EDUCATION (ED)

ED-100 Field Experience Module Registration For Live Text (0 credits)
Field Experience Module Registration for Live Text

ED-100C Field Experience Module Registration (0 credits)
Field Experience Module Registration for Live Text

ED-116 Relational Competence Workshop (3 credits)
This course has been designed to help students fulfill the State of Wisconsin's certification requirements related to the Wisconsin Human Relations Code. All education students must complete this course successfully as a prerequisite to their pre-professional field experience sequence. The goals of this course are to acquire the skills to work effectively in a variety of environments with people of diverse backgrounds and to analyze your own skills, values, and interests in order to integrate them into your understanding and practice of professionalism.

ED-201 Exploration in Teaching, Learning, and Assessing (6 credits)
This course is for elementary candidates only. ED-201, Exploration in Teaching, Learning, and Assessing, is designed to build a foundation of knowledge in teaching strategies, lesson planning, differentiation, adaptation, formative assessment, discipline, and classroom management. In addition, students will evaluate, identify, and cite appropriate resources to support the learning experience. Field reflections will address how their cooperating teacher creates a learning environment that meets the needs of diverse students. Field expectations include 60 hours of observation, planning, and teaching. Prerequisite(s): ED-201, CM-225 & QL-156 completed or concurrent registration. Must complete online application.

ED-201B Engmnt in Tchg Lrng& Asse-BIL (6 credits)
ED-215B, Exploration in Teaching, Learning, and Assessing, is designed to apply the foundation of knowledge learned in teaching strategies, lesson planning, differentiation, adaptation, assessment, discipline, and classroom management in a Bilingual/Bicultural setting. In addition, students will evaluate, identify, and cite appropriate resources to support the learning experience. Field reflection will address how they and their cooperating teacher create a learning environment that meets the needs of diverse students. Field expectations include 60 hours of observation, planning, and teaching. Prerequisite(s): ED-201, CM-225 & QL-156 completed. Concurrent registration in ED-220 required. Must complete online application.

ED-201C Exploration in Teaching, Learning, and Assessing- Secondary Education (4 credits)
This course is for secondary candidates only. Drawing from a variety of instructional models, the student develops her analytic and collaborative abilities through the examination and practice of the principles of teaching, learning, and assessing in relation to PK-12 learners. Major areas of study include the planning and implementation of differentiated instruction that flows from relevant standards, creation of classroom environments that are inviting and challenging, and the importance of integrating technology in the classroom. Emphasis is placed on developing teacher professionalism. Prerequisite(s): CM-125 and QL-156 completed or equivalent Praxis/Core, ACT/SAT/GRE scores, CM-225, ED-116, PSY-110, PED-150 or MONT-151 completed or concurrent registration.

ED-205 Exploration Teaching, Learning and Assessing- Secondary Education (4 credits)
This course is for secondary candidates only. Drawing from a variety of instructional models, the student develops her analytic and collaborative abilities through the examination and practice of the principles of teaching, learning, and assessing in relation to PK-12 learners. Major areas of study include the planning and implementation of differentiated instruction that flows from relevant standards, creation of classroom environments that are inviting and challenging, and the importance of integrating technology in the classroom. Emphasis is placed on developing teacher professionalism. Prerequisite(s): CM-125 and QL-156 completed. Praxis 1/CORE requirement met or meet eligibility requirements for ACT/SAT/GRE. CM-225, ED-116, PSY-110 or PED-150 completed or concurrent. Must complete on-line application and submit signed criminal background check form to the Education Dept., CM-225, ED-116, PSY-110, PED-150 or MONT-151 completed or concurrent registration.

ED-215 Engagement in Teaching, Learning, and Assessing (6 credits)
ED-215, Engagement in Teaching, Learning, and Assessing, is designed to apply the foundation of knowledge learned in teaching strategies, lesson planning, differentiation, adaptation, assessment, discipline, and classroom management. In addition, students will evaluate, identify, and cite appropriate resources to support the learning experience. Field reflection will address how they and their cooperating teacher create a learning environment that meets the needs of diverse students. Field expectations include 60 hours of observation, planning, and teaching. Prerequisite(s): ED-201, CM-225 & QL-156 completed. Concurrent registration in ED-220 required. Must complete online application.

ED-215B Engagement in Teaching, Learning, and Assessing (6 credits)
ED-215B, Engagement in Teaching, Learning, and Assessing, is designed to apply the foundation of knowledge learned in teaching strategies, lesson planning, differentiation, adaptation, assessment, discipline, and classroom management in a Bilingual/Bicultural setting. In addition, students will evaluate, identify, and cite appropriate resources to support the learning experience. Field reflection will address how they and their cooperating teacher create a learning environment that meets the needs of diverse students. Field expectations include 60 hours of observation, planning, and teaching. Prerequisite(s): ED-201, CM-225 & QL-156 completed. Concurrent registration in ED-220 required. Must complete online application.

ED-220 Interview Assessment (0 credits)
This assessment provides an opportunity for the student to reflect on her development of the Wisconsin Standards for Teacher Development and Licensure and on her understanding and application of the Alverno Education Department abilities. She meets one-on-one with a faculty member to share her progress and to identify goals for further development as she prepares for entrance into the professional level of field experience. This assessment is a prerequisite for ED-315. Prerequisite(s): ED-201 or ED-201S completed. For AE/AET: AE-222 completed.

ED-225 Literacy in Early Childhood (3 credits)
The student examines the scope of an early childhood literacy curriculum, focusing on emergent literacy, oral language, reading, writing, and literature. Among components integrated in this course are phonics, spelling, and sight vocabulary. The student learns to make sound decisions, teach literacy learning strategies, select appropriate materials, and design developmentally appropriate learning experiences and assessments for the early childhood learner. Prerequisite(s): Concurrent registration in ED-220 and ED-215.

ED-225B Literacy in Early Childhood-BIL (3 credits)
The student examines the scope of an early childhood literacy curriculum, focusing on emergent literacy, oral language, reading, writing, and literature. Among components integrated in this course are phonics, spelling, and sight vocabulary. The student learns to make sound decisions, teach literacy learning strategies, select appropriate materials, and design developmentally appropriate learning experiences and assessments for the early childhood learner. Prerequisite(s): ED-201, CM-225 & QL-156 completed. Concurrent registration in ED-220 & ED-215 or ED-215R.

