Educational Policy and Leadership (EDPL)

Chairperson: Jody Jessup-Anger, Ph.D.
Educational Policy and Leadership website (https://www.marquette.edu/grad/programs-education-graduate.php)

Degrees Offered
Master of Arts (M.A.); Master of Education (M.Ed.); Doctor of Philosophy; Certificate

Program Overview
The College of Education (https://www.marquette.edu/education/graduate/) is made up of two departments: Counselor Education and Counseling Psychology (CECP) and Educational Policy and Leadership (EDPL).

The Department of Educational Policy and Leadership offers programs that prepare graduate students to assume educational leadership roles in the areas of study provided by its programs and specializations. A distinctive characteristic of the programs is the commitment to the development of professionals as agents of critical inquiry and social justice. This is done through a systematic focus on the social, cultural, philosophical and historical contexts of education. The educational policy and leadership programs seek to apply the university goals of Christian commitment and scholarship to settings related to educational practice and policy, especially in public and private schools and institutions of higher education.

While Marquette University is concerned about the professional advancement of its students, facilitates the process of certification and provides excellent educational opportunities, it cautions that professional success in a chosen field requires, above all else, constant development of individual abilities, personal initiative and a professional sense of responsibility for fulfilling all one's appropriate legal, ethical and other professional responsibilities. Hence, the university facilitates the licensure process for students pursuing careers in education and other human service fields, but students must also take responsibility for meeting all the requirements for licensure or certification in their chosen fields.

Master's Programs
The goal of the master's programs is to engage the professional educator in extended critical reflection on the principles, practices, and rationales of human-service leadership in contemporary society. Specifically, the programs seek to develop educational leaders in K-12 schools, colleges, universities and educational organizations with expertise in the historical, philosophical and sociological foundations of educational policy issues. The programs are designed to accommodate the working professional, and program content is composed to reflect student backgrounds, interests and professional objectives.

M.A. – Educational Policy and Foundations
The EDPL master of arts with a specialization in educational policy and foundations is designed for teachers and educational leaders who wish to combine the study of foundations in education with research in an area of interest.

M.Ed. – Educational Leadership
The educational leadership master of education invites students to pursue the critical study of organizational leadership in K-12 schools and to assume leadership roles in those settings. The program prepares students for either the Wisconsin Director of Instruction license or the Wisconsin Principal license.

M.ED. – Student Affairs in Higher Education
The student affairs in higher education master of education prepares students for careers in settings such as: academic advising, career development centers, student unions, international student services, multicultural affairs, orientation programs, residential living programs, admissions and student organizations. The program includes course work in leadership, counseling, educational psychology and higher education.

M.Ed. – POST-BACCALAUREATE Elementary Education
The teacher education master of education with a specialization in elementary education is designed for students with a bachelor's degree who wish to earn an initial Wisconsin elementary/middle (middle childhood/early adolescence — grades 1-8) teaching license. This licensure to master's program is aligned with the knowledge, skills and dispositions related to effective teaching and articulated in the Wisconsin State Teaching Standards for Licensure and Professional Development. Like Marquette's undergraduate teacher preparation program, this program prepares teachers to uphold the Jesuit traditions of care for the person, social justice, academic excellence, ethical behavior and service to the urban community.

M.Ed. – POST-BACCALAUREATE Secondary Education
The teacher education master of education with a specialization in secondary education is designed for students with a bachelor's degree in biology, chemistry, economics, English, a foreign language, history, mathematics, physics, political science, psychology or sociology who wish to earn an initial Wisconsin middle/secondary (early adolescence/adolescence — grades 6-12) teaching license. This licensure to master's program is aligned with the knowledge, skills and dispositions related to effective teaching and articulated in the Wisconsin State Teaching Standards for Licensure and Professional Development.
Development. Like Marquette’s undergraduate teacher preparation program, this program prepares teachers to uphold the Jesuit traditions of care for the person, social justice, academic excellence, ethical behavior and service to the urban community.

M.ED. - SECONDARY EDUCATION - SCIENCE, TECHNOLOGY, ENGINEERING AND MATHEMATICS

A 14-month accelerated, teacher education master of education program in science, technology, engineering and math teaching designed for students with a bachelor's degree in STEM seeking to earn an initial Wisconsin middle/secondary (early adolescence/adolescence – grades 6-12) teaching license. Students will take courses (30 credits) as a cohort over four sessions. During that time they will engage in teaching experiences based upon a field-based, co-operative education internship model. This will allow them to apply their coursework and theory directly to teaching experiences in the classroom.

Certification Programs

The College of Education offers a variety of certification programs which prepare students to obtain state certification and licensure. Certification program requirements are in alignment with requirements for educational licensure through the Wisconsin Department of Public Instruction. Certificates are granted by the Wisconsin Department of Public Instruction. The university’s decisions on recommendations for certification are made by its licensing officer after appropriate consultations and requirement reviews.

Administrative Licensure Certification

Certification programs are available for the Wisconsin Director of Instruction, Principal and Superintendent licenses. Licensed teachers who wish to acquire a principal or director of instruction license may also do so in conjunction with the master of education in educational leadership. Note the superintendent certification is not eligible for Title IV federal aid.

Teaching Certification

Certification programs are available for Wisconsin teaching licensure at the middle childhood/early adolescence level (elementary/middle) or the early adolescence/adolescence level (middle/secondary). Students can earn either license alone or in conjunction with a master of education degree.

Doctoral Program

The EDPL doctoral program develops educational scholar-practitioners, researchers, and leaders who possess the commitment, perspective, and skills to implement strategies for greater equity in a variety of educational settings. Students inquire deeply into the foundational knowledge of education, exploring how the organization of schools, institutions of higher education, and society shape educational processes. Students gain theoretical knowledge in specific disciplinary/topical concentrations, enabling them to further examine educational practice in a chosen context. Finally, students acquire expertise in research methods which equip them to advance and enact educational knowledge. The program supports EDPL Ph.D. graduates to work actively to create a more just society.

APPLYING TO THE Master’s Programs

Application Deadlines

Please note that deadlines by which all application materials must be received may vary based on degree and/or specialization.

- M.Ed. in Student Affairs in Higher Education:
  - January 15 for consideration in Interview Day for graduate assistantships;
  - February 15 for consideration for all other types of merit-based financial aid;
  - July 15 for all other applicants.

  This program starts in the fall term.

- M.Ed. in Educational Leadership:
  - March 31 is the priority deadline for summer admission (normal program start); applications received after this date are considered as space permits.
  - Applications should be received no later than July 15 for consideration for admission for the fall term, if space allows.

- M.A. with specialization in Educational Policy and Foundations:
  - January 15 for priority consideration for fall admission;
  - July 15 deadline for all other fall applications;
  - November 15 for spring applications.

Application Requirements for Master’s Programs

Applicants must submit, directly to the Graduate School:

1. A completed online (http://marquette.edu/grad/future_apply.shtml/) application form and fee.
2. Copies of all college/university transcripts except Marquette. Transcripts must include proof of earned bachelor's degree.

3. Three letters of recommendation addressing the applicant’s ability to do graduate-level work.
4. A personal statement of purpose that includes professional and academic goals.
5. A resume that includes professional and educational experiences.
6. (For international applicants only) a TOEFL score or other acceptable proof of English proficiency.

An interview and/or writing test may be required of applicants following the initial screening.

Teacher certification applicants are required to undergo a criminal background check, conducted by Marquette University. A second criminal background check is conducted at the state level when student teaching is completed, as part of the teacher license application.

Individuals submitting applications for administrative licenses must undergo a criminal background check, conducted by the state, when their administrative program is complete and they submit their administrative license application to the state.

Prerequisites for Admission to Master’s Programs
Applicants should have graduated with a minimum of a bachelor’s degree from an accredited institution appropriate to their chosen field of graduate study.

APPLYING TO THE POST-BACCALAUREATE Teacher Certification PROGRAMS

All applicants seeking teacher certification must have transcripts evaluated by the College of Education before formally applying to the Graduate School for admission to any teacher certification program. Only upon approval of the department should students submit application materials to the Graduate School. Students seeking an advanced degree and certification must meet the criteria for both admission to the Office of Teacher Education and the Graduate School.

All inquiries concerning certification should be directed to the College of Education Graduate Office, located at Schroeder Health and Education Complex, 146, P.O. Box 1881, Milwaukee, WI 53201-1881, or via telephone at (414) 288-4613.

APPLICATION DEADLINES
For all certification programs: March 31 is the priority deadline for summer admission; applications received after this date are considered as space permits. Applications should be received no later than July 15 for consideration for admission for the fall term, if space allows.

Application Requirements for TEACHER Certification Applicants
After having transcripts evaluated by the College of Education, applicants must submit, directly to the Graduate School:

1. A completed online (http://marquette.edu/grad/future_apply.shtml/) application form and fee.
2. Copies of all college/university transcripts except Marquette. Transcripts must include proof of earned bachelor's degree.¹
3. Three letters of recommendation addressing the applicant’s ability to do graduate-level work.
4. A personal statement of purpose that includes professional and academic goals.
5. A resume that includes professional and educational experiences.
6. (For international applicants only) a TOEFL score or other acceptable proof of English proficiency.

An interview and/or writing test may be required of applicants following the initial screening.

Teacher certification applicants are required to undergo a criminal background check conducted by Marquette University. A second criminal background check is conducted at the state level when student teaching is completed, as part of the teacher license application.

¹ Upon admission, final official transcripts from all previously attended colleges/universities, with certified English translations if original language is not English, must be submitted to the Graduate School within the first five weeks of the term of admission or a hold preventing registration for future terms will be placed on the student’s record.

APPLYING TO THE ADMINISTRATIVE Certification PROGRAMS

Applicants seeking a master’s degree and principal or director of instruction certification must meet the criteria for both admission to the Office of Teacher Education and the Graduate School. Before applying to an administrative certification program, individuals must have at least a bachelor’s degree from an accredited college or university with a minimum grade point average of 3.000 on a 4.000 point scale, along with one year of teaching experience.
APPLICATION DEADLINES

For all certification programs: March 31 is the priority deadline for summer admission; applications received after this date are considered as space permits. Applications should be received no later than July 15 for consideration for admission for the fall term, if space allows.

APPLICATION REQUIREMENTS FOR ADMINISTRATIVE CERTIFICATION APPLICANTS

Applicants must submit, directly to the Graduate School:

1. A completed online (http://marquette.edu/grad/future_apply.shtml/) application form and fee.
2. Copies of all college/university transcripts except Marquette.¹
3. Three letters of recommendation addressing the applicant’s ability to do graduate-level work.
4. A personal statement of purpose that includes professional and academic goals.
5. A resume that includes professional and educational experiences.
6. (For international applicants only) a TOEFL score or other acceptable proof of English proficiency.

An interview and/or writing test may be required of applicants following the initial screening.

When their administrative program is complete and they submit their administrative license applications to the state, individuals must have a Wisconsin teacher license and three years of teaching experience. They must also undergo a criminal background check conducted by the state.

