

College of Education

From the Dean

College of Education website (<http://www.marquette.edu/education/index.shtml/>)

Welcome!

The College of Education takes great pride in preparing outstanding teachers, school and community leaders, counselors, counseling psychologists, student affairs administrators and university faculty. Our aim is to develop exemplary human service professionals – individuals who will “*Be The Difference*” in their schools, institutions, organizations and communities.

All academic programs in the College of Education are deeply rooted in the tenets of social justice. Our students develop strongly held ideals of care, respect and advocacy for the well-being of all humankind under the guidance of caring faculty who are exceptional teachers and mentors and prominent scholars.

In addition, our students and faculty engage in a wide range of outreach activities, partnering with our many shareholders in urban, suburban and rural schools and communities, human service agencies and professional organizations. Our outreach efforts include hosting the Hartman Literacy and Learning Center for at-risk readers and directing the Behavior Clinic (at Penfield Children’s Center), which specializes in helping troubled pre-school children. We also exercise community leadership through our popular *Marquette Educator* blog.

Heidi Bostic, Ph.D.

Interim Dean, College of Education

College Mission Statement

Consistent with Jesuit tradition, the education programs at Marquette University prepare teachers, school counselors, community counselors, counseling psychologists and administrators to demonstrate a commitment to the development of leadership expressed in service to others. This commitment is expressed through the four tenets of Marquette University’s mission: excellence, faith, leadership and service. The commitment to excellence is foundational because without excellence our candidates cannot effectively serve others. Our candidates exhibit a deep knowledge and understanding of their disciplines as well as how students learn and develop. They master the requisite skills of their profession as effective communicators whose pedagogy, administration or counseling practice – in the form of planning, instruction or intervention, assessment and shaping of learning environments – meet the intellectual, social, emotional, cultural and physical needs of students, in response to their race, social class, gender, ethnicity or ability. They exhibit dispositions that support the development of faith, leadership and professional growth, continually reflect on their practice and their role in society, and consistently attempt to enhance all students’ learning and general well being through service. In all of these endeavors, socially just educators grow in their engagement with critical analysis and advocacy around structural inequities in society and in education and seek to affect change.

Accreditation

The College of Education is a member of the American Association of Colleges for Teacher Education. All programs are accredited by the North Central Association and the state of Wisconsin.

Certification

The State of Wisconsin Department of Public Instruction (DPI) approves the teacher preparation program offered by Marquette University. This approval includes the Elementary/Middle major, leading to certification for grades K4-9; the Middle/Secondary major, leading to certification for grades 4-12; the special education major, leading to K-12 Cross Categorical Special Education and the majors and minors described in the following pages. A student who satisfactorily completes an education major (professional course sequence) and an academic major, demonstrates mastery of the College of Education standards as evidenced by satisfactory performance on selected assignments and obtains passing scores on the appropriate Praxis Subject Area test (if applicable) as well as the Foundations of Reading Test (Elementary/Middle majors only), can be recommended for certification in Wisconsin. Completion of course work is a necessary but not sufficient condition for certification. The professional judgment of faculty, supervisors, and Teacher Education Program administrators enters into the final decision. A student who is endorsed for certification by Marquette University can complete an online application for licensure via the Wisconsin Educator Licensing Online (ELO) system on the DPI website (<http://dpi.wi.gov/tepd/licensing/>). A license fee is required and payable at the time of application.

Changes mandated by the Wisconsin Department of Public Instruction are ongoing. These changes may require revision of the programs of study and the certification procedures described on the pages which follow.

Students who plan to teach in a state other than Wisconsin after graduation should recognize that reciprocal certification agreements with other states change from time to time. Students should directly contact the respective state’s department of education to obtain its certification requirements and licensure application procedures. If specific courses are needed for certification other than those required for Wisconsin, students should plan their programs of study accordingly.

