

Special Education Grades K-12, Certificate

Chairperson: Jody Jessup-Anger, Ph.D.

Special Education Grades K-12 Certificate website

Degree Offered

Certificate

Program Overview

The cross-categorical special education K-12 certificate is a post-baccalaureate program that expedites course work to support practicing teachers in completing the program in 14-months and receiving endorsement for licensure through the Wisconsin Department of Public Instruction (DPI). Course work for this stand-alone, financial aid eligible certificate include foundational and developmental knowledge, classroom management and collaboration, and curriculum methods while providing candidates with multiple classroom opportunities and clinical experiences that are aligned to Initial Practice-Based Professional Preparation Standards for Special Educators (Council for Exceptional Children) (<https://exceptionalchildren.org/standards/initial-practice-based-professional-preparation-standards-special-educators/>).

Learning Outcomes

- Understand and address each student's developmental and learning needs.
- Demonstrate subject matter content knowledge and specialized curricular knowledge.
- Use assessment to understand the learner and learning environment for data-based decision making.
- Facilitate learning by using effective instruction.
- Support social, emotional, and behavioral growth.
- Collaborate with team members.

The cross-categorical special education grades K-12 certificate helps to meet the high demand for licensed special education teachers. Course work for this stand-alone, financial aid eligible certificate include foundational and developmental knowledge, classroom management and collaboration, and curriculum methods. EDUC 5001 Introduction to Special Education and EDUC 5002 Advocacy through Pro-Social Behavior Support and IEP Writing each include a 20-hour field experience.

This post-baccalaureate certificate requires 15 credits taken over 14 months, and when completed, provides endorsement for licensure through the Wisconsin Department of Public Instruction (DPI).

Required Courses

Code	Title	Hours
EDUC 5001	Introduction to Special Education	3
EDUC 5002	Advocacy through Pro-Social Behavior Support and IEP Writing	3
EDUC 5003	Teaching Practice 3: Assessment and Differentiation	3
EDUC 5004	Consultation and Collaboration in Special Education	3
EDPL 6931	Topics in Educational Policy and Leadership (Child and Adolescent Development and Learning)	3
Total Credit Hours:		15

University Policies

- Academic Censure - Graduate School (<https://bulletin.marquette.edu/policies/academic-censure/graduate/>)
- Academic Integrity (<https://bulletin.marquette.edu/policies/academic-integrity/>)
- Academic Misconduct (<https://bulletin.marquette.edu/policies/academic-misconduct-policy/>)
- Academic Program Definitions (<https://bulletin.marquette.edu/policies/academic-programs-defined/>)
- Accelerated Degree Programs (<https://bulletin.marquette.edu/policies/accelerated-degree-programs/>)
- Attendance - Graduate School (<https://bulletin.marquette.edu/policies/attendance/graduate/>)
- Awarding Diplomas and Certificates (<https://bulletin.marquette.edu/policies/awarding-diplomas-certificates/>)
- Background Checks, Drug Testing (<https://bulletin.marquette.edu/policies/background-checks-drug-testing/>)
- Class Rank (<https://bulletin.marquette.edu/policies/class-rank/>)
- Commencement (<https://bulletin.marquette.edu/policies/commencement/>)
- Course Levels (<https://bulletin.marquette.edu/policies/course-levels/>)
- Credit Hour (<https://bulletin.marquette.edu/policies/credit/>)