ED-231 Understanding the Young Child (3 credits)
This course provides an in-depth look at the nature of young children. The student develops the ability to observe and explain the developmental characteristics of young children from a variety of theoretical frameworks. Emphasis is placed on the ability to analyze development as it relates to the design of appropriate classrooms and learning experiences for young children. Prerequisite(s): For ELC Majors: ED-201 completed. Praxis 1/CORE requirements met or meet eligibility requirements for ACT/SAT/GRE.

ED-231C Understanding the Young Child (3 credits)
This course provides an in-depth look at the nature of young children. The student develops the ability to observe and explain the developmental characteristics of young children from a variety of theoretical frameworks. Emphasis is placed on the ability to analyze development as it relates to the design of appropriate classrooms and learning experiences for young children. Prerequisite(s): For ELC Majors: ED-201 completed. Praxis 1/CORE requirements met or meet eligibility requirements for ACT/SAT/GRE.
ED-244 Methods of Mathematics- Mathematics In Elementary/Middle School (2 credits)
Through the exploration and the study of effective methods of teaching mathematics, this course facilitates the understanding, application and ability to create effective mathematics lessons and units that will engage diverse elementary learners. Using both the Principles and Standards for School Mathematics and the Common Core State Standards for Mathematics as a foundation, you will study, design and implement effective instructional strategy and assessment methods into mathematical learning.

ED-271 Teaching English/Middle-Secondary School (4 credits)
Offered Spring Term only. The student further develops her facility in language and literature by designing and implementing an English curriculum using assessment strategies that support ongoing learning. She acquires knowledge of essential issues in the teaching of English at the secondary level and the skill and strategies to deal with these issues in classrooms with diverse learners. She uses media effectively in the support of curriculum goals.
Pre requisite(s): ED-201S & Praxis 1/CORE completed. Must complete the online application. Students must schedule 2 hours a week in a middle/secondary field site. Must register concurrently for ED-220.

ED-273 Tchg Mathematics/Middle-Secondary Sch (4 credits)
The student learns contemporary philosophies and methods of teaching mathematics at the middle and secondary levels. The student analyzes, designs, and implements instructional and assessment strategies to meet a variety of student needs. Throughout the course, she develops skill in using varied media, including the technology to support student learning.
Pre requisite(s): ED-201S & Praxis 1/CORE completed. Must complete the online application. Students must schedule 2 hours a week in a middle/secondary field site. Must register concurrently for ED-220.

ED-277 Tchg Science/Middle-Secondary Schl (4 credits)
Offered Spring Term only. The student identifies current methods in science process skill development, including technology; she analyzes, designs, and implements instruction and assessment strategies that support ongoing learning at the middle and secondary level. She communicates the theoretical basis for the development of science curricula and the development of inquiry skills related to teaching science to meet a variety of student needs. She designs assessment instruments and evaluates their effectiveness in developing process skills and integrating unifying concepts.
Pre requisite(s): ED-201S & Praxis 1/CORE completed. Must complete the online application. Students must schedule 2 hours a week in a middle/secondary field site. Must register concurrently for ED-220.

ED-278 Tchg Social Studies Middle/Secondary Sch (4 credits)
Offered Spring Term only. The student learns methods of teaching social studies, which includes history, psychology, religious studies, and social science, at the middle and secondary level, and focuses on ways to adapt her teaching to a variety of student needs. She analyzes, designs, and implements instructional strategies, using a range of technological and other resources. She creates effective assessment tools and incorporates feedback on student performance in her ongoing planning.
Pre requisite(s): ED-201S & Praxis 1/CORE completed. Must complete the online application. Students must schedule 2 hours a week in a middle/secondary field site. Must register concurrently for ED-220.

ED-297 Independent Study (1 credit)
Under the approval and direction of a faculty member, independent study is available to students.

ED-300 Language Fluency Assessment (0 credits)
Pre requisite(s): For ELL supports only. Must register concurrently for EN-340.

ED-300C Language Fluency Assessment (0 credits)

ED-313 ELL Methods:Second Language Acquisition (4 credits)
In this course, students will develop an understanding of general principles of first and second language acquisition and apply this theoretical understanding to the development and modification of curriculum that meets the needs of ELLs. They will develop the ability to design and implement lessons and units of study to meet the needs of mixed-level English Language Learners in the K-12 setting.
Pre requisite(s): ED-201 or ED-201S or ED-348 completed.

ED-313C ELL Methods:Second Language Acquisition (4 credits)
In this course, students will develop an understanding of general principles of first and second language acquisition and apply this theoretical understanding to the development and modification of curriculum that meets the needs of ELLs. They will develop the ability to design and implement lessons and units of study to meet the needs of mixed-level English Language Learners in the K-12 setting.

ED-314 Linguistics, Language & Culture (3 credits)
In this course, students will explore levels of language: phonetics, phonology, etymology, morphology, grammar, syntax, semantics, pragmatics in order to analyze linguistic differences in their students and to best create curriculum to address those differences. Students will also develop learning plans that are informed by national, state and local standards and an understanding of language variation and its influence on language acquisition. Through an analysis of speech patterns, students will distinguish language differences from disorders and make appropriate instructional decisions. Fieldwork is included in this course.
Pre requisite(s): ED-313 & EN-340 completed.

ED-314C Linguistics, Language & Culture (3 credits)
In this course, students will explore levels of language: phonetics, phonology, etymology, morphology, grammar, syntax, semantics, pragmatics in order to analyze linguistic differences in their students and to best create curriculum to address those differences. Students will also develop learning plans that are informed by national, state and local standards and an understanding of language variation and its influence on language acquisition. Through an analysis of speech patterns, students will distinguish language differences from disorders and make appropriate instructional decisions. Fieldwork is included in this course.
Pre requisite(s): ED-313C completed.