Undergraduate College Programs

- Bilingual Bicultural, Minor (<https://bulletin.marquette.edu/education/bilingual-bicultural-minor/>)
- Educational Studies, BS (<https://bulletin.marquette.edu/education/educational-studies-bs/>)
- Educational Studies, Minor (<https://bulletin.marquette.edu/education/educational-studies-minor/>)
- Elementary/Middle Education, BS (<https://bulletin.marquette.edu/education/elementary-middle-bs/>)
- English as a Second Language, Minor (<https://bulletin.marquette.edu/education/english-second-language-minor/>)
- Middle/Secondary Education, BS (<https://bulletin.marquette.edu/education/middle-secondary-bs/>)
- Special Education Grades K-12, Minor (<https://bulletin.marquette.edu/education/special-education-minor/>)

Graduate Programs

- Clinical Mental Health Counseling, MS (<https://bulletin.marquette.edu/graduate/clinical-mental-health-counseling-ms/>)
- Counseling Psychology, PHD (<https://bulletin.marquette.edu/graduate/counseling-psychology-phd/>)
- Director of Instruction, Certificate (<https://bulletin.marquette.edu/graduate/director-instruction-certificate/>)
- Educational Leadership, MED (<https://bulletin.marquette.edu/graduate/educational-leadership-med/>)
- Educational Policy and Leadership, PHD (<https://bulletin.marquette.edu/graduate/educational-policy-leadership-phd/>)
- Principal, Certificate (<https://bulletin.marquette.edu/graduate/principal-certificate/>)
- School Counseling, MA (<https://bulletin.marquette.edu/graduate/school-counseling-ma/>)
- Secondary Education, Certificate (<https://bulletin.marquette.edu/graduate/secondary-education-certificate/>)
- Student Affairs in Higher Education, MED (<https://bulletin.marquette.edu/graduate/student-affairs-higher-education-med/>)
- Superintendent, Certificate (<https://bulletin.marquette.edu/graduate/superintendent-certificate/>)
- Teacher Education, MED (<https://bulletin.marquette.edu/graduate/teacher-education-med/>)

College of Education Policies

Students in the College of Education are expected to comply with the academic requirements and policies listed in the university section (<https://bulletin.marquette.edu/policies/#undergraduatetext>) of this bulletin and must fulfill the graduation requirements stated in the bulletin in effect the year they entered Marquette.

Students who have interrupted their enrollment from the university typically follow the degree requirements listed in the bulletin in effect during the academic year of their return. Policies and regulations in effect at the time of return apply to all students, regardless of the term of initial enrollment.

It is the responsibility of students to know and fulfill all university, College of Education and major department requirements.

- Academic Dismissal/Probation/Academic Alert (CAA) (<https://bulletin.marquette.edu/education/policies/dismissal-probation-alert/>)
- Admission Requirements (<https://bulletin.marquette.edu/education/policies/admission/>)
- Attendance (<https://bulletin.marquette.edu/education/policies/attendance/>)
- Coaching Courses (<https://bulletin.marquette.edu/education/policies/coaching-courses/>)
- Degrees Offered (<https://bulletin.marquette.edu/education/policies/degrees-offered/>)
- Field Experiences/Service Learning (<https://bulletin.marquette.edu/education/policies/field-experiences-service-learning/>)
- Retention in Program (<https://bulletin.marquette.edu/education/policies/retention-program/>)

College of Education Resources

The following resources are available to College of Education students.

The Ralph C. Hartman Literacy and Learning Center

The Hartman Literacy and Learning Center (<https://www.marquette.edu/education/centers-and-clinics-research/hartman-literacy-center.php>) is a facility within the College of Education which supports undergraduate literacy related programs. The center library houses a children's literature collection which is used by College of Education students as well as children participating in the center's after school tutoring program and supports collaborations between the university and neighborhood elementary schools. Students enrolled in EDUC 4964 Advanced Methods Practicum in Elementary Reading participate by tutoring small groups of children in reading and writing after school. The Hartman Literacy and Learning Center provides faculty and staff to support and conduct research.

EDUC 1000 Educational Inquiry 1: Critical Perspectives on Education (3 credits)

Addresses fundamental questions about the role of schooling and education and examines the role of race, class, sexuality, gender, language and ability in access to and quality of educational experiences. Twenty (20) hours of service learning is required.

