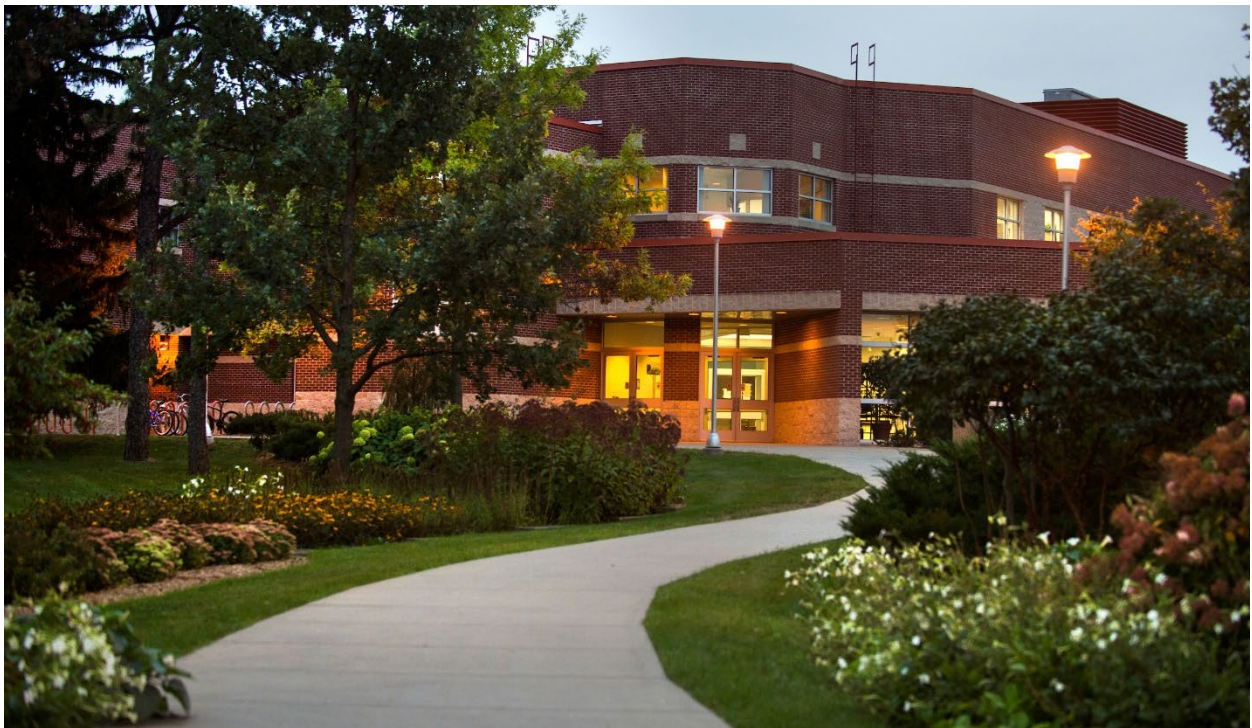


UNIVERSITY OF WISCONSIN **River Falls**

Graduate Student Handbook

Master of Science in Education:
Professional Development Learning Community



University of Wisconsin-River Falls
Teacher Education Department
257 Wyman Education Building
410 S. 3rd St.
River Falls, Wisconsin 54022
(715) 425-3230

Welcome Letter and Introduction

Welcome to the University of Wisconsin-River Falls Professional Development Learning Community program. The UW-River Falls Master of Science in Education-Professional Development degree is an intersection between theory, practice, and application for the professional educator to enhance the learning experiences in their classrooms and build institutional capacity as educational leaders. The program uses a learning community model to foster inquiry, self-reflection, collaborative learning and independent learning to pragmatically build teacher's craft and scholarship, as they support the unique needs of learners and work to increase student achievement

This 30 credit Master of Science in Education-Professional Development degree is designed for teachers and other educational professionals seeking to meet the challenges of today's schools and society while meeting personal and professional advancement goals. Each Learning Community brings together students, who start the program together, work through the curriculum together, and graduate together. The typical sequence takes five, six-credit, semesters to complete. Educators from all areas of PK-16 education, as well as, professionals from other fields are welcome. Although it is not imperative that a member is actively teaching, students will need access to an academic workplace to apply the curriculum and conduct research.

