

University of Wisconsin-Whitewater  
Curriculum Proposal Form #2  
**Change in Degree, Major, or Submajor**

**Effective Term:** 2081 (Spring 2008)

**Type of Action:** Change in Degree

**Degree:** MSE

**Program Title:** Master of Science in Education in Professional Development

**GPA Requirement for the Major/Submajor:** 2.75

**Sponsor(s):** Annie Stinson/Tony Truog/John Zbikowski

**Department(s):** Curriculum & Instruction/Educational Foundations

**College(s):** Education

**Consultation took place:**  NA  Yes (list departments and attach consultation sheet)

Departments: College of Education: Curriculum & Instruction, Educational Foundations, Special Education, HPRC, Counselor Education, Communication Sciences & Disorders, OESH.  
College of Letters and Sciences: Psychology. College of Bussiness and Economics: Information Technology/Business Education

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## Proposal Information:

(Procedures can be found at <http://acadaff.uww.edu/Handbook/Procedures-Form2.htm>)

### Total number of credit units in program:

Before change 36

After change 30

#### 1. Exact description of request:

The Master of Science in Curriculum (MS C&I) and Instruction and the Master of Science in Education in Reading (MSE Reading) will be combined to form the Master of Science in Professional Development (MSE-PD) with multiple emphasis areas. It will be offered jointly through the departments of a) Curriculum and Instruction, b) Educational Foundations, and c) Health, Physical Education, Recreation and Coaching. It will replace the previously offered degrees the MSE in Reading and the MS in Curriculum and Instruction also offered jointly through the same three departments.

**From** (as listed in catalog and on AR)

#### CURRICULUM AND INSTRUCTION DEGREE PROGRAM (M.S.)

The Master of Science (M.S.) Degree program in Curriculum and Instruction provides individuals with advanced academic work focused on improving teaching and learning. The degree is designed to blend knowledge of content with knowledge of teaching and learning throughout all course work and within the culminating experience, either an integrative project or a thesis. This degree builds from a common core of knowledge and then allows a degree of specialization in an emphasis of special interest to the individual. Emphases include:

**Learning in the Early Years (Birth Through the Elementary Grades)** - This emphasis is designed to enhance teachers' knowledge and skill in working with learners during the early years.

**Library and Information Technology** - This emphasis is designed to prepare students to become professional library media specialists who are well rounded in electronic information and technology. It will allow them to complete some of the requirements for the library media specialist license and the 903 instructional technology specialist license.

**Professional Development** - This emphasis will allow students to identify a specific set of goals for their own professional development as a focus for study. For example, students may pursue an individualized plan related to professional goals in art education, gifted and talented education, post-secondary education, alternative education, bilingual education, or teaching English as a second language. (For sample course sequences in ESL/Bilingual and Alternative education, visit [http://academics.uww.edu/coe/advising/grad/.](http://academics.uww.edu/coe/advising/grad/))

**Technology Enhanced Education** - This emphasis is designed to prepare individuals to function as technology coordinators within individual school buildings or within districts. Preparation for these individuals will emphasize knowledge of a variety of ways to use technology to enhance educational programs.

**Health, Physical Education, and Coaching** - This emphasis is designed to enhance teachers' knowledge and skill related to health, physical education, and/or coaching.

**Learning in the Adolescent Years** - This emphasis is designed to enhance teachers' knowledge and skill in working with learners during the adolescent years. The emphasis attempts to blend content and pedagogy within courses, so that those taking this emphasis will enhance their understanding of content, particularly content appropriate for adolescents, and of how students may be helped to learn this content.

The curriculum varies according to the academic emphases. In general, the Curriculum and Instruction program is designed to assist students in applying a deeper understanding of educational issues, trends, and philosophies of education to their classrooms. Students will develop skills in identifying and using authentic, valid and reliable techniques of assessment, and develop skills useful in analyzing and solving problems that arise in contemporary educational settings.

#### Program Coordinator:

Dr. John Zbikowski

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**Department Program Assistant:**

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**Additional Admission Requirements:**

Applicants for admission must hold or be eligible for a regular license in the State of Wisconsin for teaching in public schools. Exceptions may be made by the program coordinator for applicants with an adequate knowledge base in education who either (1) have a minimum of two years of teaching experience in a school or (2) are employed outside of school in a position with duties determined by the coordinator to be instructional in nature. Individuals admitted as exceptions under the latter criterion may be limited to specifically designated emphases.

**Degree Requirements:**

1. In addition to satisfying all other Graduate School requirements for a degree, students must complete 36 units of course work including (1) a thesis or (2) an integrative graduate project. Students who choose to write a thesis must complete at least three units of Thesis Research; and those who choose to do an integrative graduate project must complete the Integrative Project Seminar in the final semester of enrollment in the program.
2. All degree candidates will be required to complete EDFOUND/CIGENRL 723 Issues, Perspectives, And Directions: A Professional Seminar In Education within the first six credits after being admitted to the program.
3. Students opting to do integrative projects must submit a brief (two-page) proposal describing the project to their adviser for approval as soon as they have decided on a project idea. An approved proposal, signed by the adviser, must be filed with the program coordinator at least one full semester before enrollment in the integrative project seminar.
4. Research course requirements for thesis option: Students electing to write a thesis must take at least one three-unit course or the equivalent in the research methodology they plan to use in conducting their study. The research techniques course may be selected from any department in consultation with the adviser. This course should be counted among the 12 elective units in the program.
5. At least half of the graduate work in the degree program and at least half of the work in the emphasis must be completed in courses numbered 700 or higher.
6. Students in the Health, Physical Education and Coaching emphasis, the Learning in the Early Years emphasis, and Professional Development emphasis must submit a goal statement to their advisor. Instructions are available from the Program Coordinator or at <http://academics.uww.edu/coe/advising/grad/>.

