EDGEWOOD COLLEGE
CATALOG

SCHOOL OF EDUCATION ADDENDUM

EDGEWOOD COLLEGE

2015 - 2016

EDGEWOOD COLLEGE CATALOG ADDENDUM

2016 – 2017

Effective Fall 2016

Edgewood College
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OFFICIAL NOTICES

This Catalog is effective for students entering Edgewood College beginning in the Fall 2015 terms and until a new Catalog is published. The 2015-16 Catalog may also be found online at registrar.edgewood.edu.

The content of this document is provided for the information of the student. It is accurate at the time of publication, but is subject to change as deemed appropriate to fulfill Edgewood College's role or Mission or to accommodate circumstances beyond the College's control. Any such changes may be implemented without prior notice, without obligation, and, unless specified, are effective when made. All academic policy additions/revisions will apply to all students as of the date they become effective, regardless of whether they were in effect at the time the student initially enrolled at Edgewood College.

All students are reminded to read carefully the sections of the Catalog pertaining to them. Lack of awareness of policies or requirements will not serve as a justifiable excuse at a later date. Edgewood College's liability to any student for any reason and upon any cause of action related to the statements made in this Catalog or the policies or procedures set forth herein, shall be limited to the amount of tuition actually paid to Edgewood College by the Student making the claim in the year which any action giving rise to the claim occurs.

The State of Wisconsin passed the Wisconsin Caregiver Background Check Law in 1998. This law requires a criminal background check on all people who are involved in the care of certain vulnerable groups, i.e., children, the elderly and other compromised populations. The intents of the law is to protect clients from being harmed. Therefore, Edgewood College requires background checks of employees, volunteers, and students in clinical field experience placements. Students should be aware of these practices and confer with their advisors regarding their particular situations.

Edgewood College's crime statistics report and campus safety policies are available at www.edgewood.edu. A paper copy is available in the Dean of Students Office.

The Student Right to Know and Campus Security Act was signed into law on November 8, 1990. This federal legislation required college and universities whose students receive federal financial aid to disclose and report graduation/persistence rates for full-time undergraduate students. Edgewood College is in compliance with Title I, Sections 103 and 104 of the Student Right to Know Act (P.L. 101-545 as amended by P.L. 102-26); students may obtain information about graduation rates by contacting the College's Office of Institutional Assessment and Research

SCHOOL OF EDUCATION

MISSION

It is the mission of the School of Education to prepare reflective practitioners for effective schools with an emphasis on leadership at the classroom, school, district and system levels.

VISION

The School of Education envisions that candidates for licensing as initial educators should be both reflective and effective practitioners committed to student learning and continuing professional development in a dynamic world. Candidates will bring to their positions an informed view of the world, a solid grounding in content for teaching, a grasp of the principles and conditions of establishing a positive learning environment, a functional understanding of the diverse backgrounds and learning styles which children and youth represent, an appreciation of the value of parental involvement in student learning, and a sensitivity to the need for positive community relations. Students will obtain specialized expertise for their level and area of preparation, and are assessed under professional quality standards for initial educators.

PURPOSE AND BELIEFS

Influenced by the concept of a professional educator as both a reflective and effective practitioner, the School of Education has as a central purpose the preparation of teachers who have a solid general education background, who develop an awareness and functional understanding of the methods and content of inquiry in recognized fields of the arts and sciences, who acquire effective professional knowledge and skills, who receive professionally appropriate experiences for teaching children and youth, who value a commitment to service, and who are assessed against professional standards.

In such a context, the central purpose of the teacher education program is based on four core beliefs:

- Belief in the intellectual personal uniqueness and value of every human person;

- Belief in the efficacy of education as a force in promoting the dignity, freedom and responsibility of each person, and understanding of the basic unity and equality of all human persons;

- Belief in the liberating dimension of education through reflective action and critical analysis; and

- Belief in the potential of Christian humanism as a dynamic reality in nurturing qualities of respect, care, genuineness and understanding.

THE SCHOOL OF EDUCATION CONCEPTUAL FRAMEWORK

The School of Education's Conceptual Framework can be thought of as expressing commitment to three independent components: Critical Lenses, Professional Socialization and Practice and Effective Tools and Techniques. In the spirit of the mission and vision of Edgewood College, the School of Education's Conceptual Framework commits its programs to provide Critical Lenses that involved inquiry into the historical, social and philosophical roots of existing practice in order to engage with it and press ahead into innovative and creative practices working toward a multi-cultural and socially just vision of what education can be. School of Education programs will involve Professional Socialization and Practice incorporating field work, practicum and immersion experiences in partnership communities and socially diverse settings where students will acquire Effective Tools and Techniques involving best practices that promote the science and art of teaching, research and administration.

STANDARDS AND OBJECTIVES

Full implementation of the Wisconsin Department of Public Instruction administrative rules, Chapter PI 34 for teacher and administrator licensing in Wisconsin, took effect September 1, 2004. All candidates completing programs for licensing after August 31, 2004, must meet new licensing and license-renewal rules applicable to the respective programs, including CORE and PRAXIS (II) testing and performance based portfolio assessment.

The Teacher Education Program Approval and Licensing rules that structure teacher education, educator licenses, and professional development for practicing educators in Wisconsin are based on the ten INTASC Model Core Teaching Standards with related knowledge, skills and dispositions. To receive a license to teach in Wisconsin, the candidate must complete an approved program and demonstrate proficient performance in the knowledge, skills, and dispositions under all of the following ten standards.

1. Learner Development: The teacher understands how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional and physical areas, and designs and implements developmentally appropriate and challenging learning experiences.

2. Learning Differences: The teacher uses understanding of the individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards.

3. Learning Environments: The teacher works with others to create environments that support individual and collaborative learning and that encourage positive social interaction, active engagement in learning and self-motivation.

4. Content Knowledge: The teacher understand the central concepts, tools of inquiry and structures of the discipline(s) he or she teaches and creates learning experiences that make the discipline accessible and meaningful for learners to assure mastery of the content.

5. Application of Content: The teacher understands how to connect concepts and use differing perspectives to engage learners in critical thinking, creativity and collaborative problem solving related to authentic local and global issues.

6. Assessment: The teacher understands and uses multiple methods of assessment to engage learners in their own growth, to monitor learner progress, and to guide the teacher's and learner's decision making.

7. Planning for Instruction: The teacher plans instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills and pedagogy, as well as knowledge of learners and the community context.

8. Instructional Strategies: The teacher understands and uses a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways.

9. Professional Learning and Ethical Practice: The teacher engages in ongoing professional learning and uses evidence to continually evaluate his/her practice, particularly the effects of his/her choices and actions on others (learners, families, other professionals, and the community), and adapts practice to meet the needs of each learner.

10. Leadership and Collaboration: The teacher seeks appropriate leadership roles and opportunities to take responsibility for student learning, to collaborate with learners, families, colleagues, other school professionals, and community members to ensure learner growth, and to advance the profession.

ASSESSMENT AND TRANSITIONS

The Transition Step Assessment System is designed to track candidates' pathways through the undergraduate teacher license degree programs in order to realize the conceptual framework and ensure key professional and legal DPI standards are met in the areas of teaching performance, subject matter, dispositional commitment, and level of academic accomplishment. To do this, various tools are used in order to assess and monitor proficiency and adequacy. These can be divided into formally set standards and criteria and the program opportunities for candidate teachers to show their knowledge, skill, and disposition:

Formally Set Standards and Criteria of Proficiency or Adequacy	Program Opportunities for Demonstrating Knowledge, Skill and Disposition
DPI Teaching Standards of Knowledge, Skill, and Disposition	Student Portfolio System
Other educational standards from appropriate professional organizations	Course Assignments
DPI informed standards of background criminality	Practicum and diverse community experience
DPI set CORE and PRAXIS II target levels	Student Teaching
Language proficiency test target level	GPA Targets

The Transition Step System integrates instructor reviews of the candidate portfolio, course assessments, cooperating teacher and candidate student teaching supervisor assessments and on the ten InTasc Model Core Teaching Standards. The system is structured to take place along five transitional steps that are designed to comprise a developmentally sensitive sequence. All candidates in licensing programs leading to the initial educator license follow the same five transition steps in the teacher education admission process.

Candidate performance is assessed in relation to the standards through multiple measures over time and with developmental expectations over the five transition steps. Rubrics guide the assessment process at each step. Results of the assessments are shared with each candidate and serve as the basis for decisions regarding continuation in the respective licensing sequences. Aggregated assessment results of student performance during program enrollment and after entry into the profession as an initial educator are the basis for the program assessment and development.

A critical part of admission as a candidate into the School of Education is the assignment of a professional advisor. In close consultation with advisors and faculty, the path to full licensure endorsement includes, five transition points for continued admission

to the School of Education. There are separate application forms within the electronic portfolio for each transition point. Assessments based on evidence is gathered within the electronic portfolio which is maintained by the candidate.

The five transition steps include:

- **Preliminary Entry:** This step follows admission as a candidate teacher and an initial course experience. Candidates maintain contact with advisors to receive timely notice of program requirements and developments.

- **Aspiring Professional Transition:** This step is required in order to take courses beyond ED 330, and for continued admission to teacher education. This transition requires CORE testing, a portfolio record of various initial endorsements based on the Wisconsin Teacher Standards and copies of reflective papers and other artifacts which a candidate prepares during passage through the program.

- **Emergent Professional Transition:** This step is required in order to take methods courses and for admission to student teaching. *Advance planning is particularly important for this transition step which includes PRAXIS II testing and content assessments, as well as other advanced assessments. This transition requires a portfolio record of various advanced endorsements based on the InTasc Model Core Teaching Standards and copies of reflective papers and other artifacts which a student prepares during passage through the program.*

- **Pre-licensure Endorsement:** This endorsement is required in order to be admitted to student teaching and ED 402.

- **Licensure Endorsement Transition:** This transition is required for program completion and for the College to certify and recommend your application for licensure by the Wisconsin Department of Public Instruction. Assessment activities related to this transition occur during the final student teaching or internship semester. This transition requires a portfolio record of all endorsements based on the InTasc Model Core Teaching Standards and legislative requirements (such as the Teacher Performance Assessment- edTPA), professional practice endorsements, and copies of reflective papers, initial educator development statements, and other artifacts which the student prepares during passage through the program.

Each transition step is designed to raise the level of professional accomplishment and commitment toward being licensed as an Initial Educator. The Aspiring Professional step is required for admission to any teacher education program and the Emergent Professional and Pre-licensure Endorsements ensure preparation for the admission into a student teaching placement.

PORTFOLIO AND RESOURCES FOR LEARNING

As a candidate passes through the five stages of the assessment system, formal evidence of learning and accomplishment is documented in a portfolio. Since each stage represents developmental growth toward initial educator licensing, candidates should challenge themselves to show evidence with increasing indications of what they know and are able to do as a result of what they have learned through courses, field experiences, standardized tests, and other opportunities for professional growth they encounter. A review of a candidate's portfolio is required at each of the five stages of transition. Courses, field experiences, standardized tests and other opportunities for professional growth and enrichment are, thereby, resources for learning and accomplishment. While the ten INTASC Teacher Standards guide the systematic assessment of what a candidate knows and is able to do there are key areas of assessment that have varying influence on a student's preparation depending on the stage in the preparation program. The key areas are: Communication Skills, General Education, Human Relations, Professional Dispositions, Content Knowledge, Pedagogical Knowledge, and Teaching Practice. These all offer opportunities for learning and reflection and integration with the ten INTASC Teacher Standards. More specific information can be obtained by contacting the School of Education.

TITLE II COMPLIANCE REPORT

Section 207 of Title II of the Higher Education Act mandates that the United States Department of Education collect data on state assessments, other requirements and standards for teacher certification and licensure, as well as data on the performance of teacher preparation programs. The law requires the Secretary to use this data in submitting an annual report on the quality of teach preparation to the Congress. Data from institutions with teacher preparation programs are due states annually for use by states in preparing annual report cards for the Secretary. The full report may be obtained through the Dean of the School of Education or the full report for the State of Wisconsin may be accessed at the following website: http://title2.ed.gov.

LICENSING MAJORS

EARLY CHILDHOOD THROUGH MIDDLE CHILDHOOD TEACHING MAJORS
Early Childhood: Special Education
Early Childhood: Special and Regular Education
Elementary Education with Early Childhood Minor

MIDDLE CHILDHOOD THROUGH EARLY ADOLESCENCE TEACHING MAJORS
Elementary Education
Elementary Education with ESL Minor

EARLY CHILDHOOD THROUGH ADOLESCENCE TEACHING MAJORS
Art and Design Teaching
French/Spanish Teaching
Music Education
Theatre Arts Teaching

EARLY ADOLESCENT THROUGH ADOLESCENCE TEACHING MAJORS (SEE DEPARTMENT OF CONTENT AREA FOR REQUIREMENTS)
Biology Teaching
Biology Teaching with Environmental Science
Broad Field Science Teaching
Broad Field Science Teaching with Earth & Space Science
Broad Field Science Teaching with Life & Environmental Science including Biology and Environmental Science
Broad Field Science Teaching with Physical Science including Chemistry
Broad Field Science Teaching with Physical Science including Physics
Broad Field Social Studies: History Concentration with Teaching Minor
Chemistry Teaching
Computer Science Teaching
English Teaching
Mathematics Teaching

NON-LICENSING MAJORS

Child Life
Studies in Education

MINORS

Early Childhood
Secondary Education
Teaching English Language Learners: ESL
Teaching English Language Learners: ESL/Bilingual Education

LICENSING SEQUENCES

Early Childhood: Special Education

This license enables students to teach infants and very young children with special educational needs from birth to age eight.

Early Childhood: Regular Education

For licensure in early childhood education, students complete either the Early Childhood: Special and Regular Education Major or the Elementary Education Minor with an Early Childhood Education minor.