The program's curriculum is aligned to Interstate Teacher Assessment and Support Consortium (InTASC) Teaching Standards because they "articulate what effective teaching and learning look like". They are also aligned to the National Board of Teaching Five Core propositions for teaching, making it an advantageous choice for any teacher seeking to become nationally board certified and/or to be recognized by some districts as Master Teachers.

This handbook contains important information and articulates the expectations of graduate students in our Professional Development Learning Community program. Please read through this document carefully to ensure that you fully understand your responsibilities and rights as a River Falls graduate student. If you have concerns or questions, please contact us. ***Upon admission to the program, please sign and return the acknowledgement form at the end of the handbook to Dr. Elizabeth Janey, Program Director of the PDLC. Your signature indicates that you have read, understand, and agree with the policies presented here.***

We look forward to working with you and want to extend a warm welcome to the PDLC program!

Elizabeth A. Janey, EdD
Academic Director for Outreach Programs
Clinical Assistant Professor of Education
Director of the Professional Development Learning Community

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1. List of Faculty and Staff

Graduate Faculty:

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Academic Director for Outreach Programs
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Teacher Education Department
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410 S. 3rd Street
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2. Quick References

Directions and Parking for the Hudson Center:

<https://www.uwrf.edu/HudsonCenter/DirectionsParking.cfm>

Office or Service	Campus Location	Link to Website	Campus Phone
College of Education & Professional Studies	203 Wyman Teacher Education 257 Wyman	https://www.uwrf.edu/CEPS/	715-425-3774 715-425-3230
Academic Calendar	Website	https://www.uwrf.edu/Administration/Provost/Academic-Calendar.cfm	
Graduate Studies	104 North Hall	http://www.uwrf.edu/GraduateStudies/Index.cfm	715-425-0629
Office of the Registrar	105 North Hall	http://www.uwrf.edu/Registrar/Index.cfm	715-425- 3342
Financial Aid	315 North Hall M-F, 7:45 a.m. - 4:30 p.m.	https://www.uwrf.edu/FinancialAid/GraduateStudents.cfm	P: 715-425-3141
Library Services	Chalmer Davee Library	General: https://www.uwrf.edu/Library/ Reference desk: refdesk@uwrf.edu	715-425-3321
Technology: DoTS	160 Davee Library	DoTS@uwrf.edu	715-425-3687
Closing/ Weather	25H North Hall	https://www.uwrf.edu/CampusSafety/Inclement-Weather-Information.cfm	715-425-3827
University Police	103 Regional Development Institute	https://www.uwrf.edu/Police/	715-425-3133
Falcon Shop Bookstore	500 East Wild Rose Avenue	https://www.uwrf.edu/falconshop/	715-425-3962
Ability Services	129 Hagestad Hall	http://www.uwrf.edu/AbilityServices/Index.cfm	715-425-0740
Student Health and Counseling Services	211 Hagestad Hall	http://www.uwrf.edu/StudentHealthAndCounseling/	715-425-3884
Career Services	211 Hagestad Hall	http://www.uwrf.edu/CareerServices/Index.cfm	715-425-3572
Writing Center	225 Kleinpell Fine Arts	http://www.uwrf.edu/ENGL/Writing-Center.cfm	715-425-3608

3. University of Wisconsin-River Falls College of Education and Professional Studies Mission and Vision

The mission of the College of Education and Professional Studies at the University of Wisconsin-River Falls is to support the development of teachers, school psychologists, school counselors, social workers, speech-language pathologists, and health and human performance professionals. Our goal is to prepare professional practitioners through rigorous coursework and field-based practice, so they know the content of their disciplines; have the knowledge, skills, values, and dispositions to facilitate positive change in students and clients, and are creative, reflective, and ethical practitioners who value diversity, promote social justice, and utilize empirical evidence to inform their practice.