ED-315 Immersion in Tchg, Lrng & Assess (6 credits)
ED-315 is designed to extend the opportunity to apply the foundation of knowledge learned in teaching strategies, lesson/unit planning, differentiation, adaptation, assessment, discipline, and classroom management. In addition, students will design and implement differentiated assessments, collect and analyze data, and use the findings to plan learning experiences and/or refine teaching practices. Students will provide effective feedback that aligns with the learning outcomes and informs the learner of their level of achievement.
Pre requisite(s): ED-321 or ED-338 & ED-399 completed. Must be taken the semester before student teaching. Students will need to schedule 3 full days a week in a K-8 placement. Must file application and placement forms with the Education Dept., Must register concurrently for ED-412 & ED-420.
ED-315B Field Experience 4-BIL (2 credits)
ED-315B is designed to extend the opportunity to apply the foundation of knowledge learned in teaching strategies, lesson/unit planning, differentiation, adaptation, assessment, discipline, and classroom management in a Bilingual/Bicultural setting. In addition, students will design and implement differentiated assessments, collect and analyze data, and use the findings to plan learning experiences and/or refine teaching practices. Students will provide effective feedback that aligns with the learning outcomes and informs the learner of their level of achievement.
Prerequisite(s): ED-321 or ED-338 & ED-399 or AE-387 completed.

ED-315S Immersion in Teaching, Learning, and Assessing- Secondary Ed (4 credits)
ED-315S, Immersion in Teaching, Learning, and Assessing, is designed to extend the opportunity to apply the foundation of knowledge learned in teaching strategies, lesson/unit planning, differentiation, adaptation, assessment, discipline, and classroom management. In addition, students will design and implement differentiated assessments, collect and analyze data, and use the findings to plan learning experiences and/or refine teaching practices. Students will provide effective feedback that aligns with the learning outcomes and informs the learner of their level of achievement.
Prerequisite(s): ED-321 & ED-271 or ED-273 or ED-277 or ED-278 completed. Must be taken the semester before student teaching. Students will schedule 2 full days in SED classrooms. Must register concurrently for ED-420.

ED-317 Multi-Literacy & English Language Lnr (4 credits)
In this course, students will become knowledgeable of the relationship between oral language and literacy and demonstrate this knowledge by planning standards-based literacy units for children in multilingual environments. Students will examine and analyze culturally responsible pedagogy, sociocultural principles and how to incorporate them into their teaching. Students will research academic language development and multiple ways to assess ELL literacy. They will apply these concepts in developing ELL-appropriate literacy curriculum in the form of a literacy-based unit plan. Fieldwork is included in this course.
Prerequisite(s): ED-314 completed.

ED-317C Multi-Literacy & English Language Lnr (4 credits)
In this course, students will become knowledgeable of the relationship between oral language and literacy and demonstrate this knowledge by planning standards-based literacy units for children in multilingual environments. Students will examine and analyze culturally responsible pedagogy, sociocultural principles and how to incorporate them into their teaching. Students will research academic language development and multiple ways to assess ELL literacy. They will apply these concepts in developing ELL-appropriate literacy curriculum in the form of a literacy-based unit plan. Fieldwork is included in this course.
Prerequisite(s): ED-314C completed.

ED-318 Foundation for Literacy (3 credits)
ED-318 Foundation for Literacy (7 credits)
ED-321 Middle School Teaching & Field (4 credits)
This course is designed to assist the student in making curricular decisions about developmentally appropriate learning experiences, resource selection, presentation strategies, middle school issues, and assessment procedures for the middle school learner.
Prerequisite(s): For all Education Majors: ED-215 & ED-220 completed. ED-399 completed or concurrent. For SED: ED-201S completed. Students will need to schedule 2-3 hrs a week for middle school placement. Must file online application. This course is offered as a hybrid learning course with on campus and online components.

ED-321A Middle School Teaching & Field (4 credits)
This course is designed to assist the student in making curricular decisions about developmentally appropriate learning experiences, resource selection, presentation strategies, middle school issues, and assessment procedures for the middle school learner.
Prerequisite(s): None. Section 1-Students will need to schedule 2-3 hours a week for middle school placement. Must file online application. This section is offered as a hybrid learning course with on campus and online components. Section 2-For MPS para-teacher students only.

ED-321B Middle School Teaching & Field (4 credits)
This course is designed to assist the student in making curricular decisions about developmentally appropriate learning experiences, resource selection, presentation strategies, middle school issues, and assessment procedures for the middle school learner.
Prerequisite(s): ED-215 & ED-220 completed. Students will need to schedule 2-3 hrs a week for middle school placement. Must complete online application. This course is offered as a hybrid learning course with on campus and online components.

ED-321C Middle School Teaching & Field (4 credits)
For licensed teachers only. This course is designed to assist the student in making curricular decisions about developmentally appropriate learning experiences, resource selection, presentation strategies, middle school issues, and assessment procedures for the middle school learner.
Prerequisite(s): None. Section 1-Students will need to schedule 2-3 hours a week for middle school placement. Must file online application. This section is offered as a hybrid learning course with on campus and online components. Section 2-For MPS para-teacher students only.

ED-325A Literacy in Middle Childhood I-ELM (3 credits)
The student examines the primary grade literacy curriculum, focusing on language, reading, writing, and literature. Among issues addressed are phonics, spelling, grammar, and sight and reading vocabulary. The student learns to make sound decisions, teach literacy learning strategies, select appropriate materials, and design developmentally appropriate learning experiences and assessments for the middle childhood/primary grade learner.
Prerequisite(s): For LMEM & LTM teacher candidates. Students will need to schedule 2-3 hrs a week for middle school placement. Must complete online application. This course is offered as a hybrid learning course with on campus and online components.

ED-325B Literacy in Middle Childhood I-ELC (3 credits)
The student examines the primary grade literacy curriculum, focusing on language, reading, writing, and literature. Among issues addressed are phonics, spelling, grammar, and sight and reading vocabulary. The student learns to make sound decisions, teach literacy learning strategies, select appropriate materials, and design developmentally appropriate learning experiences and assessments for the middle childhood/primary grade learner.
Prerequisite(s): ED-220 & ED-225 completed.