**CURRICULUM AND INSTRUCTION (M.S.)**

**PROFESSIONAL CORE - 12 UNITS**

1. EDFOUND/CIGENRL 723 ISSUES, PERSPECTIVES, AND DIRECTIONS: A PROFESSIONAL SEMINAR IN EDUCATION
2. EDFOUND 740 TECHNIQUES OF RESEARCH or EDFOUND 780 READING, ANALYZING, AND EVALUATING EDUCATIONAL RESEARCH
3. CIGENRL 725 CURRICULUM DEVELOPMENT & INTEGRATION
4. EDUINDP 789 INTEGRATIVE PROJECT SEMINAR or 5. XXX 799

**THESIS RESEARCH**

**ELECTIVES - 12 UNITS**

1. SELECT 12 UNITS IN CONSULTATION WITH ADVISER

**EMPHASIS - 12 UNITS**

ONE OF THE FOLLOWING EMPHASES:

A. HEALTH, PHYSICAL EDUCATION AND COACHING EMPHASIS

SELECT 12 UNITS FROM AREAS OF HEALTH, PHYSICAL EDUCATION AND/OR COACHING THAT ADDRESS GOAL STATEMENT. GOALS AND COURSE SELECTIONS MUST BE APPROVED BY ADVISER. AT LEAST 50% OF THE EMPHASIS COURSE WORK MUST BE AT THE 700 LEVEL.

B. LEARNING IN THE ADOLESCENT YEARS EMPHASIS

1. EDFOUND 678 ADOLESCENT DEVELOPMENT  
2. CIGENRL 745 THE MIDDLE SCHOOL or EDFOUND/SECNDED 703  
THE MODERN HIGH SCHOOL

3. ANY 2 COURSES FROM

CIGENRL 710 CURRENT TOPICS IN CURRICULUM & INSTRUCTION  
(THIS MAY BE REPEATED) or CONTENT/PEDAGOGY COURSES SELECTED WITH THE ADVISER

C. LEARNING IN THE EARLY YEARS EMPHASIS  
(BIRTH THROUGH ELEMENTARY GRADES)

SELECT 12 UNITS FROM AREAS RELATED TO LEARNING IN THE EARLY YEARS THAT ADDRESS GOAL STATEMENT. GOALS AND COURSE SELECTIONS MUST BE APPROVED BY ADVISER. AT LEAST 50% OF THE EMPHASIS COURSE WORK MUST BE AT THE 700 LEVEL.

D. LIBRARY & INFORMATION TECHNOLOGY EMPHASIS

PLEASE EXAMINE THE EMPHASIS AND ELECTIVES OPTIONS BELOW AND CONTACT YOUR ADVISOR BEFORE SIGNING UP FOR CLASSES. FOR ADDITIONAL INFORMATION ON DEGREES AND LICENSURE, SEE THE WEBSITE AT [HTTP:// ACADEMICS.UWW.EDU/LIBMEDIA/](http://academics.uww.edu/libmedia/)

EMPHASIS AND ELECTIVES IF YOU SEEK AN INITIAL LIBRARY MEDIA SPECIALIST LICENSE: (CONSULT WITH YOUR ADVISOR AND SEE THE LICENSURE REQUIREMENT AT [HTTP://ACADEMICS.UWW.EDU/LIBMEDIA/](http://academics.uww.edu/libmedia/)

EMPHASIS:

LIBMEDIA 550 REFERENCE AND BIBLIOGRAPHY  
LIBMEDIA 654 LIBRARY MEDIA CENTER ADMINISTRATION  
LIBMEDIA 793E SUPERVISED ELEMENTARY LIBRARY PRACTICUM

LIBMEDIA 793S SUPERVISED SECONDARY LIBRARY PRACTICUM

ELECTIVES:

LIBMEDIA 543 ADOLESCENT LITERATURE & RELATED MEDIA  
LIBMEDIA 551 BUILDING MEDIA COLLECTIONS  
LIBMEDIA 634 INSTRUCTIONAL TECHNOLOGY  
LIBMEDIA 640 DEVELOPING LIBRARY/MEDIA SKILLS  
LIBMEDIA 651 CLASSIFICATION AND CATALOGING  
EARLYCHD 561 CHILDREN'S LITERATURE

EMPHASIS AND ELECTIVES IF YOU HAVE AN INITIAL LIBRARY MEDIA SPECIALIST LICENSE AND ARE COMPLETING THE REQUIREMENTS FOR THE 902 LIBRARY MEDIA SPECIALIST LICENSE (CONSULT WITH YOUR ADVISOR AND SEE THE LICENSURE REQUIREMENT AT [HTTP://ACADEMICS,UWW.EDU/LIBMEDIA/](http://academics.uww.edu/libmedia/)

EMPHASIS:

LIBMEDIA 641 COMPUTER APPLICATIONS IN LIBRARY & MEDIA CENTER  
LIBMEDIA 751 ADMINISTRATION OF EDUCATIONAL MEDIA PROGRAMS  
LIBMEDIA 756 INFORMATION, VIRTUAL LIBRARIES & THE INTERNET  
LIBMEDIA 715 CURRENT TRENDS IN K-12 LITERATURE & RELATED MEDIA

ELECTIVES:

LIBMEDIA 638 TEACHING AND LEARNING VIA VIDEO AND ACROSS DISTANCES  
LIBMEDIA 754 ADVANCED DESIGN & PRODUCTION OF INSTRUCTIONAL MATERIALS  
LIBMEDIA 755 HYPERMEDIA IN SCHOOL LIBRARY MEDIA & TECHNOLOGY PROGRAMS  
EDFOUND 752 INSTRUCTIONAL DESIGN  
LIBMEDIA 793E SUPERVISED ELEMENTARY LIBRARY PRACTICUM

LIBMEDIA 793S SUPERVISED SECONDARY LIBRARY PRACTICUM

EMPHASIS AND ELECTIVES IF YOU SEEK A 903 INSTRUCTIONAL TECHNOLOGY SPECIALIST LICENSE:  
(CONSULT WITH YOUR ADVISOR AND SEE THE LICENSURE REQUIREMENT AT  
[HTTP://FACSTAFF.UWW.EDU/LIBMEDIA/903\\_LICENSE.HTML](http://FACSTAFF.UWW.EDU/LIBMEDIA/903_LICENSE.HTML))

