

EDUCATION (ED)

ED-100 Field Experience Module Registration (0 credits)

Field Experience Module Registration for Live Text

ED-116 Human Relations Workshop (3 credits)

This course helps students begin to develop their understanding of and sensitivity to value systems among cultural groups. Representatives of ethnic groups explore the values, lifestyles, history, and contributions of women and men of culturally, linguistically, and ethnically diverse groups in American society.

ED-125 Introduction Teacher Education Program (0 credits)

This workshop is designed to introduce new postbaccalaureate students to the college and to the resources available to them as students as well as to Alverno's teacher preparation program.

Prerequisite(s): Additional Information: Open only to new Licensure students.

ED-201 Exploration in Tchg, Lrng & 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 include 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): CM-125 and QL-156 completed or equivalent Praxis/Core, ACT/SAT/GRE scores., CM-225, ED-116, PSY-110 or PED-150 completed or concurrent registration.

ED-201S Exploration Tchg, Lrng & Assess-SED (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. Additional Information Fall 2018: Students must schedule four hours a week in their field placement. This can be two 2-hour blocks or one 4-hour block, CM-225, ED-116, PSY-110 or PED-150 completed or concurrent registration.

ED-215 Engagement in Teaching, Learning & Asses (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-215R Field Experience 2 - Reading (1 credit)

Offered in evening Fall Term only.

Prerequisite(s): Must complete online application. Concurrent registration in ED-220 required. ED-201, CM-225 & QL-156 completed OR ED-201 and Praxis I or Core completed or meet eligibility requirements for ACT/SAT/GRE.

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): ED-201, CM-225 & QL-156 completed. Concurrent registration in ED-220 & ED-215 or ED-215R.

ED-225A 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): For LMEC or LMEM students only.

ED-231 Understanding the Young Child (1 credit)

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 Math Field (2 credits)

Math field for Education students

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)**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.

Prerequisite(s): ED-201 completed.

ED-313A 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.

Prerequisite(s): EN-340 completed or concurrent.

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.

Prerequisite(s): ED-313 completed

ED-314A Linguistics, Language & Culture (4-5 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.

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.

Prerequisite(s): ED-313C completed.

ED-315 Field Experience 4 (2 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.

Prerequisite(s): ED-321 or ED-338 & ED-399 or AE-387 completed.

ED-315S Immersion in Tchg, Learnng & Assess-SED (4 credits)

ED-315, 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-396 and ED 470 series.

ED-317 Multi-Literacy & English Language Lrnr (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.

ED-317A Multi-Literacy & English Language Lrnr (3-5 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.

ED-317C Multi-Literacy & English Language Lrn (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.

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 ELM Majors: ED-215 or ED-215R & ED-220 completed. ED-399 completed or concurrent For SED: ED-201S completed.

ED-321A 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): For LMEM & LTM teacher candidates.

ED-325 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 LMEC/LMEM Majors only: ED-225A completed. Praxis 1/CORE requirements met or meet eligibility requirements for ACT/SAT/GRE.

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): Other information Fall 2018: offered as an independent study

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-220 and ED-225 completed. ED-215 or ED-215R completed. ED-399 complete or concurrent registration.

ED-338A Early Childhood Curriculum & Field (4 credits)

For licensed teachers adding a license only. 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.

ED-344 Teaching Math/Elementary Classroom (2 credits)

Math field for Education students

Prerequisite(s): ED-201 completed. Praxis 1/CORE requirements met or meet eligibility requirements for ACT/SAT/GRE.

ED-345 Literacy in Middle Childhood II (2 credits)

The student examines the intermediate-level reading/language arts curriculum, focusing on language, reading, writing, and literature. Other components integrated in this program include spelling, grammar, and vocabulary. She learns to make sound decisions, teach literacy learning strategies, design developmentally appropriate learning experiences, select materials, and create assessments for the intermediate-level/middle childhood learner.