¹ Upon admission, final official transcripts from all previously attended colleges/universities, with certified English translations if original language is not English, must be submitted to the Graduate School within the first five weeks of the term of admission or a hold preventing registration for future terms will be placed on the student’s record.

APPLYING TO THE DOCTORAL PROGRAM

The doctoral program is designed to foster the development of scholar-practitioners. It asks students not only to inquire deeply into the process of teaching and learning, but also into how the organization of schooling shapes this process. In addition, the program asks students to acquire adjacent disciplinary strengths that provide contexts for considering what knowledge is of most worth, how forms of knowledge are socially distributed and what educational measures might help bring about a more just society. Students are expected to gain expertise in research that will enable them to contribute to the ways we think about education, and they are expected to develop technological and other practical skills that will enable them to implement strategies for change.

PREREQUISITES FOR ADMISSION

Applicants should have graduated with, or be about to graduate with, a master’s degree or other professional degree such as J.D. or M.D. from an accredited institution appropriate to their chosen field of graduate study. The exceptional student applying to the doctoral program without a master’s degree, if accepted, must complete an appropriate master’s degree as part of his or her doctoral program requirements.

APPLICATION DEADLINE

Applicant files must be completed by Jan. 15 for admission consideration to the doctoral program. Applicants are notified by March 15.

APPLICATION REQUIREMENTS FOR DOCTORAL PROGRAM

Applicants must submit, directly to the Graduate School:

1. A completed online (http://marquette.edu/grad/future_apply.shtml/) application form and fee.
2. Copies of all college/university transcripts except Marquette.¹
3. Three letters of recommendation addressing the applicant’s ability to do graduate-level work.
4. GRE scores (scores MUST be received by application deadline – Jan. 15).
5. A sample of scholarly writing, such as a master’s thesis or a published article.
6. A personal statement articulating research interests with professional aspirations.
7. A resume that includes professional and educational experience.
8. (For international applicants only) a TOEFL score or other acceptable proof of English proficiency.

An interview and/or writing test may be required of applicants following the initial screening.
Upon admission, final official transcripts from all previously attended colleges/universities, with certified English translations if original language is not English, must be submitted to the Graduate School within the first five weeks of the term of admission or a hold preventing registration for future terms will be placed on the student’s record.

**Educational Policy and Leadership Master of Arts**

**Specialization:** Educational Policy and Foundations

A master’s program is arranged in consultation with the student’s assigned adviser. The program of study should be submitted for approval to the director of graduate studies no later than the end of the first term. Where licensure is involved, the program is designed to meet Wisconsin requirements.

**Program Requirements**

**Educational Policy and Foundations**

The master of arts degree in educational policy and leadership with a specialization in educational policy and foundations requires students to complete 33 credit hours of course work and complete a capstone research project.

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<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Hours</th>
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<tbody>
<tr>
<td>EDPL 6330</td>
<td>Sociological Foundations of Education</td>
<td>3</td>
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<tr>
<td>EDPL 6730</td>
<td>History of Education in the United States</td>
<td>3</td>
</tr>
</tbody>
</table>

**Additional Foundation - two courses chosen from the following:**

- EDPL 6200  
- EDPL 6250  
- EDPL 6360  
- EDPL 6445  
- EDPL 6450  
- EDPL 6700  
- EDPL 6712  
- EDPL 6800  
- EDPL 6860  
- EDUC 6340

**Required Research courses:**

- EDPL 6000  
- EDPL 6997

**Electives - five courses chosen from the following, not used to fulfill previous requirements:**

- EDPL 6140  
- EDPL 6200  
- EDPL 6210  
- EDPL 6250  
- EDPL 6260  
- EDPL 6310  
- EDPL 6445  
- EDPL 6450  
- EDPL 6680  
- EDPL 6700  
- EDPL 6712  
- EDPL 6750  
- EDPL 6800  
- EDPL 6860  
- EDPL 6870  
- EDPL 6953

**Total Credit Hours:** 33

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1 Or equivalent.
Educational Leadership Master of Education

A graduate degree in educational leadership is designed for teachers or administrators wishing to complete a master's degree or certification as principals and/or directors of instruction (https://dpi.wi.gov/tepdl/licensing/types/administrator/).

PROGRAM REQUIREMENTS

Students must complete a total of 33 credit hours of course work for the master of education degree in educational leadership. This program consists of 27 core credits with 6 credits specific to earn either the director of instruction or the principal certification. Students complete a 75-hour practicum in K-12 schools/districts.

DIRECTOR OF INSTRUCTION

The certification program is designed for licensed teachers interested in earning a master's degree and Director of Instruction licensure in the state of Wisconsin and requires students to complete 33 credit hours of course work.

PREREQUISITES FOR LICENSURE:
Wisconsin Teaching license
Licensed teaching experience

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<tr>
<th>Code</th>
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<tr>
<td>EDPL 6000</td>
<td>Introduction to Educational Inquiry</td>
<td>3</td>
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<tr>
<td>EDPL 6700</td>
<td>Organizational Theory and Administration in K-12 Schools</td>
<td>3</td>
</tr>
<tr>
<td>EDPL 6712</td>
<td>Politics and Community in Educational Organizations</td>
<td>3</td>
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<tr>
<td>EDPL 6720</td>
<td>Business Administration of the Educational Organization</td>
<td>3</td>
</tr>
<tr>
<td>EDPL 6730</td>
<td>History of Education in the United States</td>
<td>3</td>
</tr>
<tr>
<td>EDPL 6800</td>
<td>American Law and the Educational Organization</td>
<td>3</td>
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<tr>
<td>EDPL 6860</td>
<td>Instructional Leadership</td>
<td>3</td>
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<tr>
<td>EDPL 6870</td>
<td>Curriculum Leadership</td>
<td>3</td>
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<tr>
<td>EDPL 6997</td>
<td>Capstone in Educational Policy and Leadership</td>
<td>3</td>
</tr>
<tr>
<td>EDPL 6445</td>
<td>Learning and Curriculum Theories</td>
<td>3</td>
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<tr>
<td>EDPL 6985</td>
<td>Director of Instruction Practicum</td>
<td>3</td>
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</table>

Total Credit Hours: 33

PRINCIPAL

The certification program is designed for licensed teachers interested in earning a master's degree and Principal licensure in the state of Wisconsin and requires students to complete 33 credit hours of course work.

PREREQUISITES FOR LICENSURE:
Wisconsin Teaching license
Licensed teaching experience

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<td>Introduction to Educational Inquiry</td>
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<tr>
<td>EDPL 6700</td>
<td>Organizational Theory and Administration in K-12 Schools</td>
<td>3</td>
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<tr>
<td>EDPL 6712</td>
<td>Politics and Community in Educational Organizations</td>
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<tr>
<td>EDPL 6720</td>
<td>Business Administration of the Educational Organization</td>
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<tr>
<td>EDPL 6730</td>
<td>History of Education in the United States</td>
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<tr>
<td>EDPL 6800</td>
<td>American Law and the Educational Organization</td>
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<tr>
<td>EDPL 6860</td>
<td>Instructional Leadership</td>
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<tr>
<td>EDPL 6870</td>
<td>Curriculum Leadership</td>
<td>3</td>
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<tr>
<td>EDPL 6997</td>
<td>Capstone in Educational Policy and Leadership</td>
<td>3</td>
</tr>
<tr>
<td>EDPL 6750</td>
<td>The Principalship</td>
<td>3</td>
</tr>
</tbody>
</table>

Required certification course work: 6
Student Affairs in Higher Education Master of Education

The master of education in student affairs in higher education (SAHE) prepares graduate students for a career in a variety of student affairs settings, such as academic advising, career centers, student unions, international student services, multicultural affairs, orientation programs, residence life and student activities.

PROGRAM REQUIREMENTS

The master of education degree in student affairs in higher education requires students to complete 36 credits of course work and a professional capstone project.

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<tr>
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<tbody>
<tr>
<td>EDPL 6000</td>
<td>Introduction to Educational Inquiry</td>
<td>3</td>
</tr>
<tr>
<td>EDPL 6100</td>
<td>Introduction to Student Affairs</td>
<td>3</td>
</tr>
<tr>
<td>EDPL 6130</td>
<td>Counseling Skills for Student Affairs Professionals</td>
<td>3</td>
</tr>
<tr>
<td>EDPL 6140</td>
<td>Social Justice Advocacy in Student Affairs</td>
<td>3</td>
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<tr>
<td>EDPL 6200</td>
<td>Student Development in Higher Education</td>
<td>3</td>
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<tr>
<td>EDPL 6210</td>
<td>Environmental Theory Assessment in Higher Education</td>
<td>3</td>
</tr>
<tr>
<td>EDPL 6250</td>
<td>History of Higher Education in the United States</td>
<td>3</td>
</tr>
<tr>
<td>EDPL 6260</td>
<td>Organizational Theory and Administration in Higher Education</td>
<td>3</td>
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<tr>
<td>EDPL 6800</td>
<td>American Law and the Educational Organization</td>
<td>3</td>
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<tr>
<td>EDPL 6965</td>
<td>Practicum in Student Affairs Leadership 1</td>
<td>3</td>
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<tr>
<td>EDPL 6966</td>
<td>Practicum in Student Affairs Leadership 2 (^\text{1})</td>
<td>3</td>
</tr>
<tr>
<td>EDPL 6997</td>
<td>Capstone in Educational Policy and Leadership</td>
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</table>

Total Credit Hours: 36

\(^\text{1}\) Students who are waived from the second practicum course must choose a 3-credit elective in an area of interest.

Teacher Education Master of Education

Specializations: Elementary Education; Secondary Education; Secondary Education - Science, Technology, Engineering and Mathematics

The master of education in teacher education (TEDU) prepares graduate students for a career in teaching. The program is designed for students with a bachelor’s degree who wish to earn an initial Wisconsin middle childhood/early adolescence (grades 1-8) teaching license, an initial Wisconsin early adolescence/adolescence (grades 6-12) teaching license, or an initial Wisconsin early adolescence/adolescence (grades 6-12) teaching license in a STEM content.

Program Requirements

Elementary Education

This master’s program is designed to meet the needs of the working professional with a certifiable bachelor’s degree who wish to earn an initial Wisconsin early adolescence/adolescence teaching license. The master of education degree in elementary education requires students to complete 44 credit hours\(^\text{1}\) of prerequisite and required course work. This includes one term of full-time student teaching.