EMPHASIS:

LIBMEDIA 641 COMPUTER APPLICATION IN THE LIBRARY & MEDIA CENTER  
LIBMEDIA 751 ADMINISTRATION OF EDUCATIONAL MEDIA PROGRAMS  
LIBMEDIA 756 INFORMATION, VIRTUAL LIBRARIES & THE INTERNET  
EDFOUND 752 INSTRUCTIONAL DESIGN

ELECTIVES:

ITBE 778 NETWORK ADMINISTRATION FOR THE END USER  
LIBMEDIA 638 TEACHING & LEARNING VIA VIDEO ACROSS DISTANCES  
LIBMEDIA 755 HYPERMEDIA SCHOOL LIBRARY MEDIA & TECHNOLOGY PROGRAMS  
CIGENRL 754 EDUCATIONAL SOFTWARE IMPLEMENTATION K-12

CHOOSE ONE OF THE FOLLOWING:

LIBMEDIA 754 ADVANCED DESIGN AND PRODUCTION  
CIGENRL 676 CURRENT TOPICS IN INSTRUCTIONAL COMPUTING  
CIGENRL 716 INTEGRATING SOFTWARE & TECHNOLOGY THE READING & EARLY CHILD CURRICULUM  
EDFOUND 681 HUMAN ABILITIES AND LEARNING

AND CHOOSE ONE FROM:

BSEDCNA 772 BUSINESS TECHNOLOGIES  
MANAGEMENT 721 ORGANIZATIONAL BEHAVIOR  
CIGENRL 735 MANAGING AND IMPLEMENTING INSTRUCTIONAL COMPUTING PROGRAMS

E. PROFESSIONAL DEVELOPMENT EMPHASIS

SELECT 12 UNITS FROM AREAS RELATED TO PROFESSIONAL DEVELOPMENT THAT ADDRESS GOAL STATEMENT. GOALS AND COURSE SELECTIONS MUST BE APPROVED BY ADVISOR. AT LEAST 50% OF THE EMPHASIS COURSE WORK MUST BE AT THE 700 LEVEL.

F. TECHNOLOGY ENHANCED EDUCATION EMPHASIS

1. CIGENRL 676 CURRENT TOPICS IN INSTRUCTIONAL COMPUTING
2. CIGENRL 735 MANAGING AND IMPLEMENTING INSTRUCTIONAL COMPUTING PROGRAMS
3. CIGENRL 754 EDUCATIONAL SOFTWARE IMPLEMENTATION K-12
4. ONE COURSE FROM:  
LIBMEDIA 751 ADMINISTRATION OF EDUCATIONAL MEDIA PROGRAMS  
LIBMEDIA 754 ADVANCED DESIGN AND PRODUCTION OF INSTRUCTIONAL MATERIALS  
LIBMEDIA 755 HYPERMEDIA IN SCHOOL LIBRARY MEDIA AND TECHNOLOGY PROGRAMS  
LIBMEDIA 756 INFORMATION, VIRTUAL LIBRARIES & THE INTERNET  
CIGENRL 677 TELECOMMUNICATIONS FOR EDUCATORS  
CIGENRL 752 MICROCOMPUTER APPLICATIONS IN THE CLASSROOM

OTHER TECHNOLOGY COURSES SELECTED WITH ADVISOR

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**READING DEGREE PROGRAM (M.S.E.)**

The Master of Science in Education (M.S.E.) Degree is offered in Reading to prepare teachers to provide special services in reading at the elementary and secondary level, and to license students as reading teachers (316) and/or as reading specialists (317).

The curriculum is designed to develop an advanced understanding of philosophies, models and theories relevant to literacy development and its teaching in grades PreK-12. Students will develop skills in selecting and administering a variety of authentic assessment instruments, interpreting the results, and planning implementation strategies for improving reading progress of students in elementary and secondary education settings.

**Program Coordinator:**

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## Additional Admission Requirements:

Applicants must be eligible for a Wisconsin license to teach.

**Degree Requirements:**

Thirty-four units of course work and a comprehensive examination or a thesis. Course requirements are given below. However, a specific program of study should be planned by students in consultation with their adviser in order to meet State requirements for reading teacher or reading specialist licensure.

## READING (M.S.E.)

## READING SEQUENCE - 25 UNITS

1. READING 764 DEVELOPMENTAL READING IN THE ELEMENTARY SCHOOL and  
READING 768 DEVELOPMENTAL READING IN THE SECONDARY SCHOOL

2. READING 766 DIAGNOSIS AND TREATMENT OF READING DISABILITIES (K-6)  
and  
READING 767 DIAGNOSIS AND TREATMENT OF READING DISABILITIES 7-12

3. CIFLD 793 PRACTICUM (ELEMENTARY)  
and  
CIFLD 793 PRACTICUM (SECONDARY)

4. SELECT 1 GROUP FROM THOSE LISTED BELOW:

a. READING 771 PLANNING AND IMPLEMENTING READING PROGRAMS  
READING 772 READING IN THE CONTENT AREAS  
READING 773 RESEARCH RELATED TO THE TEACHING OF READING and  
CIFLD 774 FIELD EXPERIENCE IN READING PROGRAMS

