

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)

For Art Education, Art Ed/Art Therapy, Education and Education Licensure students only. 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-116A Relational Competence Workshop (1.5 credits)

For Dual Enrollment Students Only for Fall/Spring. The goals of this course are to 1. Acquire the skills to work effectively in various environments with people of diverse backgrounds and to 2. Analyze your beliefs, skills, values, and interests to integrate them into your understanding and practice of professionalism. Additionally, by taking this class, you will begin to develop an understanding of: . Your unique talents and strengths . The importance of self-care, wellbeing, and Compassion Resilience . Character Education, SEL, PBIS and Restorative practice, . Culturally Responsive Teaching

ED-116B Relational Competence Workshop (1.5 credits)

For Dual Enrollment Students Only for Fall only. The goals of this course are to 1. Acquire the skills to work effectively in various environments with people of diverse backgrounds and to 2. Analyze your beliefs, skills, values, and interests to integrate them into your understanding and practice of professionalism. Additionally, by taking this class, you will begin to develop an understanding of: . Your unique talents and strengths . The importance of self-care, wellbeing, and Compassion Resilience . Character Education, SEL, PBIS and Restorative practice, . Culturally Responsive Teaching

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 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. Must complete on-line application and submit signed criminal background check form to Education Dept.

Prerequisite(s): CM-125 & QL-156 equivalent Praxis/Core, ACT/SAT/GRE scores., ED-116 & CM-225., PSY-110, PED 150 or MONT-151.

ED-201S 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. Must complete on-line application and submit signed criminal background check form to the Education Dept.

Prerequisite(s): CM-125 & QL-156 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., CM-225, ED-116, PSY-110, PED 150 or MONT-151.

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. Must complete online application.

Prerequisite(s): ED-201, CM-225, QL-156

ED-215B Engmnt in Tchng Lrng&ASSE-BIL (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 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 development of the Wisconsin Standards for Teacher Development and Licensure and on understanding and application of the Alverno Education Department abilities. Students meet one-on-one with a faculty member to share progress and to identify goals for further development as they prepare 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 or concurrent. For AE/AET: AE-222.

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-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, 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 EBT Majors: ED-201, ED 210 or ED 211 completed. For LEBT students: LTM-612 or SPE-612 completed., Praxis I/Core Skills may be achieved through the standardized test or through coursework (CM-125 or equivalent and QL-156 or equivalent).

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.

ED-271 Teaching English/Middle-Secondary School (4 credits)

The student further develops facility in language and literature by designing and implementing an English curriculum using assessment strategies that support ongoing learning. The student 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. The student uses media effectively in the support of curriculum goals. Must complete the online application. Students must schedule 2 hours a week in a middle/secondary field site.

Prerequisite(s): ED-201S & Praxis 1/CORE completed., 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, the student develops skill in using varied media, including the technology to support student learning. Must complete the online application. Students must schedule 2 hours a week in a middle/secondary field site.

Prerequisite(s): ED-201S & Praxis 1/CORE completed., Must register concurrently for ED-220.

ED-277 Tchg Science/Middle-Secondary Sch (4 credits)

The student identifies current methods in science process skill development, including technology, and analyzes, designs, and implements instruction and assessment strategies that support ongoing learning at the middle and secondary level. They communicate 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. The student designs assessment instruments and evaluates their effectiveness in developing process skills and integrating unifying concepts. Must complete the online application. Students must schedule 2 hours a week in a middle/secondary field site.

Prerequisite(s): ED-201S & Praxis 1/CORE, ED-220

ED-278 Tchg Social Studies Middle/Secondary Sch (4 credits)

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 teaching to a variety of student needs. The student analyzes, designs, and implements instructional strategies, using a range of technological and other resources. The student creates effective assessment tools and incorporates feedback on student performance in ongoing planning. Must complete the online application. Students must schedule 2 hours a week in a middle/secondary field site.

Prerequisite(s): ED-201S & Praxis 1/CORE, 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-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 or ED-201S or ED-348.

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 & EN-340

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

ED-315 Immersion in Tchng, 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. 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.

Prerequisite(s): ED-321 or ED-338 & ED-399, 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

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. Must be taken the semester before student teaching. Students will schedule 2 full days in SED classrooms.

Prerequisite(s): ED-321 & ED-271 or ED-273 or ED-277 or ED-278., Must register concurrently for ED-420.

ED-317 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.

Prerequisite(s): ED-314

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-318 Foundation for Literacy (3 credits)**ED-319 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. Students will need to schedule 2-3 hrs a week for middle school placement. Must file on-line application.