Undergraduate Prerequisites

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<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Hours</th>
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<tbody>
<tr>
<td>EDUC 2001</td>
<td>Teaching Practice 1: Instructional Design and Teaching Models</td>
<td>3</td>
</tr>
<tr>
<td>EDUC 2002</td>
<td>Teaching Practice 2: Cultivating Relationships and Communities for Learning</td>
<td>3</td>
</tr>
<tr>
<td>EDUC 2330</td>
<td>Integrating the Arts Across the Curriculum</td>
<td>3</td>
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</table>

Total Credit Hours: 9

Required Graduate Courses (35 Credits)

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Hours</th>
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</thead>
<tbody>
<tr>
<td>EDUC 5000</td>
<td>Educational Inquiry 2: Advanced Topics</td>
<td>3</td>
</tr>
<tr>
<td>EDUC 5003</td>
<td>Teaching Practice 3: Assessment and Differentiation</td>
<td>3</td>
</tr>
</tbody>
</table>
EDUC 5217  Educating Exceptional Learners  3
EDUC 5307  Early Childhood Development: Cognition, Numeracy, Literacy (K4-Gr 1)  3
EDUC 5327  Foundational Principles and Practices of Teaching Writing (K4-9)  3
EDUC 5337  Social Studies and Social Inquiry  3
EDUC 5357  Foundational Principles and Practices of Teaching Reading  3
EDUC 5367  Integrated STEM Methods (K4-9)  5
EDUC 6340  Child and Adolescent Development  3
EDUC 6966  Elementary/Middle Education Practicum  3

One additional graduate-level course elective:

EDPL 6000  Introduction to Educational Inquiry  3
EDPL 6330  Sociological Foundations of Education  3
EDPL 6445  Learning and Curriculum Theories  3
EDPL 6450  Theories of Learning Applied to Instruction  3
EDPL 6700  Organizational Theory and Administration in K-12 Schools  3
EDPL 6712  Politics and Community in Educational Organizations  3
EDPL 6730  History of Education in the United States  3
EDPL 6800  American Law and the Educational Organization  3
EDPL 6860  Instructional Leadership  3
EDPL 6870  Curriculum Leadership  3
EDPL 6953  Seminar in Analysis of Teaching  3
EDUC 5540  Philosophy of Education  3

Total Credit Hours: 35

1 A minimum of 35 credits must be completed at the graduate level for the master’s degree. Course work completed at the undergraduate level (either at Marquette or at another institution) may reduce course requirements in this program.

Note: A transcript analysis determines whether additional math courses are required.

Secondary Education

This master’s program is designed to meet the needs of the working professional with a certifiable bachelor’s degree who wish to earn an initial Wisconsin early adolescence/adolescence teaching license. The master of education degree in secondary education requires students to complete 39 credit hours of prerequisite and required course work. This includes one term of full-time student teaching.

Undergraduate Prerequisites

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<thead>
<tr>
<th>Code</th>
<th>Title</th>
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<tbody>
<tr>
<td>EDUC 2001</td>
<td>Teaching Practice 1: Instructional Design and Teaching Models</td>
<td>3</td>
</tr>
<tr>
<td>EDUC 2002</td>
<td>Teaching Practice 2: Cultivating Relationships and Communities for Learning</td>
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</tbody>
</table>

Total Credit Hours: 6

CONTENT AREA PREREQUISITE COURSE WORK

Based on an analysis of the transcript, students may be required to complete additional course work in their content area of certification to meet Wisconsin Department of Public Instruction certification requirements.

Required Graduate Courses (33 Credits)

<table>
<thead>
<tr>
<th>Code</th>
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<tbody>
<tr>
<td>EDUC 5000</td>
<td>Educational Inquiry 2: Advanced Topics</td>
<td>3</td>
</tr>
<tr>
<td>EDUC 5003</td>
<td>Teaching Practice 3: Assessment and Differentiation</td>
<td>3</td>
</tr>
<tr>
<td>EDUC 5037</td>
<td>Adolescent and Disciplinary Literacies</td>
<td>3</td>
</tr>
<tr>
<td>EDUC 5047</td>
<td>Advanced Teaching Practice in Middle and High School</td>
<td>3</td>
</tr>
<tr>
<td>EDUC 5217</td>
<td>Educating Exceptional Learners</td>
<td>3</td>
</tr>
<tr>
<td>EDUC 6340</td>
<td>Child and Adolescent Development</td>
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One additional Advanced Methods course:

EDUC 5007  Teaching Middle/Secondary Social Science
EDUC 5017  Teaching Middle/Secondary Science
EDUC 5027  Teaching English in the Secondary School
LLAC 5000  Teaching World Languages and Cultures
MSSC 5020  The Teaching of Mathematics
or Advanced Methods in Journalism, Communication or Theatre
EDUC 6965  Middle/Secondary Education Practicum  3
Three additional graduate-level course electives:  9
EDPL 6000  Introduction to Educational Inquiry
EDPL 6330  Sociological Foundations of Education
EDPL 6445  Learning and Curriculum Theories
EDPL 6450  Theories of Learning Applied to Instruction
EDPL 6700  Organizational Theory and Administration in K-12 Schools
EDPL 6712  Politics and Community in Educational Organizations
EDPL 6730  History of Education in the United States
EDPL 6800  American Law and the Educational Organization
EDPL 6860  Instructional Leadership
EDPL 6870  Curriculum Leadership
EDPL 6953  Seminar in Analysis of Teaching
EDUC 5540  Philosophy of Education

Total Credit Hours:  33

1  Course work completed at the undergraduate level (either at Marquette or at another institution) may reduce course requirements in this program. A minimum of 33 credits must be completed at the graduate level for the master's degree.

Secondary Education - Science, Technology, Engineering and Mathematics
This master's program is designed to meet the needs of the working professional with a bachelor's degree who wish to earn an initial Wisconsin early adolescence/adolescence teaching license. The master of education degree in secondary STEM education requires students to complete 30 credit hours of course work.

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDUC 6971</td>
<td>Introduction to Teaching and Learning</td>
<td>6</td>
</tr>
<tr>
<td>EDUC 6972</td>
<td>Integrated STEM Methods</td>
<td>9</td>
</tr>
<tr>
<td>EDUC 6973</td>
<td>Teacher Practice</td>
<td>9</td>
</tr>
<tr>
<td>EDUC 6974</td>
<td>Professional Practice</td>
<td>6</td>
</tr>
</tbody>
</table>

Total Credit Hours:  30

Educational Policy and Leadership Doctorate
A Marquette doctoral student must complete a 57-credit program of study prepared in consultation with his or her adviser and outlined on an approved Doctoral Program Planning Form. The program must include an earned master's degree of 30 credit hours, an additional 45 credit hours of course work, and 12 credit hours of dissertation course work.

Transferring Credits from master's programs:
• A maximum of 15 master's credits can be considered for transfer from another institution.
• Additional master's credits may be considered for transfer from a closely related Marquette University master's degree program.

In both cases, the transfer of credits is considered on a case-by-case basis by the student's adviser and/or the Doctoral Program Committee based on the following factors:
1. EDPL courses listed as requirements or electives in the doctoral program description can be accepted for transfer given adequate student performance;
2. Level of theoretical course content for courses not listed in the program;
3. Student performance in transfer course.

In all cases, should the adviser and/or Doctoral Program Committee determine a student is not sufficiently prepared to begin dissertation research upon completion of course work, EDPL reserves the right to require the student to take appropriate course/s toward completion of the doctoral degree.

A doctoral program must contain the following elements:
<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDPL 8330</td>
<td>Sociological Foundations of Education</td>
<td>15</td>
</tr>
<tr>
<td>EDPL 8730</td>
<td>History of Education in the United States</td>
<td></td>
</tr>
<tr>
<td>EDPL 8955</td>
<td>Seminar Social Contexts and Educational Policy 1</td>
<td></td>
</tr>
<tr>
<td>EDPL 8956</td>
<td>Seminar Social Contexts and Educational Policy 2</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Foundation Elective course - choose one of the following:</td>
<td></td>
</tr>
<tr>
<td>EDPL 8250</td>
<td>History of Higher Education in the United States</td>
<td></td>
</tr>
<tr>
<td>EDPL 8300</td>
<td>Classics in the Philosophy of Education</td>
<td></td>
</tr>
<tr>
<td>EDPL 8310</td>
<td>Contemporary Philosophies of Education</td>
<td></td>
</tr>
<tr>
<td>EDPL 8445</td>
<td>Learning and Curriculum Theories</td>
<td></td>
</tr>
<tr>
<td>EDPL 8700</td>
<td>Organizational Theory and Administration in K-12 Schools</td>
<td></td>
</tr>
<tr>
<td>EDPL 8712</td>
<td>Politics and Community in Educational Organizations</td>
<td></td>
</tr>
<tr>
<td>EDPL 8800</td>
<td>American Law and the Educational Organization</td>
<td></td>
</tr>
<tr>
<td>EDPL 8860</td>
<td>Instructional Leadership</td>
<td></td>
</tr>
<tr>
<td>EDPL 8870</td>
<td>Curriculum Leadership</td>
<td></td>
</tr>
</tbody>
</table>

**Research Courses**

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDPL 8710</td>
<td>Multiple Paradigms in Educational Research</td>
<td>12</td>
</tr>
<tr>
<td>EDPL 8715</td>
<td>Interpretive and Critical Research in Education 1</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Quantitative Research Instruction</td>
<td></td>
</tr>
<tr>
<td>EDPL 8720</td>
<td>Interpretive and Critical Research in Education 2 (or 2nd Quantitative Methods)</td>
<td></td>
</tr>
</tbody>
</table>

**Electives (Chosen from areas of focus below)**

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Electives, K-12/Higher Education Leadership</td>
<td>18</td>
</tr>
<tr>
<td>EDPL 6140</td>
<td>Social Justice Advocacy in Student Affairs</td>
<td></td>
</tr>
<tr>
<td>EDPL 6200</td>
<td>Student Development in Higher Education</td>
<td></td>
</tr>
<tr>
<td>EDPL 8250</td>
<td>History of Higher Education in the United States</td>
<td></td>
</tr>
<tr>
<td>EDPL 8260</td>
<td>Organizational Theory and Administration in Higher Education</td>
<td></td>
</tr>
<tr>
<td>EDPL 8310</td>
<td>Contemporary Philosophies of Education</td>
<td></td>
</tr>
<tr>
<td>EDPL 8700</td>
<td>Organizational Theory and Administration in K-12 Schools (recommended)</td>
<td></td>
</tr>
<tr>
<td>EDPL 8712</td>
<td>Politics and Community in Educational Organizations (recommended)</td>
<td></td>
</tr>
<tr>
<td>EDPL 8800</td>
<td>American Law and the Educational Organization</td>
<td></td>
</tr>
<tr>
<td>EDPL 8860</td>
<td>Instructional Leadership</td>
<td></td>
</tr>
<tr>
<td>EDPL 8870</td>
<td>Curriculum Leadership</td>
<td></td>
</tr>
</tbody>
</table>

**Total Credit Hours:**

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Total Credit Hours</td>
<td>57</td>
</tr>
</tbody>
</table>

Students interested in pursuing a focus in the area of **K-12/higher education leadership** may select from the following electives:

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDPL 6140</td>
<td>Social Justice Advocacy in Student Affairs</td>
<td>18</td>
</tr>
<tr>
<td>EDPL 6200</td>
<td>Student Development in Higher Education</td>
<td></td>
</tr>
<tr>
<td>EDPL 8250</td>
<td>History of Higher Education in the United States</td>
<td></td>
</tr>
<tr>
<td>EDPL 8260</td>
<td>Organizational Theory and Administration in Higher Education</td>
<td></td>
</tr>
<tr>
<td>EDPL 8310</td>
<td>Contemporary Philosophies of Education</td>
<td></td>
</tr>
<tr>
<td>EDPL 8700</td>
<td>Organizational Theory and Administration in K-12 Schools (recommended)</td>
<td></td>
</tr>
<tr>
<td>EDPL 8712</td>
<td>Politics and Community in Educational Organizations (recommended)</td>
<td></td>
</tr>
<tr>
<td>EDPL 8800</td>
<td>American Law and the Educational Organization</td>
<td></td>
</tr>
<tr>
<td>EDPL 8860</td>
<td>Instructional Leadership</td>
<td></td>
</tr>
<tr>
<td>EDPL 8870</td>
<td>Curriculum Leadership</td>
<td></td>
</tr>
</tbody>
</table>

