ALVERNO COLLEGE MISSION STATEMENT

Alverno College is an institution of higher education dedicated to the undergraduate education of women. The student—her learning and her personal and professional development—is the central focus of everyone associated with Alverno. Alverno extends its mission of service and strengthens its ties to the community by offering graduate programs to both women and men.

Agreement regarding this mission is evident throughout the College in its publications and operating philosophy. It is the recurring theme in messages of the Board of Trustees and the president of the College, in catalogs and educational publications, and in the daily approach of faculty and staff to their work. The College’s accomplishments are measured by how well we carry out this central mission.

The following major purposes provide direction in the pursuit of our mission as well as a means of evaluating the level of its attainment at any given time. These purposes are stated in the present tense to communicate our belief that creating an institution and programs appropriate to the educational needs of women in the 21st century is an ongoing work. The four purposes are:

1. Creating a curriculum
2. Creating a community of learning
3. Creating ties to the community
4. Creating relationships with higher education
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*Alverno College Graduate Programs Bulletin 2011-12*  
Editor: Cory Masiak  

This bulletin attempts to present information as accurately and completely as possible. The College reserves the right to change any of the provisions, statements, policies, curricula, procedures, and regulations found in this bulletin. Students should check course registration materials each semester for current information. Alverno College does not discriminate on any basis prohibited by law.
Since its founding in the late nineteenth century, Alverno College has been a leader in education. The College is nationally and internationally recognized for the faculty's work with ability-based education and performance-based assessment.

In recent years, Alverno has expanded its offerings to include coeducational graduate degree programs that build on the College's expertise in developing an outcome-oriented liberal arts curriculum for undergraduate women.

The College initiated a Master of Arts in Education program in 1996 and now offers a Master of Business Administration, a Master of Science in Community Psychology and Professional Counseling, and a Master of Science in Nursing as well. These programs carry on the College's tradition in the liberal arts, with its particular focus on integrative, experiential, and reflective approaches to learning.

All graduate programs are open to women and men* and are offered in a convenient weekend timeframe.

The College admits students of any color, race, religion, and national or ethnic origin.

**Graduate Vision Statement**

Alverno College's graduate programs are professionally focused, educational experiences for students committed to advancing their careers and serving as leaders in their chosen professions, communities, and personal lives. Led by a diverse community of educators, these rigorous programs integrate theory and practice, extending the internationally acclaimed undergraduate curriculum. Our responsive programming meets the needs of busy professionals.

Alverno's graduate programs attract and engage diverse students committed to both academic and professional growth and to influencing change in their communities. These programs implement innovative, developmentally coherent, outcome-focused curricula that engage students through active, experiential inquiry to achieve social and professional impact.

**Highly Acclaimed Faculty Means Academic Excellence**

Alverno's faculty members are recognized for their development of theory and practice in creating ability-based curricula. Faculty members are committed to the development of their students. They provide coherent learning experiences coupled with ongoing feedback to support each learner's growth. Faculty members themselves are lifelong learners, who continually develop their integration of theory and practice.

**Accreditation and Approvals**

Alverno College is accredited and/or approved by the following organizations:

- Higher Learning Commission of the North Central Association of Colleges and Schools
- National Council for Accreditation of Teacher Education
- Wisconsin State Department of Public Instruction
- Commission on Collegiate Nursing Education
- Wisconsin Board of Nursing
- National Association of Schools of Music
- American Music Therapy Association

* The baccalaureate degree programs at Alverno College are open only to women. Both men and women not pursuing a degree at Alverno may take courses within both the graduate and undergraduate programs.
Master of Arts in Education Program
Alverno College
Master of Arts in Education Program

Mission/Vision Statement of the Master of Arts in Education Program

The Master of Arts in Education program at Alverno College prepares educators for K-12 schools and adult learning settings:

- who are committed to developing the abilities of all learners,
- who are effective in planning and implementing developmentally appropriate instruction and assessments, and
- who understand and value diversity.