Prerequisite(s): For all Education Majors: ED-215 completed. 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. Students will need to schedule 2-3 hrs a week for middle school placement. Must complete on-line application. This course is offered as a hybrid learning course with on campus and online components.

ED-321C 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.

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

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

ED-327 Literature for Young Adults (2 credits)

This course is offered as an independent study. Instructor permission is required. The student is introduced to the reading needs and preferences of early adolescent and adolescent readers. The student 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.

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, students develop the ability to communicate a personal philosophy and to develop appropriate early childhood curricular designs. The student 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. Students will need to schedule 2-3 hrs for N/K placement. Must complete on-line application.

Prerequisite(s): ED-215, ED-220 and ED-225. 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, the student develops the ability to communicate a personal philosophy and to develop appropriate early childhood curricular designs. The student 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): For licensed teachers adding a license or LMEC. Students will need to schedule 2-3 hrs in weekly block. Must complete online application.

ED-338C 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, the student develops the ability to communicate a personal philosophy and to develop appropriate early childhood curricular designs. The student 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-343 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

ED-343C Cornerstones for Effective K-9 MT Tch & Lrng (4 credits)

In this mathematics content course for pre-service teachers, learners will focus their development around four cornerstones of effective mathematics teaching: common content knowledge, knowledge of content and students, knowledge of content and teaching, and specialized content knowledge. Common content knowledge is the knowledge of mathematics that people learn in school. Knowledge of content and students will enable pre-service teachers to be able to predict common misconceptions young mathematicians typically have while learning a concept and/or procedure. Knowledge of content and teaching is based on the eight effective teaching practices as described in NCTM's Principles to Action Book. Finally, specialized content knowledge will be introduced and further developed in ED-344. Specialized content knowledge is the ability to identify concepts underlying procedures, generating multiple solution strategies, and evaluating students' mathematical work.

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

Math field for Early Childhood and Elementary Middle Education majors. Students will schedule weekly time in field classrooms.

ED-344C Teaching Math/Elementary Classroom (4 credits)

Math field for Education students

ED-348 Engagement in Tchng, Lrng & Assessing (4 credits)

This is the first education course in the Para-to-Teacher License Program. As such, it is designed to reintroduce to you 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.

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 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.

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 & ED-201

ED-352C Invstgting Int Soc Stdiies/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-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.

ED-368R 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.

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)

Must be a Lubar Scholarship recipient. 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.

ED-389C Lubar Scholar Research (0 credits)

Must be a Lubar Scholarship recipient. 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.

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.

ED-397 Independent Study (1-4 credits)

Under the approval and direction of a faculty member, independent study is available to students.

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-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. Must be taken the semester before student teaching.

Prerequisite(s): ED-321 or ED-338. Take concurrent with ED-315.

ED-418 Dif Inst/Assessment, Science & Social Studies (4 credits)

Through the exploration and study of effective methods of differentiating the instruction and assessments in math, science and social studies, 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.

ED-420 Advancement to Student Teaching Performance Assessment (0 credits)

Take the semester before student teaching. 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 or ED-315S. ED-321 or ED-338 completed or concurrent.

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 their best work by providing samples from coursework, with an emphasis on education coursework. The candidate includes an interactive videotape working with children or young adults. The candidate receives feedback from education faculty, from content area faculty, and from a PK-12 principal or teacher. The candidate presents a portfolio and defends 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 Observ/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, the student learns to integrate conceptualization, diagnosis, coordination, communication, and interaction skills as they apply to the teaching/learning situation. The student also develops skill in evaluative self-reflection, assisting 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 ELC Majors: ED-220, ED-315, ED-325, ED-338, ED-343, ED-344, ED-351, ED-352 & ED-420 completed; One Communication Level 4 ICM completed. Must register concurrently in ED-475. proof of professional liability insurance required., Must register concurrently for ED-475.

ED-438 Student Teaching (12 credits)

The student explores critical issues in education in meetings held during the student-teaching semester.

ED-445MC Directed Observation/Middle Childhood (9 credits)

The student develops ability to manage an effective environment in an elementary classroom setting. In the student teacher role, the student learns to integrate conceptualization, diagnosis, coordination, communication, and interaction skills as they apply to the teaching/learning situation. The student also develops skill in evaluative self-reflection, assisting 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 ELC & ELM Majors: ED-220, ED-315, ED-325, ED 330, ED-343, ED-344, ED-351, Ed-352, ED-420 & MT 344 completed. One Communication Level 4 ICM completed. Proof of professional liability insurance required., Must register concurrently for ED-475.