**Total Credit Hours:**

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Total Credit Hours</td>
<td>18</td>
</tr>
</tbody>
</table>

Students interested in pursuing a focus in the area of **K-12/higher education teaching and learning** may select from the following electives:

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDPL 6140</td>
<td>Social Justice Advocacy in Student Affairs</td>
<td>18</td>
</tr>
<tr>
<td>EDPL 6200</td>
<td>Student Development in Higher Education</td>
<td></td>
</tr>
<tr>
<td>EDPL 8310</td>
<td>Contemporary Philosophies of Education</td>
<td></td>
</tr>
<tr>
<td>EDPL 8445</td>
<td>Learning and Curriculum Theories</td>
<td></td>
</tr>
<tr>
<td>EDPL 8450</td>
<td>Theories of Learning Applied to Instruction</td>
<td></td>
</tr>
<tr>
<td>EDPL 8800</td>
<td>American Law and the Educational Organization</td>
<td></td>
</tr>
<tr>
<td>EDPL 8860</td>
<td>Instructional Leadership</td>
<td></td>
</tr>
</tbody>
</table>

**Total Credit Hours:**

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Total Credit Hours</td>
<td>18</td>
</tr>
</tbody>
</table>
EDPL 8870  Curriculum Leadership (recommended)

Total Credit Hours: 18

Students interested in pursuing a focus in the area of K-12/higher education policy analysis may select from the following electives:

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDPL 8260</td>
<td>Organizational Theory and Administration in Higher Education</td>
<td></td>
</tr>
<tr>
<td>EDPL 8310</td>
<td>Contemporary Philosophies of Education</td>
<td></td>
</tr>
<tr>
<td>EDPL 8700</td>
<td>Organizational Theory and Administration in K-12 Schools</td>
<td></td>
</tr>
<tr>
<td>EDPL 8712</td>
<td>Politics and Community in Educational Organizations</td>
<td></td>
</tr>
<tr>
<td>EDPL 8800</td>
<td>American Law and the Educational Organization</td>
<td></td>
</tr>
<tr>
<td>COPS 8310</td>
<td>Intermediate Research and Statistics</td>
<td></td>
</tr>
<tr>
<td>COPS 8320</td>
<td>Measurement and Evaluation</td>
<td></td>
</tr>
<tr>
<td>POSC 5281</td>
<td>Urban Public Policy (recommended)</td>
<td></td>
</tr>
<tr>
<td>POSC 6954</td>
<td>Research Seminar in American Politics (recommended)</td>
<td></td>
</tr>
</tbody>
</table>

Total Credit Hours: 18

Students may also create a customized set of electives with the approval of their adviser.

Normally, no second language is required, unless, at the discretion of the student's adviser, proficiency in a second language is necessary in a student's research.

The residency requirement for EDPL doctoral students is met when the student has completed three consecutive semesters with a minimum of three credits each semester. Summer can be, but is not required to be, included to meet the residency requirement.

A doctoral student must pass all three parts of a written and oral qualifying exam prior to the advancement to candidacy. DQE Component 1: Critical Analysis and DQE Component 2: Foundations of Research are completed during course work. DQE Component 3: Proposal, both written and oral defense, is taken after the completion of course work. A student’s DQE Component 3 committee and the dissertation committee (typically the same members) should include at least two faculty from the EDPL department. The remaining members may be from outside the department with no more than one coming from outside the university. Students should select all committee members in consultation with their adviser.

The doctoral dissertation must represent an original research contribution and show high attainment and clear ability to do independent research. Students must successfully defend both their dissertation proposal and the final dissertation.

**Director of Instruction Certificate**

This certificate program is designed for licensed teachers interested in the Director of Instruction license in the state of Wisconsin and requires students to complete 30 credit hours of course work.

**Prerequisites for Licensure:**
- Wisconsin Teaching license
- Master's degree
- Licensed teaching experience

**Required Courses (30 credits)**

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDPL 6000</td>
<td>Introduction to Educational Inquiry</td>
<td>3</td>
</tr>
<tr>
<td>EDPL 6445</td>
<td>Learning and Curriculum Theories</td>
<td>3</td>
</tr>
<tr>
<td>EDPL 6700</td>
<td>Organizational Theory and Administration in K-12 Schools</td>
<td>3</td>
</tr>
<tr>
<td>EDPL 6712</td>
<td>Politics and Community in Educational Organizations</td>
<td>3</td>
</tr>
<tr>
<td>EDPL 6720</td>
<td>Business Administration of the Educational Organization</td>
<td>3</td>
</tr>
<tr>
<td>EDPL 6730</td>
<td>History of Education in the United States</td>
<td>3</td>
</tr>
<tr>
<td>EDPL 6800</td>
<td>American Law and the Educational Organization</td>
<td>3</td>
</tr>
<tr>
<td>EDPL 6860</td>
<td>Instructional Leadership</td>
<td>3</td>
</tr>
<tr>
<td>EDPL 6870</td>
<td>Curriculum Leadership</td>
<td>3</td>
</tr>
<tr>
<td>EDPL 6985</td>
<td>Director of Instruction Practicum</td>
<td>3</td>
</tr>
</tbody>
</table>

Total Credit Hours: 30
Elementary Education Certificate

This certificate program is designed to meet the needs of adults with a certifiable bachelor’s degree who wish to earn an initial Wisconsin middle childhood/early adolescence teaching license and requires students to complete the DPI minimum of 25 credit hours¹ of graduate-level course work.

Undergraduate Prerequisites:

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDUC 2001</td>
<td>Teaching Practice 1: Instructional Design and Teaching Models</td>
<td>3</td>
</tr>
<tr>
<td>EDUC 2002</td>
<td>Teaching Practice 2: Cultivating Relationships and Communities for Learning</td>
<td>3</td>
</tr>
<tr>
<td>EDUC 2330</td>
<td>Integrating the Arts Across the Curriculum</td>
<td>3</td>
</tr>
</tbody>
</table>

Total Credit Hours: 9

Graduate Courses (25-32 credits):

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDUC 5000</td>
<td>Educational Inquiry 2: Advanced Topics</td>
<td>3</td>
</tr>
<tr>
<td>EDUC 5003</td>
<td>Teaching Practice 3: Assessment and Differentiation (Teaching Practice 3)</td>
<td>3</td>
</tr>
<tr>
<td>EDUC 5217</td>
<td>Educating Exceptional Learners</td>
<td>3</td>
</tr>
<tr>
<td>EDUC 5307</td>
<td>Early Childhood Development: Cognition, Numeracy, Literacy (K4-Gr 1) (Early Childhood Development)</td>
<td>3</td>
</tr>
<tr>
<td>EDUC 5327</td>
<td>Foundational Principles and Practices of Teaching Writing (K4-9) (Foundations of Principles &amp; Pract Teach &amp; Writing)</td>
<td>3</td>
</tr>
<tr>
<td>EDUC 5337</td>
<td>Social Studies and Social Inquiry</td>
<td>3</td>
</tr>
<tr>
<td>EDUC 5357</td>
<td>Foundational Principles and Practices of Teaching Reading</td>
<td>3</td>
</tr>
<tr>
<td>EDUC 5367</td>
<td>Integrated STEM Methods (K4-9)</td>
<td>5</td>
</tr>
<tr>
<td>EDUC 6340</td>
<td>Child and Adolescent Development</td>
<td>3</td>
</tr>
<tr>
<td>EDUC 6966</td>
<td>Elementary/Middle Education Practicum</td>
<td>3</td>
</tr>
</tbody>
</table>

Total Credit Hours: 32

¹ Depending on background and/or equivalent course work completed (either at Marquette or at another institution).

Note: A transcript analysis determines whether additional math courses are required.

If a student in the certification program should decide at a later time to pursue the master of education degree, the College of Education will apply earned credits toward the pursuit of that degree, as long as it is within 6 years from the start of the initial certification program.

Principal Certificate

This certificate program is designed for licensed teachers interested in the Principal license in the state of Wisconsin and requires students to complete 30 credit hours of course work.

Prerequisites for Licensure:

- Wisconsin Teaching license
- Master’s degree
- Licensed teaching experience

Required Courses (30 credits)

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDPL 6000</td>
<td>Introduction to Educational Inquiry</td>
<td>3</td>
</tr>
<tr>
<td>EDPL 6700</td>
<td>Organizational Theory and Administration in K-12 Schools</td>
<td>3</td>
</tr>
<tr>
<td>EDPL 6712</td>
<td>Politics and Community in Educational Organizations</td>
<td>3</td>
</tr>
<tr>
<td>EDPL 6720</td>
<td>Business Administration of the Educational Organization</td>
<td>3</td>
</tr>
<tr>
<td>EDPL 6730</td>
<td>History of Education in the United States</td>
<td>3</td>
</tr>
<tr>
<td>EDPL 6750</td>
<td>The Principalship</td>
<td>3</td>
</tr>
<tr>
<td>EDPL 6800</td>
<td>American Law and the Educational Organization</td>
<td>3</td>
</tr>
<tr>
<td>EDPL 6860</td>
<td>Instructional Leadership</td>
<td>3</td>
</tr>
<tr>
<td>EDPL 6870</td>
<td>Curriculum Leadership</td>
<td>3</td>
</tr>
</tbody>
</table>
Secondary Education Certificate

This certificate program is designed to meet the needs of the working professional with a certifiable bachelor’s degree who wish to earn an initial Wisconsin early adolescence/adolescence teaching license and requires students to complete the DPI minimum of 15 credit hours\(^1\) of course work.