ED-325A Literacy in Middle Childhood I-ELM (3 credits)
The student examines the primary grade literacy curriculum, focusing on language, reading, writing, and literature. Among issues addressed are phonics, spelling, grammar, and sight and reading vocabulary. The student learns to make sound decisions, teach literacy learning strategies, select appropriate materials, and design developmentally appropriate learning experiences and assessments for the middle childhood/primary grade learner.
Prerequisite(s): For LMEM/LMEM Majors only; ED 225A completed. Praxis 1/CORE requirements met or meet eligibility requirements for ACT/SAT/GRE. This course is offered as a hybrid learning course with on campus and online components. On campus meetings on Mondays & online meetings on Wednesdays.
ED-325AC Literacy in Middle Childhood I-ELM (3 credits)
The student examines the primary grade literacy curriculum, focusing on language, reading, writing, and literature. Among issues addressed are phonics, spelling, grammar, and sight and reading vocabulary. The student learns to make sound decisions, teach literacy learning strategies, select appropriate materials, and design developmentally appropriate learning experiences and assessments for the middle childhood/primary grade learner.
Prerequisite(s): This course is offered as a hybrid learning course with on campus and online components. On campus meetings on Mondays & online meetings on Wednesdays.

ED-325B Lit in Middle Childhood I-BIL (3 credits)
The student examines the primary grade literacy curriculum, focusing on language, reading, writing, and literature. Among issues addressed are phonics, spelling, grammar, and sight and reading vocabulary. The student learns to make sound decisions, teach literacy learning strategies, select appropriate materials, and design developmentally appropriate learning experiences and assessments for the middle childhood/primary grade learner.
Prerequisite(s): ED-220 & ED-225 completed.

ED-327 Literature for Young Adults (2 credits)
The student is introduced to the reading needs and preferences of early adolescent and adolescent readers. She learns effective means of motivating all students, of integrating literature throughout the curriculum, and of enhancing the integral connections between reading and writing. Among the focal points are discussion, response, and selection.
Prerequisite(s): This course is offered as an independent study. Instructor permission required. This course is offered fully online.

ED-328 Early Literacy Development (2 credits)

ED-338 Early Childhood Curriculum & Field (4 credits)
The student becomes acquainted with early childhood philosophies and their application to the development of early childhood education models. Through analyzing and synthesizing various frameworks, she develops the ability to communicate her own philosophy and to develop appropriate early childhood curricular designs. She develops the ability to design and implement developmentally appropriate teaching strategies for children with a variety of learning needs and styles in the areas of play, language arts, mathematics, science, social studies, environmental education, creative arts, health, and motor development. Within a multicultural context, the student develops learning experiences that incorporate technology, active learning, and appropriate assessment strategies.
Prerequisite(s): ED-201 completed. Offered in fall only.

ED-343C Cornerstones for Effective K-9 Mathematics Teaching & Learning (4 credits)
This course prepares students to be effective teachers of mathematics at the kindergarten, elementary and middle levels.
Prerequisite(s): ED-201 completed. Offered in fall only.

ED-344C Teaching Math/Elementary Classroom (2 credits)
Math field for Early Childhood and Elementary Middle Education majors.
Prerequisite(s): ED-343 completed. Students will schedule weekly time in field classrooms.

ED-344C Teaching Math/Elementary Classroom (4 credits)
Math field for Education students

ED-347 Environmental Education (1 credit)
The student integrates previous content in the natural and social sciences, focusing on conservation of natural resources in the contexts of increased awareness of interactions between people and the environment. Of primary concern are strategies to incorporate the study of environmental problems across the elementary and secondary curriculum, as well as strategies available to citizens in resolving environmental problems.
**ED-348 Engagement in Tchng, Lrning & Assessing (4 credits)**
This is the first education course in the Para-to-Teacher License Program. As such, it is designed to reintroduce you to the 'world' of education. You will learn about education from a variety of perspectives: the Wisconsin Teacher Standards, the profession of teaching, educational theory and theorists, assessment, culturally responsive/relevant teaching, creating a positive learning environment, Wisconsin Treaty Rights, historical foundations of education, planning and importantly, implementing effective lesson planning. Participants will use a variety of technological. Further the course will examine the Alverno Educational Framework and related educational dispositions.

*Prerequisite(s)*: LA-310 completed. This course is offered as a hybrid learning course with on campus and online components.

**ED-351 Science in the Elementary Curriculum (4 credits)**
This course explores science content using hands-on, activity-based approach to problem solving, critical thinking strategies and methodology. This course focuses on the basic principles of physical science, life science, earth science and environmental science. Students study science as a mode of inquiry, understand the central role of science in today's society, and learn how to use the skills and processes of scientific inquiry to relate and interconnect different science disciplines. Students become familiar with current applications of science. Technology is an integral part of the course. The student learns to investigate, apply, justify, and communicate science content in cooperative group and individual situations. This course examines the science curriculum found in the Next Generation Science Standards and the National Science Teacher Association Standards for Science Teacher Preparation.

*Prerequisite(s)*: ED-201 and ED-116 completed. 1 General Education Science course completed.

**ED-351C Science in the Elementary Classroom (4 credits)**
This course explores science content using hands-on, activity-based approach to problem solving, critical thinking strategies and methodology. This course focuses on the basic principles of physical science, life science, earth science and environmental science. Students study science as a mode of inquiry, understand the central role of science in today's society, and learn how to use the skills and processes of scientific inquiry to relate and interconnect different science disciplines. Students become familiar with current applications of science. Technology is an integral part of the course. The student learns to investigate, apply, justify, and communicate science content in cooperative group and individual situations. This course examines the science curriculum found in the Next Generation Science Standards and the National Science Teacher Association Standards for Science Teacher Preparation.

*Prerequisite(s)*: ED-348 completed

**ED-352 Investigating Integrated Social Studies With the Inquiry Arc (4 credits)**
Through the integrated study of economics, geography, history, political science and the behavioral sciences of psychology, sociology and anthropology, this course will promote civic competence for our democratic republic. Using the arc of inquiry, students will develop an important foundation for becoming engaged, informed and committed to the values of democracy and construct a model for understanding the world. Group projects are an integral part of this course with time outside of the classroom. This course examines the Wisconsin Standards for Social Studies as well as the National Council for the Social Studies Standards: a framework for teaching, learning and assessment.

*Prerequisite(s)*: ED-116 and ED-201 completed. Praxis 1/CORE requirement met or meet eligibility requirements for ACT/SAT/GRE. Offered Spring Term only.

**ED-352C Invstgting Int Soc Studies/Inquiry Arc (4 credits)**
Through the integrated study of economics, geography, history, political science and the behavioral sciences of psychology, sociology and anthropology, this course will promote civic competence for our democratic republic. Using the arc of inquiry, students will develop an important foundation for becoming engaged, informed and committed to the values of democracy and construct a model for understanding the world. Group projects are an integral part of this course with time outside of the classroom. This course examines the Wisconsin Standards for Social Studies as well as the National Council for the Social Studies Standards: a framework for teaching, learning and assessment.

