



CARDINAL STRITCH
UNIVERSITY

2016-2017 Graduate Catalog Addendum 1
August 30, 2016

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CONCENTRATIONS

A concentration is a subset of a discipline organized in clusters of focused courses taken within an undergraduate or graduate major. A minimum of nine semester credit hours must be earned in the concentration with no more than 17 credits.

Alumni of the University who wish to earn a concentration in the Masters degree they have already earned will be considered in-house transfer students. They will not be required to complete the 30-credit residency requirement. In this situation, the student's new concentration will be noted on the transcript, but he/she will not earn a second degree.

This option is only available to Cardinal Stritch University graduates who previously earned a Masters degree in the area in which they are now completing a new or additional concentration. A concentration cannot be pursued as a "stand alone" program by those who have not previously earned a Masters at Stritch in that area.

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Students who never attend a course (or who never attended all their courses in a traditional 16-week term) and are assigned a grade (WU, WF, F, etc.) in the course(s) have the right to appeal to have the grade(s) changed to a "drop." If the appeal is successful, the course(s) will be removed from the student's record and any tuition charges for the course(s) will be reversed. Students may submit only one such appeal in their academic career (at each degree level) at the University. Should non-attendance be an issue in a future course or term, retroactive dropping of the course(s) will not be permitted.

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Disability Services

Students with disabilities that affect learning and require classroom accommodation (e.g. restricted eyesight requiring large print texts) should contact the Disabilities Coordinator in the Student Success Center to discuss their needs and make arrangements for necessary accommodations. This office serves as a liaison between pertinent offices on campus and community agencies to help meet the needs of the disabled student population. Services also include arranging for appropriate support in collaboration with faculty and assisting students in advocating for themselves.

Students with emotional disabilities requesting classroom accommodations should consult with a professional counselor in Counseling Services. Supportive counseling, referral services, and arrangements for classroom accommodations are available.

Resident students with special housing needs should notify the Disability Services of their disability. Please refer to the Cardinal Stritch University Disability Policy located in this catalog, in the University Student Handbook, or visit the Disability Services webpage at <http://www.stritch.edu/disabilityservices/>.

Cardinal Stritch University and the Student Success Center are committed to supporting the letter and spirit of the Americans with Disabilities Act (ADA) and Title IX of the Education Amendments of 1972 (2013). We strive for equal and uninterrupted access to all of our curriculum, programs and services. Please see the Student Handbook for policies regarding pregnancy and other medical conditions as well as service and emotional assistance animals.

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READING TEACHER CERTIFICATION (316) (20 CREDITS)

MASTER OF ARTS IN LANGUAGE AND LITERACY

(ADDITIONAL 8 CREDITS)

READING SPECIALIST LICENSE (17) (MASTER'S DEGREE PLUS 3 CREDITS)

The 316 Reading Teacher (K-12) Certification is a graduate-level program offered through the Department of Language and Literacy. The coursework for the Reading Teacher certification is intended to prepare teachers to provide focused and intensive instruction for small groups of children, especially those who struggle with literacy development in grades K-12. Teachers can immediately apply the knowledge and skills gained from their coursework to their present classroom situations.

PROGRAM THEMES

- Consideration of the unique academic, cultural, linguistic, socio-economic backgrounds that students bring to their learning when teachers are planning, instructing and assessing in the classroom.
- Focus on language as the tool that teachers use to instruct and that children use to convey their understandings of the world, as well as the content of learning.
- Consistent use of research to inform practice.
- Analytic and developmental view for determining and providing literacy instruction

ADMISSION REQUIREMENTS

To qualify for admission to the Reading Teacher program, students must have:

- A bachelor's degree from a regionally-accredited college or university.
- A GPA of 2.75 on a 4.0 scale (probational acceptance may be granted).
- A photocopy of a teaching license
- Two [attitude and disposition questionnaires](#), one completed by your building principal or department leader, and one completed by another individual who can comment on your professional leadership abilities.
- Access to struggling readers
- Applicants educated outside of the U.S. must follow academic admission procedures relating to English ability and credential evaluation described on the [International Admissions webpage](#).