**Undergraduate Prerequisite**

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDUC 2001</td>
<td>Teaching Practice 1: Instructional Design and Teaching Models</td>
<td>3</td>
</tr>
<tr>
<td>EDUC 2002</td>
<td>Teaching Practice 2: Cultivating Relationships and Communities for Learning</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td><strong>Total Credit Hours:</strong></td>
<td><strong>6</strong></td>
</tr>
</tbody>
</table>

**Required Courses (15-24 credits)**

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDUC 5000</td>
<td>Educational Inquiry 2: Advanced Topics</td>
<td>3</td>
</tr>
<tr>
<td>EDUC 5003</td>
<td>Teaching Practice 3: Assessment and Differentiation (Teaching Practice 3)</td>
<td>3</td>
</tr>
<tr>
<td>EDUC 5037</td>
<td>Adolescent and Disciplinary Literacies</td>
<td>3</td>
</tr>
<tr>
<td>EDUC 5047</td>
<td>Advanced Teaching Practice in Middle and High School (Cult &amp; Context Relevant Teach Prac)</td>
<td>3</td>
</tr>
<tr>
<td>EDUC 5217</td>
<td>Educating Exceptional Learners</td>
<td>3</td>
</tr>
<tr>
<td>EDUC 6340</td>
<td>Child and Adolescent Development</td>
<td>3</td>
</tr>
<tr>
<td>EDUC 6965</td>
<td>Middle/Secondary Education Practicum</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td><strong>One additional course in Advanced Methods:</strong></td>
<td></td>
</tr>
<tr>
<td>EDUC 5007</td>
<td>Teaching Middle/Secondary Social Science</td>
<td>3</td>
</tr>
<tr>
<td>EDUC 5017</td>
<td>Teaching Middle/Secondary Science</td>
<td></td>
</tr>
<tr>
<td>EDUC 5027</td>
<td>Teaching English in the Secondary School</td>
<td></td>
</tr>
<tr>
<td>LLAC 5000</td>
<td>Teaching World Languages and Cultures</td>
<td></td>
</tr>
<tr>
<td>MSSC 5020</td>
<td>The Teaching of Mathematics</td>
<td></td>
</tr>
<tr>
<td></td>
<td><strong>Advanced Methods in Journalism, Communication, or Theatre</strong></td>
<td></td>
</tr>
<tr>
<td></td>
<td><strong>Total Credit Hours:</strong></td>
<td><strong>24</strong></td>
</tr>
</tbody>
</table>

\(^1\) Depending on background and/or equivalent course work completed (either at Marquette or at another institution).

**Prerequisite Course Work**

Based on an analysis of the transcript, students may be required to complete additional course work in their content area of certification to meet Wisconsin Department of Public Instruction certification requirements.

**Note:** If a student in the certification program should decide at a later time to pursue the master of education degree, the College of Education can apply earned credits toward the pursuit of that degree, as long as it is within 6 years from the start of the initial certification program.

**Superintendent Certificate**

This certificate program is designed for licensed teachers interested in the Superintendent license in the state of Wisconsin and requires students to complete 27 credit hours of course work. This program is not eligible for Title IV federal aid.

**Prerequisites:**

- Wisconsin Teaching license
- Three years of teaching experience
- Master’s degree
- Principal license
- Human development course
Required Courses (24 credits)

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDPL 8000</td>
<td>The Superintendency</td>
<td>3</td>
</tr>
<tr>
<td>EDPL 8010</td>
<td>Advanced Personnel Leadership</td>
<td>3</td>
</tr>
<tr>
<td>EDPL 8020</td>
<td>Advanced Politics and Community Relations in Educational Organizations</td>
<td>3</td>
</tr>
<tr>
<td>EDPL 8030</td>
<td>Advanced Theory and Practice in Educational Finance</td>
<td>3</td>
</tr>
<tr>
<td>EDPL 8040</td>
<td>Advanced Program Planning and Evaluation in Educational Settings</td>
<td>3</td>
</tr>
<tr>
<td>EDPL 8730</td>
<td>History of Education in the United States</td>
<td>3</td>
</tr>
<tr>
<td>EDPL 8870</td>
<td>Curriculum Leadership</td>
<td>3</td>
</tr>
<tr>
<td>EDPL 8965</td>
<td>Advanced Practicum in Educational Leadership</td>
<td>3</td>
</tr>
</tbody>
</table>

Total Credit Hours: 24

Elective Course (3 credits)
Students choose an elective in an area of interest and in consultation with their adviser.

Educational Policy and Leadership Courses

EDPL 6000. Introduction to Educational Inquiry. 3 cr. hrs.
Multiple approaches to educational research are explored with emphasis on reading, critiquing and using research to develop and support strong oral and written theses in discussing educational issues.

EDPL 6100. Introduction to Student Affairs. 3 cr. hrs.
Historical, philosophical and theoretical foundations of the field of student affairs in higher education in the United States. Roles and functions of various student affairs divisions and how they contribute to purposes of post-secondary education. Current issues in the field.

EDPL 6130. Counseling Skills for Student Affairs Professionals. 3 cr. hrs.
An introduction to counseling theory and the role of counseling in student affairs emphasizing the development of basic counseling, helping and referral skills through readings, assignments and participation in role-plays. Students gain an appreciation for consultation between counselors and student affairs professionals and an understanding of the ethical and legal standards of the counseling profession.

EDPL 6140. Social Justice Advocacy in Student Affairs. 3 cr. hrs.
Research and theoretical perspectives related to social justice advocacy in higher education as well as their application to students’ personal and professional lives. Structured dialogue and reflection—alongside content about central competencies, practices, and strategies to support the development of more inclusive educational spaces—enhance students’ self-awareness of their orientations toward a range of diversities and how these may influence their work as social justice advocates throughout their careers in postsecondary education and beyond. Prereq: EDPL 6200.

EDPL 6200. Student Development in Higher Education. 3 cr. hrs.
Overview of major theories of college student development with emphasis on cognitive and psychosocial theories. Applications for work in student affairs and leadership in higher education.

EDPL 6210. Environmental Theory Assessment in Higher Education. 3 cr. hrs.

EDPL 6250. History of Higher Education in the United States. 3 cr. hrs.
Basic history of the American college and university. Colonial foundations, private and state-controlled institutions, professional, technical, and graduate studies. Recent trends and issues in higher education.

EDPL 6260. Organizational Theory and Administration in Higher Education. 3 cr. hrs.
Contemporary theories of organizational behavior and administration and their applications to institutions of higher education. Educational governance and leadership.

EDPL 6300. Classics in the Philosophy of Education. 3 cr. hrs.
Selected texts from a number of ancient and contemporary thinkers significant in the philosophical and educational tradition. Analysis of ramifications for current educational theory and practice.

EDPL 6310. Contemporary Philosophies of Education. 3 cr. hrs.
Contemporary philosophical approaches to educational problems and issues, including: pragmatist, analytic, existentialist, phenomenological, critical, hermeneutic, postmodern, and feminist.

EDPL 6330. Sociological Foundations of Education. 3 cr. hrs.
Examination of theories and research in sociology and social anthropology which focuses on the individual as a member of society and schools and education within broader social structures.

EDPL 6360. Lifespan Development. 3 cr. hrs.
A survey of major theories of human development that describes interaction among biological, psychological, sociocultural, cognitive, and moral factors from birth to death. Implications for educational institutions and teaching across the lifespan.
EDPL 6370. Catholic Theology and Education. 3 cr. hrs.
History of philosophical theology in the Catholic tradition and its bearing upon educational theory and practice. Investigation into theological methods and principles and their implications for education through an examination of the thought of selected individuals representative of the Catholic heritage. Attention to such theologians as St. Augustine, St. Thomas Aquinas, St. Bonaventure, Duns Scotus, Newman, Rahner, and Lonergan. Specific problems confronting Catholic education today.

EDPL 6380. Motivation and Learning. 3 cr. hrs.
Major theories of motivation (socialization of achievement motivation, expectancy-value, attributions, self-efficacy) and their relationship to learning and self-regulation in schools, institutions of higher education, and workplaces. Implications for teaching practice and research.

Designing and conducting research for the purpose of improving educational practice. Emphasis on action research, qualitative and quantitative methods, conducting literature reviews, and proposal writing. Prereq: At least 12 graduate credits including EDPL 6600; cons. of dept.

EDPL 6410. Research Practicum. 3 cr. hrs.
Students design, conduct, write and present results of a practice-based research project. Addresses implications of practitioner research for curriculum, pedagogy, leadership and educational reform. Prereq: Cons. of dept.

EDPL 6420. Teacher as Leader. 3 cr. hrs.
Survey of leadership theories and roles for teachers in schools. Skill development in group dynamics, motivation, communication and human relations. The teacher leader in relation to organizational change, decision-making, team-building and moral leadership.

EDPL 6445. Learning and Curriculum Theories. 3 cr. hrs.
Develops an understanding of the various social, political and theoretical frameworks that impact curriculum, instruction and learning, which includes understanding how students differ in their approaches to learning and how curriculum and instruction can be adapted to be responsive to these differences. Students develop skills to design, research, analyze and revise curriculum in order to provide equitable learning opportunities and improve student learning.

EDPL 6450. Theories of Learning Applied to Instruction. 3 cr. hrs.
Survey of major theories of learning. Use of learning theory to analyze and critique curriculum and design learner-centered instruction and assessments.

EDPL 6455. Sociocultural Perspectives on Learning. 3 cr. hrs.
Examination of Vygotsky and other sociocultural theorists who have studied learning and development in cultural, historical and institutional contexts. Use of sociocultural theory in research and practice.

EDPL 6460. Literacy and Children's Literature for the Primary Grades. 3 cr. hrs.
Theory and practice in teaching reading, language arts, and children's literature from a developmental perspective to diverse lower elementary learners.

EDPL 6470. Literacy and Children's Literature for the Intermediate Grades. 3 cr. hrs.
Theory and practice in teaching reading, language arts, and children's literature from a developmental perspective to diverse upper elementary learners.

EDPL 6480. Literature for Children and Adolescents. 3 cr. hrs.
History and survey of literature for children and adolescents. Theoretical study and practical application of reader response, literary analysis, and current topics in the field of literature for children and adolescents.

EDPL 6490. Writing for Children and Adolescents. 3 cr. hrs.
Theories and research on the writing process and current methods of teaching writing to elementary and secondary students.

EDPL 6500. Advanced Language Arts for Teachers. 3 cr. hrs.
Current research-based methods, materials, and assessment designed for practicing K-8 reading and language arts teachers in the primary and intermediate grades.

EDPL 6560. Literacy Assessment and Instruction. 3 cr. hrs.
Developmental theory of assessment and instruction with experience conducting assessment and planning of instruction and interventions to meet individual literacy needs of children and adolescents. Prereq: EDUC 6020 and EDPL 6470.

EDPL 6570. Literacy Leadership of Reading Programs. 3 cr. hrs.
Analysis and evaluation of instructional programs in reading. Emphasis on aiding teachers and administrators in planning, organizing and implementing effective reading programs. Methods for involving parents and the community in developing and implementing the reading program. Prereq: EDPL 6970.

EDPL 6580. Psychology of Reading. 3 cr. hrs.
Current theory and research on the psychological, neurophysiological, sociocultural, and educational factors that influence reading development and variation in reading development. Prereq: EDPL 6460 and EDPL 6470 or equiv.

EDPL 6670. Faculty Roles in Higher Education. 3 cr. hrs.
Seminar aimed at students planning academic careers in higher education. Focus on changes in traditional dimensions of teaching, research, and service in light of current research on teaching and learning; corporate influences on higher education; and current critiques of higher education.

EDPL 6680. Designing and Teaching Effective Courses in Higher Education. 3 cr. hrs.
Seminar aimed at students planning academic careers in higher education. Focus on planning, delivering, and evaluating courses in higher education that produce significant student learning in light of current advances in cognitive science relevant to teaching and learning.
EDPL 6700. Organizational Theory and Administration in K-12 Schools. 3 cr. hrs.
Develops a deeper understanding of various theories, models and current practices that impact the effectiveness of organizations with an emphasis on how these can be applied in the K-12 school environment. Explores the role leadership plays in holding crucial conversations to work through conflict and help organizations achieve common goals for the common good.