- Credit Load - Graduate School (<https://bulletin.marquette.edu/policies/credit-load/graduate/>)
- Faculty Grading (<https://bulletin.marquette.edu/policies/faculty-grading/>)
- Family Education Rights and Privacy Act-FERPA (<https://bulletin.marquette.edu/policies/ferpa/>)
- Grade Appeals (<https://bulletin.marquette.edu/policies/grade-appeals/>)
- Grading System - Graduate School and Graduate School of Management (<https://bulletin.marquette.edu/policies/grading-system/graduate-management/>)
- Graduation - Graduate School (<https://bulletin.marquette.edu/policies/graduation/graduate/>)
- Immunization and Tuberculosis Screening Requirements (<https://bulletin.marquette.edu/policies/immunization-and-tuberculosis-screening/>)
- Last Date of Attendance/Activity (<https://bulletin.marquette.edu/policies/last-dateof-attendance-activity/>)
- Military Call to Active Duty or Training (<https://bulletin.marquette.edu/policies/militarycall-active-duty-training/>)
- Registration - Graduate School (<https://bulletin.marquette.edu/policies/registration/graduate/>)
- Repeated Courses - Graduate School (<https://bulletin.marquette.edu/policies/repeated-courses/graduate/>)
- Student Consumer Complaints (<https://bulletin.marquette.edu/policies/student-complaints/>)
- Student Data Use and Privacy (<https://bulletin.marquette.edu/policies/student-data-use-privacy/>)
- Transcripts-Official (<https://bulletin.marquette.edu/policies/transcripts-official/>)
- Transfer Course Credit - Graduate School (<https://bulletin.marquette.edu/policies/transfer-course-credit-policy/graduate/>)
- Withdrawal - Graduate School (<https://bulletin.marquette.edu/policies/withdrawals/graduate/>)

Graduate School Policies

- Academic Performance (<https://bulletin.marquette.edu/graduate/policies/academic-performance/>)
- Advising (<https://bulletin.marquette.edu/graduate/policies/advising/>)
- Certificate Concurrent Enrollment (<https://bulletin.marquette.edu/graduate/policies/certificate-concurrent-enrollment/>)
- Conduct (<https://bulletin.marquette.edu/graduate/policies/conduct/>)
- Confidentiality of Proprietary Information (<https://bulletin.marquette.edu/graduate/policies/confidentiality-proprietary-information/>)
- Continuous Enrollment (<https://bulletin.marquette.edu/graduate/policies/continuous-enrollment/>)
- Courses and Prerequisites (<https://bulletin.marquette.edu/graduate/policies/courses-prerequisites/>)
- Cross-listed Courses (<https://bulletin.marquette.edu/graduate/policies/cross-listed-courses/>)
- Deadlines (<https://bulletin.marquette.edu/graduate/policies/deadlines/>)
- Doctoral Degree Academic Program Overview (<https://bulletin.marquette.edu/graduate/policies/doctoral-program-overview/>)
- Dual/Joint Programs of Study (<https://bulletin.marquette.edu/graduate/policies/dual-joint-programs/>)
- Graduate Credit (<https://bulletin.marquette.edu/graduate/policies/graduate-credit/>)
- Graduate School Policies (<https://bulletin.marquette.edu/graduate/policies/>)
- Independent Study (<https://bulletin.marquette.edu/graduate/policies/independent-study/>)
- Intellectual Property (<https://bulletin.marquette.edu/graduate/policies/intellectual-property/>)
- Master's Degree Academic Program Overview (<https://bulletin.marquette.edu/graduate/policies/masters-program-overview/>)
- Merit-Based Aid Registration Requirements (<https://bulletin.marquette.edu/graduate/policies/merit-based-aid-registration-requirements/>)
- Research Involving Humans, Animals, Radioisotopes or Recombinant DNA/Transgenic Organisms (<https://bulletin.marquette.edu/graduate/policies/research-involving-humans-animals-radioisotopes-recombinant-dnatransgenic-organisms/>)
- Temporary Withdrawal from Graduate Program (<https://bulletin.marquette.edu/graduate/policies/temporary-withdrawal-graduate-program/>)
- Time Limitations (<https://bulletin.marquette.edu/graduate/policies/time-limitations/>)
- Working with Minors (<https://bulletin.marquette.edu/graduate/policies/working-minors/>)

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.

- Educational Leadership, MED (<https://bulletin.marquette.edu/graduate/educational-leadership-med/>)
- Student Affairs in Higher Education, MED (<https://bulletin.marquette.edu/graduate/student-affairs-higher-education-med/>)
- Teacher Education, MED (<https://bulletin.marquette.edu/graduate/teacher-education-med/>)

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.

