the student has accumulated and demonstrated sufficient ability to engage in analytic processes of problem solving;
- make certain that the student's project is consistent with the degree, confronts the interdisciplinary relationships of the subject area, and focuses on problem solving methods.

If during the student's course of study, he or she wishes to change committee members or adviser, the student must explain why the change is necessary or desirable. If the change is acceptable to both outgoing and incoming professors, the student must notify the Graduate Studies Office in writing.

Faculty

Ashmann, Scott, Associate Professor, Education. B.S., University of Wisconsin-Green Bay; M.S., University of Wisconsin-Milwaukee; Ph.D., Michigan State University.

Fields of interest: the professional development of secondary science teachers, science teacher preparation, leadership issues in mathematics and science education.

Davis, Gregory, Professor, Natural and Applied Sciences (Mathematics). B.S., University of Wisconsin-Green Bay; M.A., Ph.D., Northwestern University.

Fields of interest: dynamical systems, mathematical modeling of ecological systems, cliff swallow-house sparrow species dynamics.

Fencl, Heidi S., Associate Professor, Natural and Applied Sciences (Physics). B.S., Nebraska Wesleyan; M.S., University of Nebraska; Ph.D., Ohio State.

Fields of interest: science education, physics, astrophysics.

Kaufman, Timothy, Associate Professor, Education and Program Chair, Graduate Program in Applied Leadership for Teaching and Learning. B.A., Elmhurst College; M.S., Southern Illinois University; Ph.D., Loyola University.

Fields of interest: literacy, school reform, serving the needs of "at-risk" and learners with learning disabilities.

Kiehn, Mark, Associate Professor, Education. B.A., Adams State College; M.M.E., Ph.D., University of Colorado-Boulder.

Fields of interest: creative thinking in the classroom, arts education for exceptional learners, classroom assessment, school curriculum implementation/ educational reform.

Leary, J P, Assistant Professor, Humanistic Studies - First Nation Studies. B.A., University of Wisconsin-Eau Claire; M.A., University of Oklahoma; Ph.D., University of Wisconsin-Madison.

Fields of Interest: indigenous education, curriculum theory and policy, history of education, social studies, professional development.

Lor, Pao, Associate Professor, Education. B.S.E., M.S., University of Wisconsin-Oshkosh; Ph.D., University of Wisconsin-Madison.

Fields of interest: educational policy and analysis, teacher preparation programs, community relations, curriculum and supervision.

Poupart, Lisa, Associate Professor, Humanistic Studies-First Nations Studies. B.S., M.A., University of Wisconsin-Milwaukee; Ph.D., Arizona State.

Fields of interest: First Nations teaching and learning including Elder epistemology; decolonization and indigenous education, First Nations Studies in K-12 curriculum, historic trauma and generational healing.

Courses

EDUC 515. Teaching English as a Second Language. 3 Credits.

Basic methods of teaching English to non-native speakers and the underlying theories from linguistics, psychology, education and sociolinguistics; development and evaluation of lessons for the ESL classroom.

P: gr st.

Fall Only.

EDUC 519. Adolescent Literature in Middle and Secondary School Reading. 3 Credits.

Design and content of effective adolescent literature programs; analysis and evaluation of adolescent literature; current practices in literacy curricula; adolescent literature and personal development; literature and social issues.

P: gr st.

Spring Odd.

EDUC 540. Introduction to Learning Disabilities and Emotional Disturbance. 3 Credits.

This course will provide students with the history, definitions, etiology, methodology and programming options for students with learning and/or emotional disabilities.

P: gr st.

EDUC 541. Normal and Abnormal Language Development. 3 Credits.

Introduction to communication and normal and abnormal language development in relationship to cognitive development.

P: gr st.

EDUC 542. Teaching Methods for Diverse Learners. 2 Credits.

A study of instructional methods and materials for teaching diverse learners.

P: gr st.

Fall Odd.

EDUC 543. Educational Assessment. 2 Credits.

This course will focus on the study of the principles, procedures, interpretation, and administration of formal and informal student assessment.

P: gr st.

Fall Odd.

EDUC 544. Principles of Career and Vocational Education. 1 Credit.

This course will focus on the study of curriculum and instructional approaches that contribute to the preparation for the world of work.

P: gr st.

Fall Odd.

EDUC 545. The Exceptional Child in Regular Education. 2 Credits.

This course will focus on the study of instructional techniques and programming options designed to increase the success of students learning and/or behavior disabilities served within inclusionary settings. P: gr st.

P: gr st.

EDUC 546. Collaborative Strategies for Working w/Colleagues, Parents, Community. 2 Credits.

This course will focus on the study of collaborative models and practices used within a variety of educational and relevant community settings and help students to develop the communications skills necessary to interact effectively with individuals in schools, agencies, and the community. P: gr st.

P: gr st.

EDUC 547. Classroom and Behavior Management Strategies. 2 Credits.

This course will address various theories and models for organizing and maintaining an effective classroom as well as strategies for working with individuals and groups. P: gr st.