Level of Study: Undergraduate

Interdisciplinary Studies: Peace Studies

Schedule of Classes (<https://bulletin.marquette.edu/class-search/?details&code=EDUC%201000>)

EDUC 1001 Child and Adolescent Development and Learning (3 credits)

Addresses principles of neurotypical and neurodiverse child and adolescent development while critically examining variables (gender, socioeconomic status, race, ethnicity, culture, and language) that impact physical, cognitive, social, emotional, and moral developmental outcomes. Examines evolution of policies, legal protections, and advocacy for learners requiring special services in general education settings. Requires 20 hours of service learning. ESSV1 course.

Level of Study: Undergraduate

Marquette Core Curriculum: Engage Social Systems & Values 1

Interdisciplinary Studies: Family Studies

Schedule of Classes (<https://bulletin.marquette.edu/class-search/?details&code=EDUC%201001>)

EDUC 1200 Social Justice in Education (3 credits)

Explores the ways inequality and inequity play out in schools and school systems, reflecting on our lived experiences, and addressing the question: How can education be leveraged to support social justice?

Prerequisite: High school dual enrollment students only. Consent required. Consent required.

Level of Study: Undergraduate

Schedule of Classes (<https://bulletin.marquette.edu/class-search/?details&code=EDUC%201200>)

EDUC 1600 Principles, Problems and Psychology of Coaching (2 credits)

Educational implications of sports. Rules, organization, equipment and ethics. Individual/social psychological attributes of athletes/coaches/ programs. Use of psychology by coaches. Open to all students in the university.

Level of Study: Undergraduate

Schedule of Classes (<https://bulletin.marquette.edu/class-search/?details&code=EDUC%201600>)

EDUC 1800 Theory and Practice in Coaching Team Sports (2 credits)

Principles and problems of coaching team sports. All major team sports are reviewed. Open to all students in the university.

Level of Study: Undergraduate

Schedule of Classes (<https://bulletin.marquette.edu/class-search/?details&code=EDUC%201800>)

EDUC 2001 Teaching Practice 1: Instructional Design and Teaching Models (3 credits)

Introduces and provides opportunity for practice in the fundamental skills necessary for effective teaching in varied contexts of practice (K-12 schools, community agencies, businesses). Principles of Universal Design for Learning are incorporated into planning and implementing instructional practices. Requires 20 hours of field experience in program-specific appropriate classroom.

Prerequisite: EDUC 1000; and EDUC 1001 or PSYC 3101, which may be taken concurrently.

Level of Study: Undergraduate

Schedule of Classes (<https://bulletin.marquette.edu/class-search/?details&code=EDUC%202001>)

EDUC 2002 Teaching Practice 2: Cultivating Relationships and Communities for Learning (3 credits)

The second in a sequence of teaching practice courses focused on fundamental practices of teaching that are common to all grade levels, as well as teaching that occurs in other educational contexts. Focuses on creating positive and inclusive school environments and communities; developing productive relationships with students, colleagues, and families; resolving conflicts; recognizing signs and symptoms of mental health concerns; preventing violence; responding to crisis, and documenting incidents of concern in schools and other educational settings.

Prerequisite: EDUC 2001, which may be taken concurrently.

Level of Study: Undergraduate

Schedule of Classes (<https://bulletin.marquette.edu/class-search/?details&code=EDUC%202002>)

EDUC 2330 Arts Integration for Teaching and Learning (3 credits)

Considers developmentally appropriate instructional strategies, the application of teaching methods, and formative assessments in core content areas through the fine arts. Examines how children develop through the arts and how fine arts is used as a form of communication. Explores who gets access to integrative, project-based instruction and whether these opportunities foster progress towards addressing inequities.

Prerequisite: EDUC 2001.

Level of Study: Undergraduate

Schedule of Classes (<https://bulletin.marquette.edu/class-search/?details&code=EDUC%202330>)

EDUC 3200 Museum Studies (3 credits)

The city of Milwaukee is the classroom for Museum Studies. Serves as a broad introduction to the history of exhibition, different types of museums and exhibition spaces, and the various professionals who make these institutions work. The roles different institutions have within our society, and specifically in Milwaukee, are considered through reading a variety of materials, discussion, site visits and student-directed exploration of course concepts.