- Director of Instruction, Certificate (<https://bulletin.marquette.edu/graduate/director-instruction-certificate/>)
- Principal, Certificate (<https://bulletin.marquette.edu/graduate/principal-certificate/>)
- Secondary Education, Certificate (<https://bulletin.marquette.edu/graduate/secondary-education-certificate/>)
- Special Education Grades K-12, Certificate (p. 1)
- Superintendent, Certificate (<https://bulletin.marquette.edu/graduate/superintendent-certificate/>)

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.

- Educational Policy and Leadership, PHD (<https://bulletin.marquette.edu/graduate/educational-policy-leadership-phd/>)

EDUC 5000 Educational Inquiry 2: Advanced Topics (3 credits)

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

Level of Study: Graduate

Marquette Core Curriculum: SSC Individuals & Communities, Writing Intensive

Schedule of Classes (<https://bulletin.marquette.edu/class-search/?details&code=EDUC%205000>)

EDUC 5001 Introduction to Special Education (3 credits)

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

Level of Study: Graduate

Schedule of Classes (<https://bulletin.marquette.edu/class-search/?details&code=EDUC%205001>)

EDUC 5002 Advocacy through Pro-Social Behavior Support and IEP Writing (3 credits)

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

Prerequisite: EDUC 5001 or EDUC 5217.

Level of Study: Graduate

Schedule of Classes (<https://bulletin.marquette.edu/class-search/?details&code=EDUC%205002>)

EDUC 5003 Teaching Practice 3: Assessment and Differentiation (3 credits)

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

Level of Study: Graduate

Schedule of Classes (<https://bulletin.marquette.edu/class-search/?details&code=EDUC%205003>)

EDUC 5004 Consultation and Collaboration in Special Education (3 credits)

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

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

Level of Study: Graduate

Schedule of Classes (<https://bulletin.marquette.edu/class-search/?details&code=EDUC%205004>)

EDUC 5007 Advanced Methods Practicum in Middle and Secondary School Social Studies (grades 4-12) (3 credits)

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

Requires 40 hours of field experience in a social studies classroom.

Prerequisite: Admission to the post-baccalaureate teaching licensure program.

Level of Study: Graduate

Schedule of Classes (<https://bulletin.marquette.edu/class-search/?details&code=EDUC%205007>)

EDUC 5017 Advanced Methods Practicum in Middle and Secondary School Science (grades 4-12) (3 credits)

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

Prerequisite: Admission to the post-baccalaureate teaching licensure program.

Level of Study: Graduate

Schedule of Classes (<https://bulletin.marquette.edu/class-search/?details&code=EDUC%205017>)

EDUC 5027 Advanced Methods Practicum in Middle and Secondary School English (grades 4-12) (3 credits)

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

Prerequisite: Admission to the post-baccalaureate teaching licensure program.

Level of Study: Graduate

Schedule of Classes (<https://bulletin.marquette.edu/class-search/?details&code=EDUC%205027>)

EDUC 5037 Processes and Practices of Reading and Writing in Grades 4-9 (3 credits)

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

Prerequisite: Admission to the post-baccalaureate teaching licensure program.

Level of Study: Graduate

Schedule of Classes (<https://bulletin.marquette.edu/class-search/?details&code=EDUC%205037>)

EDUC 5047 Adolescent Disciplinary Literacies and Learning in Secondary Schools and Classrooms (grades 9-12) (3 credits)

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

Prerequisite: Admission to the post-baccalaureate teaching licensure program.

Level of Study: Graduate

Schedule of Classes (<https://bulletin.marquette.edu/class-search/?details&code=EDUC%205047>)

EDUC 5067 Strategies in Religious Education (3 credits)

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

Prerequisite: Admission to post-baccalaureate teaching licensure program.

