

# 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 Nondegree/Visiting Student Guide (<http://guide.wisc.edu/nondegree/>).

In addition to reading the information here, students may wish to consult the department's website (<https://edpsych.education.wisc.edu/academics/ees-certificate/>) or email the EES administrator ([ees@education.wisc.edu](mailto:ees@education.wisc.edu)).

## HOW TO GET IN

## DECLARATION PROCESS

Students intending to pursue the Education and Educational Services Certificate should visit the School of Education's Certificate Programs (<https://education.wisc.edu/academics/certificates/>) page to complete the declaration form. 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

Code	Title	Credits
<b>Required Foundation Course</b>		<b>3</b>
CURRIC 240	Critical Aspects of Teaching, Schooling, and Education	
<b>Social Context of Education</b>		<b>3</b>
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	
<b>Individual Processes in Teaching and Learning</b>		<b>3</b>
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

Code	Title	Credits
Select from the following and any other Foundation courses: <sup>1</sup>		<b>6</b>
COUN PSY 110	Human Resources Development: Career Strategies	
COUN PSY 115	Human Resources Development: Educational Effectiveness	

COUN PSY 225	Intersectionalities, Self Awareness, and Social Actions for Social Change
COUN PSY 230	Race and the Developing Child
COUN PSY 300	Special Topics: Counseling and Counseling Psychology
COUN PSY 325	Seminar: Students Seeking Educational Equity and Diversity (SEED)
COUN PSY 650	Theory and Practice in Interviewing
COUN PSY 665	Career Development Throughout the Life Span
CURRIC 305	Integrating the Teaching of Reading with Other Language Arts
CURRIC 277	Videogames & Learning
CURRIC/ CHICLA 321	Chicano/Latino Educational Justice
CURRIC 366	Internationalizing Educational Knowledge
CURRIC 375	Proseminar
ELPA/ COUN PSY 350	Peer Leadership and Mentorship with Transitioning Students
ELPA 502	Workshop in Educational Leadership and Policy Analysis
ED POL/ HISTORY 107	The History of the University in the West
ED POL 140	Introduction to Education
ED POL 150	Education and Public Policy
ED POL 200	Race, Ethnicity, and Inequality in American Education
ED POL/ INTL ST 220	Human Rights and Education
ED POL 450	Rethinking "After-School" Education
ED POL 500	Topics on Social Issues and Education
ED POL 505	Issues in Urban Education in the U.S.
ED POL 510	Urban School Policy
ED POL/CURRIC/ RELIG ST 516	Religion and Public Education
ED POL 518	Introduction to Debates in Higher Education Policy
ED POL/ AFROAMER 567	History of African American Education
ED POL/ ANTHRO 570	Anthropology and Education
ED POL 575	Education Policy and Practice
ED POL/ SOC 648	Sociology of Education
ED PSYCH 506	Contemporary Issues in Educational Psychology
ED PSYCH 540	Introduction to Professional School Psychology
ED PSYCH 541	Applied Behavior Analysis in Classrooms
ED PSYCH 542	The Biological Basis of Behavior
ED PSYCH 551	Quantitative Ethnography

ED PSYCH 563	Design of Educational Games and Simulations
ED PSYCH 570	Foundations of Educational Measurement
RP & SE 500	Rehabilitation-Counseling Psychology: Foundations

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Students may also substitute up to 3 credits of independent study with faculty from the departments of Coun Psy, Curric, ELPA, Ed Pol, Ed Psych or RP&SE. Independent study work with faculty from other School of Education departments may be considered; contact an advisor in the School of Education Student Services office.

## 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/>)