Level of Study: Undergraduate

Schedule of Classes (<https://bulletin.marquette.edu/class-search/?details&code=EDUC%203200>)

EDUC 4000 Educational Inquiry 2: Advanced Topics (3 credits)

Examines, via inquiry, how structural inequities in society are connected to educational inequities and analyzes how varying degrees of power, privilege and access shape what is and what is possible in education. Each term, the main lens for examination changes; however, the main concepts remain the same.

Level of Study: Undergraduate

Marquette Core Curriculum: SSC Individuals & Communities, Writing Intensive

Schedule of Classes (<https://bulletin.marquette.edu/class-search/?details&code=EDUC%204000>)

EDUC 4001 Introduction to Special Education (3 credits)

Introduces the nature of disabilities, historical context, identification processes and legal issues associated with providing ethical, equitable and appropriate education for students with disabilities. Addresses the complexities of inclusion, diversity, federal and state legislative mandates pertinent to nondiscriminatory assessments, parental involvement, individualized education programs; and the roles of special education and regular education teachers and multidisciplinary teams in providing special education services to children and youth with disabilities. Includes 20 hours of school-based observation and participation in special education classrooms.

Prerequisite: EDUC 2001, which may be taken concurrently; admission to the Professional Program.

Level of Study: Undergraduate

Schedule of Classes (<https://bulletin.marquette.edu/class-search/?details&code=EDUC%204001>)

EDUC 4002 Advocacy through Pro-Social Behavior Support and IEP Writing (3 credits)

Provides practice in choosing and using a variety of individualized, standardized and non-standardized assessment instruments that support academic success and classroom belonging and agency for students with special needs. Focuses on the advocacy stance of a special education teacher, including practical experiences of developing a behavior support plan, developing IEP goals and benchmarks, and understanding the relationship between classroom curriculum, instruction, state standards and assessment practices and their role in providing equitable educational experiences for students with disabilities. Includes 20 hours of school-based field experience.

Prerequisite: EDUC 4001, EDUC 5001, EDUC 4217, or EDUC 5217.

Level of Study: Undergraduate

Schedule of Classes (<https://bulletin.marquette.edu/class-search/?details&code=EDUC%204002>)

EDUC 4003 Teaching Practice 3: Assessment and Differentiation (3 credits)

Third in a sequence. Presents fundamental practices of teaching that are common to all grade levels. Addresses two overlapping areas of teaching practice: using, creating and analyzing assessments for learning, and using knowledge of assessment of learners to differentiate accordingly for the needs of specific learners.

Prerequisite: EDUC 2001.

Level of Study: Undergraduate

Schedule of Classes (<https://bulletin.marquette.edu/class-search/?details&code=EDUC%204003>)

EDUC 4004 Consultation and Collaboration in Special Education (3 credits)

Examines the rationale for collaboration, the facilitating factors involved, co-teaching models and strategies for successful implementation. Focuses on the development of skills and knowledge in collaborative consultation as a process that enables diverse special education teams to create solutions for educating students with special needs. Provides practice in techniques and skills for effective communication with exceptional students, and consultation and collaboration with families, general educators, and other interdisciplinary, interagency teams. Focuses on critical reflection in the collaborative consultation process on the ways in which language, culture and implicit bias may influence collaborative interactions among school and other professionals and the peers, family and community members with whom they interact.

Prerequisite: EDUC 4001, EDUC 5001, EDUC 4217, or EDUC 5217.

Level of Study: Undergraduate

Schedule of Classes (<https://bulletin.marquette.edu/class-search/?details&code=EDUC%204004>)

EDUC 4007 Advanced Methods Practicum in Middle and Secondary School Social Studies (grades 4-12) (3 credits)

Connects teaching and learning theory and research knowledge to the practical setting of schools, specifically in area of social studies in the secondary school. Students explore how schools are organized and educational services are delivered, interact with students, develop an identity as an educator, and expand the necessary knowledge and skills required to work with students and educational professionals in a supervised school-based setting. Requires 40 hours of field experience in a social studies classroom.

Prerequisite: EDUC 2001; admission to the Professional Program; Jr. stndg.