Level of Study: Graduate

Schedule of Classes (<https://bulletin.marquette.edu/class-search/?details&code=EDUC%205067>)

EDUC 5100 Foundations of Catholic Education (3 credits)

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

Level of Study: Graduate

Marquette Core Curriculum: SSC Expanding Our Horizons

Schedule of Classes (<https://bulletin.marquette.edu/class-search/?details&code=EDUC%205100>)

EDUC 5200 Restorative Justice in Education: History, Research and Implementation (3 credits)

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

Level of Study: Graduate

Marquette Core Curriculum: SSC Basic Needs & Justice

Schedule of Classes (<https://bulletin.marquette.edu/class-search/?details&code=EDUC%205200>)

EDUC 5217 Educating Exceptional Learners (3 credits)

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

Level of Study: Graduate

Interdisciplinary Studies: Family Studies

Schedule of Classes (<https://bulletin.marquette.edu/class-search/?details&code=EDUC%205217>)

EDUC 5230 Learning and Linguistic Diversity (3 credits)

Covers three bodies of knowledge regarding language: basic principles of sociolinguistics, the nature of learning a second language or a second dialect, and theories 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.

Level of Study: Graduate

Schedule of Classes (<https://bulletin.marquette.edu/class-search/?details&code=EDUC%205230>)

EDUC 5277 Methods of Teaching Bilingual-Bicultural Learners (3 credits)

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

Level of Study: Graduate

Schedule of Classes (<https://bulletin.marquette.edu/class-search/?details&code=EDUC%205277>)

EDUC 5327 Foundational Principles and Practices of Teaching Writing (K4-9) (3 credits)

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

Level of Study: Graduate

Schedule of Classes (<https://bulletin.marquette.edu/class-search/?details&code=EDUC%205327>)

EDUC 5337 Teaching Elementary and Middle Social Studies and Social Inquiry (grades K-9) (3 credits)

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

Prerequisite: Admission to the post-baccalaureate teaching licensure program.

Level of Study: Graduate

Schedule of Classes (<https://bulletin.marquette.edu/class-search/?details&code=EDUC%205337>)

EDUC 5367 Theory and Methods of Elementary and Middle School STEM Instruction (grades 4-9) (5 credits)

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

Level of Study: Graduate

Schedule of Classes (<https://bulletin.marquette.edu/class-search/?details&code=EDUC%205367>)

EDUC 5540 Philosophy of Education (3 credits)

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

Level of Study: Graduate

Marquette Core Curriculum: Writing Intensive

Schedule of Classes (<https://bulletin.marquette.edu/class-search/?details&code=EDUC%205540>)

EDUC 5600 Latinx Education: Challenges and Possibilities (3 credits)

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

Level of Study: Graduate

Marquette Core Curriculum: SSC Individuals & Communities

Interdisciplinary Studies: Latinx Studies

Schedule of Classes (<https://bulletin.marquette.edu/class-search/?details&code=EDUC%205600>)

EDUC 5931 Topics in Education (1-4 credits)

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

Level of Study: Graduate

Schedule of Classes (<https://bulletin.marquette.edu/class-search/?details&code=EDUC%205931>)

EDUC 5964 Advanced Methods Practicum in Elementary Reading (4 credits)

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

Prerequisite: Admission to the post-baccalaureate teaching licensure program.

Level of Study: Graduate

Schedule of Classes (<https://bulletin.marquette.edu/class-search/?details&code=EDUC%205964>)

EDUC 6000 Urban Teaching Seminar (3 credits)

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.

Prerequisite: Admission to the Teach For America program.

Level of Study: Graduate

Schedule of Classes (<https://bulletin.marquette.edu/class-search/?details&code=EDUC%206000>)

EDUC 6030 Methods of Teaching Adolescents (3 credits)

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.

Prerequisite: Admission to the Teach For America program.

Level of Study: Graduate

Schedule of Classes (<https://bulletin.marquette.edu/class-search/?details&code=EDUC%206030>)

EDUC 6040 Introduction to Learning and Assessment (3 credits)

Application of major theories of learning to instructional planning and assessment. Use of technologies to enhance learning and assessment.

Level of Study: Graduate

Schedule of Classes (<https://bulletin.marquette.edu/class-search/?details&code=EDUC%206040>)

EDUC 6060 Design Issues in Technology and Instructional Systems (3 credits)

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.

Level of Study: Graduate

Schedule of Classes (<https://bulletin.marquette.edu/class-search/?details&code=EDUC%206060>)

EDUC 6070 Facilitating a Web-Based Course (3 credits)

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.

