Education and Educational Services, Certificate

Education is a topic of widespread interest to UW–Madison students and is one of the hotly contested subjects in today's politics and society. The Education and Educational Services (EES) Certificate Program provides a cohesive set of courses for undergraduate students interested in the many aspects of education, but who choose not to major in education during their undergraduate degree.

Students interested in child development, neuroscience and the process of learning, or education-related policies, for example, may wish to complement their current major with this substantive program in education. The certificate also provides grounding and learning experiences that will increase access to careers in education. Students completing the certificate may be considering future plans to:

- Enter a post-baccalaureate teacher education program.
- Pursue a graduate program focused on educational services, including programs such as counseling psychology, school psychology, and rehabilitation psychology.
- Complete advanced work in educational psychology or educational administration.
- Begin a career in teaching and learning settings and practices outside the K–12 education system.

This 15-credit certificate program offers a variety of course options that can be customized to each student's area of interest. It is also available to individuals who have already completed a bachelor's degree; see the Non-Degree/Visiting Student Guide. (http://guide.wisc.edu/nondegree).

HOW TO GET IN

DECLARATION PROCESS

Students intending to complete the education and educational services certificate may find the declaration form on the School of Education’s Apply to a Program (http://www.education.wisc.edu/soe/academics/undergraduate-students/academic-program-admission) page. The declaration for this certificate program can be submitted at any time during the calendar year.

Please note: Students completing a course of study designed to lead to teacher certification are not eligible to complete the EES certificate. This also includes School of Education degree students pursuing the education studies or communication sciences and disorders majors. Other students completing a major within the School of Education are limited to 6 credits of overlap between their major and the certificate; that is, no more than 6 credits of coursework used to satisfy requirements for a major within the School of Education may also be counted toward completion of the EES certificate.

REQUIREMENTS

Requirements of this 15-credit certificate program include both Foundation and Focus coursework. All coursework must be taken for a letter grade (not credit/no-credit or pass/fail) and students must earn at least a C grade in each course of the certificate. At least 12 credits of the certificate must be earned in residence at UW–Madison.

There is no formal prerequisite structure to the certificate, although students will generally be expected to take CURRIC 240 Critical Aspects of Teaching, Schooling, and Education first, followed by the two remaining Foundation courses and then the two Focus courses.

FOUNDATION COURSES, 9 CREDITS

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<th>Code</th>
<th>Title</th>
<th>Credits</th>
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<tr>
<td>CURRIC 240</td>
<td>Critical Aspects of Teaching, Schooling, and Education</td>
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Social Context of Education

Select one of the following:

- ED POL 145 Introduction to Education Policy
- ED POL 300 School and Society
- ED POL/INTL ST 335 Globalization and Education
- ED POL/HISTORY 412 History of American Education
- ED POL 210 Youth, Education, and Society
- ELPA 640 Legal Rights and Responsibilities for Teachers

Individual Processes in Teaching and Learning

Select one of the following:

- ED PSYCH 320 Human Development in Infancy and Childhood
- ED PSYCH 321 Human Development in Adolescence
- ED PSYCH 331 Human Development From Childhood Through Adolescence
- ED PSYCH 301 How People Learn
- ED PSYCH 326 Mind, Brain and Education
- RP & SE 300 Individuals with Disabilities

FOCUS COURSE WORK, 6 CREDITS

Select from the following and any other Foundation courses: 1

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<tr>
<td>COUN PSY 110</td>
<td>Human Resources Development: Career Strategies</td>
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<tr>
<td>COUN PSY 115</td>
<td>Human Resources Development: Educational Effectiveness</td>
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<tr>
<td>COUN PSY 225</td>
<td>Coming to Terms with Cultural Diversity: Invitation to Dialogue</td>
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<td>COUN PSY 230</td>
<td>Race and the Developing Child</td>
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<td>COUN PSY 300</td>
<td>Special Topics: Counseling and Counseling Psychology</td>
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<td>COUN PSY 325</td>
<td>Seminar: Students Seeking Educational Equity and Diversity (SEED)</td>
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<td>COUN PSY 650</td>
<td>Theory and Practice in Interviewing</td>
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<td>CURRIC 305</td>
<td>Integrating the Teaching of Reading with Other Language Arts</td>
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Students may also substitute up to 3 credits of independent study with faculty from other School of Education departments may be considered; contact an advisor in Education Academic Services.

**VERIFICATION OF CERTIFICATE COMPLETION**

Submit the certificate completion form (http://www.education.wisc.edu/soe/academics/undergraduate-students/academic-programs) during the semester that all certificate requirements will be completed. This form starts the administrative process that (1) verifies that the requirements have been completed and (2) posts this information on the student’s transcript.

**UNDERGRADUATE/SPECIAL STUDENT CERTIFICATES**

This certificate may be completed within the context of an undergraduate degree or as a Special student after an undergraduate degree has been awarded from any institution. The certificate may be completed in its entirety while enrolled as a Special student. Candidates are encouraged to contact the certificate coordinator to discuss course enrollment and the sequencing of certificate requirements.

**LEARNING OUTCOMES**

1. Understand how learning environments and pedagogical practices for students are grounded in concepts and interpretive frameworks provided by disciplines that study human development and learning. Understand both typical and atypical development in relation to education.

2. Understand basic cognitive, social, emotional, and biological bases of teaching and learning.

3. Understand how issues of race, class, gender, cultural, sexual orientation, immigrant status, language background, and disability status interact with various educational contexts to affect learning and its outcomes.

4. Understand how local, state, national, and global social and political contexts differentially affect schooling and its outcomes for students both typical and atypical development in relation to education.

5. Understand the multiple contexts in which education occurs.

6. Understand historical, political, and cultural influences on education and educational institutions.

7. Understand supportive services available to learners in educational contexts and institutions.

8. Be familiar with some of the issues and controversies surrounding the selection of concepts taught, the assumptions associated with content choices, tools of inquiry, and ways of reasoning.

9. Be an informed consumer of educational research and policy prescriptions.

**PEOPLE**

Information about faculty, staff, and other contributors to the Department of Educational Psychology can be found on the department’s...
website (http://www.education.wisc.edu/edpsych), (https://edpsych.education.wisc.edu)