Prerequisite(s): ED-325 completed. Praxis 1/CORE requirements met or meet eligibility requirements for ACT/SAT/GRE.

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 Teaching & Assessment in K-8 (4 credits)

Prerequisite(s): LA-310 completed.

ED-353 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): ED-201 completed. Praxis 1/CORE requirements met or meet eligibility requirements for ACT/SAT/GRE.

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-357 Integrating Science/Social Studies Method (3 credits)

Through the exploration and the study of effective methods of teaching and learning in social studies and natural science, this course facilitates the understanding and ability to create effective social studies and natural science lessons and design learning segments (unit plans) that will engage diverse elementary and middle level learners. A major theme of the course is for students to understand how multicultural education provides a framework for studying issues with a global scale/scope about which there can be varying perspectives. A key instructional strategy in the teaching of natural science and social studies is how teachers can support students in studying and developing their own perspectives of these issues, and taking a perspective different from their own. Using national, state, and local standards students will study, analyze, and implement effective instructional strategies and assessment methods to support improved social studies and natural science teaching and learning.

Prerequisite(s): ED-215R & ED-220 completed. GE-117 or SC-111 or SC-117, SC-119 or SC-112 or SC-118 or SC-120 completed. Additional time required in K-8 classroom.

ED-358 Portfolio Review (0 credits)**ED-365 Literature Middle Childhood/Early Adoles (3 credits)**

Offered Spring term only. The student examines the scope of a middle school literacy curriculum, focusing on language, literature, reading, writing, research and inquiry, and media and technology. Among the issues addressed are content-area literacy comprehension, and reading and content vocabulary. The student learns to make sound decisions, teach literacy learning strategies, select appropriate learning experiences and assessments for the early adolescent/middle school-level learner.

Prerequisite(s): ED-220 & ED-325 completed. Praxis 1/CORE requirements met or meet eligibility requirements for ACT/SAT/GRE.

ED-368 Working With Diverse Populatio (4 credits)

Prerequisite(s): ED-348 completed

ED-378 Processes of Literacy Acquisition (4 credits)**ED-388 Literacy Across the Curriculum (4 credits)****ED-396 Introduction to Exceptional Learner (3 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 ELC/ELM Majors & SED: ED-201/ED-201S completed. For AE/AET: 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)

No description available.

Prerequisite(s): ED-220 completed. Can be taken with ED-338, ED-321 or ED-315.

ED-400 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.

ED-412 Critical Issues in School & Society (4 credits)

ED-412 Critical Issues in School and Society will bring together theory and practice to prepare teacher candidates to critically engage with issues related to the teaching profession. The course will meet twice a week. One session will address the experiences and expectations of the field (ED-315), while the other will focus on theory and contemporary events related to critical issues in education.

Prerequisite(s): For Education Majors: ED-321 or ED-338 completed; ED-220 completed. For AED Support: AED-490 completed. For AE/AET Majors: AE-285 & ED-220 completed, AE-393 completed or concurrent registration. Praxis 1/CORE requirements met or meet eligibility requirements for ACT/SAT/GRE.

ED-418 Dif Inst/Assmnt-Math, Science& Soc Stds (4 credits)**ED-420 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.

Prerequisite(s): ED-315 completed or concurrent. Other information: Taken the semester before student teaching.

ED-420C 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 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.

Prerequisite(s): For Secondary Education students only. ED-315 completed or concurrent registration. Other information: Take the semester before student teaching

ED-435EC Directed Observ/Teaching Early Childhood (6 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.

Prerequisite(s): Must complete online application and submit signed criminal background check form to Education Dept. No outstanding incompletes and Praxis requirement met. For ELC Majors: ED-220, ED-315, ED-338 & ED-420 completed; One Communication Level 4 ICM completed. Must register concurrently in ED-475. ASEO membership or proof of professional liability insurance required., Take ED-475

ED-438 Student Teaching (12 credits)

Students take responsibility over the course of the semester for classrooms with early adolescent/adolescent students. Student teaching is a full-time, full semester commitment, on the calendar of the local school. Working with a school site mentor and a college supervisor, student teachers demonstrate their ability to apply their knowledge in the design and implementation of content area lessons and in the establishment of appropriate relationships with learners that support growth. During the student teaching experience, students develop a portfolio documenting their work and its impact on student learning. They also develop a professional development plan to guide their growth as beginning teachers.