**ED-353A Arts & Movement in Elementary Curriculum (3 credits)**
The student makes meaningful and effective connections among the arts-music, art, dance, and drama-within the integrated elementary curriculum. She develops practical abilities in the integration of the arts and movement across the curriculum and applies teaching and learning theory in the design of developmentally appropriate lessons, the meaningful incorporation of technology, and the use of assessment strategies.

*Prerequisite(s)*: For LMEC or LMEM students only.

**ED-358 Portfolio Review (0 credits)**
This is a prior learning assessment that students engage in to demonstrate their current knowledge, skills, beliefs and abilities regarding education. Students receive up to a maximum of 15 credits by describing their prior experience in the classroom.

**ED-368 Working With Diverse Populations (4 credits)**
This course is designed to prepare general education teachers for the skills, competencies, and knowledge of working with students with exceptionalities. This course will examine special education law and governance, current issues in special education, disability labels, differentiation, equity and perception, and designing coherent instruction to assist in creating well-rounded, prepared teaching candidates.

*Prerequisite(s)*: ED-348 completed

**ED-370 Mathematics Theory (6 credits)**

**ED-371 Mathematics Theory (9 credits)**

**ED-378 Processes of Literacy Acquisition (4 credits)**
In this course the student examines developmentally appropriate practices for literacy learners in early childhood. Oral language, reading, writing, word study (phonics, spelling, vocabulary) and literature will be addressed. Students will study key literacy theories and specific genres and learn to apply them to make sound decisions when designing effective and appropriate learning experiences to meet the literacy needs of a diverse classroom population of children.

**ED-388 Literacy in Middle Childhood (4 credits)**
In this hybrid course the student examines developmentally appropriate practices for the literacy learner in middle childhood. Reading, writing, word study (spelling and phonics), speaking, and listening, comprehension, and specific genres of literature will be studied. Students will learn to make sound decisions about developmentally appropriate learning experiences and strategies for children in this stage of literacy development.

**ED-389 Lubar Scholar Research (0 credits)**
The Lubar Scholar Research Course is a year-long, zero-credit course that meets once a month with the Education faculty and CAE staff to forward the research agenda of the Marianne Lubar Scholarship award winners.

*Prerequisite(s)*: Must be a Lubar Scholarship recipient.
ED-396 Introduction to Exceptional Learner (4 credits)
Students gain an understanding of the field of exceptional education and of specific abilities and disabilities of exceptional learners: cognitive disabilities, learning disabilities, speech and language disorders, behavior disorders, physical disabilities, and giftedness. Using a problem-solving approach, they are introduced to strategies, techniques, and classroom modifications that are instrumental in responding to individual differences among students with exceptional educational needs.
Prerequisite(s): For all students: CM-125 and QL-156 completed. For all Education & SED Majors: ED-201/ED-201S completed. For AE/AET Majors: AE-386 completed. Students will be required to participate in a weekly 2 hr practicum.

ED-397 Independent Study (2 credits)
Under the approval and direction of a faculty member, independent study is available to students.

ED-397A Licensure Field (1 credit)
Licensure Field Independent Study

ED-399 Formal Introduction to Advanced Work (0 credits)
ED-399 is a special event in which all students in EBT and KMS majors who are moving into advanced work meet to celebrate their progress toward the professional level in Teacher Education, to reflect upon their professional development to this point, and to plan for the growth that needs to be accomplished in preparation for student teaching. During the event you will engage in conversation with other education students and faculty.
Prerequisite(s): ED-220 completed. Can be taken with ED-321 or ED-338 or ED-315. For EBT, KMS, ELC & ELM majors only.

ED-400 FORTify Your Testing: Preparatory Workshop (0 credits)
In this 3 session workshop, the instructors will provide interactive content review and test taking strategies specific to this assessment. Session one will focus on primary grade content with multiple choice strategies, session two will focus on intermediate grade content with multiple choice strategies, and the third session will focus on the open response content and strategies specified for those tasks. Our intended participants include any Alverno student who is required to take the FORT for teacher licensure and degree completion. This includes the following programs: undergraduate, graduate general education license to masters, graduate special education license to masters, Teach for America, paraprofessional to teacher, and for the time being, graduate reading teacher/specialist license. The intended outcome of this workshop is to increase the first time pass rate for Alverno students in all of these programs. After this pilot development and implementation, we hope to offer this workshop multiple times a year.
Prerequisite(s): None. 1/29/20 FORTify Your Testing (Early/Emerging Literacy Multiple Choice and Open Response). 3/24/20 FORTify Your Testing (Developing Literacy and Open Response).

ED-400C FORTify Your Testing: Prep Wrkshp (0 credits)
In this 3 session workshop, the instructors will provide interactive content review and test taking strategies specific to this assessment. Session one will focus on primary grade content with multiple choice strategies, session two will focus on intermediate grade content with multiple choice strategies, and the third session will focus on the open response content and strategies specified for those tasks. Our intended participants include any Alverno student who is required to take the FORT for teacher licensure and degree completion. This includes the following programs: undergraduate, graduate general education license to masters, graduate special education license to masters, Teach for America, paraprofessional to teacher, and for the time being, graduate reading teacher/specialist license. The intended outcome of this workshop is to increase the first time pass rate for Alverno students in all of these programs. After this pilot development and implementation, we hope to offer this workshop multiple times a year.
Prerequisite(s): None. 1/29/20 FORTify Your Testing (Early/Emerging Literacy Multiple Choice and Open Response). 3/24/20 FORTify Your Testing (Developing Literacy and Open Response).

ED-412 Critical Issues in School & Society (2 credits)
This course will bring together theory and practice to prepare teacher candidates to critically engage with issues related to the teaching profession on theory and contemporary events related to critical issues in education.
Prerequisite(s): ED-321 or ED-338 completed. Take concurrent with ED-315. Must be taken the semester before student teaching.

ED-418 Dif Inst/Assessment, Science & Social Studies (4 credits)
This course facilitates the understanding and ability to create and implement effective lessons, activities and assessments in these subject areas. Students will learn about best practices in instruction and assessment, and have the opportunity to work with classroom teachers and their peers who model these practices. Students will have multiple opportunities to teach lessons, design and participate in hands-on activities, and create their own project-based assessment.
Prerequisite(s): This course is offered fully online. Instructor will contact enrolled students with directions.