EDPL 6707. Leadership Foundations of Private Education. 3 cr. hrs.
Historical, philosophical, sociological, political and theological foundations of education for both sectarian and non-sectarian schools. Implications for a variety of leadership models.

EDPL 6712. Politics and Community in Educational Organizations. 3 cr. hrs.
Develops understanding of theoretical and practical dimensions of the sociocultural, economic and political forces affecting educational organizations and how educational leaders can respond and interact with them.

EDPL 6720. Business Administration of the Educational Organization. 3 cr. hrs.
Provides a theoretical and practical background in school business administration for school administrators and teacher leaders. The content and activities teach the abilities necessary to be a successful K-12 building level administrator of the school business functions. Emphasizes the abilities needed in the areas of school finance (public and nonpublic), budget planning and management, facilities management, human resources management and other business aspects of the school community.

EDPL 6730. History of Education in the United States. 3 cr. hrs.
Examines the development of public education. Emphasizes contests over the proper role of schools in promoting equity, diversity, and democracy. Pays particular attention to how different groups experienced and shaped schools over time. Considers the relationship between the expansion of schooling and equal educational opportunity.

EDPL 6750. The Principalship. 3 cr. hrs.
Guides aspiring leaders to articulate their vision and develop the skills to inspire and mobilize others around a common agenda for change. Students are challenged to examine their core principles and practice applying them to situations marked by contending interests and ethical complexity. Students conduct an in-depth critical case analysis of a school’s outcomes and practices in the areas of instruction, climate and culture, professional capacity, leadership and/or parent and community relations.

EDPL 6800. American Law and the Educational Organization. 3 cr. hrs.
Explores legal issues that impact schools, students, employees and others while developing an understanding of how school administrators implement rules, procedures and policies to ensure the protection of rights and fulfillment of legal responsibilities.

EDPL 6850. Seminar in Educational Policy and Leadership. 1-6 cr. hrs.
Examines the development of public education. Emphasizes contests over the proper role of schools in promoting equity, diversity, and democracy. Pays particular attention to how different groups experienced and shaped schools over time. Considers the relationship between the expansion of schooling and equal educational opportunity.

EDPL 6860. Instructional Leadership. 3 cr. hrs.
Focuses on the supervision and evaluation of teachers, including their professional development and growth, in order to increase and enhance effective teaching and student learning. Through role-playing and field experiences, students hone the technical, social and interpersonal skills important for coaching and providing feedback focused on improved teaching and learning.

EDPL 6870. Curriculum Leadership. 3 cr. hrs.
Focuses on addressing learning opportunity gaps through understanding and incorporating culturally responsive pedagogy and practice as well as contemporary pedagogy and practice. Students examine and analyze ways to lead meaningful curricular and instructional changes purposefully, systematically, innovatively, collaboratively, and through judicious and effective use of data.

EDPL 6931. Topics in Educational Policy and Leadership. 1-3 cr. hrs.
In-depth study of educational concepts and theories in a broad area which, because of their topicality, are not the subject of a regular course. Specific topics will be designated in the Schedule of Classes.

EDPL 6933. Seminar in Analysis of Teaching. 3 cr. hrs.
Use of current theories and research on teaching to examine and assess teaching practice.

EDPL 6955. Seminar in Educational Policy and Leadership. 1-6 cr. hrs.
Graduate seminars on current topics in leadership and supervision of interest to the professional educator. S/U grade assessment.

EDPL 6960. Practicum in Student Affairs Leadership 1. 3 cr. hrs.
Field application relating to educational leadership theory to applied practice of higher education leadership in a university-approved setting. Requires participation in an on-campus seminar. S/U grade assessment. Prereq: Cons. of dept.

EDPL 6965. Practicum in Student Affairs Leadership 2. 3 cr. hrs.
Field application relating to educational leadership theory to applied practice of higher education leadership in a university-approved setting. Requires participation in an on-campus seminar. S/U grade assessment. Prereq: EDPL 6960 and cons. of dept.

EDPL 6970. Practicum: Literacy Assessment and Instruction. 3 cr. hrs.
A practicum involving assessment and instruction of K-12 students at varying stages of reading development. Prereq: EDPL 6560 and cons. of dept.

EDPL 6975. Practicum in K-12 Literacy Leadership. 1-3 cr. hrs.
A variety of school-based experiences in literacy leadership that can include the coaching of reading teachers, selection of curriculum and assessment materials, and development and delivery of in-service programs. S/U grade assessment. Prereq: EDPL 6570.
EDPL 6980. Principalship Practicum. 3 cr. hrs.
Participation in an approved on-site field experience with a DPI-licensed principal, as well as a seminar that focuses on application of the eleven administrative standards in the school leadership role. Through the field study experience, readings, class discussions, and reflections, students demonstrate their competency in each standard. S/U grade assessment. Prereq: Cons. of dept.

EDPL 6985. Director of Instruction Practicum. 3 cr. hrs.
Participation in an extended on-site field experience with an experienced current leader in curriculum and instruction, as well as a seminar focusing on application of the eleven administrative standards within a district or system. Through the field study experience, readings, class discussions and reflections, students demonstrate their competency in each standard. Prereq: Cons. of dept.

EDPL 6995. Independent Study in Education Policy and Leadership. 1-3 cr. hrs.
Provides opportunities to investigate and study areas of interest through readings, research, field experience, projects, and/or other educational activities under the direction of a faculty adviser. Prereq: Cons. of instr. and cons. of dept. ch. Graduate students must complete an approval form signed by the dept. ch. or designated representative.

EDPL 6997. Capstone in Educational Policy and Leadership. 3 cr. hrs.
Critical analysis and discussion of significant issues confronting the contemporary educational leader. Prereq: Cons. of dept.; at least 24 credits in educational leadership.

EDPL 6999. Master's Thesis. 1-6 cr. hrs.
S/U grade assessment. Prereq: Cons. of dept. and cons. of instr.

EDPL 8000. The Superintendency. 3 cr. hrs.
Leadership of the school district system. The roles played by the superintendent: board chief operating officer, visionary, motivator, risk-taker, communicator, lobbyist, etc. Prereq: Master's degree and principal's certification.

EDPL 8010. Advanced Personnel Leadership. 3 cr. hrs.
Comprehensive study of personnel services in the educational setting, including: recruitment, selection, compensation, staff development, collective bargaining, and employee contract administration. Prereq: Cons. of dept.

EDPL 8020. Advanced Politics and Community Relations in Educational Organizations. 3 cr. hrs.
Advanced study of theoretical and practical dimensions of the sociocultural, economic and political forces affecting educational organizations and how educational leaders can respond and interact with them.

EDPL 8030. Advanced Theory and Practice in Educational Finance. 3 cr. hrs.
Advanced study of school and school district finance from theoretical, research, legal, and political perspectives with emphasis on implications for school district leadership.

EDPL 8040. Advanced Program Planning and Evaluation in Educational Settings. 3 cr. hrs.
Exploration of theories, models, and current practices in leadership, planning, and assessment within educational organizations.

EDPL 8140. Social Justice Advocacy in Student Affairs. 3 cr. hrs.
Research and theoretical perspectives related to social justice advocacy in higher education as well as their application to students' personal and professional lives. Structured dialogue and reflection—alongside content about central competencies, practices, and strategies to support the development of more inclusive educational spaces—enhance students' self-awareness of their orientations toward a range of diversities and how these may influence their work as social justice advocates throughout their careers in postsecondary education and beyond.

EDPL 8200. Student Development in Higher Education. 3 cr. hrs.
Overview of major theories of college student development with emphasis on cognitive and psychosocial theories. Applications for work in student affairs and leadership in higher education.

EDPL 8250. History of Higher Education in the United States. 3 cr. hrs.
Basic history of the American college and university. Colonial foundations, private and state-controlled institutions, professional, technical, and graduate studies. Recent trends and issues in higher education.

EDPL 8260. Organizational Theory and Administration in Higher Education. 3 cr. hrs.
Contemporary theories of organizational behavior and administration and their applications to institutions of higher education. Educational governance and leadership.

EDPL 8300. Classics in the Philosophy of Education. 3 cr. hrs.
Selected texts from a number of ancient and contemporary thinkers significant in the philosophical and educational tradition. Analysis of ramifications for current educational theory and practice.

EDPL 8310. Contemporary Philosophies of Education. 3 cr. hrs.
Contemporary philosophical approaches to educational problems and issues, including: pragmatist, analytic, existentialist, phenomenological, critical, hermeneutic, postmodern, and feminist.

EDPL 8330. Sociological Foundations of Education. 3 cr. hrs.
Examination of theories and research in sociology and social anthropology which focuses on the individual as a member of society and schools and education within broader social structures.
EDPL 8360. Lifespan Development. 3 cr. hrs.
A survey of major theories of human development that describes interaction among biological, psychological, sociocultural, cognitive, and moral factors from birth to death. Implications for educational institutions and teaching across the lifespan.

EDPL 8370. Catholic Theology and Education. 3 cr. hrs.
History of philosophical theology in the Catholic tradition and its bearing upon educational theory and practice. Investigation into theological methods and principles and their implications for education through an examination of the thought of selected individuals representative of the Catholic heritage. Attention to such theologians as St. Augustine, St. Thomas Aquinas, St. Bonaventure, Duns Scotus, Newman, Rahner, and Lonergan. Specific problems confronting Catholic education today.

EDPL 8445. Learning and Curriculum Theories. 3 cr. hrs.
Develops an understanding of the various social, political and theoretical frameworks that impact curriculum, instruction and learning, which includes understanding how students differ in their approaches to learning and how curriculum and instruction can be adapted to be responsive to these differences. Students develop skills to design, research, analyze and revise curriculum in order to provide equitable learning opportunities and improve student learning.

EDPL 8450. Theories of Learning Applied to Instruction. 3 cr. hrs.
Survey of major theories of learning. Use of learning theory to analyze and critique curriculum and design learner-centered instruction and assessments.

EDPL 8455. Sociocultural Perspectives on Learning. 3 cr. hrs.
Examination of Vygotsky and other sociocultural theorists who have studied learning and development in cultural, historical and institutional contexts. Use of sociocultural theory in research and practice. Prereq: EDPL 8450.

EDPL 8700. Organizational Theory and Administration in K-12 Schools. 3 cr. hrs.
Develops a deeper understanding of various theories, models and current practices that impact the effectiveness of organizations with an emphasis on how these can be applied in the K-12 school environment. Explores the role leadership plays in holding crucial conversations to work through conflict and help organizations achieve common goals for the common good.

EDPL 8707. Leadership Foundations of Private Education. 3 cr. hrs.
Historical, philosophical, sociological, political and theological foundations of education for both sectarian and non-sectarian schools. Implications for a variety of leadership models.

EDPL 8710. Multiple Paradigms in Educational Research. 3 cr. hrs.
Examination of educational research and knowledge within a philosophy of science framework. Study of competing epistemologies and how they shape and are shaped by the practice of education. Focus on use of empirical-analytic, interpretive and critical paradigms for critiquing, conceptualizing and conducting educational research.