We believe that the future of effective teaching, learning, and assessment, across settings that work with learners of all ages, depends upon educators who are knowledgeable, committed to the success of each and every learner, able to act on that commitment, and courageous enough to do so. Therefore, the Alverno College Master of Arts in Education program is designed to prepare educators who will go forth with the knowledge, skills, and behaviors to meet the challenges of today and tomorrow, creating schools and other organizations that are flexible and responsive to the challenges of the times.
**Introduction to the Master of Arts in Education Program**

**Why the Master of Arts in Education at Alverno College?**

As a longtime leader in the field of education, Alverno is uniquely positioned to offer a Master of Arts in Education (MAE) degree focused on teaching, learning, and assessment.

The MAE program carries on the College’s tradition in the liberal arts, with its particular focus on integrative, experiential, and reflective approaches to learning.

**A Challenging Curriculum with High-Quality Standards**

The MAE curriculum provides in-depth study of the nature of human development and learning, of the processes of inquiry, and of the social and cultural contexts of learning. Degree candidates draw upon a range of theoretical frameworks to examine their professional practice, building skills in reflection and self-assessment.

A carefully sequenced core program includes a practicum project through which candidates apply skills of inquiry focused on improving their practice.

Electives are focused on the candidate’s area of specialization in order to meet specific learning goals.

**Designed for the Practicing Professional**

The MAE program is relevant to and supportive of the work of a range of professionals who work to develop others. It is designed for teachers in PK-12 schools, for teachers in technical and community colleges, and for instructional designers, trainers, and human resource and organizational development specialists in business, government, and not-for-profit agencies.

The Licensure to Master’s specializations within the MAE degree are designed for individuals who seek initial teacher licensure for early childhood/middle childhood, middle childhood/early adolescence, or early adolescence/adolescence education in regular education classrooms, and for individuals who seek initial teacher licensure for middle childhood/early adolescence or early adolescence/adolescence education in cross-categorial special education. The individual who seeks initial early adolescence/adolescence licensure must have an undergraduate major that meets the requirements for licensure in English language arts, mathematics, science, or social studies.

In all instances, candidates are engaged in work in which their role focuses on learning and human development.

**Timeframe: A Schedule for Working Professionals**

Courses in the MAE program are available in the Alverno on the Weekends timeframe. This means that courses meet every other weekend during the fall and spring semesters. Courses are offered in four possible weekend time slots: Friday night, Saturday morning, Saturday afternoon, and Sunday afternoon. Some courses meet on selected weekday evenings.

A special summer schedule offers options for daytime, evening, and weekend classes.

The curriculum is designed so that candidates can complete the degree in two years.

It is also possible to complete some specializations in the program on a “summer only” basis.

In two of the Licensure to Master’s specializations (early childhood/middle childhood, middle childhood/early adolescence), the required undergraduate courses are offered alternately in day and evening timeframes.
MAE Course of Study

Master of Arts in Education (MAE)
Alverno offers the MAE degree focused on teaching, learning, and assessment. The degree is designed for practicing professionals in three areas:

◆ PK-12 teachers in public, private, and parochial schools;
◆ Teachers in technical and community colleges;
◆ Individuals working in the areas of instructional design, training, and human-resource or organizational development in business, government, and not-for-profit agencies.

In addition, five Licensure to Master’s specializations within the MAE degree are available to individuals who seek initial licensure in one of the following areas:

General education:
◆ early childhood/middle childhood education
◆ middle childhood/early adolescence education
◆ early adolescence/adolescence education

Cross-categorical special education:
◆ middle childhood/early adolescence education
◆ early adolescence/adolescence education.

Candidates complete a set of core courses, focused on principles of human development, learning, inquiry, reflection, and change. Coursework culminates in a practicum study at a work site and a capstone seminar in which candidates synthesize their study across coursework and the practicum.

For Teacher-Leaders in Schools
For practicing licensed teachers in PK-12 settings, the program offers the options of completing requirements for an additional license or creating an individualized professional development plan. Specializations include:

◆ Administrative Leadership
◆ Alternative Education
◆ Instructional Leadership
◆ Instructional Technology for PK-12 Settings
◆ Professional Development
◆ Reading Education
◆ Science Education

The Professional Development specialization offers a variety of electives for creating a personalized degree plan.

For Community College Teachers
Teachers in community and technical colleges may also seek the MAE degree in the Professional Development specialization. Through the independent study option, ED 697, candidates may tailor as many as 18 semester hours of electives to their specific classroom and/or subject area needs and interests.