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, the student learns to integrate conceptualization, diagnosis, coordination, communication, and interaction skills as they apply to the teaching/learning situation. The student also develops skill in evaluative self-reflection, assisting 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 Observ/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, the student learns to integrate conceptualization, diagnosis, coordination, communication, and interaction skills as they apply to the teaching/learning situation. The student also develops skill in evaluative self-reflection, assisting 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-461 Urban Nature-Based Education 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-462 Urban Nature-Based Early Childhood Education (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. Upon successful completion of ED-462 you will be awarded a digital badge in Urban Outdoor Preschool Education. Because this class is offered in partnership with the School of Adult Learning and New Initiatives and Alverno's Masters of Arts in Education programs, it is also open to community members who are not currently enrolled Alverno undergraduate students. This means it is likely your classmates will include working educators, undergraduate students, graduate students, and other adult learners who may be men or women.

ED-468 Student Teaching Placement (18 credits)

The student develops ability to manage an effective environment in an elementary classroom setting. In the student teacher role, the student learns to integrate conceptualization, diagnosis, coordination, communication, and interaction skills as they apply to the teaching/learning situation. The student also develops skill in evaluative self-reflection, assisting in continual growth and development as a professional educator. 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.

Prerequisite(s): For all Education majors. ED-315 or ED-315S or ED-420 completed., 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 teacher role, the student learns to integrate conceptualization, diagnosis, coordination, communication, and interaction skills as they apply to the teaching/learning situation. The student also develops skill in evaluative self-reflection, assisting 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., Concurrent with ED-468 or AE-480L and AE-480L.

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. The student 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-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. Must register concurrently for 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 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 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-661 Urban Nature-Based Early Childhood 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 Urban Nature-Based Early Childhood 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. Upon successful completion of ED-662 you will be awarded a digital badge in Urban Outdoor Preschool Education. Because this class is offered in partnership with the School of Adult Learning and New Initiatives and Alverno's Masters of Arts in Education programs, it is also open to community members who are not currently enrolled Alverno undergraduate students. This means it is likely your classmates will include working educators, undergraduate students, graduate students, and other adult learners who may be men or women.

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.

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-683P Portfolio (1 credit)

Portfolio course for Cardinal Stritch Students.

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.

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)

Required online training assignments due before the first meeting. See Moodle. 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.

ED-688 Systematic Phonics Instruction (3 credits)

Teachers refine their phonological awareness and phonics understanding of literacy learning theories and practices to enhance their expertise and effectively accelerate student learning within a classroom or intervention setting. Based on research and evidence based practices, teachers implement effective phonics assessments and instruction. Teachers develop strategies for reflective practice to accelerate specific needs of learners and apply their knowledge to other settings.

ED-688P Portfolio (1 credit)

Portfolio course for Cardinal Stritch students.

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.

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 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

ED-697 Directed 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, that student may want to study with an "external" faculty member or professional mentor from another institution or organization. The Directed 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-751 Practicum: Guiding & Directing K-12 Reading Program (3 credits)

This will be an independent study. Specific dates and meetings TBD collaboratively by instructor and students. Please email the instructor with questions. 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. Required for those doing the reading teacher license. Complete Live Text Portfolio in collaboration with the Graduate Reading Coordinator.

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

Required for those doing the reading specialist license. Complete Live Text Portfolio in collaboration with the Graduate Reading Coordinator. 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.

ED-782 Practicum in Foundational Literacy (3 credits)

Students will refine their knowledge of foundational literacy development and instructional practices, including phonological awareness, phonemic awareness, phonics, orthography, and writing. Through application of literacy learning theories and practices, students will enhance their expertise and effectively accelerate student learning within a classroom or intervention setting. Based on research and evidence based practices, teachers implement effective foundational literacy assessments and instruction. Teachers develop strategies for reflective practice to diagnose and address specific needs of learners and apply their knowledge to other settings.

ED-783 Practicum in Intermediate Literacy (3 credits)

Students will refine their knowledge of intermediate literacy development and instructional practices, including phonemic awareness, phonics, morphology, vocabulary, fluency, comprehension, and writing. Through application of literacy learning theories and practices, students will enhance their expertise and effectively accelerate student learning within a classroom or intervention setting. Based on research and evidence based practices, teachers implement effective intermediate literacy assessments and instruction. Teachers develop strategies for reflective practice to diagnose and address specific needs of learners and apply their knowledge to other settings.