Level of Study: Undergraduate

Schedule of Classes (<https://bulletin.marquette.edu/class-search/?details&code=EDUC%204007>)

EDUC 4017 Advanced Methods Practicum in Middle and Secondary School Science (grades 4-12) (3 credits)

Provides an opportunity to connect teaching and learning theory and research knowledge to the practical setting of schools, specifically in area of science in the secondary school. Students explore how schools are organized and educational services are delivered, interact with students, develop an identity as an educator, and expand the necessary knowledge and skills required to work with students and educational professionals in a supervised school-based setting. Requires 40 hours of field experience in a science classroom.

Prerequisite: EDUC 2001; admission to the Professional Program; Jr. stdng.

Level of Study: Undergraduate

Schedule of Classes (<https://bulletin.marquette.edu/class-search/?details&code=EDUC%204017>)

EDUC 4027 Advanced Methods Practicum in Middle and Secondary School English (grades 4-12) (3 credits)

Provides an opportunity to connect teaching and learning theory and research knowledge to the practical setting of schools, specifically in area of English in the secondary school. Students explore how schools are organized and educational services are delivered, interact with students, develop an identity as an educator, and expand the necessary knowledge and skills required to work with students and educational professionals in a supervised school-based setting. Requires 40 hours of field experience in an English classroom.

Prerequisite: EDUC 2001; admission to the Professional Program; Jr. stdng.

Level of Study: Undergraduate

Schedule of Classes (<https://bulletin.marquette.edu/class-search/?details&code=EDUC%204027>)

EDUC 4037 Processes and Practices of Reading and Writing in Grades 4-9 (3 credits)

Examines research-based theories and models of reading and writing and evidence-based instructional methods in literacy for students in grades four through nine. Focuses on developmental processes associated with becoming competent readers and writers, including word recognition, comprehension, vocabulary, fluency, motivation, writing, and disciplinary literacies. Provides practice in planning curriculum; analyzing and choosing texts, including multimodal and digital texts; and using instructional strategies and technologies to support students' literacy development in the disciplines. Requires 10 hours of field experience in a middle school classroom.

Prerequisite: EDUC 2001; admission to the Professional Program.

Level of Study: Undergraduate

Schedule of Classes (<https://bulletin.marquette.edu/class-search/?details&code=EDUC%204037>)

EDUC 4047 Adolescent Disciplinary Literacies and Learning in Secondary Schools and Classrooms (grades 9-12) (3 credits)

Examines the history, contexts, practices and complexities of secondary education and their intersection with adolescent development and learning in the disciplines. Addresses how language and literacies serve as tools for developing content knowledge, articulating thought, facilitating learning, and informing and shaping identities of adolescents. Focuses on development of skills for effective teaching in secondary schools, including interdisciplinary planning and teaching, collaborating in teams to support student learning, analyzing and reflecting on research-based instructional practices that work for adolescents, and facilitating discussions in the disciplines that are relevant to adolescents. Meets the DPI Act 31 requirement for secondary majors. Requires 30 hours of field experience in a high school classroom.

Prerequisite: EDUC 2001; admission to the Professional Program.

Level of Study: Undergraduate

Schedule of Classes (<https://bulletin.marquette.edu/class-search/?details&code=EDUC%204047>)

EDUC 4067 Strategies in Religious Education (3 credits)

Application of current catechetical theory and educational strategies to the teaching of religion. Development of curriculum objectives and assessments. Analysis of instructional materials and other resources for teaching religion. Open to all students in the university.

Level of Study: Undergraduate

Schedule of Classes (<https://bulletin.marquette.edu/class-search/?details&code=EDUC%204067>)

EDUC 4100 Foundations of Catholic Education (3 credits)

Traces the history and philosophy of Catholic education in the United States, with emphasis on the identity, mission and culture of Catholic schools as interpreted by generations of Church leaders and scholars. Examines the current landscape of Catholic education from multiple perspectives and provides opportunities for discerning what makes a school Catholic.

Level of Study: Undergraduate

Marquette Core Curriculum: SSC Expanding Our Horizons

Schedule of Classes (<https://bulletin.marquette.edu/class-search/?details&code=EDUC%204100>)

EDUC 4200 Restorative Justice in Education: History, Research and Implementation (3 credits)

Explores restorative justice as a way of life beginning in formal and informal educational contexts. Centers investigating and developing responses to inequity in relation to race/ethnicity and other marginalized identities and thoughtfully considers the indigenous roots of restorative practices.