Early Childhood- Middle Childhood: Regular Education

To teach children ages birth through eleven, students complete the Elementary Education major with Early Childhood Minor

Early Childhood-Adolescence: Regular Education

To teach at the early childhood through adolescence level, birth through age 21, students must complete a teaching major in one of the following areas as well as the Professional Core and specialized professional studies requirements for teaching students in a wide range of ages:

- Art and Design Teaching
- French/Spanish Teaching
- Music Education
- Theatre Arts Teaching

Middle Childhood-Early Adolescence: Regular Education

To teach children and youth ages six through thirteen, students must complete the Elementary Education major with a minor. The minor may be a licensing minor or a non-licensing minor.

Early Adolescence-Adolescence: Regular Education

To teach at the early adolescence through adolescence level, ages 10-21, students must complete a teaching major and minor in Middle/Secondary Education. Teaching majors include: Biology, Broad Field Science, Broad Field Social Studies: History Concentration with Teaching Minor, Computer Science Education, English Teaching, and Mathematics Teaching. Additional Teaching minors are also available in Biology, Chemistry, English, History, Teaching English Language Learners (TESOL), French, Mathematics, Theatre Arts Teaching and Spanish. Minors must be accompanied by a teaching major and minors in science may be taken only in combination with a science teaching major.

Teaching English Language Learners: ESL

This English as a Second Language license is an add-on license and must be attached to a content area license in Early Childhood: Regular Education; Middle Childhood-Early Adolescence: Regular Education; Early Adolescence-Adolescence: Regular Education. This license enables students to teach English language learners in either a mainstream or pull out classroom. Proficiency in a second language beyond Edgewood College's minimum degree requirements is not required as the language of instruction is English.

Teaching English Language Learners: ESL/Bilingual

This English as a Second Language/Bilingual License is an add-on license and must be attached to a content area license in Early Childhood: Regular Education or Middle Childhood-Early Adolescence: Regular Education. The license enables candidates to teach English Language learners in a bilingual classroom. Proficiency in a second language is required as the language of instruction includes English and a language other than English.

Undergraduate Program Plans

The following program plans point out the normal means of satisfying requirements. The School of Education may approve equivalents or substitutions for requirements listed. Students should contact their advisor for more information.

PROFESSIONAL CORE REQUIREMENTS

All candidates in initial licensing programs must complete the set of courses that comprise the professional core:

ED 200	D	Education in a Pluralistic Society *
ED 201		Teacher as Inquirer I: Reflective Practitioner*
ED 302	I	Technology Literacy & Educational Applications *
ED 306		Exceptional Children and Youth*
ED 307	K	Language Development and Instruction
ED 330	X	Teaching and Learning*
ED 401	3U	Teacher as Inquirer II*
ED 402		Reflective Practitioner*

course has prerequisites

EARLY CHILDHOOD: SPECIAL EDUCATION MAJOR

License: Early Childhood: Special Education (Birth-Age 8)

Within the General Education Curriculum, the following courses are required:

- MATH 101, Introduction to Problem Solving

- A course in art fundamentals, typically ART 106, Art Structure

- A course in basic concepts of music theory and application, typically MUS 141A, Music Structure

- Coursework in western and non-western studies: courses in History, World Issues, Politics, Geography, Global Culture, Art and Religion may be approved to fulfill one or both requirements

- A course in national, state and local government, typically PS 262, Introduction to the American Political Process

Within the General Education Curriculum, the following courses are recommended:

- Coursework in biological and physical science, typically NATS 108/109, Real World Science

- ED 271, Philosophy of Education

Professional Core Requirements:

ED 200	D	Education in a Pluralistic Society *
ED 201		Teacher as Inquirer I: Reflective Practitioner*
ED 302	I	Technology Literacy & Educational Applications *
ED 306		Exceptional Children and Youth*
ED 307	K	Language Development and Instruction
ED 330	X	Teaching and Learning *
ED 401	3U	Teacher as Inquirer II*
ED 402		Reflective Practitioner*

course has prerequisites

<u>Major Requirements:</u>

ED 210	J	Infancy and Childhood*
ED 340		Communication Development & Difference *
ED 381		Pre-reading and Literature for the Young Child*
ED 418		Experiencing Laughter and Play*
ED 419		Introduction to Infants and Young Children Who Are Differently Abled*
ED 420		Assessment of Infants and Young Children Who Are Differently Abled*
ED 424		Methods of Teaching Young Children*
ED 434		Methods of Discovery, Quantity, and Creativity in Nursery School and Kindergarten*
ED 435		Literacy Methods I*
ED 436		Literacy Methods II*
ED 438		Curriculum and Programming for Young Children Who Are Differently Abled*
ED 480		Student Teaching: Nursery*

course has prerequisites

LICENSING STEPS
To attain the Early Childhood: Special Education (Birth-Age 8) license, students must progress satisfactorily through the five transition steps. In addition, candidates for this license should have the following:

- CORE Test (or a minimum score of 23 on the ACT)
- PRAXIS II: Test Code 0014 or 5014, with a passing score of 147
- WI Reading Foundation Exam
- Preliminary Entry
- Aspiring Professional
- Emergent Professional
- Pre-Licensure Endorsement
- Licensure Endorsement
- GPA of 2.75 in Communication Skills, General Education, Content Knowledge, Teacher Education and Overall

EARLY CHILDHOOD: SPECIAL AND REGULAR EDUCATION MAJOR

License: Early Childhood: Special Education (Birth-Age 8)
Within the General Education Curriculum, the following courses are required:

- MATH 101, Introduction to Problem Solving
- A course in art fundamentals, typically ART 106, Art Structure
- A course in basic concepts of music theory and application, typically MUS 141A, Music Structure
- Coursework in western and non-western studies: courses in History, World Issues, Politics, Geography, Global Culture, Art and Religion may be approved to fulfill one or both requirements
- A course in national, state and local government, typically PS 262, Introduction to the American Political Process

Within the General Education Curriculum, the following courses are recommended:

- Coursework in biological and physical science, typically NATS 108/109, Real World Science
- ED 271, Philosophy of Education

<u>Professional Core Requirements:</u>

ED 200	D	Education in a Pluralistic Society*
ED 201		Teacher as Inquirer I: Reflective Practitioner*
ED 302	I	Technology Literacy & Educational Applications *
ED 306		Exceptional Children and Youth*
ED 307	K	Language Development and Instruction
ED 330	X	Teaching and Learning *
ED 401	3U	Teacher as Inquirer II*
ED 402		Reflective Practitioner*

course has prerequisites

<u>Major Requirements:</u>

ED 210	J	Infancy and Childhood*
ED 340		Communication Development & Difference *
ED 381		Pre-reading and Literature for the Young Child*
ED 382	C	Literature for Childhood Through Early Adolescence*
ED 418		Experiencing Laughter and Play*
ED 419		Introduction to Infants and Young Children Who Are Differently Abled*
ED 420		Assessment of Infants and Young Children Who Are Differently Abled*
ED 424		Methods of Teaching Young Children*
ED 434		Methods of Discovery, Quantity, and Creativity in Nursery School and Kindergarten*
ED 435		Literacy Methods I*
ED 436		Literacy Methods II*
ED 438		Curriculum and Programming for Young Children Who are Differently Abled*
ED 480		Student Teaching: Nursery*
ED 481		Student Teaching: Kindergarten*
ED 482		Student Teaching: Grades 1-3*

course has prerequisites

LICENSING STEPS
To attain the Early Childhood: Special Education (Birth-Age 8) license, students must progress satisfactorily through the five transition steps. In addition, candidates for this license should have the following:

- CORE Test (or a minimum score of 23 on the ACT)
- PRAXIS II: Test Code 0014 or 5014, with a passing score of 147
- WI Reading Foundation Exam

- Preliminary Entry

- Aspiring Professional

- Emergent Professional

- Pre-licensure Endorsement

- Licensure Endorsement

- GPA of 2.75 in Communication Skills, General Education, Content Knowledge, Teacher Education and Overall

ELEMENTARY EDUCATION MAJOR WITH EARLY CHILDHOOD MINOR

License: Early Childhood to Middle Childhood: Regular Education (Birth-Age 11)
Within the General Education Curriculum, the following courses are required:

- MATH 101, Introduction to Problem Solving

- MATH 102, Arithmetic Structures

- MATH 103, Geometric Structures

- A course in art fundamentals, typically ART 106, Art Structure

- A course in basic concepts of music theory and application, typically MUS 141A, Music Structure

- Coursework in western and non-western studies: courses in History, World Issues, Politics, Geography, Global Culture, Art and Religion may be approved to fulfill one or both requirements

- Coursework in biological and physical science, typically NATS 104/105, Real World Science

- A course in national, state and local government, typically PS 262, Introduction to the American Political Process

Within the General Education Curriculum, the following courses are recommended:

- ED 271, Philosophy of Education

Professional Core Requirements:

ED 200	D	Education in a Pluralistic Society *
ED 201		Teacher as Inquirer I: Reflective Practitioner*
ED 302	I	Technology Literacy & Educational Applications *
ED 306		Exceptional Children and Youth*
ED 307	K	Language Development and Instruction
ED 330	X	Teaching and Learning *
ED 401	3U	Teacher as Inquirer II*
ED 402		Reflective Practitioner*

*course has prerequisites

Major Requirements:

ED 210	J	Infancy and Childhood*
ED 311		Wellness in Education*
ED 382	C	Literature for Childhood Through Early Adolescence*

ED 422	Curricular Integration of Arts- Elementary*
ED 423	Methods of Teaching Social Studies*
ED 427A	Methods of Science and Environmental Education I*
ED 427B	Methods of Science and Environmental Education II*
ED 428	Methods of Teaching Mathematics*
ED 435	Literacy Methods I*
ED 436	Literacy Methods II*
ED 483	Student Teaching: 1-9*
	OR
ED 485A	Internship Grades 1-9, EC-MC*

*course has prerequisites

Students are also responsible for completing the appropriate requirements associated with the Early Childhood Minor.

Minor Requirements:

ED 340	Communication Development & Difference*
ED 381	Pre-Reading and Literature for the Young Child*
ED 418	Experiencing Laughter & Play*
ED 419	Introduction to Infants and Young Children Who Are Differently Abled*
ED 420	Assessment of Infants and Young Children Who Are Differently Abled*
ED 424	Methods of Teaching Young Children*
ED 434	Methods of Discovery, Quantity and Creativity in Nursery School and Kindergarten*
ED 480	Student Teaching: Nursery*
ED 481	Student Teaching: Kindergarten*

*course has prerequisites

LICENSING STEPS

To attain the Early Childhood to Middle Childhood: Regular Education (Birth-Age 11) license, students must progress satisfactorily through the five transition steps. In addition, candidates for this license should have the following:

- CORE Test (or a minimum score of 23 on the ACT)

- PRAXIS II: Test Code 0014 or 5014, with a passing score of 147

- WI Reading Foundation Exam

- Preliminary Entry

- Aspiring Professional

- Emergent Professional

- Pre-licensure Endorsement

- Licensure Endorsement

- GPA of 2.75 in Communication Skills, General Education, Content Knowledge, Teacher Education and Overall

ELEMENTARY EDUCATION MAJOR

License: Middle Childhood to Early Adolescence: Regular Education (Ages 6-13)

Within the General Education Curriculum, the following courses are required:

- MATH 101, Introduction to Problem Solving

- MATH 102, Arithmetic Structures

- MATH 103, Geometric Structures

- NATS 104, Introduction to Natural Science for Elementary Education I

- NATS 105, Introduction to Natural Science for Elementary Education II

- A course in art fundamentals, typically ART 106, Art Structure

- A course in basic concepts of music theory and application, typically MUS 141A, Music Structure

- Coursework in western and non-western studies: courses in History, World Issues, Politics, Geography, Global Culture, Art and Religion may be approved to fulfill one or both requirements

- A course in national, state and local government, typically PS 262, Introduction to the American Political Process

Within the General Education Curriculum, the following courses are recommended:

- ED 271, Philosophy of Education

Professional Core Requirements:

ED 200	D	Education in a Pluralistic Society*
ED 201		Teacher as Inquirer I: Reflective Practitioner*
ED 302	I	Technology Literacy & Educational Applications *
ED 306		Exceptional Children and Youth*
ED 307	K	Language Development and Instruction
ED 330	X	Teaching and Learning *
ED 401	3U	Teacher as Inquirer II*
ED 402		Reflective Practitioner*

*course has prerequisites

Major Requirements:

ED 210	J	Infancy and Childhood*
ED 311		Wellness in Education*
ED 382	C	Literature for Childhood Through Early Adolescence*
ED 422		Curricular Integration of Arts- Elementary*
ED 423		Methods of Teaching Social Studies*
ED 427A		Methods Science and Environmental Education I*
ED 427B		Methods Science and Environmental Education II*
ED 428		Methods of Teaching Mathematics*
ED 435		Literacy Methods I*
ED 436		Literacy Methods II*

ED 483	Student Teaching: 1-9*
	OR
ED 485A	Internship Grades 1-9, EC-MC*

course has prerequisites

A teaching minor or a minor in a field of study is required. See DEGREE PROGRAMS, MAJORS, MINORS, AND CERTIFICATES for available options.