For Business Professionals
Professionals in business, government, or not-for-profit agencies working in instructional design, training, or human-resource or organizational development choose from among three specializations:

◆ Adult Education and Instructional Design
◆ Adult Education and Instructional Technology
◆ Adult Education and Organizational Development

These specializations are open to women and men working in, or planning to work in, the field of corporate training, human-resource development, organizational development, or performance management/consulting. The course of study focuses on principles, strategies, and implementation in each area. Candidates apply their work in the program to actual work sites. They may use their own companies or organizations for this purpose.
For Initial Teacher Licensure Candidates
Licensure to Master’s Specializations

Created to meet the growing need for qualified, dedicated teachers, the Licensure to Master’s specializations are designed for those who wish to teach at the PK-12 level. Candidates may seek initial licensure in one of the following areas:

General education:
◆ early childhood/middle childhood education
◆ middle childhood/early adolescence education
◆ early adolescence/adolescence education

Cross-categorical special education:
◆ middle childhood/early adolescence education
◆ early adolescence/adolescence education

They complete another 9 credits for the master’s degree. Each of these programs includes a semester of student teaching.

The individual who seeks initial early adolescence/adolescence licensure must have an undergraduate major that meets the requirements for licensure in English language arts, mathematics, science, or social studies.

Five Education Abilities

The work of the MAE student is guided by five abilities that describe what is expected of persons engaged in teaching, learning, and assessment. These abilities, identified and defined by the faculty of Alverno College, are taught for and assessed for throughout the MAE curriculum. They are:

Conceptualization:
Integrating disciplinary knowledge with learning frameworks and a broad understanding of human development to plan and implement learning processes.

Diagnosis:
Interpreting observations of behavior and situations, using frameworks to foster learning.

Coordination:
Managing resources effectively to support learning.

Communication:
Using oral, written, and media modes of communication to structure and reinforce learning processes.

Integrative interaction:
Demonstrating professional responsibility in the learning environment.

Both in-course and external assessments focus on the learner’s development and demonstration of these abilities. Demonstrated competence in each of these areas is required for the Master of Arts in Education degree.

The five education abilities are fully compatible with the Wisconsin Standards for Teacher Development and Licensure and with the standards of the National Board for Professional Teaching Standards.

Diagnostic Digital Portfolio

The Diagnostic Digital Portfolio is a web-based electronic tool created to aid students’ development as learners. It is a way to store and have more accessible in an anytime/anywhere format the criteria students need to meet, the feedback they receive, and their self-assessments from courses, internships, and external assessments.

The Diagnostic Digital Portfolio is also a process — a means for students to look back over their academic work and their volunteer and paid work, reflecting on how they have developed and making plans for future development. Students can use selections from their own digital portfolio to build an electronic résumé while enrolled and after graduation.

The sections that follow in this bulletin describe the course of studies for each specialization within the Master of Arts in Education program. Candidates must follow the sequences of studies outlined.
MAE Admissions

Alverno College offers a Master of Arts in Education degree to meet the needs of the practicing professional. This unique program is relevant and supportive to the work of a range of education and business professionals, including teachers in PK-12 schools, teachers in technical and community colleges, instructional designers, trainers, and human-resource and organizational development specialists in business and not-for-profit organizations.

The MAE program, which is open to women and men, provides for individualized projects that extend the relevance of the program to the candidate's work site.

Application for Admission

Candidates for admission should:

1. Submit an application form with application fee payable to Alverno College. Applicants may also apply online. (Fee waived for online applications.)

2. Arrange for the Graduate and Adult Admissions Office to receive appropriate credentials:
   - Official college transcripts verifying completion of a baccalaureate degree and documenting graduate-level coursework to be considered for transfer credit. (Alverno College alumnae need not submit Alverno College transcripts.)
   - Three completed recommendation forms*
   - A photocopy of any teaching license(s) held

3. Submit a philosophy and goal statement.

4. Submit a portfolio of communication samples from work setting.

For a Licensure to Master’s specialization, candidates for admission also should:

5. Pass the PPST/Praxis I (Reading, Mathematics, Writing).

6. Undergo a criminal background check.

7. Have a TB test before student teaching.

8. For early adolescence/adolescence education only, have completed the equivalent of a major in one of the four core content areas: English language arts, mathematics, science, or social studies.