Level of Study: Undergraduate

Marquette Core Curriculum: SSC Basic Needs & Justice

Schedule of Classes (<https://bulletin.marquette.edu/class-search/?details&code=EDUC%204200>)

EDUC 4217 Educating Exceptional Learners (3 credits)

Addresses knowledge of the educational and psychological needs of students with exceptionalities as described in IDEA (the special education law) and the DSM V. Students develop skills in choosing from a variety of research-based diagnostic, instructional and behavioral management methods and adaptations (including Universal Design and differentiation) for students with a variety of special needs. Twenty (20) hours of field experience are required.

Prerequisite: EDUC 1001 or PSYC 3101, either may be taken concurrently.

Level of Study: Undergraduate

Interdisciplinary Studies: Family Studies

Schedule of Classes (<https://bulletin.marquette.edu/class-search/?details&code=EDUC%204217>)

EDUC 4230 Learning and Linguistic Diversity (3 credits)

Covers three bodies of knowledge regarding language: basic principles of sociolinguistics, the nature of learning a second language or a second dialect, and theories for teaching speakers of languages and dialects other than Standard English (e.g., bilingual education and/or English as a second language instruction). Each of these bodies of knowledge is contextualized in students' learning experiences and in teachers' classroom practices.

Level of Study: Undergraduate

Schedule of Classes (<https://bulletin.marquette.edu/class-search/?details&code=EDUC%204230>)

EDUC 4277 Methods of Teaching Bilingual-Bicultural Learners (3 credits)

Study, application and practice of methods of delivering bilingual/bicultural instruction. Focuses on first and second language learning strategies and culturally responsive teaching methods that reflect the language and culture of students living in bilingual/bicultural contexts. Field experience required.

Prerequisite: EDUC 2001; admission to the Professional Program.

Level of Study: Undergraduate

Schedule of Classes (<https://bulletin.marquette.edu/class-search/?details&code=EDUC%204277>)

EDUC 4307 Theory and Methods of Early Childhood Literacy Instruction (grades K-3) (3 credits)

Examines foundational principles and practices of teaching literacy in grades K-3. Focuses on developmentally appropriate research-based models of reading and writing development, and evidence-based instructional methods. Also focuses on assessment tools for evaluating young children's foundational literacy skills, phonics and word recognition, vocabulary, fluency, comprehension, and writing development. Introduces tiered instruction (Multi-Level Systems of Support/Response to Intervention). Addresses the multiple influences on children's development to create environments and curate materials that are anti-racist, anti-biased, and challenging for all children. Requires 10 hours of field experience in a K-3 classroom.

Prerequisite: EDUC 2001; admission to the Professional Program.

Level of Study: Undergraduate

Schedule of Classes (<https://bulletin.marquette.edu/class-search/?details&code=EDUC%204307>)

EDUC 4327 Foundational Principles and Practices of Teaching Writing (K4-9) (3 credits)

Focuses on understanding writing processes and effective instructional strategies for supporting comprehension for children in grades K4-9.

Prerequisite: EDUC 2001.

Level of Study: Undergraduate

Schedule of Classes (<https://bulletin.marquette.edu/class-search/?details&code=EDUC%204327>)

EDUC 4337 Teaching Elementary and Middle Social Studies and Social Inquiry (grades K-9) (3 credits)

Provides opportunities to develop social studies curricula and instructional strategies that help prepare children and adolescents for active citizenship in a democratic, multicultural, technological society. Emphasizes inquiry methods, social issues, and community exploration. Also meets the DPI Act 31 requirement for elementary majors.

Prerequisite: EDUC 2001; admission to the Professional Program.

Level of Study: Undergraduate

Schedule of Classes (<https://bulletin.marquette.edu/class-search/?details&code=EDUC%204337>)

EDUC 4357 Theory and Methods of Elementary and Middle School Literacy Instruction (grades 4-9) (3 credits)

Examines research-based theories and models of reading and writing processes and development and evidence-based instructional methods for students in grades four through nine. Addresses word recognition, comprehension, vocabulary, fluency, motivation and engagement, writing, and literature instruction with students in middle childhood and early adolescence. Prepares students to identify children for tiered instruction (Multi-Level Systems of Support/Response to Intervention). Requires 10 hours of field experience in an upper elementary classroom.