LICENSING STEPS

To attain the Early Childhood to Middle Childhood: Regular Education (Birth-Age 11) license, students must progress satisfactorily through the five transition steps. In addition, candidates for this license should have the following:

- CORE Test (or a minimum score of 23 on the ACT)
- PRAXIS II: Test Code 0146 or 5146, with a passing score of 146
- WI Reading Foundation Exam
- Preliminary Entry
- Aspiring Professional
- Emergent Professional
- Pre-Licensure Endorsement
- Licensure Endorsement
- GPA of 2.75 in Communication Skills, General Education, Content Knowledge, Teacher Education and Overall

ART AND DESIGN TEACHING MAJOR

License: Early Childhood through Adolescence: Regular Education (Birth- Age 21)

See ART for Art coursework requirements of the Art and Design Teaching Major.
Within the General Education Curriculum, the following courses are required:

- Coursework in western and non-western studies: courses in History, World Issues, Politics, Geography, Global Culture, Art and Religion may be approved to fulfill one or both requirements
- A course in national, state and local government, typically PS 262, Introduction to the American Political Process

Within the General Education Curriculum, the following courses are recommended:

- ED 271, Philosophy of Education

Professional Core Requirements:

ED 200	D	Education in a Pluralistic Society *
ED 201		Teacher as Inquirer I: Reflective Practitioner*
ED 302	I	Technology Literacy & Educational Applications *
ED 306		Exceptional Children and Youth*
ED 307	K	Language Development and Instruction
ED 330	X	Teaching and Learning *
ED 401	3U	Teacher as Inquirer II*
ED 402		Reflective Practitioner*

course has prerequisites

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Requirements for the Specialization in Early Childhood-Adolescence:

ED 453/ART 466	Methods of Teaching Art and Design: Early Childhood- Early Adolescence*
ED 458/ART 468	Methods of Teaching Art and Design: Early Adolescence- Adolescence*
ED 476	Reading and Literacy Development in the Content Areas*
ED 488	Student Teaching Art & Design*

*course has prerequisites

One of the following:

ED 215	J	Infancy through Young Adulthood (recommended)*
ED 210	J	Infancy and Childhood* AND
ED 220	J	Adolescent Psychology*

*course has prerequisites

One of the following:

ED 384	C	Literature for Childhood through Young Adulthood (recommended)*
ED 382	C	Literature for Childhood through Early Adolescence* AND
ED 383	C	Literature for Adolescence through Young Adulthood*

*course has prerequisites

LICENSING STEPS

To attain the Early Childhood through Adolescence: Regular Education (Birth- Age 21) license, students must progress satisfactorily through the five transition steps. In addition, candidates for this license should have the following:

- CORE Test (or a minimum score of 23 on the ACT)
- PRAXIS II: Test Code 00133, with a passing score of 155
- GPA of 2.75 in Communication Skills, General Education, Content Knowledge, Teacher Education and Overall

FRENCH AND SPANISH TEACHING MAJOR

License: Early Childhood through Adolescence: Regular Education (Birth- Age 21)

See FOREIGN LANGUAGE for Foreign Language coursework requirements of the French and Spanish Teaching Majors.
Within the General Education Curriculum, the following courses are required:

- Coursework in western and non-western studies: courses in History, World Issues, Politics, Geography, Global Culture, Art and Religion may be approved to fulfill one or both requirements
- A course in national, state and local government, typically PS 262, Introduction to the American Political Process

Within the General Education Curriculum, the following courses are recommended:

- Coursework in biological and physical science, typically NATS 108/109, Real World Science
- ED 271, Philosophy of Education

Professional Core Requirements:

ED 200	D	Education in a Pluralistic Society *

ED 201		Teacher as Inquirer I: Reflective Practitioner*
ED 302	I	Technology Literacy & Educational Applications *
ED 306		Exceptional Children and Youth*
ED 307	K	Language Development and Instruction
ED 330	X	Teaching and Learning*
ED 401	3U	Teacher as Inquirer II*
ED 402		Reflective Practitioner*

*course has prerequisites

Requirements for the Specialization in Early Childhood-Adolescence:

ED 459F/SPAN 459F/ FREN 459F		Methods of Teaching Foreign Language*
ED 476		Reading and Literacy Development in the Content Areas*
ED 487		Student Teaching: Secondary EA-A*

*course has prerequisites

One of the following:

ED 215	J	Infancy through Young Adulthood (recommended)*
ED 210	J	Infancy and Childhood*
		AND
ED 220	J	Adolescent Psychology *

*course has prerequisites

One of the following:

ED 384	C	Literature for Childhood through Young Adulthood (recommended)*
ED 382	C	Literature for Childhood through Early Adolescence*
		AND
ED 383	C	Literature for Adolescence through Young Adulthood*

*course has prerequisites

LICENSING STEPS

To attain the Early Childhood through Adolescence: Regular Education (Birth- Age 21) license, students must progress satisfactorily through the five transition steps. In addition, candidates for this license should have the following:

- CORE Test (or a minimum score of 23 on the ACT)

- WPT, OPI

- GPA of 2.75 in Communication Skills, General Education, Content Knowledge, Teacher Education and Overall

MUSIC TEACHING MAJOR

License: Early Childhood through Adolescence: Regular Education (Birth- Age 21)

See MUSIC for Music coursework requirements of the Music Teaching Major.
Within the General Education Curriculum, the following courses are required:

- Coursework in western and non-western studies: courses in History, World Issues, Politics, Geography, Global Culture, Art and Religion may be approved to fulfill one or both requirements

- A course in national, state and local government, typically PS 262, Introduction to the American Political Process

Within the General Education Curriculum, the following courses are recommended:

- Coursework in biological and physical science, typically NATS 108/109, Real World Science

- ED 271, Philosophy of Education

Professional Core Requirements:

ED 200	D	Education in a Pluralistic Society *
ED 201		Teacher as Inquirer I: Reflective Practitioner*
ED 306		Exceptional Children and Youth*
ED 307	K	Language Development and Instruction
ED 330	X	Teaching and Learning*
ED 401	3U	Teacher as Inquirer II*
ED 402		Reflective Practitioner*

*course has prerequisites
Music Teaching Majors do not need to take ED 302.

Requirements for the Specialization in Early Childhood- Adolescence:

ED 215	J	Infancy to Young Adulthood*
ED 384	C	Literature for Childhood through Young Adulthood *
ED 456/MUS 456		Methods for Teaching Music K-8*
ED 457/MUS 457		Methods for Teaching Music 6-12*
ED 476		Reading and Literacy Development in Content Areas*
ED 330	X	Teaching and Learning*
ED 401	3U	Teacher as Inquirer II*
ED 402		Reflective Practitioner*

*course has prerequisites

The appropriate courses from the following:

ED 275A/MUS 275A	Topics in Pedagogy for the Music Specialist: Folk Instrument Pedagogy
ED 275B/MUS 275B	Topics in Pedagogy for the Music Specialist: Brass Pedagogy
ED 275C/MUS 275C	Topics in Pedagogy for the Music Specialist: Woodwind Pedagogy
ED 275D/MUS 275D	Topics in Pedagogy for the Music Specialist: String Pedagogy

ED 275E/MUS 275E	Topics in Pedagogy for the Music Specialist: Percussion Pedagogy
ED 275F/MUS 275F	Topics in Pedagogy for the Music Specialist: Vocal Pedagogy

The appropriate courses from the following:

ED 489A/MUS 489A	Student Teaching: General Music*
ED 489B/MUS 489B	Student Teaching: Choral Music*
ED 489C/MUS 489C	Student Teaching: Instrumental Music*

*course has prerequisites

LICENSING STEPS

To attain the Early Childhood through Adolescence: Regular Education (Birth- Age 21) license, students must progress satisfactorily through the five transition steps. In addition, candidates for this license should have the following:

- CORE Test (or a minimum score of 23 on the ACT)
- PRAXIS II
- GPA of 2.75 in Communication Skills, General Education, Content Knowledge, Teacher Education and Overall

THEATRE ARTS TEACHING MAJOR

License: Early Childhood through Adolescence: Regular Education (Birth- Age 21)

See THEATRE ARTS for Theatre coursework requirements of the Theatre Arts Education Major.
Within the General Education Curriculum, the following courses are required:

- Coursework in western and non-western studies: courses in History, World Issues, Politics, Geography, Global Culture, Art and Religion may be approved to fulfill one or both requirements
- A course in national, state and local government, typically PS 262, Introduction to the American Political Process

Within the General Education Curriculum, the following courses are recommended:

- Coursework in biological and physical science, typically NATS 108/109, Real World Science
- ED 271, Philosophy of Education

Professional Core Requirements:

ED 200	D	Education in a Pluralistic Society *
ED 201		Teacher as Inquirer I: Reflective Practitioner*
ED 302	I	Technology Literacy & Educational Applications *
ED 306		Exceptional Children and Youth*
ED 307	K	Language Development and Instruction
ED 330	X	Teaching and Learning *
ED 401	3U	Teacher as Inquirer II*
ED 402		Reflective Practitioner*

*course has prerequisites

Requirements for the Specialization in Early Childhood-Adolescence:

ED 459P/THA 459P	Teaching of Theatre Arts*

ED 476		Reading and Literacy Development in the Content Areas*
ED 493		Student Teaching Theatre, Early Childhood- Adolescence*

*course has prerequisites

One of the following:

ED 215	J	Infancy through Young Adulthood (recommended)*
ED 210	J	Infancy and Childhood*
		AND
ED 220	J	Adolescent Psychology *

*course has prerequisites

One of the following:

ED 384	C	Literature for Childhood through Young Adulthood (recommended)*
ED 382	C	Literature for Childhood through Early Adolescence*
		AND
ED 383	C	Literature for Adolescence through Young Adulthood*

*course has prerequisites

LICENSING STEPS

To attain the Early Childhood through Adolescence: Regular Education (Birth- Age 21) license, students must progress satisfactorily through the five transition steps. In addition, candidates for this license should have the following:

- CORE Test (or a minimum score of 23 on the ACT)
- PRAXIS II: Test Code: 0640, with a passing score of 600
- GPA of 2.75 in Communication Skills, General Education, Content Knowledge, Teacher Education and Overall

CHILD LIFE MAJOR

This major prepares students for the psychosocial care of children and youth in hospitals and other healthcare settings. The program provides a strong teaching and learning component together with a core of specialized child life courses. Satisfactory completion of the major provides access to the profession of Child Life. The program and degree prepare the candidate for an entry level position in the field of Child Life. To become a Certified Child Life Specialist (CCLS), one year of successful employment and the successful completion of the Child Life Exam are required. The rotation of child life courses is based on the semester of enrollment in the Child Life Program. Students should consult with an advisor for the most current information.

Requirements for the Major:

ED 210	J	Infancy and Childhood*
ED 220	J	Adolescent Psychology*
ED 301		Introduction to Child Life*
ED 302	I	Tech Literacy & Ed Applications*
ED 306		Exceptional Children & Youth
ED 308		History of Child Life*
ED 311		Wellness in Education*

ED 360		Medical Terminology for Child Life*
ED 370		Psychosocial Care of Hospitalized Children and Adolescents
ED 372		Materials and Methodology for Child Life*
ED 375		Pediatric Conditions*
ED 376		Crisis Intervention in Child Life *
ED 418		Experiencing Laughter and Play*
ED 475	3	Child Life Internship *

*course has prerequisites

One of the following:

ED 384	C	Literature for Childhood through Young Adulthood (recommended)*
ED 382	C	Literature for Childhood through Early Adolescence* AND
ED 383	C	Literature for Adolescence through Young Adulthood*

*course has prerequisites

Recommended Courses:

ART 240	GU	Introduction to Art Therapy*
BUS 302		Management of Human Performance
ECON 315		Healthcare Economics
ED 324		The Helping Relationship*
ED 422		Curricular Integration of Arts- Elementary*

*course has prerequisites

TRANSITION STEPS

Child Life majors should have the following:

- CORE Test (or a minimum score of 23 on the ACT)
- Admission to the Child Life Program
- Admission to Child Life Internship
- 100 hours of pre-internship practicum experiences
- Exit GPA, minimum of 3.0

STUDIES IN EDUCATION MAJOR

This major offers students the opportunity to study education without committing to a licensing program. Students who enter a licensing program and decide later not to complete the licensing program may also use this major to complete their degree.

A minimum of two courses in psychological foundations:

ED 210	J	Infancy and Childhood*
ED 215	J	Infancy through Young Adulthood*

		AND
ED 306		Exceptional Children and Youth*
ED 220	J	Adolescent Psychology *

*course has prerequisites

A minimum of two courses in social policy foundations:

ED 200	D	Education in a Pluralistic Society *
		OR
SOC 309	D	Race and Ethnicity*
ED 201		Teacher as Inquirer I: Reflective Practitioner*

*course has prerequisites

A minimum of two courses in teaching and learning foundations:

ED 302	I	Technology Literacy & Educational Applications *
ED 330	X	Teaching and Learning*

*course has prerequisites

Additional credits selected from:

ED 271	P	Philosophy of Education*
		AND
SOC 334		Education Society
ED 307	K	Language Development and Instruction

*course has prerequisites

Required COR 3 Course:

ED 401	3U	Teacher As Inquirer II*

*course has prerequisites

Students will also need to complete the following electives:

- 8 credits of education courses

- 12 additional credits in Education, appropriate Psychology or Social Science courses, as approved by major advisor

- A minimum 20 credits at the 300/400-level

SECONDARY EDUCATION MINOR

License: Early Adolescence through Adolescence: Regular Education (Ages 10-21)
This minor accompanies teaching major: Biology Teaching, Broad Field Science Teaching, Broad Field Social Studies-History Teaching, Computer Science Education, English Teaching, History Teaching, and Mathematics Teaching. See individual schools and majors for specific content area coursework requirements.

Within the General Education Curriculum, the following courses are required:

- Coursework in western and non-western studies: courses in History, World Issues, Politics, Geography, Global Culture, Art and Religion may be approved to fulfill one or both requirements

- A course in national, state and local government, typically PS 262, Introduction to the American Political Process

Within the General Education Curriculum, the following courses are recommended:

- Coursework in biological and physical science, typically NATS 108/109, Real World Science
- ED 271, Philosophy of Education

Professional Core Requirements:

ED 200	D	Education in a Pluralistic Society *
ED 201		Teacher as Inquirer I: Reflective Practitioner*
ED 302	I	Technology Literacy & Educational Applications *
ED 306		Exceptional Children and Youth*
ED 307	K	Language Development and Instruction
ED 330	X	Teaching and Learning *
ED 401	3U	Teacher as Inquirer II*
ED 402		Reflective Practitioner*

*course has prerequisites

Requirements for the Secondary Education Minor:

ED 220	J	Adolescent Psychology *
ED 383	C	Literature for Adolescence through Young Adulthood*
ED 476		Reading and Literacy Development in the Content Areas*
ED 487A		Student Teaching: Secondary EA-A*

*course has prerequisites

The appropriate courses from the following:

ED 459E	Methods: English*
ED 459H	Methods: History*
ED 459M/MATH 459	Methods: Math in Secondary Schools*
ED 459S	Methods: Science in Secondary Schools*

*course has prerequisites

LICENSING STEPS

To attain the Early Adolescence through Adolescence: Regular Education (Ages 10-21) license, students must progress satisfactorily through the five transition steps. In addition, candidates for this license should have the following:

- CORE Test (or a minimum score of 23 on the ACT)
- PRAXIS II: passing score on the appropriate content

TEACHING ENGLISH LANGUAGE LEARNERS: ESL MINOR

This minor is designed to prepare students for licensing to teach English language learners and is attached to a licensing program such as Early Childhood, Elementary, or Secondary regular education. For other combinations, consult a School of Education advisor. There is no requirement for second language proficiency since the language of instruction will be in English.