EDPL 8712. Politics and Community in Educational Organizations. 3 cr. hrs.
Develops understanding of theoretical and practical dimensions of the sociocultural, economic and political forces affecting educational organizations and how educational leaders can respond and interact with them.

EDPL 8715. Interpretive and Critical Research in Education 1. 3 cr. hrs.
Theory and rationale of qualitative research methods in the social sciences. Historical research, case studies, field studies, non-invasive approaches. Data gathering and analysis procedures. Prereq: EDPL 8710 or equiv.

EDPL 8720. Interpretive and Critical Research in Education 2. 3 cr. hrs.
Building on the understanding and skills developed in EDPL 8715, students conduct, interpret and present in written and oral form a course-long research project. Addresses a range of research issues and problems as they emerge in students' works-in-progress. Prereq: EDPL 8710 and EDPL 8715 or equiv.

EDPL 8730. History of Education in the United States. 3 cr. hrs.
Examines the development of public education. Emphasizes contests over the proper role of schools in promoting equity, diversity, and democracy. Pays particular attention to how different groups experienced and shaped schools over time. Considers the relationship between the expansion of schooling and equal educational opportunity.

EDPL 8800. American Law and the Educational Organization. 3 cr. hrs.
Explores legal issues that impact schools, students, employees and others while developing an understanding of how school administrators implement rules, procedures and policies to ensure the protection of rights and fulfillment of legal responsibilities.

EDPL 8860. Instructional Leadership. 3 cr. hrs.
Focuses on the supervision and evaluation of teachers, including their professional development and growth, in order to increase and enhance effective teaching and student learning. Through role-playing and field experiences, students hone the technical, social, and interpersonal skills important for coaching and providing feedback focused on improved teaching and learning.

EDPL 8870. Curriculum Leadership. 3 cr. hrs.
Focuses on addressing learning opportunity gaps through understanding and incorporating culturally responsive pedagogy and practice as well as contemporary pedagogy and practice. Students examine and analyze ways to lead meaningful curricular and instructional changes purposefully, systematically, innovatively, collaboratively, and through judicious and effective use of data.

EDPL 8880. Current Issues in Educational Policy and Leadership for the District Administrator. 3 cr. hrs.
Guided research and discussion of significant issues confronting educational leaders.
EDPL 8953. Seminar in Analysis of Teaching. 3 cr. hrs.
Use of current theories and research on teaching to examine and assess teaching practice.

EDPL 8955. Seminar Social Contexts and Educational Policy 1. 3 cr. hrs.
Examines significant historical and sociological texts pertinent to understanding matters of race and education.

EDPL 8956. Seminar Social Contexts and Educational Policy 2. 3 cr. hrs.
Examines the claims of influential texts that promote various policies meant to expand equality of educational opportunity.

EDPL 8959. Seminar Research on Teacher Education. 3 cr. hrs.
Study and analysis of current research on preparation and professional development of teachers. Prereq: EDPL 6450 or EDPL 8450.

EDPL 8960. Dissertation Proposal Seminar. 3 cr. hrs.
Systematic exploration of the process and production of the dissertation proposal, including refinement of dissertation question(s), a focused literature review, and draft of a proposal text. S/U grade assessment. Prereq: Cons. of dept.; 33 credits in the doctoral program.

EDPL 8965. Advanced Practicum in Educational Leadership. 3 cr. hrs.
Field application relating educational administrative theory to the applied practice of educational administration at the system or college level. Participants must be in a university-approved setting and must participate in an on-campus seminar. S/U grade assessment. Prereq: Cons. of dept.

EDPL 8995. Independent Study in Education Policy and Leadership. 1-3 cr. hrs.
Provides opportunities to investigate and study areas of interest through readings, research, field experience, projects, and/or other educational activities under the direction of a faculty adviser. Prereq: Cons. of instr. and cons. of dept. ch. Graduate students must complete an approval form signed by the dept. ch. or designated representative.

EDPL 8999. Doctoral Dissertation. 1-12 cr. hrs.
S/U grade assessment. Prereq: Cons. of dept.; cons. of instr.

EDPL 9970. Graduate Standing Continuation: Less than Half-Time. 0 cr. hrs.
Fee. SNC/UNC grade assessment. Designated as less than half-time status only, cannot be used in conjunction with other courses, and does not qualify students for financial aid or loan deferment. Prereq: Cons. of dept.

EDPL 9974. Graduate Fellowship: Full-Time. 0 cr. hrs.
Fee. SNC/UNC grade assessment. Designated as full-time status. If a student is already registered in other courses full time, this continuation course is not needed. Prereq: Cons. of dept.

EDPL 9975. Graduate Assistant Teaching: Full-Time. 0 cr. hrs.
Fee. SNC/UNC grade assessment. Designated as full-time status. If a student is already registered in other courses full time, this continuation course is not needed. Prereq: Cons. of dept.

EDPL 9976. Graduate Assistant Research: Full-Time. 0 cr. hrs.
Fee. SNC/UNC grade assessment. Designated as full-time status. If a student is already registered in other courses full time, this continuation course is not needed. Prereq: Cons. of dept.

EDPL 9977. Field Placement Continuation: Less than Half-Time. 0 cr. hrs.
Fee. SNC/UNC grade assessment. Allows a student to be considered the equivalent of less than half-time status. Requires that the student is working less than 12 hours per week at their field placement. Prereq: Cons. of dept.

EDPL 9978. Field Placement Continuation: Half-Time. 0 cr. hrs.
Fee. SNC/UNC grade assessment. Allows a student to be considered the equivalent of half-time status. Requires that the student is working more than 12 to less than 20 hours per week at their field placement. Prereq: Cons. of dept.

EDPL 9979. Field Placement Continuation: Full-Time. 0 cr. hrs.
Fee. SNC/UNC grade assessment. Allows a student to be considered the equivalent of full-time status. Requires that the student is working 20 hours or more per week at their field placement. Prereq: Cons. of dept.

EDPL 9984. Master's Comprehensive Examination Preparation: Less than Half-Time. 0 cr. hrs.
Fee. SNC/UNC grade assessment. Allows a student to be considered the equivalent of less than half-time status. Requires that the student is working less than 12 hours per week toward their master's comprehensive exam. Prereq: Cons. of dept.

EDPL 9985. Master's Comprehensive Examination Preparation: Half-Time. 0 cr. hrs.
Fee. SNC/UNC grade assessment. Allows a student to be considered the equivalent of half-time status. Requires that the student is working more than 12 to less than 20 hours per week toward their master's comprehensive exam. May be taken in conjunction with credit-bearing or other non-credit courses to result in the status indicated, as deemed appropriate by the department. Prereq: Cons. of dept.

EDPL 9986. Master's Comprehensive Examination Preparation: Full-Time. 0 cr. hrs.
Fee. SNC/UNC grade assessment. Allows a student to be considered the equivalent of full-time status. Requires that the student is working 20 hours or more per week toward their master's comprehensive exam. May be taken in conjunction with credit-bearing or other non-credit courses to result in the status indicated, as deemed appropriate by the department. Prereq: Cons. of dept.

EDPL 9987. Doctoral Qualifying Examination Preparation: Less than Half-Time. 0 cr. hrs.
Fee. SNC/UNC grade assessment. Allows a student to be considered the equivalent of less than half-time status. Requires that the student is working less than 12 hours per week toward their doctoral qualifying exam. Prereq: Cons. of dept.
EDPL 9988. Doctoral Qualifying Examination Preparation: Half-Time. 0 cr. hrs.
Fee. SNC/UNC grade assessment. Allows a student to be considered the equivalent of half-time status. Requires that the student is working more than 12 to less than 20 hours per week toward their doctoral qualifying exam. May be taken in conjunction with credit-bearing or other non-credit courses to result in the status indicated, as deemed appropriate by the department. Prereq: Cons. of dept.

EDPL 9989. Doctoral Qualifying Examination Preparation: Full-Time. 0 cr. hrs.
Fee. SNC/UNC grade assessment. Allows a student to be considered the equivalent of full-time status. Requires that the student is working 20 hours or more per week toward their doctoral qualifying exam. May be taken in conjunction with credit-bearing or other non-credit courses to result in the status indicated, as deemed appropriate by the department. Prereq: Cons. of dept.

EDPL 9991. Professional Project Continuation: Less than Half-Time. 0 cr. hrs.
Fee. SNC/UNC grade assessment. Allows a student to be considered the equivalent of less than half-time status. Requires that the student is working less than 12 hours per week on their professional project. Any professional project credits required for the degree should be completed before registering for non-credit Professional Project Continuation. Prereq: Cons. of dept.

EDPL 9992. Professional Project Continuation: Half-Time. 0 cr. hrs.
Fee. SNC/UNC grade assessment. Allows a student to be considered the equivalent of half-time status. Requires that the student is working more than 12 to less than 20 hours per week on their professional project. Any project credits required for the degree should be completed before registering for non-credit Professional Project Continuation. Prereq: Cons. of dept.

EDPL 9993. Professional Project Continuation: Full-Time. 0 cr. hrs.
Fee. SNC/UNC grade assessment. Allows a student to be considered the equivalent of full-time status. Requires that the student is working 20 hours or more per week on their professional project. Any professional project credits required for the degree should be completed before registering for non-credit Professional Project Continuation. Prereq: Cons. of dept.

EDPL 9994. Master's Thesis Continuation: Less than Half-Time. 0 cr. hrs.
Fee. SNC/UNC grade assessment. Allows a student to be considered the equivalent of less than half-time status. Requires that the student is working less than 12 hours per week on their master's thesis. All six thesis credits required for the degree should be completed before registering for non-credit Master's Thesis Continuation. Prereq: Cons. of dept.

EDPL 9995. Master's Thesis Continuation: Half-Time. 0 cr. hrs.
Fee. SNC/UNC grade assessment. Allows a student to be considered the equivalent of half-time status. Requires that the student is working more than 12 to less than 20 hours per week on their master's thesis. All six thesis credits required for the degree should be completed before registering for non-credit Master's Thesis Continuation. Prereq: Cons. of dept.

EDPL 9996. Master's Thesis Continuation: Full-Time. 0 cr. hrs.
Fee. SNC/UNC grade assessment. Allows a student to be considered the equivalent of full-time status. Requires that the student is working 20 hours or more per week on their master's thesis. All six thesis credits required for the degree should be completed before registering for non-credit Master's Thesis Continuation. Prereq: Cons. of dept.

EDPL 9997. Doctoral Dissertation Continuation: Less than Half-Time. 0 cr. hrs.
Fee. SNC/UNC grade assessment. Allows a student to be considered the equivalent of less than half-time status. Requires that the student is working less than 12 hours per week on their doctoral dissertation. All 12 dissertation credits required for the degree should be completed before registering for non-credit Doctoral Dissertation Continuation. Prereq: Cons. of dept.