ED-420 Advancement to Student Teaching Performance Assessment (0 credits)
For all Education majors. This is a simulation that will allow you to experience what teachers experience when they plan instruction and assessments. You do not need to prepare anything in advance. The time, date, and location for the assessment will be given to you by the instructor.
Prerequisite(s): For all Education Majors only. Must register concurrently for ED-315. ED-321 or ED-338 completed or concurrent. Take the semester before student teaching.

ED-420C Portfolio/Interview Assessment (0 credits)
For all Education majors. This is a simulation that will allow you to experience what teachers experience when they plan instruction and assessments. You do not need to prepare anything in advance. The time, date, and location for the assessment will be given to you by the instructor.
ED-420M Portfolio/Interview Assessment (0 credits)
In this assessment, the student-teacher candidate showcases her best work by providing samples from her coursework, with an emphasis on her education coursework. She includes an interactive videotape of herself working with children or young adults. She receives feedback from education faculty, from content area faculty, and from a PK-12 principal or teacher. She presents her portfolio and defends her growth as a teacher candidate before an Education Department faculty-school practitioner team.

ED-420S Portfolio/Interview Assessment SED (0 credits)
In this performance assessment, students apply what they have learned in their program to a teaching situation.
Prerequisite(s): For Secondary Education students only. Must register concurrently for ED-315S.

ED-425 Mathematics Application (5 credits)
ED-435EC Directed Observation/Teaching Early Childhood (9 credits)
The student develops ability to manage an effective learning environment in an early childhood classroom setting. In the student teaching role, she learns to integrate conceptualization, diagnosis, coordination, communication, and interaction skills as they apply to the teaching/learning situation. She also develops skill in evaluative self-reflection, assisting her in continual growth and development as a professional educator.

ED-438 Student Teaching (12 credits)
The student explores critical issues in education in meetings held during the student-teaching semester.
ED-455A Directed Observation Teaching High Sch (9 credits)
The student develops ability to manage an effective learning environment in high school classroom settings. In the student teaching role, she learns to integrate conceptualization, diagnosis, coordination, communication, and interaction skills as they apply to the teaching/learning situation. She also develops skill in evaluative self-reflection, assisting her in continual growth and development as a professional educator.
Prerequisite(s): Must complete online application and submit signed criminal background check form to Education Dept. No outstanding incompletes and Praxis/Core requirement met. For SED: ED-220, ED-315S and ED-420S completed. One Communication Level 4 ICM completed. Specialized methods course(s) must be completed. Proof of professional liability insurance required. Must register concurrently for ED-475.

ED-455EA Directed Observation/Teaching Middle Sch (9 credits)
The student develops ability to manage an effective learning environment in middle school classroom settings. In the student teaching role, she learns to integrate conceptualization, diagnosis, coordination, communication, and interaction skills as they apply to the teaching/learning situation. She also develops skill in evaluative self-reflection, assisting her in continual growth and development as a professional educator.
Prerequisite(s): Must complete on-line application and submit signed criminal background check form to the Education Dept. No outstanding incompletes and Praxis requirement met. For ELM Majors: ED-220, ED-315, ED-321, ED-325, ED-343, ED-344, ED-351, ED-352, ED-412 & ED-420 completed. One Communication Level 4 ICM completed. Specialized methods course(s) must be completed. Proof of professional liability insurance required. Must register concurrently for ED-475.

ED-468 Student Teaching Placement (18 credits)
The student develops ability to manage an effective environment in an elementary classroom setting. In the student teaching role, she learns to integrate conceptualization, diagnosis, coordination, communication, and interaction skills as they apply to the teaching/learning situation. She also develops skill in evaluative self-reflection, assisting her in continual growth and development as a professional educator.
Prerequisite(s): Must complete on-line application and submit signed criminal background check form to the Education Dept. No outstanding incompletes and Praxis requirement met. For Education Majors: ED-315 or ED-315S and ED-420 completed. Must complete on-line application and submit signed criminal background check form to the Education Dept. No outstanding incompletes. Proof of professional liability insurance required. Praxis requirement met. Passing scores on Praxis II must be received by the Education Dept., Must register concurrently for ED-475.

ED-468C Student Teaching Placement (12 credits)
The student develops ability to manage an effective environment in an elementary classroom setting. In the student teaching role, she learns to integrate conceptualization, diagnosis, coordination, communication, and interaction skills as they apply to the teaching/learning situation. She also develops skill in evaluative self-reflection, assisting her in continual growth and development as a professional educator.

ED-475 Student Teaching Seminar (0 credits)
The student explores critical issues in education in meetings held during the student-teaching semester.
Prerequisite(s): Concurrent with student teaching.

ED-475B Student Teaching Seminar-BIL (0 credits)
The student explores critical issues in education in meetings held during the student-teaching semester.
Prerequisite(s): Concurrent with student teaching.
ED-481 Tchg Speech Communicat/Middle-Second Sch (2 credits)
The student develops skills needed to teach speech communication and related cocurricular activities at the middle and secondary school level, incorporating assessment strategies that support ongoing learning. She applies frameworks of communication to the development of curriculum, the creation of a class environment to meet a variety of student needs, and the appropriate use of technological and other media resources. 

Prerequisite(s): Praxis 1 requirement met. ED-220 completed; ED-321 completed or concurrent.

ED-497 Independent Study (1-2 credits)
The practicing teacher or advanced education student demonstrates the ability to integrate theory and best-practice-models in a classroom setting focused on meeting the needs of all learners, with particular emphasis on those with special education needs. Using a problem-solving approach in a practicum site, the teacher applies strategies, techniques, and classroom modifications that are instrumental in responding to individual differences within the classroom setting and the school community.

Ed-497A Student Teaching for Licensed Teachers (1 credit)
Student Teaching for licensed teachers.

ED-512 Challenges of Co-Operating Teacher (1 credit)
This course is designed to acquaint supervising teachers and principals of cooperating schools with the Alverno curriculum, especially as it relates to the preparation of teachers. Skills relative to the supervision of instruction are also emphasized as a means of facilitating a cooperative working relationship between supervising teacher and student teacher. 