18 credits of required courses:

ED 200	Education in a Pluralistic Society*

ED 260	Exploring Language*
ED 262	Foundations of ESL and Bilingual Education
ED 307	Language Development and Instruction
ED 461	ESL Methods and Assessment
ED 472	ESL Student Teaching
	OR
ED 483B	Student Teaching 1-9 and ESL

*course has prerequisites

LICENSING STEPS
All students must progress satisfactorily through the five transition steps. In addition, candidates for this license must complete:

- PRAXIS II: Test Code: 0361; Wisconsin Passing Score: 143

TEACHING ENGLISH LANGUAGE LEARNERS: ESL/BILINGUAL MINOR

This minor is designed to prepare students for licensing to teach in bilingual education settings and is attached to a licensing program such as Early Childhood, Elementary, or Secondary regular education. Bilingual proficiency is required.

21 credits of required courses:

ED 200	Education in a Pluralistic Society*
ED 260	Exploring Language*
ED 262	Foundations of ESL and Bilingual Education
ED 307	Language Development and Instruction
ED 461	ESL Methods & Assessment
ED 473	Bilingual Methods & Assessment
ED 474	Bilingual Student Teaching
	OR
ED 483C	Student Teaching 1-9 and Bilingual

*course has prerequisites

All students must progress satisfactorily through the five transition steps. In addition, candidates for this license must complete:

- PRAXIS II: Test Code: 0361; Wisconsin Passing Score: 143
- ACTFL: Target Language Proficiency; Advance Low in oral and written

MISSION

The Cutting – Edge program serves students with disabilities who typically with not be able to attend college. The Cutting – Edge program offers two certificates within the undergraduate programs: Para-Professional Educator (48 credits) and 21st Century Skills for Employment (14 credits). Students must complete a combination of Cutting – Edge core courses and general education courses.

PARA-PROFESSIONAL EDUCATOR INSTITUTIONAL CERTIFICATE

The No Child Left Behind (NCLB) law requires para-professional educators who serve in an instructional capacity to have two years (48 semester hours) of study at an institution of higher education. Each semester, this certificate pairs education courses with practicum experiences that occur in school settings. Students completing this institutional certificate can apply for the DPI Special Education Program Aide License, #883.

Required Courses:

ED 200	Education in a Pluralistic Society*
ED 201	Teacher as an Inquirer: Reflective Practitioner*
IC 205	Finding Your Purpose, Major & Career

*course has prerequisites

Students will also need to complete the following:

- 12 credits of Pre-Professional Practicum
- 22 credits of Education Electives, with consent of advisor
- 5 credits of General Education Electives
- One of the above courses must fulfill the COR 2 requirement

21ST CENTURY SKILLS FOR EMPLOYMENT INSTITUTIONAL CERTIFICATE

In today's business world, employers are looking for candidates who come equipped with certain skills that are necessary for entry-level positions in medium and large size companies. This certificate is designed to demonstrate the students' ability to work effectively with others, to communicate in written and oral formats and knowledge of computer technology.

Required Courses:

IC 205	Finding Your Purpose, Major and Career
IC 405	Job Search Strategies*

*course has prerequisites

Students will also need to complete coursework that fulfills the following requirements:

- 3 credits of Computer Competency
- 3 credits of Communication Competency
- 3 credits of Written Competency
- One of the above courses must fulfill the COR 2 requirement

GRADUATE PROGRAMS

Master of Arts in Education: Bilingual Teaching and Learning Concentration
Master of Arts in Education: Educational Leadership Concentration
Master of Arts in Education: Professional Studies Concentration/
Master of Arts in Education: Reading Administration
Master of Arts in Education: Special Education Concentration
Master of Arts in Education: Sustainability Leadership Concentration
Master of Arts in Education: Teaching and Learning Concentration
Master of Arts in Education: Teaching English to Speakers of Other Languages Concentration

LICENSE COMPLETION PROGRAMS

Accelerated Secondary License Program
Advanced Elementary and Middle Childhood
Bilingual Education
Cross Categorical: Cognitive Disabilities, Emotional Disturbance and Learning Disabilities
Director of Instruction
Director of Special Education and Pupil Services
Elementary and Middle Childhood
ESL
Instructional Technology Coordination
Principal
Reading Specialist
Reading Teacher
School Business Administrator

INSTITUTIONAL CERTIFICATES

Advanced Certification Elementary
Bilingual Education
Educational Leadership: Director of Instruction
Educational Leadership: Principal
Educational Leadership: School Business Administration
Reading Specialist
Reading Teacher
TESOL

ACCREDITATION
The School of Education programs are accredited by the Wisconsin Department of Public Instruction (WDPI) and the National Council for Accreditation of Teacher Education.

CANDIDATE e-PORTFOLIO, ASSESSMENTS, AND TRANSITIONS
The Candidate e-Portfolio is a demonstration and presentation of the candidate's growing understanding of four critical aspects of life as an educator. Using the process of portraiture, candidates describe themselves as researcher, advocate, craftsperson and professional. Candidates' critical reflection around their developmental learning throughout the preparation program is captured in four portraits. The Researcher Portrait is foundational and ensures that candidates are developing the habits of mind necessary to think critically through a variety of diverse lenses. The Craftsperson and Advocate Portraits build further skills and dispositions as candidates expand their knowledge and performance base and engage in inquiry around critical issues facing education today. The Professional Portrait ensures that candidates reflect as emerging professional upon their learning and make meaningful understanding of who they are becoming.

Key courses, experiences and assessments are aligned with the portraits to ensure that candidates attain the knowledge, skills and proficiencies necessary for effective performance around all of the InTASC Standards/Wisconsin Educator Standards or Wisconsin Administrator Standards as well as Edgewood College Candidate Dispositions and Diversity Standards. Candidate performance is formally assessed at each of five transition points: Preliminary Entry, Aspiring Professional, Emerging Professional, and Pre-Licensure and Licensure Endorsement.

Portfolio entries are assessed in relation to the standards through multiple measures over time and with developmental expectations over the five transition steps. Rubrics guide the assessment process at each step. Results of the assessments are shared with each candidate and serve as the basis for decisions regarding continuation in the respective licensing sequences. Aggregated assessment results of candidate performance during program enrollment and after entry into the profession as an initial educator are the basis for program assessment and development.

Preliminary Entry to teacher education is encouraged as soon as a candidate is eligible in order to receive proper advising and timely notice of program requirements and developments.

Aspiring Professional Transition is required for full admission to teacher education. In support of the commitment to developing reflective practitioners for effective schools, this transition requires a portfolio record of various endorsements based on the InTASC Standards/Wisconsin Educator Standards, copies of reflective papers, and other artifacts, which a candidate prepares during passage through the program.

Emergent Professional Transition is required to take methods courses and for admission to student teaching. Advance planning is particularly important for this transition step which includes PRAXIS II testing where applicable, as well as other advanced assessments. In support of the commitment to developing reflective practitioners for effective schools, this transition requires a final e-portfolio evaluation of the evidence (reflective papers and other artifacts) in 90% of InTASC Standards/Wisconsin Educator Standards, which a candidate prepares during passage through the program.

Pre-Licensure Endorsement Transition is required for teacher candidates to verify completion of all Transition elements including application for Student Teaching and Student Teaching Meeting.

Licensure Endorsement Transition is required for program completion and recommendation for licensure by the Wisconsin Department of Public Instruction. Assessment activities related to this transition occur during the final student teaching or graduate internship semester. In support of the commitment to developing reflective practitioners for effective schools, this transition requires completion of the edTPA Teacher Performance Assessment, all elements of the Licensure Transition Endorsement including student teaching artifacts added to the e-portfolio, initial educator development statement and other artifacts which the candidate prepares during passage through the program.

There is a separate application form for each transition point with related assessments and portfolio entries. An approved application for each respective transition point is required for continuation in the program. Details of the requirements are published in the appropriate licensure program candidate Handbook.

Graduate students seeking Administrator licensure are required to complete a specific portfolio based on the Wisconsin Administrator Standards and legislative requirements, professional practice endorsements, reflective papers and other artifacts, which the candidate prepares during passage through the program. Details of the requirement for specific administrative licensures are available from School of Education advisors. Details of the requirements are published in the appropriate Candidate Handbook.

PROGRAM OFFERINGS

Students entering the graduate program in Education may seek a Master of Arts in Education degree; a Department of Public Instruction (DPI) certification and license; both the Master of Arts in Education degree and a DPI license; an Institutional Certificate or they may enroll as a non-degree seeking student, taking courses that match individual educational needs for professional development.

Initial educators should consider ways the master's degree and licensing programs may be used to advance their professional development plans; professional educators should consider ways in which degree and licensing programs may be used to enhance their professional and career options.

In each concentration, candidates will develop skills in curriculum and instruction, ethics, research and studies in change. Coursework is specialized for teaching and administrative licensing promotion leadership, connecting theory and practice, instructional effectiveness, creative use of research findings, promoting educational achievement, and school improvement. Programs leading to licensure are guided by the appropriate InTASC Standards/Wisconsin Educator Standards or Wisconsin Administrator Standards.

The following programs lead to educator licenses in Wisconsin:

- Educational Leadership: principalship, director of instruction, director of special education and pupil services, instructional technology coordinator, reading specialist and school business administrator.

- Teacher Education: Early Adolescence- Adolescence Special Education (cross-categorical with concentrations in cognitive disabilities, emotional disturbance or learning disabilities.

- Teach Education: Early Adolescence- Adolescence: Regular Education or English, Math, Broad Field Studies, Economics, History, Broad Field Science, Biology, Chemistry, Earth and Space Science, Environmental Studies, Life and Environment, Physics, Physical Science, Business Education and Foreign Language.

- Teach Education: Add on ESL

- Teacher Education: Add on Bilingual

- Teacher Education: Reading Teacher Education: Elementary and Middle Childhood

The following programs lead to an institutional certificate:

- Educational Leadership: School Business Administration

- Educational Leadership: Principal

- Educational Leadership: Director of Instruction

- Bilingual Education

- TESOL

- Reading Specialist

- Reading Teacher

- Advanced Certification Elementary

BACKGROUND CHECK

All School of Education students must comply with the State of Wisconsin requirement for a Criminal Background Check. Students must have had this check successfully completed by the end of the first semester in the program to be allowed to continue in the program.

ADVISING

All students will be assigned an advisor. Students seeking a cross categorical license with emphases in CD, ED and LD are required meet with their advisor each semester before registering for classes. They must pass PRAXIS CORE or in place of PRAXIS CORE have a passing score on the ACT, SAT or GRE (less than five years). Students who wish to enroll in the Advanced Certification Elementary program must pass PRAXIS CORE or in place of PRAXIS CORE have a passing score on the ACT, SAT or GRE (less than five years old). Students wishing to register for the Accelerated Secondary program must participate in a transcript review with the program coordinator and pass PRAXIS CORE or have a passing score on the ACT, SAT or GRE (less than five years) and pass Praxis II prior to program admission if there are no deficiencies in content requirements. Students wishing to take any field experience course must have an advisor's signature.

Students in the doctoral program receive advising with their cohort group.

RESEARCH REQUIREMENTS

All students pursuing a Master of Arts in Education must complete their research course requirements at Edgewood College, including: ED 603: Introduction to Educational Research and ED 692: Research Capstone Project.

ADMISSION REQUIREMENTS

License seeking only students are classified as non-degree. Applicants for any of the student classifications except non-degree must meet all of the requirements for admission to the graduate programs. Please see GRADUATE ADMISSIONS for additional international student requirements. Admission requirements for the doctoral program can be found in the SCHOOL OF EDUCATION-DOCTORAL PROGRAM section.

SCHOOL OF EDUCATION: MASTER OF ARTS IN EDUCATION ADMISSION REQUIREMENTS

1. Provide evidence of a baccalaureate or more advanced degree from a United States regionally accredited or equivalent post-secondary institution with a cumulative grade point average of at least 2.75 on a 4.0 scale for regular admission status. The cumulative grade point average is computed on the highest degree held at the time of application to the Edgewood College graduate program.

2. Complete and submit graduate application and application fee to the Graduate and Professional Studies Admissions Office.

3. Request that official transcripts for all undergraduate and graduate academic records received from each post-secondary institution attended to be sent directly to the Graduate and Professional Studies Admissions Office.

4. Provide two letters of recommendation from college or university professors, supervisors, and/or professional colleagues who can focus on the applicant's probability of success in graduate school.

5. Submit a written personal statement listing the reasons why the applicant will be successful in graduate school, citing specific background experience and how they would aid in the success of the applicant as a student.

ADMISSION REQUIREMENTS SPECIFIC TO THE ADVANCED CERTIFICATION ELEMENTARY (ACE) PROGRAM

Applicants to the Advanced Certification Elementary Program must meet the School of Education, Master Arts in Education admission requirements, items 1-5 listed above, as well as the following items:

- Submit passing PRAXIS CORE scores prior to the start of classes. Study materials for PRAXIS CORE and registration assistance are available at http://www.ets.org/praxis/wi. As of September 1, 2013, ACT, GRE and SAT test scores can be used in place of the PRAXIS CORE test. Only ACT, GRE or SAT scores that are less than five years old are allowable.

