

MASTER OF SCIENCE IN EDUCATION - INSTRUCTIONAL LEADERSHIP

This program is designed to provide further professional development and skills to classroom teachers who are in the profession and already hold a teaching license. (Students may be accepted to this program without holding a valid teaching license at the discretion of the program director.) The program enables the teacher to improve classroom teaching skills and increase understanding of the process of education and the art of teaching. The program requires eighteen (18) semester hours of required courses and allows for fifteen (15) semester hours of coursework related to the teacher's interest areas. The total master's degree requires thirty-three (33) semester hours plus 3 zero credit portfolios to assess the progress of learning throughout the program.

Optional add-on WI DPI licensure track:

- Alternative Education

Program Learning Outcomes

1. Knowledge of Students - Accomplished educators draw on their knowledge of how students learn and develop in order to understand their students and guide curricular and instructional decisions.
2. Knowledge of Content and Curriculum - Accomplished educators draw on their knowledge of subject matter to establish goals and to facilitate student learning within and across the curriculum.
3. Learning Environment - Accomplished educators establish a caring, inclusive, stimulating, and safe school community where students can take intellectual risks, practice democracy, and work collaboratively and independently.
4. Technology and Instructional Resources - Accomplished educators are knowledgeable about and, where available, use current technologies and select, adapt and create engaging resources to promote student learning.
5. Knowledge of Teaching Practice - Accomplished educators create elegant and powerful approaches to instructional challenges and rely on their extensive pedagogical knowledge to make curricular decisions, select instructional strategies, develop instructional plans and formulate assessment plans.
6. Meaningful Learning - Accomplished educators require students to confront, explore, and understand important and challenging concepts, topics, and issues to improve skills in purposeful ways.
7. Assessment - Accomplished educators understand the strengths and weaknesses of different assessment methods, employ multiple methods of assessment, base their instruction on ongoing assessment, and encourage students to monitor and reflect on their own learning.
8. Reflective Practice - Accomplished educators regularly analyze, evaluate, reflect on, and strengthen the effectiveness and quality of their practice.
9. Family Partnerships - Accomplished educators work to involve families in their children's education, help the community understand

the role of the curriculum in today's world, and, to the extent possible, involve the community in support of instruction.

10. Contributions to the Profession - Accomplished educators work with colleagues to improve schools and to advance knowledge and practice in their field.
11. Christian Ethical Leadership - Accomplished educators model Christian servant leadership through consistent, moral, and ethical behaviors and, by example, inspire others to do likewise in their personal, professional, and community life.

Curriculum

| Code | Title | Hours |
|---|---|-----------|
| Required Courses (18 credits) | | |
| EDG 5310 | Human Learning and Motivation | 3 |
| EDG 5320 | Assessment for Learning | 3 |
| EDG 5315 | Instructional Strategies for Effective Teaching | 3 |
| EDG 5225 | Curriculum Leadership | 3 |
| EDG 5100 | Educational Research Methods | 3 |
| EDG 7345 | Instructional Leadership Capstone | 3 |
| or EDG 7600 | Graduate Education Thesis Seminar | |
| EDG 7326 | Instructional Leadership Portfolio I | 0 |
| EDG 7327 | Instructional Leadership Portfolio II | 0 |
| EDG 7328 | Instructional Leadership Portfolio III | 0 |
| Electives (Choose 15 credits) | | 15 |
| EDG 5200 | Disciplinary Literacy | |
| EDG 5230 | Improvement in Literacy Instruction | |
| EDG 5210 | Literature for Children K-12 | |
| EDG 5330 | The Adult Learner | |
| EDG 6505 | Language Development and Language Arts in Early Childhood Education | |
| EDT 6000 | Modalities of Digital Learning | |
| EDT 6030 | Applying Technology in Content Areas | |
| EDT 6040 | Multimedia for the Classroom | |
| EDG 5335 | Strategies for Teaching and Learning with Adults | |
| EDG 5505 | Developmentally Appropriate Assessment Practices in Early Childhood Education | |
| EDG 5600 | Educating Students at Risk | |
| EDG 5605 | Alternative Education | |
| EDG 6500 | Books & Pictures | |
| EDT 5000 | Digital Citizenship and Ethics | |
| EDT 5005 | Leadership, Collaboration, and Coaching | |
| EDT 5015 | Theories of Learning and Design | |
| EDT 5020 | Instructional Design | |
| Other electives as approved by program director | | |
| Total Hours | | 33 |

Plan

| Course | Title | Hours |
|-------------------|-----------------------------------|----------|
| Semester 1 | | |
| EDG 5225 | Curriculum Leadership | 3 |
| EDG 5310 | Human Learning and Motivation | 3 |
| EDG 7320 | Teaching and Learning Portfolio I | 0 |
| Hours | | 6 |

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Semester 2

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| COUN 5040 | Social Cultural Foundations in Counseling (or other elective) | |
| COUN 5130 | Trauma Counseling | 3 |
| EDG 5230 | Improvement in Literacy Instruction | 3 |
| EDG 7321 | Teaching and Learning Portfolio II | 0 |
| EDG 5320 | Assessment for Learning | 3 |
| EDG 5220 | Literacy Assessment for Instructors | 3 |
| EDG 5205 | Language and Literacy Development | 3 |
| Hours | | 15 |

Semester 3

| | | |
|--------------|---|----------|
| EDG 5315 | Instructional Strategies for Effective Teaching | 3 |
| EDG 7322 | Teaching and Learning Portfolio III | 0 |
| EDG 5320 | Assessment for Learning | 3 |
| Hours | | 6 |

Semester 4

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| EDG 5100 | Educational Research Methods | 3 |
| EDG 7600 or EDG 7340 | Graduate Education Thesis Seminar or Teaching and Learning Capstone | 3 |
| Hours | | 6 |
| Total Hours | | 33 |

Course options and schedule are subject to change.