COURSEWORK

New students are accepted in the program each semester. The courses may be completed in any order, except for the practicum course which is always the last course in the 316 program. The following courses comprise the 316 certification program:

- RL 560 -- Language, Literacy, and Learning (4 credits)
- RL 561 -- Language, Literacy and Learning Within and Across the Disciplines (4 credits)
- RL 563 -- Assessment and Instruction in Work Knowledge (2 credits)

- RL 564 -- Literacy Assessment (2 credits)
- RL 565 -- Meeting the Literacy Needs of Students at the Advanced and Developing Stages (4 credits)
- RL 570 -- Practicum (4 credits) – This is the final course in your program. It will be an internship in one or more of our literacy centers.

LITERACY CENTER OBSERVATION

For each course, approximately 5 hours of Literacy Center observation and application is required. These learning opportunities will be completed outside of scheduled class time. Scheduling and locations are flexible - Students will be responsible for making their own arrangements.

READING TEACHER CERTIFICATION REQUIREMENT: FOUNDATIONS OF READING TEST

Any individual applying as of January 1st, 2014 for an initial license as a 316 Reading Teacher or 17 Reading Teacher Specialist is required to take and pass the *Wisconsin Reading Foundations Test*. Passing score is 240.

MASTER OF ARTS DEGREE IN LITERACY

All credits earned upon completion of 316 coursework directly apply toward a Master of Arts Degree in Literacy. An additional 8 credits are required for the master degree. The following courses are required for the Master of Arts Degree in Literacy degree:

- CEDU 549 Statistics for Educators (3 credits)
- EDM 624 Action Research Methodology (3 credits)
- EDM 634 Action Research Application (2 credits)

Graduation Requirements:

To qualify for graduation from this program, candidates must:

- Successfully complete certification requirements associated with initial teacher licensure
- Complete required master degree coursework with a 3.0 overall grade point average on a 4.0 scale with no individual grade below a "C."
- Obtain recommendation for graduation from the program chair
- Successfully complete and present an action research project

READING SPECIALIST LICENSE (17)

Upon completion of the Master Degree, a three credit course is offered for the Reading Specialist 17 licensure.

- RLA 516 Supervision of K-12 Literacy Programs (3 credits)

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PROGRAM FORMAT

Courses will follow the K-12 academic calendar. Full-time students can complete the initial certification portion of the program in two years with the option of earning a master's degree as well during that time.

For most of our students, field experiences and student teaching are completed on the job. If a student is not a teacher of record in a Milwaukee-area school, the University will place the student in an unpaid placement to complete the program requirements.

General Education / PK-6th grade

MUE 503 Methods for Early Childhood

MUE 512 Language, Literacy, and Learning

MUE 514 Literacy and Learning in the Upper Grade Levels

MUE 530 Student Teaching in Urban Settings

MUE 540 Seminar in Urban Education I
MUE 542 Seminar in Urban Education II
EMA 541 Elementary/Middle Content Methods
EMA 604 Professional Development Seminar
For Master's Degree
MUE 606 Introduction to Research
MUE 620 Action Research

General Education and Bilingual License

MUE 514 Literacy and Learning in the Upper Grade Levels
MUE 512 Language, Literacy, and Learning
MUE 594 Culture, Language and Education
MUE 542 Seminar in Urban Education II
MUE 531 Student Teaching in the Bilingual Classroom
MUE 540 Seminar in Urban Education I
MUE 596 Bilingual Methods and Assessment
EMA 541 Elementary/Middle Content Methods
EMA 604 Professional Development Seminar
For the Master's degree,
MUE 606 Introduction to Research
MUE 620 Action Research
MUE 590 History and Politics of Bilingual Education
MUE 592 Applied Linguistics

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PROGRAM REQUIREMENTS

Cross Categorical Special Education License

INED 536 Individual Education Plans
EMA 541 Autism
MUE 512 Language, Literacy, and Learning
MUE 513 Field Experiences in Special Education Settings
MUE 514 Literacy and Learning in the Upper Grade Levels
MUE 533 Field Experience II
MUE 525 Supporting Individual Student Needs
MUE 545 Supporting Students in the School Environment
MUE 565 Formal and Informal Assessment
MUE 555 Collaborating with Families and Communities
MUE 543 Student Teaching: Urban Special Education
EMA 604 Professional Development Seminar

In addition to the courses for licensure, for the master's degree, two additional courses must be completed:

MUE 606 Introduction to Research
MUE 620 Action Research