- ACT composite score of 23, minimum score of 20 on English, Math and Reading

- SAT composite score of 1070, minimum score of 250 on Math and Verbal

- GRE composite score of 298, minimum score of 150 on Verbal and 145 on Math

- In Madison, the computer based version of PRAXIS CORE can be taken at the Prometric Testing Center, 1721 Thierer Road, Madison, Wisconsin 53704. Call 608.231.6270 for more information.

ADMISSION REQUIREMENTS SPECIFIC TO THE ACCELERATED SECONDARY EDUCATION (ASP) PROGRAM

(INCLUDING BIOLOGY, BROAD FIELD SCIENCE, BROAD FIELD SOCIAL STUDIES, CHEMISTRY, EARTH AND SPACE SCIENCE, ECONOMICS, ENGLISH, ENVIRONMENTAL STUDIES, HISTORY, LIFE AND ENVIRONMENTAL SCIENCE, MATH, PHYSICS, AND PHYSICAL SCIENCE, BUSINESS EDUCATION AND FOREIGN LANGUAGE)

Applicants to the Accelerated Secondary Education Program must meet the School of Education, Master Arts in Education admission requirements, items 1-5 listed above, as well as the following items:

- A degree in the content area

- Submit passing PRAXIS CORE scores prior to the start of classes. Study materials and registration assistance is available at www.ets.org/praxis/wi. As of September 1, 2013, ACT, GRE or SAT scores that are less than five years old can replace the PRAXIS CORE.

- ACT composite score of 23, minimum score of 20 on English, Math and Reading

- SAT composite score of 1070, minimum score of 250 on Math and Verbal

- GRE composite score of 298, minimum score of 150 on Verbal and 145 on Math

- In Madison, the computer based version of PRAXIS CORE and PRAXIS II tests can be taken at the Prometric Testing Center, 1721 Thierer Road, Madison, Wisconsin 53704. Call 608.231.6270 for more information.

ADMISSION REQUIREMENTS SPECIFIC TO THE BILINGUAL PROGRAM

Applicants to the Bilingual Education Program must meet the School of Education, Master Arts in Education admission requirements, items 1-5 listed above, as well as the following items:

- Provide proof of a WDPI initial educator, professional educator or master educator license (or the equivalent)

- Bilingual proficiency at an Advance-Low level in oral and written language

ADMISSION REQUIREMENTS SPECIFIC TO THE EDUCATIONAL LEADERSHIP PROGRAM

Applicants to the Educational Leadership Program must meet the School of Education, Master Arts in Education admission requirements, items 1-5 listed above, as well as the following item:

- Provide evidence of three years full-time relevant professional work experience.

ADMISSION REQUIREMENTS SPECIFIC TO THE PROFESSIONAL STUDIES PROGRAM

Applicants must meet the School of Education, Master Arts in Education admission requirements, items 1-5 listed above.

ADMISSION REQUIREMENTS SPECIFIC TO THE READING SPECIALIST PROGRAM

Applicants to the Reading Specialist Program must meet the School of Education, Master Arts in Education admission requirements, items 1-5 listed above, as well as the following items:

- Provide evidence of a WDPI initial educator, professional educator or master educator license (or the equivalent)

- Provide evidence of a Reading Teacher License (316)

- Provide evidence of three years full-time normal classroom teaching experience by the completion of the program

ADMISSION REQUIREMENTS SPECIFIC TO THE READING TEACHER PROGRAM

Applicants to the Reading Teacher Program must meet the School of Education, Master Arts in Education admission requirements, items 1-5 listed above, as well as the following items:

- Provide evidence of a WDPI initial educator, professional educator or master educator license (or the equivalent)

- Provide evidence of two years full-time normal classroom teaching experience by the completion of the program

ADMISSION REQUIREMENTS SPECIFIC TO THE SPECIAL EDUCATION PROGRAM

Applicants must meet the School of Education, Master Arts in Education admission requirements, items 1-5 listed above.

ADMISSION REQUIREMENTS SPECIFIC TO THE TESOL PROGRAM

Applicants to the TESOL Program must meet the School of Education, Master Arts in Education admission requirements, items 1-5 listed above, as well as the following item:

- Provide evidence of a WDPI initial educator, professional educator or master educator license (or the equivalent)

LICENSING SEQUENCES

Licensing program sequences are offered in teacher education and in educational leadership. Specific requirements are provided in each candidate's program plan. Sample plans may be requested; each plan is tailored to the candidate's background and goals to meet licensing requirements. Licensing program sequences may also be the foundation for a Master of Arts in Education degree when paired with one of the concentration areas noted later in this section. Licensure coursework in the planned program includes successful practicums, passing PRAXIS CORE and PRAXIS II Exam scores, a passing edTPA score, a passing Wisconsin Foundations of Reading Test score (in applicable programs) and an acceptable e-portfolio leading to a licensure recommendation to the Wisconsin Department of Public Instruction. As of September 1, 2013, ACT, GRE and SAT scores less than five years old can be used in place of PRAXIS CORE. Please note, PRAXIS exams apply only to teacher licensure.

Educational Leadership: Director of Instruction

Candidates pursuing professional goals and licensure for Director of Instruction P-12 complete a master's degree (unless one is already earned) in educational administration following the Director of Instruction required courses sequence.

Educational Leadership: Director of Special Education and Pupil Services

Candidates pursing professional goals and licensure for Director of Special Education and Pupil Services P-12 complete a master's degree (unless one is already earned) in educational administration following the Director of Special Education and Pupil Services required courses sequence.

Educational Leadership: Instructional Technology Coordinator

Candidates pursing professional goals and licensure for Instructional Technology Coordinator P-12 complete a master's degree (unless one is already earned) in educational administration following the Instructional Technology Coordinator required courses sequence.

Educational Leadership: Principal

Candidates pursuing professional goals and licensures for Principal P-12 completes a master's degree (unless a master's degree has already been earned) following the Principal required courses sequence.

Educational Leadership: Reading Specialist

Candidates already holding the Reading Teacher License (316) and pursuing the WDPI license "Reading Specialist" (317) complete a master's degree (unless one is already earned in an appropriate field) following the Reading Specialist Program.

Educational Leadership: School Business Administrator

Candidates pursuing professional goals and licensure for School Administration P-12 complete a master's degree (unless on is already earned) in educational leadership following the School Business Administrator required courses sequence.

Educational Leadership: School District Administrator or Superintendent

Candidates pursuing professional goals and licensure for School District School Administrator of superintendent P-12 enroll in the doctoral program in Educational Leadership. The coursework in the first two years of the doctoral program coupled with a successful practicum and acceptable portfolio, leads to a superintendent license. Additional administrative licenses may be added through the doctoral program as well.

Teacher Education: Bilingual Education

Candidates pursuing professional goals and add on licensure to teach bilingual students with the grade range of an initial regular education license in EC-MC, MC-EA or an EA-A Content area complete the Bilingual licensing program.

Teacher Education: Early Adolescence-Adolescence: Regular Education

Candidates pursuing professional goals and licensure to teach children and youth ages 10-21 in regular education populations complete the 27-credit accelerated secondary education licensing program with an emphasis in one of the following content areas: English, Math, Broad Field Social Studies, Economics, History, Broad Field Science, Biology, Chemistry, Earth and Space Science, Environmental Studies, Life and Environmental Studies, Physics, Physical Science, Business Education or Foreign Language. An ASP candidate may also secure combined licensure: content area with English as a Second Language add-on license or content area with a Bilingual Education add-on license.

Teacher Education: Early Adolescence-Adolescence: Special Education

Candidates pursing professional goals and licensure to teach children and youth ages 10-21 in special education populations to complete the graduate program in cross categorical special education with an emphasis in one of the following areas: cognitive disabilities, emotional/behavioral disabilities, or learning disabilities.

Teacher Education: Elementary-Middle Childhood- Early Adolescence: Regular Education

Candidates pursing professional goals and licensure to teach children and youth ages 6 through 13 with the option to earn a Master of Arts in Education degree.

Teacher Education: English as a Second Language

Candidates pursuing professional goals and add on licensure to teach English language learners within the grade ranged of an initial, regular education license to complete the ESL licensing program.

Teacher Education: Middle Childhood-Early Adolescence: Special Education

Candidates pursing professional goals and licensure to teach children and youth ages 6 through 13 in special education populations complete the graduate program in cross-categorical special education with an emphasis in one of the following areas: cognitive disabilities, emotional/behavioral disabilities or learning disabilities.

Teacher Education: Reading Teacher

Candidates pursing professional goals of strengthening their teaching, becoming a reading teacher and literacy coach in a K-12 setting and pursing the WDPI licensing "Reading Teacher" (316). K-12 may complete a master's degree (unless one is already earned in an appropriate field) following the Reaching Teach Program.

INSTITUTIONAL CERTIFICATES

Institutional certificates are offered in areas that enhance credentials of an already licensed educator. Institutional Certificate sequences may also be paired with Licensing Program sequences resulting in additional licensure endorsement. Institutional Certificates may also be the foundation for a Master of Arts in Education degree when paired with one of the concentration areas noted later in this section. The following Institutional Certificates are stand-alone certificates comprised of specifically designed sets of courses totaling twelve graduate credits. The certificates may also be paired with degree requirements for a Master of Arts in Education with a concentration in the certificate area.

Advanced Certification Elementary: Candidates pursuing professional goals and licensure for Advanced Certification Elementary complete a 40 credit sequence.

Bilingual Education: Candidates pursuing professional goals and licensure for Bilingual Education complete a 18 credit sequence.

Educational Leadership: Director of Instruction: Candidates pursuing professional goals and license for Director of Instruction complete a 28 credit sequence.

Educational Leadership: Principal: Candidates pursuing professional goals and licensure for Principal complete a 25 credit sequence.

Educational Leadership: School Business Administration: Candidates pursuing professional goals and license for School Business Administration complete a 22 credit sequence.

Educational Leadership: Sustainability Leadership: Candidates pursuing professional goals in the area of Sustainability Leadership complete a 15 credit sequence.

Reading Specialist: Candidates pursuing professional goals and license for Reading Specialist program complete a 9 credit sequence.

Reading Teacher: Candidates pursuing professional goals and licensure for Reading Teacher complete an 18 credit sequence.

TESOL: Candidates pursuing professional goals and licensure for TESOL complete an 18-credit sequence.

DEGREE PREREQUISTES

Undergraduate study in liberal arts, education, and related fields provides the best foundation for pursuing the Master of Arts in Education. Each applicant's academic background and professional experience are assessed in relation to graduate study goals and program requirements. An individual plan of study is developed; for some students, additional undergraduate study may be necessary in certain specialized fields. Students possessing a Wisconsin Teaching License may have already met many of the prerequisite requirements. Credits from other accredited post-secondary institutions may be recognized for application to licensing requirements.

DEGREE REQUIREMENTS

Each student completes a minimum of 33 credits to receive the Master of Arts in Education degree. The curriculum includes:

- Institutional certificate and/or program requirements (including supervised field experience, as appropriate)
- Core degree experiences (including research, ethics and studies in change)
- Specialized professional studies electives

MASTER OF ARTS IN EDUCATION: BILINGUAL TEACHING AND LEARNING CONCENTRATION

Core Master Degree Experiences:

ED 603	Introduction to Educational Research
ED 605C	Bilingual Program Development: Ethics and Advocacy
ED 692	Research Capstone Project*

*course has prerequisites

Required Courses:

ED 604A	Second Language Acquisition in the Content Areas*
ED 604G	Bilingual Curriculum Design and Assessment*
ED 605K	Language Analysis and Bilingualism
ED 605B	Paradigms in Bilingual/Bicultural Education
ED 605D	Biliteracy Development*
ED 694A	Bilingual Field Mentoring*

*course has prerequisites

Two of the following courses based on specific content area:

ED 604F	ESL Curriculum Design and Assessment*
ED 638	Foundations of Dual Immersion
ED 689	Mentoring, Coaching and Leadership

*course has prerequisites

MASTER OF ARTS IN EDUCATION: EDUCATIONAL LEADERSHIP CONCENTRATION

Core Master Degree Experiences:

ED 603	Introduction to Educational Research
ED 692	Research Capstone Project*

One of the following:

ED 605C	ESL/Bilingual Program Development: Ethics and Advocacy
ED 614	Cross Categorical Children and Youth
ED 616	Cross Categorical Transition, Team and Family Process*
ED 618	Diversity, Culture and Literacy
ED 631	Supervision of Instruction

IC 800	Ethics

*course has prerequisites

DIRECTOR OF INSTRUCTION LICENSING TRACK:

In addition to the Core Master Degree Experiences, students will need to complete the following coursework:

ED 602	Curriculum Planning
ED 620	Introduction to Educational Leadership
ED 621	School Business Administration
ED 622	The Principalship
ED 625	Inclusive School Law
ED 631	Supervision of Instruction
ED 637	District Administration of Program Planning, Evaluation and Staff Development
ED 662	Schools As Political and Organizational Systems
ED 696	Supervised Field Experience: Education Leadership

DIRECTOR OF SPECIAL EDUCATION AND PUPIL SERVICES LICENSING TRACK:

In addition to the Core Master Degree Experiences, students will need to complete the following coursework:

ED 602	Curriculum Planning
ED 620	Introduction to Educational Leadership
ED 621	School Business Administration
ED 622	The Principalship
ED 625	Inclusive School Law
ED 631	Supervision of Instruction
ED 636	District Administration of Exceptional Education and Pupil Services
ED 637	District Administration of Program Planning, Evaluation and Staff Development
ED 662	Schools As Political and Organizational Systems
ED 696	Supervised Field Experience: Education Leadership

INSTRUCTIONAL TECHNOLOGY COORDINATOR LICENSING TRACK:

In addition to the Core Master Degree Experiences, students will need to complete the following coursework:
Required Courses:

ED 602	Curriculum Planning
ED 620	Introduction to Educational Leadership
ED 631	Supervision of Instruction
ED 640	Technology Curriculum Integration
ED 645	Instructional Technology: Policy, Planning and Evaluation
ED 647	Practicum in Instructional Technology Leadership

ED 656	Administration and Management of the Instructional Technology Asset
ED 696	Supervised Field Experience: Education Leadership

One elective chosen from:

ED 643	Desktop Publishing in Education
ED 646	Educational Media Presentations
ED 654	Special Topics in Instructional Technology
ED 655	Directed Study in Telecommunications and Web Development

PRINCIPAL LICENSING TRACK:
In addition to the Core Master Degree Experiences, students will need to complete the following coursework:

ED 602	Curriculum Planning
ED 620	Introduction to Educational Leadership
ED 621	School Business Administration
ED 622	The Principalship
ED 625	Inclusive School Law
ED 631	Supervision of Instruction
ED 662	Schools As Political and Organizational Systems
ED 696	Supervised Field Experience: Education Leadership

One additional three credit elective in the School of Education

SCHOOL BUSINESS ADMINISTRATOR LICENSING TRACK:
In addition to the Core Master Degree Experiences, students will need to complete the following coursework:

ED 602	Curriculum Planning
ED 620	Introduction to Educational Leadership
ED 621	School Business Administration
ED 622	The Principalship
ED 625	Inclusive School Law
ED 662	Schools As Political and Organizational Systems
ED 696	Supervised Field Experience: Education Leadership

MASTER OF ARTS IN EDUCATION: PROFESSIONAL STUDIES CONCENTRATION

BILINGUAL EDUCATION NON-LICENSING TRACK:

Core Master Degree Experiences:

ED 603	Introduction to Educational Research
ED 692	Research Capstone Project*
ED 605C	Bilingual Program Development: Ethics and Advocacy

*course has prerequisites

Required Courses:

ED 604A	Second Language Acquisition in the Content Areas*
ED 604G	Bilingual Curriculum Design and Assessment*
ED 605K	Language Analysis and Bilingualism
ED 605B	Paradigms in Bilingual/Bicultural Education
ED 605C	Bilingual Program Development: Ethics and Advocacy
ED 605D	Biliteracy Development*
ED 639	Language Focused Instruction*
ED 689	Mentoring, Coaching and Leadership

*course has prerequisites

Students will also need to complete 3 credits of electives selected from courses at the ED 600 level or above, or courses at the EDP 700 level or above.

