

WISCONSIN LUTHERAN COLLEGE

GRADUATE STUDIES - MASTER OF ARTS

Course Descriptions

EDU 501 3 cr.

Writing a Professional Development Plan

The course assists beginning teachers in using student assessments and supervisor feedback to select two or more Wisconsin Educator Standards in addition to the faith-based components if required by the parochial schools on which to base a plan for Professional Development. The course also assists the beginning teacher in the development of a Professional Development Plan as outlined by PI 34.

EDU 511 3 cr.

Educating the Exceptional Individual

Study of individuals who have exceptional educational needs as defined by the state, the unique characteristics of the various disability areas, alternatives in providing the least restrictive educational environment, methods for teaching such children in the regular classroom, and the use of special referral system and processes.

Prerequisites: PSY 120.

EDU 521 3 cr.

Strategies for Instruction and Classroom Management w/Clinical

This course provides an examination of objectives, materials, and methods of planning for teaching on the early childhood through secondary levels. The primary emphasis is on lesson planning using the Modified Differentiated Lesson Plan and Common Core State Standards. The course includes secondary foci on effective classroom management and assessment strategies.

EDU 523 3 cr.

Nature and Needs of the Early Adolescent

This course examines middle school structure, curriculum, and methods. Physical, intellectual, and socio/emotional development issues are integrated as essential components of middle school instruction. Pre-Requisites: Course Work and 690/691

EDU 531 3 cr.

Content Area Literacy

Instruction in the teaching of reading and writing within the content areas on the elementary, middle, and secondary level. Consideration of the nature of the learner, the readability and scope of content area materials, diagnosis, remediation and enrichment activities as well as emphasis on the interactive processes of reading, writing and learning. Pre-Requisites: Pre-student teaching clinical is required for those seeking early adolescent/adolescent (EA/A) or wide-range certification (EC-A) as a part of this course.

EDU 551 3 cr.

Human Relations for Educators

A study of human and intergroup relations, values, life styles, and contributions of racial, cultural, and economic groups in American society, as well as the forces of racism, prejudice, and discrimination.

EDU 580 3 cr.

ECH Curriculum, Assessment, Methods, and Clinical

This course is intended to support and extend the early childhood knowledge base to experienced teachers and/or graduate students. Sensitivity to the multifaceted background of the participants drives the group and individualized components to assist toward early childhood licensure. Emphasis is placed on developmentally appropriate practices in regard to differentiation, assessment, family/community partnership, and scaffolding of principles of literacy acquisition. The examination of model programs, better curricular practices, and current issues, round out a well-grounded framework of this specialized area of teaching. (Clinical Required--Friday's as suggested option).

EDU 583 3 cr.

**Elementary Curriculum I & Clinical:
Reading and Social Studies**

A practical study of literary skills, objectives, methods, curriculum, and assessment as applied to the reading/language arts and social studies content areas; emphasis is on the theoretical best practices models that impact literacy instructional practices, including phonics, basic skill development, balanced literacy and cross-curricular applications. Research into assessment strategies that impact high performance expectations and achievements in literacy provides the anchor for the course. Clinical in an elementary/middle school literacy and social studies setting is required.

EDU 584 3 cr.

**Elementary Curriculum II & Clinical:
Science & Math**

A practical examination of the objectives, methods, skills, curriculum for teaching in the elementary/middle school setting. Students examine the nature of inquiry through cases of exemplary teaching practices, and research how children learn STEM content. This course introduces the concept of teacher research as it relates to action research and emphasizes the role of teachers as researchers of their own practices, experiences and contexts. Clinical in an elementary/middle school STEM setting is required.

EDU 585 3 cr.

Secondary Curriculum & Methods & Clinical

A practical examination of the objectives, methods, skills, curriculum for teaching in the major areas. Includes study of activity learning, materials, development and implementation of curriculum, evaluative methods and instructional strategies employed in the teaching of the middle/secondary major.

EDU 590 (SEMINAR) 1 cr.

**Instructional Supervision for Cooperating
Teachers and On-Site Supervisors**

The seminar provides an introduction to the basic principles of supervision of teacher candidates and administrative candidates as they apply to the on-site supervisor. The information and strategies are applied to placements at respective grade levels and district experiences.

EDU 591 1 cr.

**Special Topics - iPads in Math and Science
Instruction**

This special topics seminar identifies specialized content area needs in math and science and addresses them through the lens of mobile computing. Content focuses on hands-on application of general technology and content integration literacy through the use of the iPad and the Apps available to the system. Emphasis is also given to collaborative and assistive technologies for a digital age school.

EDU 597 2 cr.

Professional Development Experience

This combined theoretical-practice course is intended for those pursuing post-baccalaureate teacher certification as an initial license or as an add-on license. Participants overview professional literature, set professional teaching goals, design objectives that operationalize the goals. In-depth research on "Best Practices" provides the knowledge base for the teacher to implement strategies in the classroom. Application of assessment efforts determine whether growth in student learning has occurred as a result of these strategies. Pre-requisite: Admission to the post-bac certification program and permission of the Director of Certification.