The Vision of the College of Education and Professional Studies

- Promote academic excellence through collaborative social, cultural and pedagogical practices.
- Demonstrate best practices for teaching and professional practice as scholarly endeavors.
- Initiate and support a holistic approach to teaching and learning that integrates social justice, economic and ecological consciousness.
- Establish and maintain a teaching and learning community that nurtures and supports a diverse and inclusive environment.
- Support the use of technology to enhance teaching, learning, and professional practice.
- Engage students and faculty in a broad array of partnerships and professional practice.
- Regularly engage in thoughtful and fiscally responsive planning.
- Develop and enhance undergraduate and graduate programs that meet the ever-changing needs of our regional and global constituents.

Diversity and Inclusivity: In full support of the core values, Inclusive Excellence Goals, and program initiatives, the CEPS Diversity and Inclusivity policy can be found here:

<https://www.uwrf.edu/Diversity/>

4. Master of Science in Education: Professional Development Learning Community Overview of Program

A. Admission to the Program: Guidelines and Requirements

Follow the link for more information:

<https://www.uwrf.edu/Academics/GraduatePrograms/PDLC.cfm>

B. Communication Expectations: Once admitted to the Professional Development Learning Community program, you will receive information about setting up a River Falls email account. Please activate this promptly, since all University communications (class information, mandatory meetings, advising, class related events, etc.) will be sent to that address. At the end of the program, we will ask you to share a permanent, non-UWRF email address and contact information so we can remain in professional contact.

C. New Student Meetings: Prior to our first class as a cohort, there will be a New Student Orientation. You are encouraged to attend this meeting as it will provide you with the opportunity to meet members of your cohort (both students and faculty), ask questions, and gain an overview of the procedural steps of the program such as course registration, the degree requirements, use of technology/ LMS, Candidate Essential Functions and expectations of the cohort model.

D. Degree Requirements: The graduate plan is: A Capstone Experience to include 30 credits typically completed in a cohort in five, six-credit terms which meet evenings, weekends and online. During this time participants will complete an Action Research Paper in the Capstone course to meet degree requirements.

TED 751 Learning in Community: Collaboration, Inquiry and Reflection, 4 credits

TED 752 Introduction to Educational Research, 2 credits

TED 753 Cultivating Social Justice and Equity, 3 credits

TED 754 The Learner: Knowledge Construction and Meeting the Unique Needs of Learners, 3 credits

TED 756 Educational Action Research: Methods and Practice, 3 credits

TED 757 The Learning Process: Construction of Effective Learning Environments, 3 credits

TED 767 Independent Experiential Learning Seminar, 3 credits

TED 769 The Profession: Current Trends and the Teacher-Leader, 3 credits

TED 792 Professional Development Capstone Seminar, 3 credits

TED 793 Capstone Experience, 3 credits

Although it is not imperative that you are actively teaching, you must have access to an academic workplace to apply the curriculum and conduct research.

Students who have previous graduate credits may request that these courses be applied toward the elective credits

Graduate Studies: Policies and Procedures:

<https://www.uwrf.edu/GraduateStudies/Policies-and-Procedures.cfm>

E. Graduate Advising:

The Program Director, Dr. Elizabeth Janey will serve as your advisor and will work with you to create your Tentative Degree Plan throughout the cohort. Your Tentative Degree Plan must be filed in the Graduate Office by the end of the first term of your enrollment. The Program Director typically advises all students on their Tentative Degree Plans with Option C. The Program Director will meet with you in groups and via email and phone calls during the second year of your studies. Individual meetings are also available.

5. Funding

A. Tuition and Fees

Detailed information about graduate student tuition, fee schedules, and policies regarding payment can be found here: <https://www.uwrf.edu/studentbilling/>

Financial Aid information can be found here:

<https://www.uwrf.edu/FinancialAid/GraduateStudents.cfm>

Tuition Reciprocity with Minnesota information can be found here:

<https://www.uwrf.edu/studentbilling/MN-Reciprocity.cfm>

It is your responsibility as a student to review payment policies and procedures to ensure compliance.