EDUCATIONAL LEADERSHIP NON-LICENSING TRACK:

Core Master Degree Experiences:

ED 603	Introduction to Educational Research
ED 692	Research Capstone Project*

One of the following:

ED 605C	ESL/Bilingual Program Development: Ethics and Advocacy
ED 614	Cross Categorical Children and Youth
ED 616	Cross Categorical Transition, Team and Family Process*
ED 618	Diversity, Culture and Literacy
ED 631	Supervision of Instruction
IC 800	Ethics

*course has prerequisites

Required Courses:

ED 602	Curriculum Planning

ED 620	Introduction to Educational Leadership
ED 621	School Business Administration
ED 622	The Principalship
ED 625	Inclusive School Law
ED 631	Supervision of Instruction
ED 662	Schools As Political and Organizational Systems

Students will also need to complete 6 credits of electives selected from courses at the ED 600 level or above, or courses at the EDP 700 level or above.

GENERAL PROFESSIONAL DEVELOPMENT NON-LICENSING TRACK:
Core Master Degree Experiences:

ED 603	Introduction to Educational Research
ED 692	Research Capstone Project*

One of the following:

ED 605C	ESL/Bilingual Program Development: Ethics and Advocacy
ED 614	Cross Categorical Children and Youth
ED 616	Cross Categorical Transition, Team and Family Process*
ED 618	Diversity, Culture and Literacy
ED 631	Supervision of Instruction
IC 800	Ethics

*course has prerequisites

Two of the following:

ED 601	Foundations of Instruction
ED 602	Curriculum Planning
ED 605B	Paradigms in Bilingual/Bicultural Education
ED 620	Introduction to Educational Leadership
ED 635	Diversity in the Classroom
ED 661	Integrative Classroom Environments
ED 662	Schools as Political and Organizational Systems
ED 671A	Introduction to Cognitive, Emotional and Learning Disabilities

Students may also choose an alternative course if approved by their advisor.

Students will also need to complete 18 credits of electives selected from courses at the ED 600 level or above, or courses at the EDP 700 level or above.

SPECIAL EDUCATION NON-LICENSING TRACK:

Core Master Degree Experiences:

ED 602	Curriculum Planning
ED 603	Introduction to Educational Research
ED 692	Research Capstone Project*

*course has prerequisites

One of the following:

ED 601	Foundations of Instruction
ED 620	Introduction to Educational Leadership
ED 638	Foundations of Dual Immersion Instruction

One of the following:

ED 605C	ESL/Bilingual Program Development: Ethics and Advocacy
ED 616	Cross Categorical Transition, Team and Family Process*
ED 618	Diversity, Culture and Literacy
ED 631	Supervision of Instruction

*course has prerequisites

Eighteen credits selected from the following courses:

ED 614	Cross Categorical Children and Youth
ED 615	Cross Categorical Assessment and Evaluation in Special Needs*
ED 616	Cross Categorical Transition, Team and Family Process*
ED 671A	Introduction to Cognitive, Emotional and Learning Disabilities
ED 672A	Development and Facilitation of Communication, Mat, Writing and Reading in Children and Adolescents
ED 675A	Diagnosis and Assessment in Evaluation in Cognitive, Emotional and Learning Disabilities
ED 676A	Methods and Materials in Cognitive, Emotional and Learning Disabilities
ED 678A	Curriculum for Managing and Teaching Students with Special Needs

*course has prerequisites

TEACHING ENGLISH TO SPEAKERS OF OTHER LANGUAGES (TESOL) NON-LICENSING TRACK:

Core Master Degree Experiences:

ED 603	Introduction to Educational Research
ED 692	Research Capstone Project*

*course has prerequisites

Required Courses:

ED 601	Foundations of Instruction
	OR

ED 689	Mentoring, Coaching, Leadership
ED 602	Curriculum Planning OR
ED 686	Genre, Knowledge & Pedagogy
ED 604A	Second Language Acquisition in the Content Areas*
ED 604F	ESL Curriculum Design and Assessment*
ED 605A	Formal to Functional Linguistics
ED 605B	Paradigms in Bilingual/Bicultural Education
ED 605C	Bilingual Program Development: Ethics and Advocacy

*course has prerequisites

Students will also need to complete 6 credits of electives selected from courses at the ED 600 level or above, or courses at the EDP 700 level or above.

MASTER OF ARTS IN EDUCATION: SPECIAL EDUCATION CONCENTRATION

<u>Core Master Degree Experiences:</u>

ED 603	Introduction to Educational Research
ED 692	Research Capstone Project*

*course has prerequisites

<u>One of the following:</u>

ED 605C	ESL/Bilingual Program Development: Ethics and Advocacy
ED 616	Cross Categorical Transition, Team and Family Process*
ED 618	Diversity, Culture and Literacy
ED 631	Supervision of Instruction
IC 800	Ethics

*course has prerequisites

CROSS CATEGORICAL: COGNITIVE DISABILITIES, EMOTIONAL DISTURBANCE AND LEARNING DISABILITIES LICENSING TRACK:

Students who do not have a teaching license will need to complete the Initial Licensure Sequence:

ED 598S	Cross-Categorical Orientation
ED 614	Cross-Categorical Children and Youth
ED 635	Diversity in the Classroom

<u>Required Courses:</u>

ED 615	Cross Categorical Assessment and Evaluation in Special Needs*

ED 616	Cross Categorical Transition, Team and Family Process*
ED 671A	Introduction to Cognitive, Emotional and Learning Disabilities
ED 672A	Development and Facilitation of Communication, Math, Writing and Reading Literature in Children and Adolescents
ED 675A	Diagnosis and Evaluation in Cognitive, Emotional and Learning Disabilities (recommended)
ED 676A	Methods and Materials in Cognitive, Emotional and Learning Disabilities (recommended)
ED 678A	Curriculum for Managing and Teaching Students with Special Needs
ED 660B	Reflection in Practice
ED 695	Supervised Field Experience: Cross Categorical*

*course has prerequisites

MASTER OF ARTS IN EDUCATION: SUSTAINABILITY LEADERSHIP CONCENTRATION

Core Master Degree Experiences:

ED 602	Curriculum Planning
ED 603	Introduction to Educational Research
ED 692	Research Capstone Project*

*course has prerequisites

Required Courses:

SUST 650	Sustainable Development Leadership*
SUST 651	Ecological Sustainability*
SUST 652	Social and Economic Sustainability*

*course has prerequisites

One of the following:

SUST 751	Urban Community-Based Sustainable Development
SUST 752	Innovative Leadership in Community Well-Being
SUST 759	Sustainability Leadership Capstone*

*course has prerequisites

One of the following:

ED 601	Foundations of Instruction
ED 620	Introduction to Educational Leadership
ED 638	Foundations of Dual Immersion Instruction

One of the following:

ED 605C	ESL/Bilingual Program Development: Ethic and Advocacy
ED 614	Cross Categorical Children and Youth
ED 616	Cross Categorical Transition, Team and Family Process*
ED 618	Diversity, Culture and Literacy
ED 631	Supervision of Instruction

*course has prerequisites

Students will also need to complete 3 credits of electives selected from courses at the ED 600 level or above, or courses at the EDP 700 level or above.

MASTER OF ARTS IN EDUCATION: READING ADMINISTRATION CONCENTRATION

Core Master Degree Experiences:

ED 603	Introduction to Educational Research
ED 618	Diversity, Culture and Literacy
ED 692	Research Capstone Project*

*course has prerequisites

Students will also need to complete 3 credits of electives selected from courses at the ED 600 level or above, or courses at the EDP 700 level or above.

READING TEACHER LICENSING TRACK

ED 605A	Formal to Functional Linguistics
ED 611	Approaches to Literacy
ED 618	Diversity, Culture and Literacy
ED 624	Literacy Development *
ED 686	Genre, Knowledge & Pedagogy
ED 694	Supervised Field Mentoring Practicum*

*course has prerequisites

READING SPECIALIST LICENSING TRACK (for students who have a Reading Teaching license):
Required Courses:

ED 604A	Second Language Acquisition in the Content Areas*
ED 627	Assessing Literacy*
ED 689	Mentoring, Coaching and Supervision

*course has prerequisites

READING SPECIALIST LICENSING TRACK (for students who do NOT have a Reading Teacher license):

Required Courses:

ED 604A	Second Language Acquisition in the Content Areas*
ED 605A	Formal to Functional Linguistics
ED 611	Approaches to Literacy
ED 618	Diversity, Culture and Literacy
ED 624	Literacy Development *
ED 627	Assessing Literacy*
ED 686	Genre, Knowledge & Pedagogy
ED 689	Mentoring, Coaching and Supervision
ED 694	Supervised Field Mentoring Practicum*

*course has prerequisites

MASTER OF ARTS IN EDUCATION: TEACHING AND LEARNING CONCENTRATION

ACCELERATED SECONDARY PROGRAM (ASP) BROAD FIELD SOCIAL STUDIES, HISTORY, MATH, ENGLISH, ECONOMICS, BROAD FIELD SCIENCE, BIOLOGY, PHYSICS, CHEMISTRY, PHYSICAL SCIENCE, EARTH AND SPACE SCIENCE, LIFE AND ENVIRONMENTAL SCIENCE, ENVIRONMENTAL STUDIES, BUSINESS EDUCATION, FOREIGN LANGUAGE LICENSING TRACK:

This track earns the Early Adolescent/Adolescent Regular Education (73), Middle Secondary (EA-A:RE Age 10-21) licensure. English as a Second Language (ESL) and/or a Bilingual Education License may be secured through a combined degree plan.

Core Master Degree Experiences:

ED 603	Introduction to Educational Research
ED 692	Research Capstone Project*

*course has prerequisites

One of the following:

ED 618	Diversity, Culture and Literacy
IC 800	Ethics

Required Core Licensure Courses:

ED 596	Accelerated Secondary Program Orientation*
ED 601A	Foundations of Instruction*
ED 602A	Inclusive Curriculum Planning*
ED 635B	Diversity in Mid/Secondary Culturally Responsive Practices

course has prerequisites

Required Methods Courses:
One of the following based on specific content area:

ED 640B	Technology Curriculum Integration: Introduction to Business Education-NIFEL*
ED 640E	Technology Curriculum Integration: Introduction to English, Teaching Middle/Secondary Teaching- Early Adolescent and Adolescent Literature*
ED 640F	Technology Curriculum Integration: Introduction to Foreign Language Teaching*
ED 640H	Technology Curriculum Integration: Introduction to Middle/Secondary Social Studies*
ED 640M	Technology Curriculum Integration: Middle/Secondary Math Teaching Explorations*
ED 640S	Technology Curriculum Integration: Middle/Secondary Science Explorations*

course has prerequisites

One of the following based on specific content area:

ED 651B	Curriculum Methods: Business Education Teaching-Middle/Secondary*
ED 651E	Curriculum Methods: English Teaching-Middle/Secondary
ED 651F	Curriculum Methods: Foreign Language Teaching-Middle/Secondary*
ED 651H	Curriculum Methods: Social Studies and Economics, History, Political Science, Psychology, Geography Teaching- Middle/Secondary
ED 651M	Curriculum Methods: Mathematics Teaching- Middle/Secondary
ED 651S	Curriculum Methods: Science Teaching- Middle/Secondary

course has prerequisites

Other Required Methods Courses:

ED 652A	Curriculum Studies: Secondary Literacy (ASP,ESL,BILED)*
ED 660A	Education Studies and edTPA*
ED 693B	Supervised Student Teaching: Secondary*
ED 635B	Diversity in Mid/Secondary Culturally Responsive Practices (ASP, ESL, BILED)*

course has prerequisites

OPTIONAL: English as a Second Language (ESL) Add-on Licensing

ED 604A	Second Language Acquisition in the Content Areas*
ED 604F	ESL Curriculum Design and Assessment*
ED 605A	Formal to Functional Linguistics
ED 693C	Student Teaching EA-A & ESL (Replaces ED 693B)

course has prerequisites

OPTIONAL: Bilingual Education Add-on Licensing

ED 604A	Second Language Acquisition in the Content Areas*
ED 605D	Biliteracy Development*
ED 605K	Language Analysis and Bilingualism
ED 604G	Bilingual Curriculum Design and Assessment*
ED 693D	Student Teaching EA-A & Bilingual (Replaces ED 693B)

*course has prerequisites

PI 34 Licensure Prerequisites:

- Written and Oral Communication
- Mathematics
- Social Studies
- Biological and Physical Sciences
- The Humanities, including Literature
- Western and Non-Western History or Contemporary Culture
- Environmental Conservation
- Wisconsin ACT 31 Tribal Requirements
- Minority Group Relations
- Conflict Resolution

ADVANCED CERTIFICATION ELEMENTARY (ACE) LICENSING TRACK:

This track earns the E Regular Education (777), and Middle Childhood, Early Adolescence, Ages 6-13 (72) licensure. English as a Second Language (ESL) and/or a Bilingual Education License may be secured through a combined degree plan.