ED-445MC Directed Observation/Middle Childhood (6 credits)

The student develops ability to manage an effective environment in an elementary classroom setting. In the student teacher 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 requirement met. For ELC & ELM Majors: ED-220, ED-315, ED-345 & ED 352, ED 351 or ED-357, ED-353, ED-420 and MT-244 completed. One Communication Level 4 ICM completed. ASEO membership or proof of professional liability insurance required., Take ED-475 concurrent

ED-455A Directed Observation Teaching High Sch (6 credits)

The student develops ability to manage an effective learning environment in high school 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-315 and ED-420 completed. One Communication Level 4 ICM completed. Specialized methods course(s) must be completed. ASEO membership or proof of professional liability insurance required., Take ED-475

ED-455EA Directed Observ/Teaching Middle Sch (6 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 online application and submit signed criminal background check form to Education Dept. No outstanding incompletes and PPST requirement met. For ELM Majors/SED Supports: ED-220, ED-315, ED-321 and ED-420 completed. One Communication Level 4 ICM completed. Specialized methods course(s) must be completed. ASEO membership or proof of professional liability insurance required., Take ED-475

ED-471 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.

Prerequisite(s): EN/ELA Major or Support. ED-201 completed. Praxis I/ core requirement met or meet eligibility through ACT/SAT/GRE. Offered in Spring Term only. Additional online course time required.

ED-473 Tchg Mathematics/Middle-Secondary Sch (4 credits)

Offered Spring Term only. 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.

Prerequisite(s): MT Major or Support. ED-201 completed. Praxis I/core requirement met or meet eligibility through ACT/SAT/GRE. Additional online course time required. Offered Spring Term only.

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-477 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.

Prerequisite(s): Science Major. ED-201 completed. Praxis I/Core requirement met or meet eligibility through ACT/SAT/GRE. Offered Spring Term only. Additional online course time required.

ED-478 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.

Prerequisite(s): Broad Field Social Studies, History, Psychology, Religious Studies or Social Science Major or Support. ED-201 completed. Praxis I/Core requirement met or meet eligibility through ACT/SAT/GRE. Additional online course time required. Offered in Spring Term only.

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-492 Senior Research Seminar (2 credits)

Offered Fall Term only. This seminar provides the opportunity for the student to demonstrate advanced analytical, problem solving, and valuing skills by independently carrying out a major qualitative research project in an area related to her educational interest.

Prerequisite(s): ED-220 completed; ED-321 or ED-338 completed. Praxis 1/ CORE requirement met. This course is offered Fall only.

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): Take Concurrently with ED-682. Online training requirement

ED-601 Orientation-Grad Ed Students (0 credits)

Orientation for Graduate Education Students

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 upon their knowledge of assessment as learning and how it relates to instructional planning of "connected" or integrated curriculum as they evaluate the 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: Strength 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 initiates 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 initiates 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-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): Take concurrent with ED-600 online portfolio training if you are working towards a Reading Teacher license. Other information Summer 2018: Additional meeting Tuesday May 15 4:30-7:30 pm Saturday dates are hybrid with computer access needed

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.

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): Additional information: Spring 2018: this course is offered as an independent study

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): Other information: Spring 2018: this course is offered as an independent study

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): ED-682 completed. Other information Fall 2018: Semi-independent, dates may be flexible. Required online training assignments due before the first meeting. See Moodle.

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): Additional information Summer 2018: Informational meeting May 21, 5-7 pm Other dates TBA

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.

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:guidng & Dircrng K-12 Rdg Prog (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.