6. Course Work

A. MSE – PDL

Course Titles/ Numbers/ Descriptions

Course Title: Learning in Community: Collaboration, Inquiry, and Reflection

Course Number: 751

Credits: 4

Course Description:

In this course learners deepen their understanding of learning in community through the examination of theories and key aspects of community development. Participants will practice creating and sustaining community within the cohort and other communities of which they are members. Using reflection as a tool for growth, learners will understand the value of it in the learning process and through critical reflection, increase their understanding of themselves as educational practitioners. In addition, participants will also study the history of schooling and educational practices in the United States to better understand the evolution of current educational organization and practices.

Course Title: Introduction to Educational Research

Course Number: 752

Credits: 2

Course Description:

In this course participants are introduced to different types of educational research. It will provide foundational knowledge of the concepts and principles of evidence-based inquiry

by exploring qualitative, quantitative, and mixed method research methodologies. Students will be introduced to a variety of resources to develop their skills in using technology and print resources for scholarly action research and writing. In addition, this course will focus on developing skills as an academic researcher and writer. In preparation for their final Capstone Project, participants will practice defining a topic, writing a problem statement, and investigating current literature specific to an action research topic.

Course Title: Independent Experiential Learning Seminar

Course Number: 767

Credit(s): 3

Course Description:

This course provides an opportunity for students to design an independent experiential study elective, working closely with a university member or educational practitioner. Allowing for participant autonomy and interests areas of focus could be: Leadership, Curriculum and Instruction, Equity, Technology, Literacy, Policy. Decisions may be guided by the following questions: Where do you need/want to grow as an educator? What might be your role in education as a teacher-leader?

Course Title: The Profession: Current Trends and the Teacher-Leader.

Course Number: 769

Credit(s): 3

Course Description:

This course helps empower participants to be educators who critically examine the political, social, economic, ideological, and cultural landscape in which they teach, and in which informs the broader field of education. Topics explored may focus on such things as ethical dilemmas, systems change, leadership, educational policy and teacher burnout. Participants will examine their own beliefs and define their role as change-agents, teacher-leaders and self-care practitioners, and how doing so strengthens professional practice. Lastly, participants are challenged to demonstrate educational leadership beyond their classroom by exploring initiatives related to systems and trends that improve and contribute to learning and wellness.

Course Title: Cultivating Social Justice and Equity

Course Number: 753

Credit: 3

Course Description:

In this course the field of education will be examined through equity and social justice lenses. Participants will investigate ways in which racism, sexism, classism, heterosexism, ageism, and other forms of discrimination permeate educational practice and policy. The concepts of privilege and power will be explored, specifically the role each plays in defining the learning experience of learners and the role(s) the educator can play in defining and informing that experience.

Course Title: Educational Action Research: Methods and Practice

Course Number: 756

Credit(s): 3

Course Description:

In this course participants deepen their understanding and knowledge of quantitative and qualitative data collection, analysis, and reporting for educational research, including the rationale for the selection and application of each design. Ultimately answering as the researcher, why we choose what we choose, when to choose it, and for whom and what purpose do we choose it? It also includes details of the Institutional Review Board (IRB) process. Using a project-based approach, the course culminates by prompting participants to apply their knowledge through the creation, application, and analysis of action research activities.

Course Title: The Learner: Knowledge construction and meeting the unique needs of learners

Course Number: 754

Credits: 3

Course Description:

This course builds on participants' foundational understanding of knowledge construction and the learner and their needs. Participants investigate and connect current research on knowledge construction, the learning process, literacy, and learners needs-principally the needs of learners with unique needs and from exceptional populations. The course provides a variety of forums to deepen knowledge, reflect on practice, and incorporate new strategies to improve practice. As teacher-leaders, participants will begin to redefine what best practice looks like in schools and classrooms, and in doing so, increase learning for all learners.

Course Title: The Learning Process: Construction of Effective Learning Environments

Course Number: 757

Credit: 3

Course Description:

In this course participants refine their understanding of the learning process through examination of curriculum development, alignment to standards, differentiation, and the use of formative and summative assessments. By connecting contemporary research findings in learning theory, while exploring the role of technology, participants will examine and connect how these findings translate into effective curriculum design and instruction, and assessment practices for learners. Participants will develop and refine their curriculum, applying their deepened understanding of curriculum development, alignment to standards, differentiation, and assessments while also integrating their acquired knowledge of knowledge construction, especially for diverse and exceptional populations.