Prerequisite: EDUC 2001; admission to the Professional Program.

Level of Study: Undergraduate

Schedule of Classes (<https://bulletin.marquette.edu/class-search/?details&code=EDUC%204357>)

EDUC 4365 Early Childhood Numeracy and Science Concepts and Methods (K—3) (3 credits)

Prepares early childhood educators to enact core teaching practices supporting ambitious STEM instruction. Focuses on the importance of play and exploration and its connection to the development of early math and science thinking and skills. Topics include core teaching practices supporting ambitious STEM instruction: identifying a “Big Idea”; selecting worthwhile STEM tasks; using representations to model STEM concepts; eliciting and building on student thinking; facilitating whole class discussion. Emphasizes the role that counting and cardinality, operations and algebraic thinking, number and operations, geometry, and data and measurement play in predicting children’s later learning outcomes. Provides students multiple opportunities to integrate theory with practice through analysis and reflection on their own teaching in early childhood classrooms. Requires ten (10) hours of field experience in an early childhood classroom.

Prerequisite: EDUC 2001; admission to the Professional Program.

Level of Study: Undergraduate

Schedule of Classes (<https://bulletin.marquette.edu/class-search/?details&code=EDUC%204365>)

EDUC 4367 Theory and Methods of Elementary and Middle School STEM Instruction (grades 4-9) (5 credits)

Prepares elementary and middle school educators to enact core teaching practices supporting ambitious STEM instruction. Topics include core teaching practices supporting ambitious STEM instruction: identifying a “Big Idea;” selecting worthwhile STEM tasks; using representations to model STEM concepts; eliciting and building on student thinking; facilitating whole class discussion. Provides students multiple opportunities to integrate theory with practice through analysis and reflection on their own teaching in STEM classrooms. Requires 40 hours of field experience in a middle school STEM classroom.

Prerequisite: EDUC 2001; admission to the Professional Program.

Level of Study: Undergraduate

Schedule of Classes (<https://bulletin.marquette.edu/class-search/?details&code=EDUC%204367>)

EDUC 4540 Philosophy of Education (3 credits)

Principles and methods of various classical and contemporary philosophies and their implications and applications in education. Attention to professional ethics and students’ development of their own philosophies of education.

Prerequisite: PHIL 1001 and soph. stdng.

Level of Study: Undergraduate

Marquette Core Curriculum: Writing Intensive

Schedule of Classes (<https://bulletin.marquette.edu/class-search/?details&code=EDUC%204540>)

EDUC 4600 Latinx Education: Challenges and Possibilities (3 credits)

Examines the experiences of Latinx students through an educational context. Focuses on understanding the challenges that Latinx students face as well as how Latinx communities have resisted and transformed inequitable policies and practices. Students engage in a community-based research project in a school or community-based organization serving Latinx students in Milwaukee. Requires 20 hours of service learning.

Prerequisite: EDUC 1000 or LLAC 1001.

Level of Study: Undergraduate

Marquette Core Curriculum: SSC Individuals & Communities

Interdisciplinary Studies: Latinx Studies

Schedule of Classes (<https://bulletin.marquette.edu/class-search/?details&code=EDUC%204600>)

EDUC 4931 Topics in Education (1-4 credits)

Various topics in education as identified in the Schedule of Classes.

Level of Study: Undergraduate

Schedule of Classes (<https://bulletin.marquette.edu/class-search/?details&code=EDUC%204931>)

EDUC 4964 Advanced Methods Practicum in Elementary Reading (4 credits)

The culminating course in a set of three literacy courses focused on teaching, reading and writing. Provides elementary educators a supervised experience in the teaching of reading to struggling readers. Through the development and implementation of lesson plans, pre-service educators link literacy assessment and instruction. Implementation of tiered interventions. Seminars and small group tutoring sessions are included. Requires thirty (30) hours of tutoring.

Prerequisite: EDUC 4307; admission to the Professional Program.