Prerequisite(s): 3 years teaching experience; if willing to serve as a cooperating teacher, tuition is waived. Section 01: To receive credit, additional online coursework required. Section 02: No additional coursework required.

ED-597 Independent Study (0 credits)
Under the approval and direction of a faculty member, independent study is available to students.

ED-600 Introduction to Reading Portfolio (0 credits)
In this meeting, held each year in the summer, participants in the reading teacher and reading specialist programs will be introduced to the requirements for the reading portfolio, which incorporate work across courses in the program. The portfolio is a requirement for DPI licensure.

Prerequisite(s): Required portfolio orientation for students working on a Reading Teacher/Specialist license. Take concurrently with ED-682. Online training requirement.

ED-601 Orientation-Grad Ed Students (0 credits)
Orientation for Graduate Education Students

ED-601S Orient-Schools That Can Milwaukee (0 credits)
Orientation for Schools that Can Milwaukee

ED-642 Connecting the Curriculum (3 credits)
Students examine varied frameworks for integrating curriculum in relationship to its impact on student engagement with learning. They build up upon their knowledge of assessment as learning and how it relates to instructional planning of ‘connected’ or integrated curriculum as they evaluate the effectiveness of different frameworks on the diverse needs of learners. Using national, state, and local standards as resources, they engage in collaborative research and planning as they develop a school, grade, or team-based integrated unit. Required of those seeking the Wisconsin Teaching in Alternative Schools license.

ED-645 Mentoring: Strengthening Professional Practice (3 credits)
Successful mentoring embodies best educational practices and extends beyond building and classroom procedures. Through this course, students engage in research, discussion, and practice of issues relating to the mentoring process. Teachers, administrators, and support staff who seek to guide the development of teacher initiatives and improve their own professional practice explore issues of teaching, learning, and assessment. They practice effective instructional strategies and performance-based assessment within the context of Wisconsin’s academic standards, teacher restructuring goals, and professional development plans. They also learn how to provide constructive feedback to teacher initiatives within a collaborative, nurturing environment.

ED-649 LACE Reflect/Character Education (3 credits)
This course focuses on the development of skills relative to the identification of exceptional needs in children, the assessment of those needs, and planning educational strategies appropriate to those needs. Participants become acquainted with theory through lecture, simulated experiences, practice exercises, case studies, and follow-up consultation during the implementation phase of the training.

ED-661 Urbn Nature-Bsed Erly Chldhd Practicum (1 credit)
The ECOPEEP practicum explores the essential elements of both early childhood education and environmental education and the synergy gained by combining these disciplines into Nature-based Early Childhood (NbEC). This stand-alone 16 hour practicum course will provide students with hands-on opportunities to put their experiences into practice and earn one course credit with successful completion of a final project. The online course is not a prerequisite for the practicum, but the two are intimately linked in concept. Students taking the practicum may choose to take the online course subsequent to the hands-on experience. Special consideration and emphasis will be given to accomplishing curriculum and experiential goals within densely populated urban spaces and locations with limited access to nature.

ED-662 Urbn Nature-Bsed Erly Chdhd Ed(online) (3 credits)
ECOPEEP is an online course that explores the essential elements of both early childhood education and environmental education and the synergy gained by combining these disciplines into Nature-based Early Childhood (NbEC). Each 4-hour online module will scaffold experiences that demonstrate what makes Urban NbEC unique and effective for accomplishing early childhood learning goals, encouraging outdoor exploration, and inspiring curiosity to build future scientists and teachers. The online format will give students the central knowledge required to create, conduct and evaluate indoor and outdoor nature-based programs for children 6 years old and under. Special consideration and emphasis will be given to accomplishing curriculum and experiential goals within densely populated urban spaces and locations with limited access to nature.

Prerequisite(s): This course is offered fully online.

ED-670 Portfolio Presentation of Teaching (0 credits)
Students prepare entries for a teaching portfolio, reflecting upon and documenting their practice. They may use the standards of the Interstate New Teacher Assessment and Support Consortium or the National Board for Professional Teaching Standards to guide the development of their portfolio. Required to those seeking the Wisconsin Teaching in Alternative Schools license.
ED-682 Integrating Literacy Development I (3 credits)
Teachers develop an understanding of the scope of a PK-2 literacy curriculum. They use the fundamentals of emergent literacy, oral language acquisition, and reading and writing development, as they administer literacy assessments to make sound decisions about literacy teaching and curriculum development at the early elementary level. 
Prerequisite(s): Licensed teacher. Must register concurrently for ED-600 if obtaining a Reading License. This course is offered fully online.

ED-683 Integrating Literacy Development II (3 credits)
Teachers develop an understanding of the scope of intermediate and adolescent literacy instruction in a comprehensive literacy framework. They study appropriate practices to motivate and prepare life-long learners. Drawing upon current research, teachers use their growing knowledge of student needs and a variety of assessment tools to diagnose and design appropriate instruction to make sound decisions about literacy teaching and curriculum development at the intermediate and adolescent levels. 
Prerequisite(s): This course is offered fully online.

ED-684 Content Area Reading Strategies (3 credits)
Teachers analyze and select teacher-directed and learner-directed strategies that guide the interactions between students and their textual materials in functional reading contexts. They develop an understanding of methods of teaching comprehension and vocabulary as it relates to content area literacy. They analyze and interpret data to select appropriate content area instructional strategies for K-12 readers. Opportunities to explore primary and adolescent literacy strands are incorporated into the course goals. 
Prerequisite(s): This course is offered fully online.

ED-686 Literature in the K-12 Setting (3 credits)
Teachers develop an understanding of Reader Response Theory as a tool to broaden the appreciation of literature in K-12 settings. They study a variety of genres to develop an in-depth appreciation of primary, intermediate and adolescent literature to meet the diverse needs of the students. To implement Reader Response theory within a classroom setting, teachers create a staff development plan and unit plan for a specific audience. 
Prerequisite(s): This course is offered fully online.