EDPL 9998. Doctoral Dissertation Continuation: Half-Time. 0 cr. hrs.
Fee. SNC/UNC grade assessment. Allows a student to be considered the equivalent of half-time status. Requires that the student is working more than 12 to less than 20 hours per week on their doctoral dissertation. All 12 dissertation credits required for the degree should be completed before registering for non-credit Doctoral Dissertation Continuation. Prereq: Cons. of dept.

EDPL 9999. Doctoral Dissertation Continuation: Full-Time. 0 cr. hrs.
Fee. SNC/UNC grade assessment. Allows a student to be considered the equivalent of full-time status. Requires that the student is working 20 hours or more per week on their doctoral dissertation. All 12 dissertation credits required for the degree should be completed before registering for non-credit Doctoral Dissertation Continuation. Prereq: Cons. of dept.

Education Courses

EDUC 5000. Educational Inquiry 2: Advanced Topics. 3 cr. hrs.
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.

EDUC 5003. Teaching Practice 3: Assessment and Differentiation. 3 cr. hrs.
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.

EDUC 5007. Teaching Middle/Secondary Social Science. 3 cr. hrs.
Application of teaching methods to social studies in middle and high schools. Field experience required. Prereq: Admission to post-baccalaureate teaching licensure program.
EDUC 5017. Teaching Middle/Secondary Science. 3 cr. hrs.
Application of methods to teach inquiry-based science in the physical sciences, physics, biology, chemistry and environmental sciences at the middle/secondary level. Includes planning, preparation of materials, assessment, and use of technology aligned with National Science Education Standards and OSHA safety requirements. Field experience required. Prereq: Admission to post-baccalaureate teaching licensure program.

EDUC 5027. Teaching English in the Secondary School. 3 cr. hrs.
An investigation of the role of the teacher, the student, and the curricular methods, procedures, and materials used in the teaching of language, literature, and composition in the secondary school. A 40-hour field experience in selected area schools is required.

EDUC 5037. Adolescent and Disciplinary Literacies. 3 cr. hrs.
Examines how language and literacies serve as tools for developing content knowledge, articulating thought, facilitating learning, and informing and shaping identities of adolescents. 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. Field experience required.

EDUC 5047. Advanced Teaching Practice in Middle and High School. 3 cr. hrs.
Examines the history, contexts, practices and complexities of secondary education and their intersection with adolescent development. Focuses on development of skills for effective teaching in secondary schools including interdisciplinary planning and teaching, contextually and culturally relevant practices, functioning as members of learning communities and collaborative teams, analyzing and reflecting on instructional practices that matter for adolescents and facilitating discussions and promoting deeper understanding. Also meets the DPI Act 31 requirement for secondary majors. Field experience required.

EDUC 5067. Strategies in Religious Education. 3 cr. hrs.
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. Prereq: Admission to post-baccalaureate teaching licensure program.

EDUC 5217. Educating Exceptional Learners. 3 cr. hrs.
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.

EDUC 5230. Learning and Linguistic Diversity. 3 cr. hrs.
Covers three bodies of knowledge regarding language: basic principles of sociolinguistics, the nature of learning a second language or a second dialect, and theories of effective methods 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 will be contextualized in students’ learning experiences and in teachers’ classroom practices.

EDUC 5277. Theory and Methods of Teaching Bilingual-Bicultural Learners. 3 cr. hrs.
Study, application, and practice of theories and methods of delivering bilingual/bicultural instruction. Focus 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.

EDUC 5307. Early Childhood Development: Cognition, Numeracy, Literacy (K4-Gr 1). 3 cr. hrs.
Focuses on understanding young children’s characteristics and needs and the multiple influences on children’s development and learning, in order to create environments that are healthy, respectful, supportive and challenging for all children. Addresses systems of inequality and racism that permeate the early childhood ecosystem. Field experience required.

EDUC 5327. Foundational Principles and Practices of Teaching Writing (K4-9). 3 cr. hrs.
Focuses on understanding writing processes and effective instructional strategies for supporting comprehension for children in grades K4-9.

EDUC 5337. Social Studies and Social Inquiry. 3 cr. hrs.
Curriculum development, instructional strategies and techniques for teaching elementary social studies with emphasis on inquiry methods, social issues, and community exploration. Includes inquiry and curriculum project related to Act 31. Prereq: Admission to post-baccalaureate teaching licensure program.

EDUC 5357. Foundational Principles and Practices of Teaching Reading. 3 cr. hrs.
Focuses on understanding reading processes and effective instructional strategies for supporting comprehension for children in grades 3-9. Field experience required.

EDUC 5367. Integrated STEM Methods (K4-9). 5 cr. hrs.
Prepares pre-service teachers to enact core teaching practices supporting ambitious STEM instruction in grades 4-9 classrooms. 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 STEM classroom.

EDUC 5540. Philosophy of Education. 3 cr. hrs.
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.
EDUC 5600. Latinx Education: Challenges and Possibilities. 3 cr. hrs.
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.

EDUC 5931. Topics in Education. 1-4 cr. hrs.
Various topics in education as identified in the Schedule of Classes.

EDUC 5964. Teaching Elementary Level Reading Practicum. 4 cr. hrs.
Supervised experience in the teaching of reading to struggling readers. Emphasis on linking literacy assessment and instruction. Seminars and small group tutoring sessions are included.

EDUC 6000. Urban Teaching Seminar. 3 cr. hrs.
First semester seminar designed to challenge and support new teachers as they select, implement and critically evaluate teaching methods and instructional materials within the context of the teaching assignments. Prereq: Admission to the Teach For America program.

EDUC 6030. Methods of Teaching Adolescents. 3 cr. hrs.
General middle school methods in the areas of learner-centered teaching, pedagogical strategies, supportive learning environment, lesson planning and assessment practices. Students investigate and study diverse learners, communication skills, critical reflection and social justice through the perspective of the middle school philosophy. Prereq: Admission to the Teach For America program.

EDUC 6040. Introduction to Learning and Assessment. 3 cr. hrs.
Application of major theories of learning to instructional planning and assessment. Use of technologies to enhance learning and assessment.

EDUC 6060. Design Issues in Technology and Instructional Systems. 3 cr. hrs.
Explores application of concepts, issues, processes, theories, and techniques of instructional design in a variety of electronic learning contexts including instructional modules, Web-based courses, computer graphics, and educational software.

EDUC 6070. Facilitating a Web-Based Course. 3 cr. hrs.
Research-based methods and techniques for building effective online learning communities, including facilitation of structured dialogue and interaction, reflection, critical thinking, collaboration, and active engagement in the learning process.

EDUC 6080. Theories and Research in Instructional Technology. 3 cr. hrs.
Survey of recent research developments and theoretical frameworks in the field, focusing on current cognitive and social constructivist theories. Students design individual research projects in areas of interest.

EDUC 6090. Emerging Instructional Technologies in Education. 3 cr. hrs.
Critical study of research and instructional use of emerging Web technologies in K-12 schools, higher education, and other learning environments.

EDUC 6340. Child and Adolescent Development. 3 cr. hrs.
An examination of the interaction among biological, psychological, social, and cultural factors that influence human development. Educational implications of these issues.

EDUC 6350. Teach for America Reading Methods. 3 cr. hrs.
Teaching reading, language arts, and literature from a developmental perspective for the lower elementary levels. Emphasis on developing the relationship among the three areas as well as developing experience in administering reading tests, diagnosing, and remediating reading problems. Prereq: Only open to Teach for America corps members.

EDUC 6360. Teach for America Math Methods 1. 3 cr. hrs.
Mathematical content and processes for elementary teachers using a problem-solving approach. Integrates mathematics content with teaching methods and learning theory for the lower elementary/middle school levels. Prereq: Only open to Teach for America corps members.

EDUC 6365. Teach for America Math Methods 2. 3 cr. hrs.
Mathematical content and processes for elementary teachers using a problem-solving approach. Integrates mathematics content with teaching methods and learning theory for the upper elementary/middle school levels. Prereq: Only open to Teach for America corps members.

EDUC 6370. Teach for America Integrated Methods: Science, Social Studies, and Fine Arts. 3 cr. hrs.
Curriculum development, instructional strategies and the application of teaching methods in elementary science, social studies and fine arts. Prereq: Only open to Teach for America corps members.

EDUC 6930. Special Topics in Education. 1-5 cr. hrs.
Offered as an experimental course to evaluate and determine if a course should be incorporated into the regular curriculum of a program, or courses in the approval process pipeline, but not yet officially approved. Once the same course has been offered twice as a Special Topic, it cannot be offered again until it moves through the curriculum approval process and is approved with a regular curriculum course number. Prereq: Admitted to the graduate EDUC program; or cons. of dept.

EDUC 6965. Middle/Secondary Education Practicum. 1-3 cr. hrs.
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. Prereq: EDUC 5297 and cons. of dept.; admission to the College of Education.
EDUC 6966. Elementary/Middle Education Practicum. 1-3 cr. hrs.
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 assessment. Prereq: EDUC 5297 and cons. of dept.; admission to the College of Education.

EDUC 6971. Introduction to Teaching and Learning. 6 cr. hrs.
Addresses topics of child and adolescent development, exceptional needs and diversity. While participating in projects at informal science institutions (ISIs), scholars observe adolescents interacting with STEM activities. Provides a foundation to understand adolescent development, and to recognize and support students with exceptional needs and from diverse backgrounds. The scholars reflect on observations of inquiry instructional approaches that are often difficult to find in many school settings. Opportunities to observe students from diverse backgrounds and with exceptional needs in these settings allow scholars to consider theory in context. Includes required field experience. Prereq: Admission to Noyce Scholar Graduate STEM Teacher Preparation Program.

EDUC 6972. Integrated STEM Methods. 6-9 cr. hrs.
Integrated teaching that includes general teaching methods, STEM teaching methods and literacy in the content areas of math and science for students in grades 6-12. Topics include: lesson and unit planning, instructional strategies, differentiation, classroom management, learning theory, pedagogical content knowledge and strategies for incorporating literacy skills in STEM content instruction. Scholars are provided multiple opportunities to merge theory with practice through analysis and reflection on their own teaching, as well as that in their site classrooms. Requires field experience. Prereq: EDUC 6971.

EDUC 6973. Teacher Practice. 9 cr. hrs.
In compliance with Wisconsin State Licensure requirements, scholars serve as student teachers under the direction of an assigned STEM classroom cooperating teacher and a university supervisor at a high-needs school for the entire secondary school semester. Scholars serve alongside their cooperating teacher, initially shadowing them and gradually assuming full responsibility for the teaching day. Topics include: theories of learning, analyzing assessment data and pedagogical practices. Requires field experience (student teaching). Prereq: EDUC 6972.

EDUC 6974. Professional Practice. 6 cr. hrs.
Scholars are prepared for professional practice in education; they work closely with school personnel to resolve a current educational challenge and conduct collaborative research toward generating solutions to a challenge in their partner institution. This research applies STEM educational theory to a real-world challenge, helping to synthesize learning while assisting the institution in applying current educational theory to resolving existing problems. Instruction also includes current issues in educational policy pertaining to STEM education, legal issues facing teachers, and the rights of students and families as they pertain to education. Requires field experience (research partnerships). Prereq: EDUC 6973.