b. SELECT 9 UNITS OF ELECTIVES WITH CONSENT OF ADVISER

## READING RELATED REQUIREMENT - 3 UNITS

## SELECT 3 UNITS FROM COURSES

CIGENRL 716 INTEGRATING SOFTWARE & TECH: READING/ EARLY CHILDHOOD CURRICULUM

CIGENRL 720 ADVANCED TECHNIQUES IN THE TEACHING LANGUAGE ARTS & ENGLISH

READING 774 EMERGENT LITERACY

READING 775 SYMPOSIUM IN READING EDUCATION

CIGENRL (EDADMIN) 769 SUPERVISION OF INSTRUCTION

EARLYCHD 561 CHILD LITERATURE

CIGENRL 799 THESIS RESEARCH

ENGLISH (SECNDED 720) TEACHING WRITING

ENGLISH 730 TEACHING LITERATURE

## HUMANISTIC AND BEHAVIORAL STUDIES - 3 UNITS

## SELECT 3 UNITS FROM COURSES

EDFOUND 681 HUMAN ABILITIES & LEARNING

CIGENRL 635 LANGUAGE ACQUISITION FOR THE BILINGUAL CHILD

CIGENRL (EDFOUND) 723 SEMINAR: ISSUES, PERSPECTIVES, AND DIRECTIONS: A PROFESSIONAL SEMINAR IN EDUCATION

CIGENRL (EDADMIN) 725 CURRICULUM DEVELOPMENT & INTEGRATION

EARLYCHD 714 CURRENT ISSUES IN EARLY CHILDHOOD EDUCATION

EARLYCHD 715 CHILDREN IN CRISIS

RESEARCH COURSE - 3 UNITS

EDFOUND 740 TECHNIQUES OF RESEARCH or

EDFOUND 780 READING, ANALYZING, AND EVALUATING EDUCATIONAL RESEARCH

**To** (to be listed in catalog and on AR)

The Master of Science Education in Professional Development (MSE-PD) provides individuals with advanced academic work focused on the improvement of teaching and learning. The program is designed to develop skills and knowledge in the three core areas of research, practice, and voice in the profession through a sequence of courses and individually guided activities that culminate in a substantial capstone project. Please note: Meeting all requirements for specific licenses or emphasis area options may necessitate exceeding thirty credits required for degree.

Emphasis areas with specific license programs might necessitate additional credits to complete.

#### **EMPHASIS AREAS INCLUDE:**

**Art Education** – This emphasis is designed for students who wish to work on professional goals related to art education.

**Alternative Education** – This emphasis is designed for students who already have a license in another area and want to obtain the Wisconsin Alternative Education license. *Applicants for admission to this emphasis area must hold or be eligible for a regular teaching license in the State of Wisconsin for teaching in a public school. Exceptions to this policy may be made by the program coordinator on a case-by-case basis.\**

**Curriculum and Instruction** – This emphasis will allow students to identify a specific set of goals for their own professional development as a focus for study. For example, students may pursue an individualized plan related to specific educational levels (e.g., post-secondary or early childhood), teaching specific subjects (e.g., science or history), or selected Wisconsin Standards for Teacher Development and Licensure.

**Educational Leadership** – This emphasis is intended to provide students with some of the theory behind the practice of educational leadership. It is designed for students who have an interest in educational leadership, but do not seek an administrative license at the present time. Students who later decide to obtain the administrative license may apply to the UW-Whitewater/UW-Madison Cooperative Program in Educational Leadership (<http://www.uww.edu/gradstudies/edleadership/>) for licensure only. Eighteen of the units in the MSE PD emphasis in Educational Leadership may be applied toward the co-op licensure-only program.

**ESL/Bilingual Education** – This emphasis is designed for students who already have a license in another area and want to obtain ESL/Bilingual licensure. *Applicants for admission to this emphasis area must hold or be eligible for a regular teaching license in the State of Wisconsin for teaching in a public school. Exceptions to this policy may be made by the program coordinator on a case-by-case basis.\**

**Health, Human Performance and Recreation** - This emphasis is designed to enhance knowledge, abilities and qualifications of professionals in the areas of Health, Human Performance and Recreation. The emphasis is offered with either a thesis option or a practicum option. Program-specific professional core courses and sections are required for this emphasis area. Consult with an advisor prior to enrolling in any course.

**Health, Physical Education and Coaching** – This emphasis is designed to enhance teachers' knowledge and skill related to health, physical education, and/or coaching.

**Information, Technology and Libraries** – This emphasis enhances the professional development of those interested in becoming information and technology leaders in the schools. It is designed to prepare professionals who are well rounded in digital and information technology. It will allow them to complete most of the requirements for the initial school library media specialist license, or all of the requirements for the professional level license (Wisconsin 902). *Applicants for admission to this emphasis area must hold or be eligible for a regular teaching license in the State of Wisconsin for teaching in a public school. Exceptions to this policy may be made by the program coordinator on a case-by-case basis.\**

**Reading** – This emphasis is designed to prepare licensed teachers to provide special services in reading at the elementary and secondary level and to license students as reading teachers (Wisconsin 316) and/or as reading specialists (Wisconsin 17). *Applicants for admission to this emphasis area must hold or be eligible for a regular teaching license in the State of Wisconsin for teaching in a public school. Exceptions to this policy may be made by the program coordinator on a case-by-case basis.\** The curriculum is designed to develop an advanced understanding of philosophies, models and theories relevant to literacy development and its teaching in grades PreK-12. Students will develop skills in selecting and administering a variety of authentic instruments, interpreting the results, and planning implementation strategies for improving reading progress of students in elementary and secondary education settings.

#### **CURRICULUM**

The program consists of a common core of twelve units and an emphasis of eighteen units. Students begin with two courses taken either at the same time or one after the other (EDFOUND/CIGENRL 723 and EDFOUND 780) to gain a broad grounding in graduate study and educational research. They then start taking eighteen units of emphasis course work following a program plan developed in consultation with an emphasis advisor. After completing EDFOUND/CIGENRL 723, EDFOUND 780 and at least 9 units of emphasis coursework, students enroll simultaneously in EDUINDP 724 and one unit of supervised study (EDUINDP 726) with the emphasis advisor. This combination is designed to prepare students for their capstone experience. By the end of the semester, they will have planned the capstone experience thoroughly, started the project, and written the equivalent of the first three chapters of a capstone report. Students then finish the rest of the eighteen-unit emphasis. The semester before enrolling in EDUINDP 789, students enroll in one more unit of supervised study (EDUINDP 727) to finish the writing and prepare for the assessment. The program ends with a capstone experience designed to demonstrate the interconnectedness of research, practice and voice in professional development. The experience will be jointly assessed by the supervisor, their advisor, and the capstone seminar instructor.