International students:

In addition to completing the relevant items above, international students should arrange to have one of the following sent to the Graduate and Adult Admissions Office:

1. **Test of English as a Foreign Language (TOEFL):** A minimum TOEFL score of 570 (written), 230 (computer), 88 (Internet) (http://www.toefl.org); or

2. **International English Language Testing System (IELTS):** A minimum IELTS score of 6.5 (http://www.ielts.org); IELTS is jointly managed by the British Council, IDP: IELTS Australia, and the University of Cambridge ESOL Examinations; or

3. **The Society for Testing English Proficiency, Inc. (STEP Test):** A minimum STEP grade of 1 (http://www.eiken.or.jp); or

4. **Transfer from an approved English as a Second Language (ESL) program:** Contact the International & Intercultural Center (international@alverno.edu) for a listing of our associate ESL programs.

*At least one of the required recommendations must be from someone able to refer to the candidate’s academic history and/or achievements.

For More Information
Contact the Alverno College Graduate and Adult Admissions Office at 414-382-6100 or 1-800-933-3401
E-mail: admissions@alverno.edu
Web address: www.alverno.edu
For other requirements specific to international students, candidates for admission should consult the instructions for international students that accompany the application, consult the Alverno College website (www.alverno.edu), or contact Alverno’s International & Intercultural Exchange Specialist at international@alverno.edu or at 414-382-6006.

Applications are accepted through August 1 for fall admission; through December 15 for spring admission; and through May 15 for summer admission. We recommend that candidates submit required materials as early as possible to ensure consideration for their preferred semester of entry.

Notification and Confirmation
Within a month of receipt of required credentials, the College notifies the applicant of an admissions decision.

Registration
Once accepted into the program, the candidate is assigned a date for advising and registration. A tuition deposit of $100 is required prior to registration of accepted candidates and is nonrefundable.

Transfer Credits
Ordinarily, a candidate can transfer a maximum of 6 graduate credits from other institutions. Exceptions must be approved by the MAE Program Director. At registration, a faculty advisor reviews completed graduate credits with the candidate in relationship to the candidate’s chosen specialization.

Prior to registration, candidates should direct questions regarding transfer credits to the Alverno College Graduate and Adult Admissions Office at 414-382-6100 or (toll-free) 1-800-933-3401.

In collaboration with Mount Mary College, Alverno also offers a path to licensure and a master’s degree through the Urban Education Fellows Program. Fellows selected for this program are placed as intern teachers for two years in independent private, parochial, or charter schools while taking graduate-level coursework in a cohort program. The Fellows are supported in both years by coaches who visit their classrooms weekly. Applications for this program are due in December of each year for the group beginning the following June. For more information about application requirements, visit www.alverno.edu/prospective_students/uef.html.
MAE Core Courses

Whatever the area of specialization, all Alverno MAE degree candidates complete a carefully structured set of core courses. In these courses, candidates develop a solid theoretical base in frameworks related to development, learning, inquiry, and change. They explore issues or questions in their own practice and make a presentation of their inquiry to professional peers and their faculty.

### Required Core Courses

<table>
<thead>
<tr>
<th>Course</th>
<th>Semester Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>TLA 611*</td>
<td>3</td>
</tr>
<tr>
<td>TLA 612*</td>
<td>3</td>
</tr>
<tr>
<td>TLA 641§</td>
<td>3</td>
</tr>
<tr>
<td>TLA 651</td>
<td>3</td>
</tr>
<tr>
<td>TLA 750†</td>
<td>3</td>
</tr>
</tbody>
</table>

**Course Descriptions:**
- **TLA 611* Education and Human Development 1: Understanding the Learner**
- **TLA 612* Education and Human Development 2: The Scholarship of Teaching**
- **TLA 641§ The Learning Organization and Social Change**
- **TLA 651 Educational Inquiry: Research in Action**
- **TLA 750† Practicum**

### Required External Assessments

**Requirements:** (each is 0 semester hours)

These external assessments provide opportunities for MAE candidates to show development of abilities and knowledge. The assessments are required by the course of studies; however, they carry no credit hours and no additional charge is made for them.