P: gr st.

EDUC 552. Social and Family Influences on Development and Learning. 3 Credits.

An ecological systems approach to understanding social and family influences that affect success or failure in the first years of school. Includes discussion of recent child development and education risk theories, research, and practitioner accounts. Survey of effective prevention and intervention programs for young children (prenatal - 8 yrs.) and families at-risk.

P: graduate status

Spring.

EDUC 606. Evaluation and Testing in Education. 2-3 Credits.

Techniques for constructing tests and measurement systems; statistical procedures applied to classroom data; monitoring and assessing individual and group learning situations; using and interpreting data from standardized tests. P: gr st. (SO)

P: gr st.

Spring Odd.

EDUC 615. Counseling Role of the Classroom Teacher. 3 Credits.

Specific counseling and guidance skills necessary for guidance effectiveness of the classroom teacher and their implementation in the classroom. P: gr st.

P: gr st.

EDUC 620. Workshop in Economics Education. 1-3 Credits.

Workshop is designed to provide information on selected current economic topics and concepts; enables educators to examine new print and non-print instructional materials and curriculum guides; and develop learning activities appropriate to their instructional responsibilities. Different topics are selected each year for focus. Topic will be identified by subtitle with each offering. May be repeated for credit. P: May be repeatable for credit. None.

EDUC 621. Literacy and Language Development in Young Children. 3 Credits.

Acquisition of reading skills and development of language in preschool through primary grades; analysis of instructional and diagnostic strategies for listening and reading comprehension, vocabulary development, word identification strategies and approaches to beginning reading. P: gr st. (F,S)

P: gr st.

Fall and Spring.

EDUC 622. Reading in the Content Areas. 3 Credits.

Practical guidelines for classroom teachers in subject areas--English, social studies, mathematics, science, etc.; suggestions for teaching reading and study skills related to content, specialized and technical vocabulary; dealing effectively with reading problems in the content areas as it relates to the Common Core State Standards (CCSS).

P: graduate status

Fall and Spring.

EDUC 646. Trends in Bilingual Education. 3 Credits.

Designed for pre-service teachers and practicing educators, this course is a comprehensive approach to the current trends in Bilingual Education (Spanish/English) that bridges pedagogical theory and practice. Students will be introduced to essential concepts and theories, including effective teaching methodologies, curriculum design and assessment tools. This course will help students develop a sociocultural perspective about the contexts and realities of bilingual learners.

Spring.

EDUC 652. Principles of Middle Level Education. 3 Credits.

This course provides students with an introductory understanding of the philosophy and organization of middle level education. Emphasis is directed toward programmatic considerations. P: gr st and exper in educ. (F,S)

P: gr st and exper in educ.

Fall and Spring.

EDUC 699. Travel Course. 1-6 Credits.

Travel courses are conducted to various parts of the world and are led by one or more faculty members. May be repeated to different locations.

P: cons of instr & prior trip arr & financial deposit.

EDUC 701. Reflective Inquiry. 4 Credits.

Participants will gain knowledge, skills and dispositions appropriate to engage in systematic oral and written reflection on their educational practice and the role of classroom-based inquiry.

P: gt st and adm to Ms Tch Lrn.

Fall Only.

EDUC 702. Approaches to Educational Inquiry. 4 Credits.

Participants will gain relevant knowledge, skills, and dispositions regarding approaches to inquiry and educational research related to specific areas and questions.

P: EDUC 701 and gr st and adm to MS TCH LRN

Spring.

EDUC 703. Contemporary Issues and Historical Contexts. 4 Credits.

Participants will share the challenges and questions as they progress with their individual research projects. Course content will support the development of knowledge related to educational research within a multiple perspective approach.

P: EDUC 702 and gr st and adm to MS TCH LRN

Fall Only.

EDUC 704. Applied Educational Leadership. 3 Credits.

Participants will gain knowledge, skills, and dispositions in leadership, educational reform, and systems theory. Course content will focus on the environments and processes that lead to meaningful change, and the design of an individual plan.

P: EDUC 703 and gr st and adm to MS TCH LRN

Spring.

EDUC 705. Reading in the Elementary School. 3 Credits.

Consideration of components of a developmental reading program for the elementary school including the role of language in reading, basic reading skills and attitudes, methods and materials, individualization of instruction, and evaluation. P: gr st.

P: graduate status.

EDUC 706. The Administrator and the Community. 3 Credits.

This course will concentrate on the relationship of schools and communities in American society. Students will be oriented to the relationships between schools and communities; public participation in local school districts, and response of local school districts to changing demands. Primary emphasis will be on the school administrator and citizens at the local level. P: gr st.

P: graduate status.

EDUC 709. Effective Schools. 3 Credits.

An in-depth review and analysis of the growing body of educational research literature that identifies elements and conditions present in effective schools. Participants develop ways of assessing the extent to which these elements are present in schools and explore implications for school practices.

P: gr st.

P: graduate status.

EDUC 710. Practicum in Effective Instructional Skills. 2 Credits.