Some emphasis areas are individualized based on the student's own professional development goals. These individualized emphases all consist of eighteen units planned with the advisor at the start of the program. The course work in other emphases, however (ESL/Bilingual, Information Technology and Libraries, Alternative Education, and Reading) is based on specific licensure requirements set by the Wisconsin Department of Public Instruction and may include up to twenty-four units. Students in these emphases may also need to complete requirements beyond their course work such as portfolios and examinations in order to obtain the licenses they seek. Students in the licensure emphases area advised of these requirements no later than the time of admission. Like all students in the program, they complete a program plan in consultation with the emphasis advisor at the start of the program.

**Program Coordinator:**

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**Additional Admission Requirements:**

\* Some emphasis areas require eligibility for a regular teaching license in Wisconsin. Exceptions, in some programs, may be made by the program coordinator for applicants with an adequate knowledge base in education who either (1) have a minimum of two years of teaching experience in a school or (2) are employed outside of school in a position with duties determined by the coordinator to be instructional in nature. Individuals admitted as exceptions under the latter criterion may be limited to specifically designated emphases. Please check with specific emphasis area requirements and your advisor prior to enrolling in any coursework.

**Degree Requirements:**

1. In addition to satisfying all other Graduate School requirements for a degree, students must complete a minimum of 30 units of course work including (1) a thesis or (2) a capstone project. Students who choose to write a thesis must complete at least three units of Thesis Research; and those who choose to do a capstone project must complete the Capstone Project Seminar (EDUINDP 789) in the final semester of enrollment in the program.
2. All degree candidates will be required to complete EDFOUND/CIGENRL 723 and EDFOUND 780 within the first six units after being admitted to the program.
3. Students will submit a Capstone Project Proposal as partial fulfillment of EDUINDP 724 and EDUINDP 726. It is recommended that students enroll in these courses after completing approximately 15 units in the program. An approved proposal, signed by the advisor, must be filed with the program coordinator prior to enrolling in EDUINDP 789.
4. At least half of the graduate work in the degree program must be completed in courses numbered 700 or higher.

**MASTER OF SCIENCE IN EDUCATION - PROFESSIONAL DEVELOPMENT (MSE-PD)**

**PROFESSIONAL CORE – 12 UNITS**

1. EDFOUND/CIGENRL 723

- ISSUES PERSPECTIVES & DIRECTIONS: A PROFESSIONAL SEMINAR IN EDUCATION
2. EDFOUND 780  
READING ANALYZING AND EVALUATING EDUCATIONAL RESEARCH
  3. EDUINDP 724  
PLANNING FOR CHANGE: SEMINAR IN RESEARCH, PRACTICE AND VOICE
  4. EDUINDP 726  
CAPSTONE ADVISING I: PROJECT PLANNING AND REVIEW OF LITERATURE
  5. EDUINDP 727  
CAPSTONE ADVISING II: DATA COLLECTION AND ANALYSIS

AND

EDUINDP 789  
CAPSTONE PROJECT SEMINAR

OR

EDUINDP/READING/CIGENRL/HEALTHED/PEPROF/RECREATN 799  
THESIS RESEARCH

EMPHASIS – 18 UNITS IN CONSULTATION WITH ADVISOR IN ONE OF THE FOLLOWING AREAS. SOME EMPHASIS AREAS MAY REQUIRE ADDITIONAL CREDITS FOR LICENSURE:

A. ART EDUCATION

EMPHASIS AND ELECTIONS OPTIONS ARE TO BE SELECTED WITH ADVISOR DURING THE FIRST 6 UNITS OF THE PROGRAM. PLEASE SEE THE PROGRAM WEBSITE FOR ADDITIONAL INFORMATION: [HTTP://WWW.UWW.EDU/COE/ADVISING/GRAD/ARTEDUCATION.HTML](http://www.uww.edu/coe/advising/grad/arteducation.html)

1. EMPHASIS (6 UNITS):

CIGENRL 721  
TRENDS IN ART EDUCATION  
CIGENRL 755  
CURRICULUM CONCERNS IN ART EDUCATION

2. SELECT AN ADDITIONAL 12 UNITS IN CONSULTATION WITH AN ADVISOR BASED ON PROGRAM GOALS

B. ALTERNATIVE EDUCATION

EMPHASIS AND ELECTIONS OPTIONS ARE TO BE SELECTED WITH ADVISOR DURING THE FIRST 6 UNITS OF THE PROGRAM. PLEASE SEE THE PROGRAM WEBSITE FOR ADDITIONAL INFORMATION: [HTTP://WWW.UWW.EDU/COE/ADVISING/GRAD/ALTEDLICENSURE.HTML](http://www.uww.edu/coe/advising/grad/altedlicensure.html)

1. EMPHASIS (8 UNITS TO BE TAKEN IN THE FOLLOWING ORDER):

SECEND 705  
REPRESENTATIONS OF LEARNING  
SECEND 706  
LEARNING AND DIVERSITY  
SECEND 708  
THE MARGINALIZED LEARNER  
SECEND 709  
LEARNING FOR EMPOWERMENT

2. SELECT AN ADDITIONAL 10 UNITS IN CONSULTATION WITH AN ADVISOR BASED ON PROGRAM GOALS

C. CURRICULUM AND INSTRUCTION

SELECT 18 UNITS IN CONSULTATION WITH ADVISOR BASED ON PROGRAM GOALS DURING THE FIRST 6 UNITS OF THE PROGRAM. SELECTIONS MUST BE APPROVED BY THE ADVISOR.

D. EDUCATIONAL LEADERSHIP

COMPLETE 12 UNITS IN THE EMPHASIS AND 6 UNITS FROM THE ELECTIVES LIST. SELECTIONS MUST BE APPROVED BY THE ADVISOR DURING THE FIRST 6 UNITS OF THE PROGRAM. NOTE: "ELPA" COURSES ARE UW-MADISON COURSES TAUGHT BY THE EDUCATIONAL LEADERSHIP AND POLICY ANALYSIS DEPARTMENT FACULTY ON THE UW-WHITEWATER CAMPUS. STUDENTS WISHING TO TAKE THESE COURSES MUST ENROLL AT UW-MADISON AS A SPECIAL STUDENT AND APPLY FOR TRANSFER OF CREDITS TO UW-WHITEWATER. PLEASE CONSULT WITH ADVISOR PRIOR TO COMPLETING THIS PROCESS.