EDU 601 3 cr.

**Education as a Change Agent
in a Diverse Society**

The course examines the role of education in the identification, planning, implementation, and assessment of change initiatives for improved student achievement, effective schools, and their impact on society. The impact of change on the individual, program, and academic organization is also studied. Participants explore research-based standards and practices for successful teaching and learning in diverse settings.

EDU 610 3 cr.
Advanced Educational Psychology

This course focuses on current and historical theories of learning, cognition, and motivation from a research perspective. Specific implications and applications of both learning and instruction related to these theories are discussed. Examples are drawn from educational case studies and problems at the classroom and instructional design level.

EDU 616 3 cr.
Introduction to Adult Learning

This course emphasizes the principles of adult learning, including the role of leadership as well as the role of the instructor in the adult learning process, and provides an understanding of adult human development; research into the application of adult learning techniques and procedures used in a variety of settings, organizations, and levels of experience is demonstrated through a culminating project/presentation.

EDU 617 3 cr.
Program Development and Design for Adult Learners

This course provides strategies and planning tools to design training initiatives for school or corporate development of its workers. Students will consider the goals, objectives, and educational needs of adult learners, as well as financial and transfer of learning objectives a training for an organization.

EDU 621 3 cr.
Curriculum Design and Technological Integration

Using a learning outcomes design model for curriculum and instruction, this course emphasizes the importance of identification of clear targets and goals for increased achievement. Curriculum integration and mapping techniques are examined and implemented as participants model the power of collaborative planning and individual reflection. A variety of timing and scheduling models and tools for integrating technology are explored.

EDU 622 3 cr.
Best Practice In High Performance Instructional Methodologies

An examination of policies, frameworks, taxonomies, and instructional strategies commonly utilized in high performing schools as well as those that have been correlated with demonstrated achievement gains in excess of adequate yearly progress. Successful completion of the course includes development of an instructional plan specifically designed to produce a measurable increase in average annual yearly progress for a defined group of students.

EDU 623 3 cr.
Coaching, Mentorship, and Instructional Leadership

Developmental supervisory practice, instructional mentoring, and blended coaching are woven together into a systematic framework comprising learning-focused instructional leadership. Techniques for observing, listening, reflecting, and data gathering are presented and practiced as tools for providing adult learners formative, standards-based feedback to improve student learning and strengthen instruction.

EDU 624 3 cr.
Assessment and Evaluation for Academic Success

Through examination of historical and contemporary perspectives and trends of assessment, this course establishes the value and purpose of assessment for the improvement and maximization of student learning and advancement of effective instruction in order to provide for and achieve high expectations for all learners. Assessment methods and uses, including self-assessment for learner and teacher, are explored and developed so that appropriate analysis, grading, record-keeping, reporting, and evaluation inform critical decision-making within the classroom and across the educational setting.

EDU 625 3 cr.
Professional Development and the Learning Community

Staff development is discussed from the perspective of the school as a learning community. Adult learning theory is explored and applied. Action research is presented as a framework for reflective professional practice toward organizational development. Participants develop an accountability framework to foster individual professional goal setting and attainment.

EDU 641 3 cr.
Special Topic in Earth Science with Lab

This course explores areas of scientific concepts associated with water, air, soil, geology, and ecology. May be repeated for different topics. Prerequisites: none unless specific to the particular topic.

EDU 642 3 cr.
Special Topic in Physical Science with Lab

This course provides an introduction to the science of astronomy through the use of original sources. May be repeated for different topics. Prerequisites: none unless specific to the particular topic.

EDU 643 3 cr.
Special Topic in Biological Science with Lab

A study of microbiology, molecular biology, and genetics; this course provides a special emphasis on modern biological techniques that can be accomplished in the middle school and secondary level classroom. May be repeated for different topics. Prerequisites: none unless specific to the particular topic.

EDU 644 3 cr.
Special Topic in Chemistry with Lab

This course explores molecular structure, equilibrium, thermodynamics, and organic/biochemistry. May be repeated for different topics. Prerequisites: none unless specific to the particular topic.

EDU 652 3 cr.
Foundations of Blended Learning

In 21st century organizations, digital literacy and problem solving are crucial as the next generation of students seek to possess these key employment skills. Learners examine how educational theory and best practices can be applied to the instructional design process for online and blended learning environments. Learners further examine the historical overview of the field of educational technology and participate on collaborative projects that challenge them with regard to the many aspects of educational technology and the underlying instructional design theories.

EDU 653 3 cr.
Emerging Instructional Technologies

Educational technology changes at remarkable pace. This course exposes learners to many of the emerging websites, applications, and programs that exist for classroom use and emphasizes commonalities that exist among various tools. As learners push themselves to learn and demonstrate how to use this ever-changing arsenal of tools, they develop the skills, knowledge, and attitudes needed by professionals in the field of educational technology. Learners recognize the importance of looking past the tool itself and instead focus on how that tool is being used in the learning process.