Level of Study: Graduate

Schedule of Classes (<https://bulletin.marquette.edu/class-search/?details&code=EDUC%206070>)

EDUC 6080 Theories and Research in Instructional Technology (3 credits)

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.

Level of Study: Graduate

Schedule of Classes (<https://bulletin.marquette.edu/class-search/?details&code=EDUC%206080>)

EDUC 6090 Emerging Instructional Technologies in Education (3 credits)

Critical study of research and instructional use of emerging Web technologies in K-12 schools, higher education, and other learning environments.

Level of Study: Graduate

Schedule of Classes (<https://bulletin.marquette.edu/class-search/?details&code=EDUC%206090>)

EDUC 6340 Child and Adolescent Development (3 credits)

An examination of the interaction among biological, psychological, social, and cultural factors that influence human development. Educational implications of these issues.

Level of Study: Graduate

Schedule of Classes (<https://bulletin.marquette.edu/class-search/?details&code=EDUC%206340>)

EDUC 6350 Teach for America Reading Methods (3 credits)

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.

Prerequisite: Only open to Teach for America corps members.

Level of Study: Graduate

Schedule of Classes (<https://bulletin.marquette.edu/class-search/?details&code=EDUC%206350>)

EDUC 6360 Teach for America Math Methods 1 (3 credits)

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.

Prerequisite: Only open to Teach for America corps members.

Level of Study: Graduate

Schedule of Classes (<https://bulletin.marquette.edu/class-search/?details&code=EDUC%206360>)

EDUC 6365 Teach for America Math Methods 2 (3 credits)

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.

Prerequisite: Only open to Teach for America corps members.

Level of Study: Graduate

Schedule of Classes (<https://bulletin.marquette.edu/class-search/?details&code=EDUC%206365>)

EDUC 6370 Teach for America Integrated Methods: Science, Social Studies, and Fine Arts (3 credits)

Curriculum development, instructional strategies and the application of teaching methods in elementary science, social studies and fine arts.

Prerequisite: Only open to Teach for America corps members.

Level of Study: Graduate

Schedule of Classes (<https://bulletin.marquette.edu/class-search/?details&code=EDUC%206370>)

EDUC 6930 Special Topics in Education: (1-5 credits)

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.

Prerequisite: Admitted to the graduate EDUC program; or cons. of dept.

Level of Study: Graduate

Schedule of Classes (<https://bulletin.marquette.edu/class-search/?details&code=EDUC%206930>)

EDUC 6965 Middle/Secondary Education Practicum (1-3 credits)

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

Prerequisite: EDUC 5297 and cons. of dept.; admission to the College of Education. Consent required.

Level of Study: Graduate

Schedule of Classes (<https://bulletin.marquette.edu/class-search/?details&code=EDUC%206965>)

EDUC 6966 Elementary/Middle Education Practicum (1-3 credits)

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

Prerequisite: EDUC 5297 and cons. of dept.; admission to the College of Education. Consent required.

Level of Study: Graduate

Schedule of Classes (<https://bulletin.marquette.edu/class-search/?details&code=EDUC%206966>)

EDUC 6971 Introduction to Teaching and Learning (6 credits)

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.

Prerequisite: Admission to Noyce Scholar Graduate STEM Teacher Preparation Program. Consent required.

Level of Study: Graduate

Schedule of Classes (<https://bulletin.marquette.edu/class-search/?details&code=EDUC%206971>)

EDUC 6972 Integrated STEM Methods (6-9 credits)

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.

Prerequisite: EDUC 6971. Consent required.

Level of Study: Graduate

Schedule of Classes (<https://bulletin.marquette.edu/class-search/?details&code=EDUC%206972>)

EDUC 6973 Teacher Practice (9 credits)

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).

Prerequisite: EDUC 6972. Consent required.

Level of Study: Graduate

Schedule of Classes (<https://bulletin.marquette.edu/class-search/?details&code=EDUC%206973>)

EDUC 6974 Professional Practice (6 credits)

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).

Prerequisite: EDUC 6973. Consent required.

Level of Study: Graduate

Schedule of Classes (<https://bulletin.marquette.edu/class-search/?details&code=EDUC%206974>)