1. EMPHASIS (12 UNITS):

- EDADMIN 728  
INTRODUCTION TO ELEMENTARY AND SECONDARY ADMINISTRATION
- EDADMIN 769  
SUPERVISION OF INSTRUCTION
- EDADMIN/CIGENRL 725  
CURRICULUM DEVELOPMENT AND INTEGRATION
- EDADMIN 776  
THE PRINCIPALSHIP

2. SELECT 6 UNITS FROM THE FOLLOWING IN CONSULTATION WITH ADVISOR:

- SCHLBUS 770  
SCHOOL FINANCE AND ACCOUNTING
- EDADMIN 734  
SCHOOL AND COMMUNITY RELATIONS
- ELPA 735  
STUDENT SERVICES AND DIVERSITY IN ELEM/SEC EDUCATION
- ELPA 840  
LEGAL ASPECTS OF ELEM/SEC EDUCATION
- ELPA 847  
INSTRUCTIONAL LEADERSHIP AND SCHOOL IMPROVEMENT
- ELPA 848  
PROFESSIONAL DEVELOPMENT AND ORGANIZATIONAL LEARNING

E. ENGLISH AS A SECOND LANGUAGE/BILINGUAL EDUCATION

COURSES FOR THIS EMPHASIS ARE DETERMINED BASED ON CURRENT TEACHING LICENSE(S) HELD AND NEW LICENSE(S) SOUGHT. EMPHASIS-SPECIFIC PROFESSIONAL CORE COURSES AND SECTIONS MAY BE REQUIRED FOR THIS EMPHASIS AREA. CONSULT WITH AN ADVISOR PRIOR TO ENROLLING IN ANY COURSE. ADDITIONAL UNITS BEYOND THE MINIMUM MAY BE REQUIRED FOR LICENSURE. ADDITIONAL INFORMATION REGARDING PROGRAM AND LICENSURE REQUIREMENTS CAN BE FOUND AT: [HTTP://WWW.UWW.EDU/COE/ADVISING/GRAD/ESLBE.HTML](http://www.uww.edu/coe/advising/grad/eslbe.html)

1. SELECT 15 TO 21 UNITS IN CONSULTATION WITH ADVISOR FROM THE FOLLOWING:

- CIGENRL/ESL 550  
INTRODUCTION TO ESL/BILINGUAL EDUCATION
- CIGENRL/ESL 510  
SURVEY OF EDUCATIONAL LINGUISTICS
- CIGENRL/ESL 530  
TEACHING ENGLISH GRAMMAR IN THE ESL/BILINGUAL EDUCATION CLASSROOM
- CIGENRL/ESL 603  
ESL METHODS AND CURRICULUM
- CIGENRL/ESL 605  
ASSESSMENT IN THE ESL/BILINGUAL CLASSROOM
- CIGENRRRL/ESL 655  
TEACHING CONTENT IN THE BILINGUAL CLASSROOM
- CIGENRL/ESL 520  
THE SPOKEN LANGUAGE AND DISCOURSE ANALYSIS

2. CIFLD 793 PRACTICUM: ESL

F. HEALTH, HUMAN PERFORMANCE AND RECREATION EMPHASIS

1. SELECT 15 UNITS FROM AREAS OF HEALTH, HUMAN PERFORMANCE AND/OR RECREATION IN CONSULTATION WITH ADVISOR THAT ADDRESS GOAL STATEMENT. GOALS AND COURSE SELECTIONS MUST BE APPROVED BY ADVISOR.

2. COMPLETE THE THESIS OPTION WITH 3-6 UNITS OF HEALTHED/PEPROF/RECREATN 799 OR THE PRACTICUM OPTION WITH 6-12 UNITS OF HEALTHED/PEPROF/RECREATN 793. ADDITIONAL UNITS BEYOND THE MINIMUM FOR DEGREE ARE REQUIRED FOR THE PRACTICUM OPTION.

G. HEALTH, PHYSICAL EDUCATION AND COACHING EMPHASIS

SELECT 18 UNITS FROM AREAS OF HEALTH, PHYSICAL EDUCATION AND/OR COACHING IN CONSULTATION WITH ADVISOR THAT ADDRESS GOAL STATEMENT. GOALS AND COURSE SELECTIONS MUST BE APPROVED BY ADVISOR.

H. INFORMATION, TECHNOLOGY AND LIBRARIES

COURSES FOR THIS EMPHASIS ARE DETERMINED BASED CURRENT TEACHING LICENSE(S) HELD AND NEW LICENSE(S) SOUGHT. SELECT 18 UNITS IN CONSULTATION WITH ADVISOR PRIOR TO ENROLLING IN ANY COURSE. ADDITIONAL COURSEWORK OUTSIDE THE DEGREE MAY BE NECESSARY FOR LICENSURE. ADDITIONAL INFORMATION REGARDING EMPHASIS AREAS AND LICENSURE REQUIREMENTS CAN BE FOUND AT: [HTTP://ACADEMICS.UWW.EDU/LIBMEDIA](http://academics.uww.edu/libmedia).