For teachers and supervisors currently involved in schools: analysis and application of effective teaching concepts and skills, including teacher demonstrations and simulations. P: gr st.

P: graduate status.

EDUC 714. Workshop in High School Program Development. 2 Credits.

Selected topics for the professional educator in curriculum, instructional procedures, and evaluation of middle level program development. Current issues, philosophical trends, and rationale are discussed. Variable content; may be repeated for credit with different topics. P: May be repeatable for credit. gr st.

P: graduate status.

EDUC 715. Workshop in Program Development in Middle Level Education. 2-3 Credits.

Selected topics for the professional educator in curriculum, instructional procedures, and evaluation of middle level program development. Current issues, philosophical trends, and rationale are discussed. P: May be repeatable for credit. gr st.

P: graduate status.

EDUC 716. PROGRAM DEVEL MID LEV EDUC. 2-3 Credits.

P: gr st.

P: graduate status.

EDUC 730. Issues & Trends for Educating Students w/Exceptional Educ Needs. 3 Credits.

Relevant issues and practices which impact the education of students with exceptional needs including gifted and talented, handicapped, and at-risk populations. P: gr st.

P: graduate status.

EDUC 740. Supervision of Instruction. 3 Credits.

This graduate class examines functions of supervision, inclusive of personnel evaluation and professional development. Skill development in communications and human relations for school supervisors are included. P: gr st.

P: graduate status.

EDUC 750. Statistical Methods Applied to Education. 3 Credits.

Types of measures, data organization and display, measures of central tendency, variability, location, and correlation, hypothesis testing and interval estimation for common statistics in one and two sample cases. Introduction to analysis of variance and chi-square. P: gr st. (FO)

P: graduate status

Fall Odd.

EDUC 765. Diagnosis of Reading Difficulties. 3 Credits.

Comprehensive and accurate diagnosis of moderate to severe reading disabilities and associated learning, language, or behavior disorders through the use of formal and informal instruments. Students complete an intensive diagnosis of a student's reading ability, a comprehensive report specifying the results of the evaluation, and a prescription for future remediation of reading problems. P: gr st; REC: Adm Sci 753. (SE)

P: gr st; REC: Adm Sci 753.

Spring Even.

EDUC 780. Foundations of Curriculum. 3 Credits.

This course for experienced educators will focus on the philosophical, sociological, historic and psychological underpinnings of curriculum design, development and evaluation for the elementary, secondary and VTAE educator. The course will examine the forces influencing curriculum development and identify issues related to curriculum design and development. P: gr st and exper with elem, sec or WTCS educ.

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EDUC 781. School Profiling for Site Based Management. 3 Credits.

The purpose of this course is to train teachers and principals to gather, summarize, and analyze data related to important building level educational outcomes. Outcomes in the area of student achievement, social behaviors, and parent, staff, and student attitudes will be measured and analyzed. The course is intended to facilitate school improvement at the building level through data driven decision making. P: gr st.

P: graduate status.

EDUC 783. SELECTED TOPICS. 1-4 Credits.

P: May be repeatable for credit. gr st.

P: graduate status.

EDUC 785. Curriculum and Instruction as a Field of Inquiry. 3 Credits.

An inquiry approach to the content of curriculum and instruction: develops skills in interpreting and using research and provides a framework related to origin, development, and basis of curriculum and instruction. P: gr st.

P: graduate status.

EDUC 786. Current Issues and Trends in Education. 3 Credits.

This class critically examines and evaluates recent educational innovations, differing educational viewpoints, and alternative educational trends.

Particular attention is focused on educational practices for the future. P: gr st. (F)

P: graduate status

Fall Only.

EDUC 788. The Teacher and the Law. 3 Credits.

Concerns of teachers relating to tenure, non renewals, due process, free speech, student rights, and potential liability; the administration of collective bargaining in education; brief introduction to the statutory regulation and financing of school systems. This course will consider these topics with an emphasis on Wisconsin. P: gr st.

P: graduate status.

EDUC 795. Special Topics. 1-4 Credits.

A course offered by graduate faculty in response to a special need and which is not intended to become a regular part of the graduate curriculum. The title of the specific topic is announced in the Timetable and is entered on the transcript of students who enroll. This course may be repeated with a change in topic. Subject to adviser's approval, three credits may be applied to meet UW-Green Bay credit requirements in a cooperative program with the possibility of a maximum of three additional credits. P: May be repeatable for credit. gr st.

P: graduate status.

EDUC 797. Internship. 1-6 Credits.

P: May be repeatable for credit. gr st. (F,S)

P: graduate status

Fall and Spring.

EDUC 798. Independent Study. 1-3 Credits.

Reading and research under the supervision of a member of the graduate faculty. Independent study credits may only be earned when included as part of an approved program plan. P: May be repeatable for credit. gr st. (F,S)

P: graduate status

Fall and Spring.

EDUC 799. Thesis. 1-6 Credits.

P: May be repeatable for credit. None.