EDU 654 3 cr.
Adaptive and Assistive Technologies

This class concentrates on the technologies used to assist students with special learning challenges. This course exposes learners to the wide range of tools that help classroom teachers, special education instructors, administrators, parents, and IEP teams provide students access to appropriate educational opportunities through technological means in any learning environment.

EDU 655 3 cr.
Designing and Assessing Learning Environments

“Best practices in action” describes this project-based course. Learners are exposed to the fundamental principles of a variety of learning management systems (LMS) and work to build a practical e-learning environment that meets quality educational standards. Learners are further introduced to the skills associated with producing instructional audio and video for use in the classroom and over the internet and expected to apply this skills in the construction of their learning environment. Pre-requisite: EDU 652 Foundations of Blended Learning or permission of the dean.

EDU 658 3 cr.
Transforming Education with Google Apps

Transforming Education with Google Apps gives students, teachers, and administrators a practical experience in implementing and leveraging the power of Google Accounts and Google Chromebooks in an educational setting. The course covers curricular best practices and 21st century literacy and skills. Content focuses on hands-on application of cross-curricular literacy through the use of the Chromebook and Google Documents, and Apps available to the system. Emphasis is given to cloud computing and collaborative technologies for a digital age school.

EDU 681 3 cr.
Leadership, Change and Collaboration

This course seeks to have participants understand the vital role of leadership in an educational institutions, recognize the components of educational leadership, enumerate the benefits, characteristics and barriers of collaborative leadership, and gain the working knowledge necessary to lead the process of meaningful change.

EDU 682 3 cr.
Law and Ethics in Education

This course explores key education movements from a legal perspective. Court decisions and administrative policy that shape the modern education landscape are reviewed to identify the opportunities they provide as well as the limitations they impose. Education reform is presented from a perspective of safeguarding the needs and interests of students to advance society.

EDU 683 3 cr.
Transformative Leadership in Administration and School Culture

This course seeks to have participants understand the unique culture of a school and the specific roles leaders play in such an organization for the purpose of making the school not only a place where children learn, but also an organization dedicated to the continuous improvement in the fulfillment of its mission.

EDU 684 3 cr.
Entrepreneurship in Education

This course brings the principles of social entrepreneurship to bear on the field of education in light of best practices associated with leadership. The rapid pace of change in education in terms of technology, the growth of charter schools, new demands for post-secondary education, and shifting priorities are presented as opportunities for entrepreneurial leaders to catalyze promising ideas that can transform education and benefit society. This course helps the effective school leader of tomorrow to recognize, understand, embrace, and even create entrepreneurial ventures for the advancement of learning for all.

EDU 689 3 cr.
Application of Business Principles in the Education Setting

The economics of education in modern society are explored from the perspectives of marketability, sustainability, and accountability. The anticipated impact of technological advancement and demographic shifts are explored to identify future needs and opportunities.

EDU 690 3-6 cr.
Practicum in Teacher Candidacy

A supervised practicum in which students engage in planned instruction and other duties as a designated part of a teaching experience on the early childhood, elementary, middle or high school levels. Placement is limited to schools in the Metro Milwaukee area. Students must have transportation. Teacher Candidacy with the weekly seminar is considered a full load; no other classes should be added. Because of state requirements, students follow the calendar of the school district, not the college. Prerequisites: All other education courses, completion of clinical experiences, and program requirements; formal approval by the Dean and Director of Education.

EDU 691 3 cr.
Practicum: (In the area of specialty)

A practicum involving a number of pre-defined experiences (according to the specialty area) with a(n) agency/school/district over a 10-16 week period. It is designed to afford the student the opportunity to: 1) Demonstrate the skills and knowledge acquired during the formal academic process; 2) Learn new competencies and skills identified as part of the practicum experience; and 3) Engage in an agreed upon project for the partner organization. This practicum is designed to be a mutually beneficial experience: Both the cooperating organization and the student benefit from the exchange of expertise and abilities in a "real world laboratory." Prerequisite: Completion of foundations and applications coursework in the specialty unless approved by the Dean of AGS.

EDU 692 3 cr.
Education Research Design

Concepts, principles, and methods in educational/psychological measurement are examined, including the importance of reliability, validity, item analysis, scores, score reports, and grading. The emphasis is on construction, interpretation, use, and evaluation of assessments regarding achievement, aptitude, interests, attitudes, personality, and exceptionality. Approaches to designing/conducting a practical action research project address qualitative, quantitative and mixed-method research applications.

EDU 693 3-6 cr.
Capstone: Integration of Theory into Practice (1-2 Sem.)

This course integrates the theoretical world of research and the real-world role of the change agent in successful implementation of curriculum and instruction for improved teaching and learning. Students identify a need, conduct a professional literature review, develop an action plan, implement the steps of the plan, communicate the results and evaluate both individual and organizational achievement and/or improvement. Future applications and recommendations are developed to inform data-driven practices. The action plan and end products are presented by the candidate to the graduate committee and incorporated into a final portfolio. Prerequisite: Completion of all program courses and Dean of AGS approval.