Core Master Degree Experiences:

ED 603	Introduction to Educational Research
ED 692	Research Capstone Project*

*course has prerequisites

One of the following:

ED 605C	ESL/Bilingual Program Development: Ethics and Advocacy
ED 614	Cross Categorical Children and Youth
ED 618	Diversity, Culture and Literacy
ED 631	Supervision of Instruction
IC 800	Ethics

Required Courses:

ED 661	Integrative Classroom Environments
ED 635	Diversity in the Classroom

ED 660B	Reflection in Practice
ED 667	Science Explorations and Methods
ED 681	Child Development and Exceptionalities
ED 682	Children's Literature
ED 683A	Reading and Language Arts Methods I
ED 683B	Reading and Language Arts Methods II
ED 684	Social Studies Methods
ED 685	Integrating the Arts in Elementary Curriculum
ED 697	Student Teaching- Middle Childhood through Early Adolescence
MATH 101	Introduction to Problem Solving*
MATH 602	Research and Practice Arithmetic*
MATH 603	Research and Practice Geometry*

*course has prerequisites

OPTIONAL: English as a Second Language (ESL) Add-on Licensing

ED 604A	Second Language Acquisition in the Content Areas*
ED 604F	ESL Curriculum Design and Assessment*
ED 605A	Formal to Functional Linguistics
ED 697A	Student Teaching MC-EA & ESL (Replaces ED 697)

*course has prerequisites

OPTIONAL: Bilingual Education Add-on Licensing

ED 604A	Second Language Acquisition in the Content Areas*
ED 605D	Biliteracy Development*
ED 605K	Language Analysis and Bilingualism
ED 604G	Bilingual Curriculum Design and Assessment*
ED 697B	Student Teaching MC-EA:Bilingual (Replaces ED 697)

*course has prerequisites

PI 34 Licensure Prerequisites:

- Written and Oral Communication
- Mathematics
- Social Studies
- Biological and Physical Sciences
- The Humanities, including Literature
- Western and Non-Western History or Contemporary Culture

- Environmental Conservation
- Wisconsin ACT 31 Tribal Requirements
- Minority Group Relations
- Conflict Resolution

BILINGUAL TEACHING AND LEARNING LICENSING TRACK:
Core Master Degree Experiences:

ED 603	Introduction to Educational Research
ED 605C	Bilingual Program Development: Ethics and Advocacy
ED 692	Research Capstone Project*

*course has prerequisites

Required Courses:

ED 604A	Second Language Acquisition in the Content Areas*
ED 604G	Bilingual Curriculum Design and Assessment*
ED 605K	Language Analysis and Bilingualism
ED 605B	Paradigms in Bilingual/Bicultural Education
ED 605D	Biliteracy Development*
ED 694A	Bilingual Field Mentoring*

*course has prerequisites

Two of the following based on specific content area:

ED 604F	ESL Curriculum Design and Assessment*
ED 639	Language Focused Instruction
ED 689	Mentoring, Coaching and Leadership

*course has prerequisites

ENGLISH AS A SECOND LANGUAGE LICENSING TRACK:
Core Master Degree Experiences:

ED 603	Introduction to Educational Research
ED 605C	ESL/Bilingual Program Development; Ethics and Advocacy
ED 689	Mentoring, Coaching and Leadership
ED 692	Research Capstone Project*

*course has prerequisites

Required Courses:

ED 604A	Second Language Acquisition in the Content Areas*
ED 604F	ESL Curriculum Design and Assessment*

ED 605A	Formal to Functional Linguistics
ED 605B	Paradigms of ESL/Bilingual Education
ED 686	Genre, Knowledge and Pedagogy
ED 693A	Supervised Field Experience: ESL*

*course has prerequisites

Students will also need to complete 3 credits of electives selected from courses at the ED 600 level or above, or courses at the EDP 700 level or above.

READING TEACHER LICENSING TRACK:
Required Courses:

ED 605A	Formal to Functional Linguistics
ED 611	Approaches to Literacy
ED 618	Diversity, Culture and Literacy
ED 624	Literacy Development *
ED 686	Genre, Knowledge & Pedagogy
ED 694	Supervised Field Mentoring Practicum*

*course has prerequisites

Students will also need to complete 35 credits of electives selected from courses at the ED 600 level or above, or courses at the EDP 700 level or above.

MASTER OF ARTS IN EDUCATION: TEACHING ENGLISH TO SPEAKERS OF OTHER LANGUAGES (TESOL) CONCENTRATION

Core Master Degree Experiences:

ED 603	Introduction to Educational Research
ED 605C	ESL/Bilingual Program Development; Ethics and Advocacy
ED 689	Mentoring, Coaching and Leadership
ED 692	Research Capstone Project*

*course has prerequisites

Required Courses:

ED 604A	Second Language Acquisition in the Content Areas*
ED 604F	ESL Curriculum Design and Assessment*
ED 605A	Formal to Functional Linguistics
ED 605B	Paradigms of ESL/Bilingual Education
ED 686	Genre, Knowledge and Pedagogy

ED 693A	Supervised Field Experience: ESL*

*course has prerequisites

Students will also need to complete 3 credits of electives selected from courses at the ED 600 level or above, or courses at the EDP 700 level or above.

ACCELERATED SECONDARY PROGRAM (ASP) BROAD FIELD SOCIAL STUDIES, HISTORY, MATH, ENGLISH, ECONOMICS, BROAD FIELD SCIENCE, BIOLOGY, PHSYICS, CHEMISTRY, PHYSICAL SCIENCE, EARTH AND SPACE SCIENCE, LIFE AND ENVIRONMENTAL SCIENCE, ENVIRONMENTAL STUDIES,BUSINESS EDUCATION, FOREIGN LANGUAGE LICENSE.

English as a Second Language (ESL) and/or a Bilingual Education License may be secured through a combined degree plan.

Required Courses:

ED 596	Accelerated Secondary Program Orientation*
ED 601A	Foundations of Instruction*
ED 602A	Inclusive Curriculum Planning*
ED 635B	Diversity in Mid/Secondary Culturally Responsive Practices (ASP, ESL,BILED)*
ED 652A	Curriculum Studies: Secondary Literacy (ASP, ESL,BILED)*
ED 660A	Education Policy Studies and edTPA*
ED 693B	Supervised Student Teaching: Secondary*

*course has prerequisites

One of the following based on specific content area:

ED 640B	Technology Curriculum Integration: Introduction to Business Education-NIFEL*
ED 640E	Technology Curriculum Integration: Introduction to English, Teaching Middle/Secondary Teaching- Early Adolescent and Adolescent Literature*
ED 640F	Technology Curriculum Integration: Introduction to Foreign Language Teaching*
ED 640H	Technology Curriculum Integration: Introduction to Middle/Secondary Social Studies*
ED 640M	Technology Curriculum Integration: Middle/Secondary Math Teaching Explorations*
ED 640S	Technology Curriculum Integration: Middle/Secondary Science Explorations*

*course has prerequisites

One of the following based on specific content area:

ED 651B	Curriculum Methods: Business Education Teaching-Middle/Secondary*
ED 651E	Curriculum Methods: English Teaching-Middle/Secondary
ED 651F	Curriculum Methods:Foreign Language Teaching-Middle/Secondary*
ED 651H	Curriculum Methods: Social Studies and Economics, History, Political Science, Psychology, Geography Teaching- Middle/Secondary*
ED 651M	Curriculum Methods: Mathematics Teaching- Middle/Secondary*
ED 651S	Curriculum Methods: Science Teaching- Middle/Secondary*

*course has prerequisites

OPTIONAL: English as a Second Language (ESL) Add-on Licensing

ED 604A	Second Language Acquisition in the Content Areas*
ED 604F	ESL Curriculum Design and Assessment*
ED 605A	Formal to Functional Linguistics
ED 693C	Student Teaching EA-A& ESL (Replaces ED 693B)

*course has prerequisites

OPTIONAL: Bilingual Education Add-on Licensing

ED 604A	Second Language Acquisition in the Content Areas*
ED 605D	Biliteracy Development*
ED 605K	Language Analysis and Bilingualism
ED 604G	Bilingual Curriculum Design and Assessment*
ED 693D	Student Teaching EA-A & Bilingual (Replaces ED 693B)

*course has prerequisites

PI 34 Licensure Prerequisites:

- Written and Oral Communication
- Mathematics
- Social Studies
- Biological and Physical Sciences
- The Humanities, including Literature
- Western and Non-Western History or Contemporary Culture
- Environmental Conservation
- Wisconsin ACT 31 Tribal Requirements
- Minority Group Relations
- Conflict Resolution

ADVANCED CERTIFICATION ELEMENTARY (ACE) LICENSE

English as a Second Language (ESL) and/or a Bilingual Education License may be secured through a combined degree plan.

Required Courses:

ED 661	Integrative Classroom Environments
ED 635	Diversity in the Classroom
ED 660B	Reflection in Practice
ED 681	Child Development and Exceptionalities
ED 682	Children's Literature

ED 683A	Reading and Language Arts Methods I
ED 683B	Reading and Language Arts Methods II
ED 684	Social Studies Methods
ED 685	Integrating the Arts in Elementary Curriculum
ED 697	Student Teaching- Middle Childhood through Early Adolescence
MATH 101	Introduction to Problem Solving*
MATH 602	Research and Practice Arithmetic*
MATH 603	Research and Practice Geometry*

*course has prerequisites

OPTIONAL: English as a Second Language (ESL) Add-on Licensing

ED 604A	Second Language Acquisition in the Content Areas*
ED 604F	ESL Curriculum Design and Assessment*
ED 605A	Formal to Functional Linguistics
ED 697A	Student Teaching MC-EA & ESL (Replaces ED 697)

*course has prerequisites

OPTIONAL: Bilingual Education Add-on Licensing

ED 604A	Second Language Acquisition in the Content Areas*
ED 605D	Biliteracy Development*
ED 605K	Language Analysis and Bilingualism
ED 604G	Bilingual Curriculum Design and Assessment*
ED 697B	Student Teaching MC-EA: Bilingual (Replaces ED 697)

*course has prerequisites
PI 34 Licensure Prerequisites:

- Written and Oral Communication
- Mathematics
- Fine Arts
- Social Studies
- Biological and Physical Sciences
- The Humanities, including Literature
- Western and Non-Western History or Contemporary Culture

BILINGUAL EDUCATION LICENSE

Required Courses:

ED 604A	Second Language Acquisition in the Content Areas*
ED 604G	Bilingual Curriculum Design and Assessment*
ED 605K	Language Analysis and Bilingualism
ED 605B	Paradigms in Bilingual/Bicultural Education
ED 605D	Biliteracy Development*
ED 694A	Bilingual Field Mentoring*

*course has prerequisites

CROSS CATEGORICAL: COGNITIVE DISABILITIES, EMOTIONAL DISTURBANCE AND LEARNING DISABILITIES LICENSE

Students who do not have a teaching license will need to complete the Initial Licensure Sequence:

ED 598S	Cross-Categorical Orientation
ED 614	Cross-Categorical Children and Youth
ED 635	Diversity in the Classroom

Required Courses:

ED 615	Cross Categorical Assessment and Evaluation in Special Needs*
ED 616	Cross Categorical Transition, Team and Family Process*
ED 672A	Development and Facilitation of Communication, Math, Writing and Reading, Literacy in Children and Adolescents
ED 678A	Curriculum for Managing and Teaching Students with Special Needs
ED 671A	Introduction to Cognitive, Emotional and Learning Disabilities
ED 675A	Diagnosis and Evaluation in Cognitive, Emotional and Learning Disabilities (recommended)
ED 676A	Methods and Materials in Cognitive, Emotional and Learning Disabilities (recommended)
ED 660B	Reflection in Practice
ED 695	Supervised Field Experience: Cross Categorical*

*course has prerequisites

ENGLISH AS A SECOND LANGUAGE LICENSE

Required Courses:

ED 604A	Second Language Acquisition in the Content Areas*
ED 604F	ESL Curriculum Design and Assessment*
ED 605A	Formal to Functional Linguistics
ED 605B	Paradigms of ESL/Bilingual Education
ED 686	Genre, Knowledge and Pedagogy
ED 693A	Supervised Field Experience: ESL*

course has prerequisites

DIRECTOR OF INSTRUCTION LICENSE

Required Courses:

ED 602	Curriculum Planning
ED 620	Introduction to Educational Leadership
ED 621	School Business Administration
ED 622	The Principalship
ED 625	Inclusive School Law
ED 631	Supervision of Instruction
ED 637	District Administration of Program Planning, Evaluation and Staff Development
ED 662	Schools As Political and Organizational Systems
ED 696	Supervised Field Experience: Education Leadership

DIRECTOR OF SPECIAL EDUCATION AND PUPIL SERVICES LICENSE

Required Courses:

ED 602	Curriculum Planning
ED 620	Introduction to Educational Leadership
ED 621	School Business Administration
ED 622	The Principalship
ED 625	Inclusive School Law
ED 631	Supervision of Instruction
ED 636	District Administration of Exceptional Education and Pupil Services
ED 637	District Administration of Program Planning, Evaluation and Staff Development