EMPHASIS IF YOU SEEK AN INITIAL LIBRARY MEDIA SPECIALIST LICENSE:

1. EMPHASIS (12 UNITS):

- LIBMEDIA 550  
REFERENCE AND BIBLIOGRAPHY
- LIBMEDIA 654  
LIBRARY MEDIA CENTER ADMINISTRATION
- LIBMEDIA 793E  
SUPERVISED ELEMENTARY LIBRARY PRACTICUM
- LIBMEDIA 793S  
SUPERVISED SECONDARY LIBRARY PRACTICUM

2. SELECT 6 UNITS FROM THE FOLLOWING IN CONSULTATION WITH ADVISOR. ALL ARE REQUIRED FOR LICENSURE:

- LIBMEDIA 543 OR ENGLISH 310  
ADOLESCENT LITERATURE & RELATED MEDIA
- LIBMEDIA 551  
BUILDING MEDIA COLLECTIONS
- LIBMEDIA 634  
INSTRUCTIONAL TECHNOLOGY
- LIBMEDIA 640  
DEVELOPING LIBRARY/MEDIA SKILLS
- LIBMEDIA 651  
CLASSIFICATION AND CATALOGING
- EARLYCHD 562  
CHILDREN'S LITERATURE

EMPHASIS IF YOU HAVE AN INITIAL LIBRARY MEDIA SPECIALIST LICENSE AND ARE COMPLETING THE REQUIREMENTS FOR THE 902 PROFESSIONAL LEVEL LIBRARY MEDIA SPECIALIST LICENSE:

1. EMPHASIS (12 UNITS):

- LIBMEDIA 641  
COMPUTER APPLICATIONS IN LIBRARY & MEDIA CENTER
- LIBMEDIA 751  
ADMINISTRATION OF EDUCATIONAL MEDIA PROGRAMS
- LIBMEDIA 756  
INFORMATION, VIRTUAL LIBRARIES & THE INTERNET
- LIBMEDIA 715  
CURRENT TRENDS IN K-12 LITERATURE & RELATED MEDIA

2. SELECT 6 UNITS FROM THE FOLLOWING IN CONSULTATION WITH ADVISOR:

LIBMEDIA 638  
 TEACHING AND LEARNING VIA VIDEO AND ACROSS DISTANCES  
 LIBMEDIA 754  
 ADVANCED DESIGN & PRODUCTION OF INSTRUCTIONAL MATERIALS  
 LIBMEDIA 755  
 HYPERMEDIA IN SCHOOL LIBRARY MEDIA & TECHNOLOGY PROGRAMS  
 EDFOUND 752  
 INSTRUCTIONAL DESIGN  
 LIBMEDIA 793E  
 SUPERVISED ELEMENTARY LIBRARY PRACTICUM  
 LIBMEDIA 793S  
 SUPERVISED SECONDARY LIBRARY PRACTICUM

I. READING

EMPHASIS-SPECIFIC PROFESSIONAL CORE COURSES AND SECTIONS ARE REQUIRED FOR THIS EMPHASIS AREA. CONSULT WITH AN ADVISOR PRIOR TO ENROLLING IN ANY COURSE. ADDITIONAL UNITS BEYOND THE MINIMUM ARE REQUIRED FOR STUDENTS SEEKING THE READING SPECIALIST (17) LICENSE IN ADDITION TO THE READING TEACHER (316) LICENSE. ADDITIONAL INFORMATION REGARDING PROGRAM AND LICENSURE REQUIREMENTS CAN BE FOUND AT: [HTTP://WWW.UWW.EDU/GRADSTUDIES/CATALOG0406/READING.PHP](http://www.uww.edu/gradstudies/catalog0406/reading.php)

1. EMPHASIS:

READING 764  
 DEVELOPMENTAL READING IN THE ELEMENTARY SCHOOL  
 READING 772  
 READING IN THE CONTENT AREAS  
 READING 766  
 DIAGNOSIS AND TREATMENT OF READING DISABILITIES (K-6)  
 READING 767  
 DIAGNOSIS AND TREATMENT OF READING DISABILITIES (7-12)  
 CIFLD 793  
 PRACTICUM (ELEMENTARY)  
 CIFLD 793  
 PRACTICUM (SECONDARY)  
 CIGENRL 799  
 THESIS RESEARCH

2. READING 773  
 RESEARCH RELATED TO THE TEACHING OF READING  
 OR

SELECT TWO UNITS OF ELECTIVES IN CONSULTATION WITH AN ADVISOR

**2. Relationship to mission and strategic plan of institution, and/or college and department goals and objectives:**

See below

**3. Rationale:**

See below

**4. Cost Implications: No cost or staffing implications**

The MSE-PD is an evolution of past master's degree offerings in the College of Education at UW-Whitewater. Prior to the MS C&I and the MSE Reading, the College offered the Elementary Education Emphasis within the MSE program; the Master of Arts in Teaching (MAT) and Master of Science in Teaching (MST) programs in various subjects; and the Master of Education in Professional Development (MEPD). Recent Audit and Reviews of the MS

C&I and MSE Reading have shown a distinct need for change based on low enrollment and difficulty offering a full array of elective courses. Several constituent surveys were completed in the spring of 2006 that indicated student desire for fewer credit hours, more flexibility, increased content and predictability of offerings. In addition, surveys indicated our current program strengths: emphasis on practice, transfer credit ability, faculty specialization and the capstone experience. During the summer of 2006 representative faculty met to design a new program based on these and other identified needs. The resulting program suggested a combination of the two existing degrees into a new more streamlined and relevant MSE-PD. The combined program supports the mission and strategic plan of the college in multiple ways – including, but not limited to, a possible capstone experience in international education.

### Description

The MSE-PD is designed for educators and school professionals who want to improve practice, better understand and utilize research, and develop a more resonant “professional voice.” The twenty program outcomes are broken down into areas “voice, research and practice”. The matrix at end explains how each of these key outcomes are assessed in the core program courses.