Course Title: Professional Development Capstone Seminar

Course Number: 792

Credit(s): 3

Course Description:

This course is intended to guide participants through the process of designing a scholarly action research project to build capacity in students as researcher-scholars. Participants will define their topic through the creation of a problem statement, investigate current literature specific to their capstone research topic through the creation of their literature review. At the end of the course participants will have created a solid draft of their first three chapters of their Capstone Project.

Course Title: Capstone Experience

Course Number: 793

Credit(s): 3

Course Description:

This course is designed to support participants through their project development. They will receive support through their synthesis chapter where they trace what they learned, their connections back to the literature, and the implications informing their educational practice and growth as a teacher-leader-researcher-scholar. Completion of the course is reflected by completion of a professional quality Capstone Project.

B. Grading

Syllabi for each course describe the requirements and the grading procedures for that course. Please discuss any concerns you have with the instructor (s) or your advisor. Classes are graded on a A-F scale. However, some courses may be graded as Pass/Fail. The University's policy on grading systems is adhered to by the program and the policy can be found here along with the University's Graduate Study Policies and Procedures: <https://www.uwrf.edu/GraduateStudies/Policies-and-Procedures.cfm>

7. Academic Progress

A. Academic Conduct

The application of the [UWRF Academic Conduct Policy](#) will be fully adhered to in this program.

B. Program Expectations: Faculty and staff in the department will closely monitor each student's progress throughout the program. Any faculty or staff member may request a candidate conference if there are concerns about a student's academic progress or their professional dispositions as identified in the Candidate Essential Functions Agreement. The purpose of the candidate conference is to provide PDLN students with the opportunity and support to resolve academic or disposition issues that fall below expectations. The outcome of such conferences may include a request for an intervention contract. The student is encouraged to reflect on the concerns shared and articulate a written plan for improvement that includes scheduled review dates and target dates for each issue identified as one part of the intervention contract. Additional intervention steps may include additional recommendations made by faculty and staff aligned to the area of concern. Progress toward improvement will be reviewed each semester. Failure to attend a mutually agreed upon candidate conference or if progress toward improvement is viewed by faculty as insufficient, changes to the intervention contract may be recommended or a recommendation of dismissal from the program may be made to the

full program faculty for review, and to the Dean of CEPS for approval. Per the student's right, as outlined in the [University's Student's Rights and Responsibilities](#), the student may appeal.

C. UW-River Falls Complaint Procedures:

If a student wishes to make a complaint, he/she should first discuss the matter with the professor/instructor/supervisor. If the matter is not satisfactorily resolved at this level, the complainant should then discuss the matter with the Program Director. If the matter is not satisfactorily resolved by the Program Director, the complainant should then make a written complaint to the Dean of the College of Education and Professional Studies, including a clear statement of the problem and arguments or evidence to support the complaint. The Dean will discuss the matter with the complainant and Program Director and will attempt to resolve the matter and render a decision. A final complaint in written form may be made to the Vice Chancellor of Academic Affairs. The complainant may be accompanied by another member of the university community at any stage of the complaint process.

8. Other University Supports

- A. Discrimination and Harassment:** The University of Wisconsin-River Falls strives to maintain our campus as a place of work and study for faculty, staff, and students that is free of all forms of prohibited discrimination and harassment. If you have concerns about such behavior, contact your instructor, the [Office of Student Conduct and Community Standards](#) at 715-425-0720, or the [Office of Equity, Diversity, and Inclusion](#) at 715-425-3833. For a list of prohibited behaviors and protected classes or to report something that is inappropriate. **Policy for formal complaints of sexual harassment or discrimination:** <http://www.uwrf.edu/FacultySenate/Handbook/Chapter7/Handbook7s6.cfm>
- B. Ability Services:** The University of Wisconsin-River Falls welcomes students with disabilities into its educational programs, activities, residential halls, and everything else it offers. Those who will need academic adjustments or accommodations for a disability should contact the Ability Services Office. Decisions to allow adjustments and accommodations are made by the [Ability Services Office](#) on the basis of clinical documentation that students provide to sufficiently indicate the nature of their situation.
- C. Academic Support for Students:** Please contact Tutoring Services at: www.uwrf.edu/academicsuccess/tutoring phone: 715-425-3531