ED 662	Schools As Political and Organizational Systems
ED 696	Supervised Field Experience: Education Leadership

INSTRUCTIONAL TECHNOLOGY COORDINATOR LICENSE
Required Courses:

ED 602	Curriculum Planning
ED 620	Introduction to Educational Leadership
ED 631	Supervision of Instruction
ED 640	Technology Curriculum Integration
ED 645	Instructional Technology: Policy, Planning and Evaluation
ED 647	Practicum in Instructional Technology Leadership
ED 656	Administration and Management of the Instructional Technology Asset
ED 696	Supervised Field Experience: Education Leadership

PRINCIPAL LICENSE
Required Courses:

ED 602	Curriculum Planning
ED 620	Introduction to Educational Leadership
ED 621	School Business Administration
ED 622	The Principalship
ED 625	Inclusive School Law
ED 631	Supervision of Instruction
ED 662	Schools As Political and Organizational Systems
ED 696	Supervised Field Experience: Education Leadership

READING TEACHER LICENSE
Required Courses:

ED 605A	Formal to Functional Linguistics
ED 611	Approaches to Literacy
ED 618	Diversity, Culture and Literacy
ED 624	Literacy Development*
ED 686	Genre, Knowledge & Pedagogy
ED 694	Supervised Field Mentoring Practicum*

READING SPECIALIST LICENSE (for students who have a reading teacher license)

<u>Required Courses:</u>

ED 604A	Second Language Acquisition in the Content Areas*
ED 627	Assessing Literacy*
ED 689	Mentoring, Coaching and Leadership

course has prerequisites

READING SPECIALIST LICENSE (for students who do NOT have a reading teacher license)

<u>Required Courses:</u>

ED 604A	Second Language Acquisition in the Content Areas*
ED 605A	Formal to Functional Linguistics
ED 611	Approaches to Literacy
ED 618	Diversity, Culture and Literacy
ED 624	Literacy Development*
ED 627	Assessing Literacy*
ED 686	Genre, Knowledge & Pedagogy
ED 689	Mentoring, Coaching and Leadership
ED 694	Supervised Field Mentoring Program*

course has prerequisites

SCHOOL BUSINESS ADMINISTRATOR LICENSE

<u>Required Courses:</u>

ED 602	Curriculum Planning
ED 620	Introduction to Educational Leadership
ED 621	School Business Administration
ED 622	The Principalship
ED 625	Inclusive School Law
ED 662	Schools As Political and Organizational Systems
ED 696	Supervised Field Experience: Education Leadership

ADVANCED CERTIFICATION ELEMENTARY (ACE) INSTITUTIONAL CERTIFICATE

<u>Required Courses:</u>

ED 661	Integrative Classroom Environments
ED 635	Diversity in the Classroom
ED 660B	Reflection in Practice
ED 667	Science Explorations and Methods
ED 681	Child Development and Exceptionalities
ED 682	Children's Literature
ED 683A	Reading and Language Arts Methods I
ED 683B	Reading and Language Arts Methods II
ED 684	Social Studies Methods
ED 685	Integrating the Arts in Elementary Curriculum
ED 697	Student Teaching- Middle Childhood through Early Adolescence
MATH 101	Introduction to Problem Solving*
MATH 602	Research and Practice Arithmetic*
MATH 603	Research and Practice Geometry*

course has prerequisites

BILINGUAL EDUCATION INSTITUTIONAL CERTIFICATE

<u>Required Courses:</u>

ED 604A	Second Language Acquisition in the Content Areas*
ED 604G	Bilingual Curriculum Design and Assessment*
ED 605K	Language Analysis and Bilingualism
ED 605B	Paradigms in Bilingual/Bicultural Education
ED 605D	Biliteracy Development*
ED 694A	Bilingual Field Mentoring*

course has prerequisites

DIRECTOR OF INSTRUCTION INSTITUTIONAL CERTIFICATE

Required Courses:

ED 602	Curriculum Planning
ED 620	Introduction to Educational Leadership
ED 621	School Business Administration
ED 622	The Principalship
ED 625	Inclusive School Law
ED 631	Supervision of Instruction
ED 637	District Administration of Program Planning, Evaluation and Staff Development
ED 662	Schools As Political and Organizational Systems
ED 696	Supervised Field Experience: Education Leadership

PRINCIPAL INSTITUTIONAL CERTIFICATE

Required Courses:

ED 602	Curriculum Planning
ED 620	Introduction to Educational Leadership
ED 621	School Business Administration
ED 622	The Principalship
ED 625	Inclusive School Law
ED 631	Supervision of Instruction
ED 662	Schools As Political and Organizational Systems
ED 696	Supervised Field Experience: Education Leadership

READING SPECIALIST INSTITUTIONAL CERTIFICATE

Required Courses:

ED 604A	Second Language Acquisition in the Content Areas*
ED 627	Assessing Literacy*
ED 689	Mentoring, Coaching and Leadership

*course has prerequisites

READING TEACHER INSTITUTIONAL CERTIFICATE

Required Courses:

ED 605A	Formal to Functional Linguistics
ED 611	Approaches to Literacy
ED 618	Diversity, Culture and Literacy
ED 624	Literacy Development *
ED 686	Genre, Knowledge & Pedagogy
ED 694	Supervised Field Mentoring Practicum*

*course has prerequisites

Students will also need to complete 3 credits of electives selected from courses at the ED 600 level or above, or courses at the EDP 700 level or above.

SCHOOL BUSINESS ADMINISTRATOR INSTITUTIONAL CERTIFICATE

Required Courses:

ED 602	Curriculum Planning
ED 620	Introduction to Educational Leadership
ED 621	School Business Administration
ED 622	The Principalship
ED 625	Inclusive School Law
ED 662	Schools As Political and Organizational Systems
ED 696	Supervised Field Experience: Education Leadership

SUSTAINAILITY LEADERSHIP INSTITUTIONAL CERTIFICATE

Required Courses:

SUST 650	Sustainable Development Leadership*
SUST 651	Ecological Sustainability*
SUST 652	Social and Economic Sustainability*

*course has prerequisites

One of the following:

SUST 751	Urban Community-Based Sustainable Development
SUST 752	Innovative Leadership in Community Well-Being
SUST 759	Sustainability Leadership Capstone*

*course has prerequisites

TEACHING ENGLISH TO SPEAKERS OF OTHER LANGUAGES (TESOL) INSTITUTIONAL CERTIFICATE

<u>Required Courses:</u>

ED 604A	Second Language Acquisition in the Content Areas*
ED 604F	ESL Curriculum Design and Assessment*
ED 605A	Formal to Functional Linguistics
ED 605B	Paradigms of ESL/Bilingual Education
ED 686	Genre, Knowledge and Pedagogy
ED 693A	Supervised Field Experience: ESL*

course has prerequisites

DOCTORAL PROGRAMS

Doctor of Education in Educational Leadership: District Administration Concentration with Superintendent License
Doctor of Education in Educational Leadership: Higher Education Leadership Concentration
Certificate in Educational Leadership: Superintendent

PROGRAM INFORMATION

The Educational Leadership program at Edgewood College culminates in an Education Doctorate (Ed.D.) degree, a terminal degree in education that is an earned doctorate. It is designed to prepare leaders in school districts, institutions of higher education and educational associations and agencies who have instruction and training as part of their role. The program's primary focus is the preparation of ethical leaders who are reflective practitioners striving to renew and improve the educational environments for which they work. The Ed.D. Program provides advanced opportunities for aspiring professionals in the field of education to engage in meaningful and reflective study and research around leadership and organizational change, and to share successful practices that are most often realized when grounded in the students' own professional career experiences. The Ed.D. Program at Edgewood College draws deeply and broadly on the tradition, mission and philosophy of the College. The Sinsinawa Dominican values and tradition of scholarship and collegiality, the College's mission as a liberal arts institution with a commitment to service, and the emerging characteristics of the education profession have all helped to shape this program.

The program employs a partnership of doctoral faculty, students, collaborating mentors, and dissertation advisors for the purpose of preparing educational leaders who are thoroughly versed in the research base of educational leadership and its applications to organizational quality. The Edgewood College Ed.D. Program offers two distinct concentrations. The K-12 concentration that includes the Superintendent and other administrative licenses. The Higher Education concentration is structured for collegiate, business, agency, or association leaders. The Higher Education curriculum is offered in both a blended and fully online format. Courses in the blended format are offered in Madison and Wausau for both concentrations

Candidates undergo rigorous evaluation in an assessment system driven by educational leadership standards and academic achievement. Program themes of Inclusion and Diversity, Ethical Leadership, Communication, Technology and Research are interwoven throughout the program by faculty. Student identities as an academic writer, scholarly researcher and Edgewood leader are woven into the assessment system to create a seamless fabric of leadership.

The doctoral program in educational leadership is based on the belief that a teacher or faculty member, educational administrator or association or agency leader is an educator who promotes the success of all learners by studious and informed application of education theory to practice. Students learn to integrate data with the Edgewood values to make appropriate decisions that benefit learning. The integration of vision, inclusion and diversity, along with an understanding of the supporting role that new technologies assume in this process, establish the foundation for the program. To that end, the program will produce ethical and effective leaders in education environments that span a career and beyond.

Designed to be completed in ten consecutive terms within a three and one half year period, the doctoral program in educational leadership draws on the synergy of a committed cohort of carefully selected candidates who already hold a Master's degree. All students move through a series of courses as a cohort group. Supportive advising, and a continuous system of assessment reinforce program content. License candidates experience substantive mentoring in authentic situations in a three semester practicum guided by a mentor of their choice, and coordinated through a campus liaison. Formal assessments of the practicum experience become a component of the student's learning portfolio.

Students in the Edgewood College doctoral program learn and grow together as a cohort. They become inclusive and ethical leaders, skilled communicators who embrace technology as a communication tool, and informed consumers and producers of professional inquiry to enhance the existing knowledge base. In sum, the Doctor of Education degree program in Educational Leadership provides a supportive system of orientation, advising and assessment; establishes a standard of excellence for the preparation for educational leaders; enhances the College's mission; and promotes initiatives within a cohort partnership learning community.

PLEASE NOTE: Edgewood College employee's tuition reimbursement options do not routinely include courses taken toward doctoral study. Employees who wish to apply for tuition remission must submit one of the letters of recommendation from his or her supervisor indicating approval and support of doctoral study. Edgewood College employees interested in more information about seeking tuition remission for doctoral study should contact the Edgewood College Human Resources Office.

ADMISSION REQUIREMENTS

1. Provide evidence of a Master's degree from a United States regionally accredited or equivalent post-secondary institution with a cumulative grade point average of at least a 3.0 on a 4.0 scale for regular admission status. The cumulative grade point average is computed on the highest degree held at the time of application to the Edgewood College graduate program.

2. Complete and submit the application and application fee via the Graduate Application web page: https://www.edgewood.edu/Apply/Doctor-of-Education

3. Request that official transcripts for all undergraduate and graduate academic credits received from any post-secondary institutions be submitted via the Graduate Application web page.

4. Provide two letters of recommendation. One of the letters must attest to the applicant's ability to be successful as a doctoral student. The second letter should give evidence of the applicant's ability to collaborate with colleagues, and demonstrate strength in leadership.

5. Submit a letter of intent including a brief statement of the reason for pursuing the doctoral degree in educational leadership and a brief discussion about how the program can help the applicant reach personal and professional goals.

6. Provide a resume or a curriculum vita that includes, but is not limited to the areas listed below:

    a. Education: Major(s), schools attended, degrees obtained and dates of attendance

    b. Professional positions held

    c. Presentations made to organizations, groups, and professional associations

    d. Honors awarded or received

    e. Memberships in professional and other organizations

    f. Community service: name(s) of organizations, description of activities and positions held

7. Higher Education concentration applicants will complete an assessment including an essay on the Edgewood College values, a writing assessment and a research efficacy scale.

8. To qualify for the superintendent license, supply evidence of eligibility to hold a teacher or pupil services license in Wisconsin and appropriate experience.

9. For non-native speakers of English, verification of English proficiency is required. Please contact the School of Education or visit the International Students Admissions section of the website for more information about how this requirement can be met.

DEGREE REQUIREMENTS

- Completion of all courses in cohort format

- Dissertation, oral defense and publication

- Completion of assessment portfolio

- Mentored and supervised practicum (for license candidates)

Further details of requirements are given in the Doctor of Education Student Handbook. In unusual circumstances for serious reasons, doctoral candidates may receive permission to change from their original partnership schedule to a later one; but all coursework must be completed within seven years from initial entry. Failure to do so will require a new application and admission process, and complete enrollment in a new partnership group.

EDUCATION DOCTORATE IN EDUCATIONAL LEADERSHIP: K-12 EDUCATIONAL ADMINISTRATION CONCENTRATION WITH SUPERINDENDENT LICENSE

Required Content:

ED 701D	Introduction to Doctoral Study
ED 710D	Ethical and Inclusive Educational Leadership
ED 720D	Politics, Policy and Administration
ED 730D	Curriculum, Instruction and Learning Environments
ED 810D	Budget, Finance and Resource Allocation
ED 820D	Law, Media Relations and Marketing

Core Dissertation Courses:

ED 790D	Program Assessment and Transition
ED 801D	Foundations of Research Methods
ED 830D	Research Methods
ED 920	Guided Dissertation Writing
ED 990	Dissertation Defense

EDUCATION DOCTORATE IN EDUCATIONAL LEADERSHIP: HIGHER EDUCATION

Required Content:

ED 701H	Introduction to Doctoral Study
ED 715H	Faculty, Programs and Assessment
ED 725H	Inclusion and Diversity in Leadership
ED 735H	Law, Media and Marketing
ED 745H	Finance of Higher Education
ED 755H	Ethical Leadership, Policy & Governance

Core Dissertation Courses:

ED 790D	Program Assessment and Transition
ED 801H	Foundations of Research Methods
ED 830H	Research Methods
ED 920	Guided Dissertation Writing
ED 990	Dissertation Defense