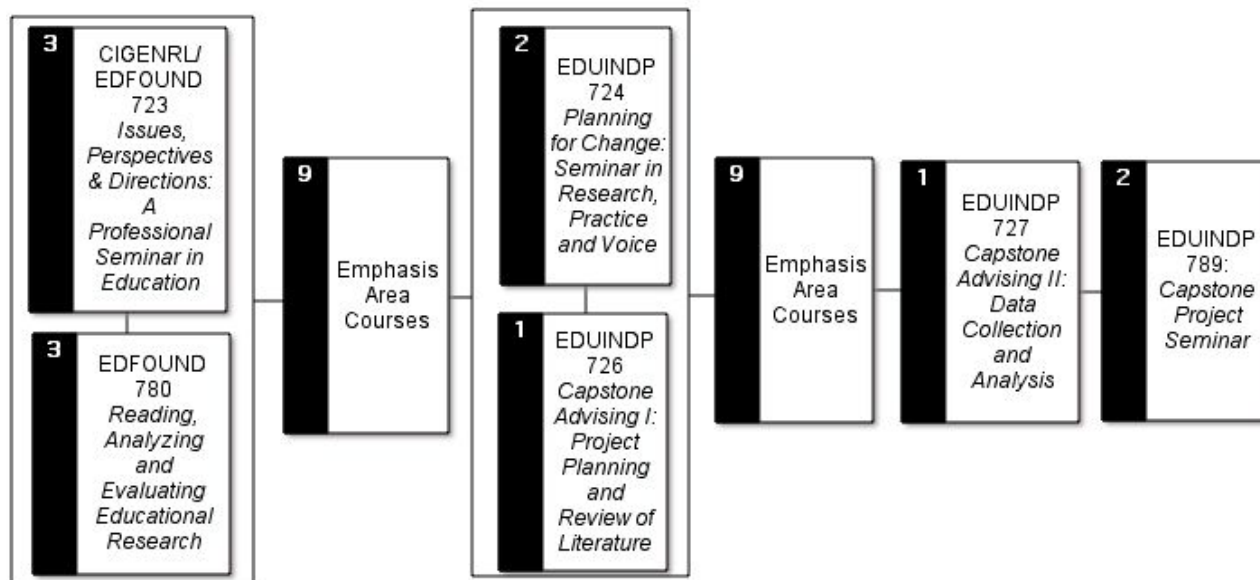
### Curriculum

The program consists of a common core of twelve units and an emphasis of eighteen units. Students wishing to complete a teaching license as part of the degree may be required to take more than the thirty credits required for the degree depending upon current license(s) held and new license(s) being sought. Students begin with two courses taken either at the same time or one after the other (EDFOUND/CIGENRL 723 and EDFOUND 780) to gain a broad grounding in graduate study and educational research. They then start taking eighteen credits of emphasis course work following a program plan developed in consultation with an emphasis advisor. After completing about fifteen credits, students enroll simultaneously in EDUINDP 724 and one credit of supervised study (EDUINDP 726) with the emphasis advisor. This combination is designed to prepare students for their capstone experience. By the end of the semester, they will have planned the capstone experience thoroughly, started the project, and written the equivalent of the first three chapters of a capstone report. Students then finish the rest of the eighteen-credit emphasis. The semester before enrolling in EDUINDP 789, students enroll in one more credit of supervised study (EDUINDP 727) to finish the writing and prepare for the assessment. The program ends with a capstone experience designed to demonstrate the interconnectedness of research, practice and voice in professional development. The experience will be jointly assessed by the supervisor, their advisor, and the capstone seminar instructor.

Some emphasis areas are individualized based on the student’s own professional development goals. These individualized emphases all consist of eighteen credits planned with the advisor at the start of the program. The course work in other emphases, however (ESL/Bilingual, Information Technology and Libraries, Alternative Education, and Reading) is based on specific licensure requirements set by the Wisconsin Department of Public Instruction and may include up to twenty-four credits. Students in these emphases may also need to complete requirements beyond their course work such as portfolios and examinations in order to obtain the licenses they seek. Students in the licensure emphases area advised of these requirements no later than the time of admission. Like all students in the program, they complete a program plan in consultation with the emphasis advisor at the start of the program.

EXAMPLE OF PROGRAM LAYOUT FOR SAMPLE EMPHASIS AREA:

# MSE PD Curriculum and Instruction Emphasis



## MSE Program Outcomes Matrix

C = outcome is part of course but not formally assessed, c = outcome introduced or touched upon in course  
 X = outcome is assessed as part of course, x = outcome is partially assessed

VOICE	EDFOUND/ CIGENRL 723	EDFOUND 780	EDUINDP 724	EDUINDP 726	EDUINDP 727	EDUINDP 789
Provide evidence to indicate that they can function as an advocate for students and programs within and outside of the workplace.	c	c	c			x
Work as a change agent by leading and/or supporting workplace efforts to move towards a targeted improvement or goal.	c	c	C	C	C	x
Present evidence that they can communicate effectively in written, visual, oral, and technological formats to achieve desired outcomes in and outside of the school setting	c	X	x	X	X	X
Demonstrate an ability and commitment to engage in professional, collaborative relationships with parents, teachers, administrators, and others.	c		C	C	C	x
Demonstrate understanding of and commitment to the legal and ethical norms of their profession		c	X	X		X
RESEARACH	EDFOUND/ CIGENRL 723	EDFOUND 780	EDUINDP 724	EDUINDP 726	EDUINDP 727	EDUINDP 789
Identify a problem worthy of examination	C	C	X	X	X	X

Locate and critically read relevant educational research	C	X	X	X	X	X
Use technology effectively as an information-gathering tool	C	X	x	X	X	X
Distinguish appropriate uses for different types of literature	C	X	X	X	X	X
Analyze research on learning and teaching and apply it to practice	c	X,C	x	C	X	X
<b>PRACTICE</b>	<b>EDFOUND/ CIGENRL 723</b>	<b>EDFOUND 780</b>	<b>EDUINDP 724</b>	<b>EDUINDP 726</b>	<b>EDUINDP 727</b>	<b>EDUINDP 789</b>
Plan learning experiences that are informed by research and identified student needs		c	C		X	x
Evaluate their own assumptions, perspectives and values related to teaching and learning practice	C	c	x	C	x	X
Adjust their own practice by developing, testing and analyzing potential solutions to problems		C	x	C	x	X
Demonstrate a deeper content-related expertise	C		X	C	x	X
Create and implement a plan for ongoing professional development			x	C	X	X
Discuss the influence of social, political, historical, and economic conditions on educational practice	C,X		X	X	x	x
Use technologies appropriately, effectively and ethically in their professional practice	c		C	C	X	X
Demonstrate equitable treatment of and respect for all individuals	c		C	C	x	C