Level of Study: Undergraduate

Schedule of Classes (<https://bulletin.marquette.edu/class-search/?details&code=EDUC%204964>)

EDUC 4965 Student Teaching: Middle/Secondary (15 credits)

Full day, full term of public or private school teaching, Monday through Friday. Regular on-site visitation by university faculty. Weekly seminar required. S/U grade basis. Fee.

Prerequisite: Cons. of dept.; Advanced methods course. Consent required.

Level of Study: Undergraduate

Marquette Core Curriculum: Engage Social Systms & Values 2

Schedule of Classes (<https://bulletin.marquette.edu/class-search/?details&code=EDUC%204965>)

EDUC 4966 Student Teaching: Elementary/Middle (15 credits)

Full day, full term of public or private school teaching, Monday through Friday. Regular on-site visitation by university faculty. Weekly seminar required. S/U grade basis. Fee.

Prerequisite: Cons. of dept. Consent required.

Level of Study: Undergraduate

Marquette Core Curriculum: Engage Social Systems & Values 2

Schedule of Classes (<https://bulletin.marquette.edu/class-search/?details&code=EDUC%204966>)

EDUC 4967 Student Teaching: Bilingual - Bicultural (15 credits)

Full day, full term of public or private school teaching, Monday through Friday. Regular on-site visitation by university faculty. Weekly seminar required. S/U grade basis. Fee.

Prerequisite: Cons. of dept. ch.; Advanced Methods course. Consent required.

Level of Study: Undergraduate

Schedule of Classes (<https://bulletin.marquette.edu/class-search/?details&code=EDUC%204967>)

EDUC 4969 Student Teaching in K-9 and Special Education K-12 (15 credits)

Full day, full term of public or private school teaching, Monday through Friday. Regular on-site visitation by university faculty. Weekly seminar required. S/U grade basis. Fee.

Prerequisite: Consent required. Consent required.

Level of Study: Undergraduate

Marquette Core Curriculum: Engage Social Systems & Values 2

Schedule of Classes (<https://bulletin.marquette.edu/class-search/?details&code=EDUC%204969>)

EDUC 4970 Student Teaching in 4-12 and Special Education K-12 (15 credits)

Full day, full term of public or private school teaching, Monday through Friday. Regular on-site visitation by university faculty. Weekly seminar required. S/U grade basis. Fee.

Prerequisite: Department Consent; Advanced methods course. Consent required. Consent required.

Level of Study: Undergraduate

Marquette Core Curriculum: Engage Social Systems & Values 2

Schedule of Classes (<https://bulletin.marquette.edu/class-search/?details&code=EDUC%204970>)

EDUC 4986 Community-Engaged Internship 1 (3 credits)

Field experience in a community agency or educational organizational site for the purpose of furthering the student's integration of theory and practice in a professional setting. Placement is for a minimum of 120 hours per term under the supervision of site and university personnel in addition to five required 1.5-hour seminars. S/U grade assessment.

Prerequisite: Sr. stndg.; EDST major; cons. of internship coordinator. Consent required.

Level of Study: Undergraduate

Marquette Core Curriculum: Engage Social Systems & Values 2

Schedule of Classes (<https://bulletin.marquette.edu/class-search/?details&code=EDUC%204986>)

EDUC 4987 Community-Engaged Internship 2 (3 credits)

Continuation of experience from EDUC 4986. Placement is for a minimum of 120 hours per term of supervised practice at the same site as the previous term, in addition to five required 1.5-hour seminars. S/U grade assessment.

Prerequisite: Sr. stndg.; EDUC 4986; and cons. of internship coordinator. Consent required.

Level of Study: Undergraduate

Marquette Core Curriculum: Engage Social Systems & Values 2

Schedule of Classes (<https://bulletin.marquette.edu/class-search/?details&code=EDUC%204987>)

EDUC 4995 Independent Study in Education (1-4 credits)

Faculty-supervised, independent study/research of a specific area or topic in Education. A final paper is required.

Prerequisite: Cons. of dept. ch. Consent required.

Level of Study: Undergraduate

Schedule of Classes (<https://bulletin.marquette.edu/class-search/?details&code=EDUC%204995>)