Writing Center:

The Writing Center is a place where students receive friendly, competent assistance to help them improve their writing. The Center provides one-on-one tutorial sessions. The Writing Center staff consists of undergraduate students, from a variety of majors. Writing Center tutors are carefully chosen and trained to help students make improvements in their writing. The Director of the Writing Center is Professor Mialisa Moline of the English Department. The Writing Center is not a proofreading, rewriting, or correcting service, or a guarantee of better grades. It is a place where tutors can help students learn to write more effectively on their own.

Contact Information: <http://www.uwrf.edu/ENGL/Writing-Center.cfm>

D. Counseling Services: Student Health and Counseling Services

Student Health and Counseling Services offers on-campus professional mental health counseling services, clinical services contracted through River Falls Medical Clinic and Pierce County Reproductive Health, and holistic educational and preventative initiatives and programming.

Contact Information: <http://www.uwrf.edu/StudentHealthAndCounseling/>

- River Falls Medical Clinic: 1687 East Division Street, River Falls 715-425-6701 (Taxi Service free with UWRF ID)
- Reproductive Health Services: 174 Riverwalk, River Falls 715-425-8003 (Taxi Service free with UWRF ID)

E. Career Services

UWRF provides students with an informative career service center. Students are able perform online job searches, speak with career counselors, get help writing/editing resumes and cover letters and speak with prospective employers at career fairs and mock interviews.

Contact Information: <http://www.uwrf.edu/CareerServices/Index.cfm>

211 Hagestad Hall 715-425-3572

9. Candidate Essential Functions

The Master of Science in Education-Professional Development Learning Community at the University of Wisconsin-River Falls expects candidates to demonstrate and conduct themselves with the cognitive, communicative, and professional & behavioral demeanor necessary to practice in the field of education. The required standards of performance are listed below:

Cognitive Abilities:

- Use reflection to critique self and one's skills
- Analyze, synthesize, and interpret information in academic and professional settings
- Problem solve through critical thinking and analysis
- Initiate and implement solutions
- Deliberate the consequences of an action or solution
- Assimilate verbal and written information to meet academic and professional demands

Communicative Abilities:

- Demonstrate professional level written and oral English language abilities in academic and professional settings.
- Clearly express and discuss complex, nuanced ideas in a variety of settings including traditional classroom environments, and face-to-face exchanges with students and colleagues.
- Determine the accuracy, thoroughness and appropriateness of work assigned and submitted.
- Accurately perceive and appropriately use non-verbal communication.

Professional & Behavioral Demeanor:

- Display mature, empathic, and effective relationships with classmates and faculty/staff while maintaining professional boundaries.
- Recognize and show respect for individuals with disabilities and for individuals of different ages, genders, race, religions, sexual orientation, and cultural and socioeconomic backgrounds.
- Manage the use of time effectively and prioritize actions to complete academic and professional tasks within expected time constraints.
- Accept appropriate suggestions and constructive criticism and if necessary, respond by modification of behavior.
- Conduct oneself in an ethical and legal manner.
- Maintain general good health and self-care.
- Comply with policies and procedures identified by the University and the PDLC program.
- Demonstrate dependability and punctuality by meeting deadlines and demonstrating regular attendance.

**10. University of Wisconsin-River Falls
M.S.E. -Professional Development Learning Community
Acknowledgement of Receipt and Understanding of Program Handbook
And Adherence to Candidate Essential Functions**

I have read, understand, and agree to comply with the expectations outlined in the 2018-2019 River Falls M.S.E.- Professional Development Learning Community Handbook and the Candidate Essential Functions. I also acknowledge that per [FERPA laws](#), student information is kept confidential, the Faculty and Staff associated with the M.S.E-PDLC may communicate with each other about candidate's progress and work together to monitor and support candidates during their time in the program.

Please sign, date and return this form to Dr. Elizabeth Janey, in WEB 257 upon admission to the program.

Candidate's Signature

Date

Candidate's Printed Name