ED-687 Early Literacy Success I (3 credits)
In the first course of this two-course sequence, teachers develop an in-depth understanding of the complexity of the reading process as it relates to student learning and early literacy development. They build a solid understanding of theory and its application to early literacy learning. They learn how to assess and analyze reading and writing behaviors. Through the use of Marie Clay’s Observation Survey and running records, teachers plan effective instruction to meet the unique literacy needs of an identified child within a one-to-one intervention setting. Through peer coaching experiences, teachers develop a solid understanding of the importance of feedback/discourse to accelerate student learning. Teachers learn how to provide and reflect on specific feedback to improve their own instructional practice as well as to provide tools to enhance the instructional practice of others. 
Prerequisite(s): Required online training assignments due before the first meeting. See Moodle. This course is offered fully online.

ED-688 Early Literacy Success (3 credits)
In the second course of this sequence, teachers refine their understanding of early literacy learning theory and practice to effectively accelerate student learning within an intervention setting. They develop strategies for reflective practice to support appropriate responses to specific needs of learners. Teachers build an enhanced understanding of this intervention process as they begin assessment and instruction with second round students. 
Prerequisite(s): ED-687 completed.

ED-689 Program Development Reading Specialist (3 credits)
Teachers evaluate developmental, remedial, content area, and enrichment reading programs and the relationship with other language arts instruction and curricular areas at the school and district levels to gain a broader perspective of historical and current literacy initiatives. As part of their work, they investigate and interpret research-based instruction and assessment techniques. They analyze elements of Response to Intervention models to inform professional practice. 
Prerequisite(s): This course is offered fully online.

ED-691 Adolescent Literacy Practicum 1 (3 credits)
In the first course of this two-course sequence, teachers develop an in-depth understanding of the complexity of the reading process as it relates to adolescent student learning. A solid understanding of theory and its application to literacy learning are embedded within instruction and practice. Teachers learn how to provide and reflect on specific feedback to improve their own instructional practice as well as to provide tools to enhance the instructional practice of their peers. 
Prerequisite(s): ED-682 & ED-683 completed or permission of graduate literacy coordinator.

ED-692 Adolescent Literacy Practicum 2 (3 credits)
In the first course of this two-course sequence, teachers develop an in-depth understanding of the complexity of the reading process as it relates to adolescent student learning. A solid understanding of theory and its application to literacy learning are embedded within instruction and practice. Teachers learn how to provide and reflect on specific feedback to improve their own instructional practice as well as to provide tools to enhance the instructional practice of their peers. 
Prerequisite(s): ED-691 completed.

ED-695 Creating/Sustaining Inclusive Sch Comm (3 credits)
Students develop theoretical frameworks for meeting the needs of individual exceptional learners. Considering a range of inclusion options that exist in local school communities, they explore strategies, techniques, and classroom modifications that are instrumental in responding to individual differences within the context of the regular classroom setting. 

ED-696 Adptng Strategies for Inclusive Settings (3 credits)
Teachers apply current theoretical and best practice models to refine their knowledge and understanding of the individual needs of learners. They extend skills in applying strategies, techniques and classroom accommodations and modifications that are instrumental in responding to individual differences within contexts of classrooms and school communities.
**ED-697 Independent Study (1-4 credits)**

If the student needs to develop a particular expertise not otherwise available through courses offered in the Master of Arts program, he or she may want to study with an ‘external’ faculty member or professional mentor from another institution or organization. The Independent Study option makes this possible. To develop this study option, the student first meets with an Alverno advisor to outline a set of learning goals and then creates a proposal that explains the learning goals and how they will be achieved, including how learning will be assessed. The proposed study must qualify as graduate-level work; it may include auditing a course, completing a specified set of learning experiences such as workshops, or engaging in directed study. The external professional must agree to establish a systematic learning relationship with the student, and write periodic evaluations of student performance. The student may receive up to 3 credits. The external professional receives an honorarium.

**ED-698 Coll Stdy: (3 credits)**

This course will offer different topics in the collegial study of assessment.

**ED-699 Adaptive Education Practicum (3 credits)**

The Adaptive Education Portfolio, taken for 0-credits in conjunction with TLA-750 or for 3 credits as a stand-alone process, is required for those completing the Adaptive Education license.

**ED-700 FORTify Your Testing: Prep Wrkshp (0 credits)**

In this 3 session workshop, the instructors will provide interactive content review and test taking strategies specific to this assessment. Session one will focus on primary grade content with multiple choice strategies, session two will focus on intermediate grade content with multiple choice strategies, and the third session will focus on the open response content and strategies specified for those tasks. Our intended participants include any Alverno student who is required to take the FORT for teacher licensure and degree completion. This includes the following programs: undergraduate, graduate general education license to masters, graduate special education license to masters, Teach for America, paraprofessional to teacher, and for the time being, graduate reading teacher/specialist license. The intended outcome of this workshop is to increase the first time pass rate for Alverno students in all of these programs. After this pilot development and implementation, we hope to offer this workshop multiple times a year.

*Prerequisite(s):* None. 1/29/20 FORtify Your Testing (Early/Emerging Literacy Multiple Choice and Open Response). 3/24/20 FORtify Your Testing( Developing Literacy and Open Response).

**ED-750 Adaptive Education Portfolio (0 credits)**

The Adaptive Education Portfolio, taken for 0-credits in conjunction with TLA-750 or for 3 credits as a stand-alone process, is required of those who complete the Adaptive Education license.

**ED-751 Practicum: Guiding & Directing K-12 Reading Program (3 credits)**

To become aware of the wide range of responsibilities of a reading specialist, students research the roles of specialists at the school and district levels. Based on a district needs assessment, they develop a two-year literacy plan. They facilitate professional discourse on specific learning issues to develop effective staff development strategies to enhance adult learning. They develop a professional portfolio as a capstone project to demonstrate knowledge skills and expertise as a reading specialist.

**ED-752 Reading Teacher Portfolio (0 credits)**

Teachers develop a Reading Teacher Portfolio upon completion of the required courses. Teachers meet with faculty to share evidence and demonstrate proficiency in the IRA/NCATE Standards for a reading teacher (316) license. It is taken concurrently with the student’s last course.

*Prerequisite(s):* Required for those who are doing the license in reading teacher.

**ED-755 Reading Teacher/Specialist Portfolio (0 credits)**

This portfolio is required of those who complete the master’s specialization in reading education and who complete both the Reading Teacher and Reading Specialist licenses. Teachers meet with faculty to share evidence and demonstrate proficiency in the IRA/NCATE Standards for a reading teacher/specialist (316/317) license. It is taken concurrently with ED-751.