- **AC 613 Graduate External Assessment 1**
- **AC 653 Graduate External Assessment 2 (in preparation for TLA 750)**
- **AC 753 Graduate External Assessment 3 (in conjunction with TLA 750)**

* In the Licensure to Master’s specializations, LTM 611 or SPE 611 replaces TLA 611, and LTM 612 or SPE 612 replaces TLA 612.

§ In the Administrative Leadership specialization, AL 751 replaces TLA 641.

In the Adult Education specializations, OD 657 replaces TLA 641.

In the Reading Education specialization, DI 668 replaces TLA 641.

† May be taken more than once, if candidate’s project extends over two or more semesters.

In the Administrative Leadership specialization, AL 752 replaces TLA 750.

In the Reading Education specialization, ED 751 replaces TLA 750.
Administrative Leadership

Educators who want to prepare to take on the role of principal in elementary, middle, or secondary schools build on their understanding of learners and learning in order to create effective environments and organizational structures to support learning. They must not only develop specialized knowledge and skills but also demonstrate commitment to learners and their communities.

The specialization leading to the Administrative Leadership license in Wisconsin prepares practicing teachers to take the leadership role of principal in PK-12 settings. Courses in the core requirements along with the courses listed below provide teachers with the opportunity to develop the knowledge and skills necessary for this important role. Unique to the Alverno preparation of administrators is an assessment process that provides feedback on key performance areas across courses and is aligned with state administrator standards.

Qualified candidates must be licensed teachers working in a PK-12 setting — an elementary, middle, or secondary school or central services site — where they are able to complete a practicum. Candidates complete the core requirements for the Master of Arts in Education as well as the following courses. Candidates must have completed three years of successful teaching as a licensed teacher to be eligible for the Administrative Leadership license.

### Administrative Leadership Specialization Courses

<table>
<thead>
<tr>
<th>Course</th>
<th>Semester Hours</th>
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</thead>
<tbody>
<tr>
<td>AL/DI/ED 645  Mentoring, Supervision, and Evaluation: Strengthening Professional Practice</td>
<td>3</td>
</tr>
<tr>
<td>AL/DI 665  The Purposes of Education in a Democracy</td>
<td>3</td>
</tr>
<tr>
<td>AL/DI 666  Professional Roles in School Communities</td>
<td>3</td>
</tr>
<tr>
<td>AL/DI 667  Frameworks for Curriculum Development</td>
<td>3</td>
</tr>
<tr>
<td>AL 671  Legal Aspects of Administration</td>
<td>3</td>
</tr>
<tr>
<td>AL 672  Administrative Finance and Business Management</td>
<td>3</td>
</tr>
<tr>
<td>AL 751*  Practicum 1: Administrative Leadership</td>
<td>3</td>
</tr>
<tr>
<td>AL 752§  Practicum 2: Administrative Leadership</td>
<td>3</td>
</tr>
</tbody>
</table>

#### Assessments Required for the Administrative Leadership Specialization

(Each is 0 semester hours)

<table>
<thead>
<tr>
<th>Course</th>
<th>Assessment</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>AL/DI 670  Group Facilitation: External Assessment</td>
<td>AL/DI 670</td>
<td>Group Facilitation: External Assessment</td>
</tr>
<tr>
<td>AL 750  Administrator Standards: Proposal for Practicum</td>
<td>AL 750</td>
<td>Administrator Standards: Proposal for Practicum</td>
</tr>
<tr>
<td>A 754  Administrator Standards: Professional Development Portfolio and Professional Development Plan</td>
<td>A 754</td>
<td>Administrator Standards: Professional Development Portfolio and Professional Development Plan</td>
</tr>
</tbody>
</table>

* Replaces TLA 641
§ Replaces TLA 750
Administrative Leadership

Sequence: Administrative Leadership Specialization

Candidates may use this outline of the program requirements to keep track of their progress. Core courses are offered fall, spring, and summer. Courses in the specialization are offered during at least one of those semesters each year, depending upon enrollment.

Total semester hours: 33
Core: 9
Specialization and electives: 24

Candidates usually begin with the first core courses:

_____ TLA 611  Education and Human Development 1: Understanding the Learner
_____ TLA 612  Education and Human Development 2: The Scholarship of Teaching
_____ AC 613-01 Graduate External Assessment 1 (at the conclusion of TLA 612)

They then take the following courses in an order determined by availability and interest:

_____ AL/DI/ED 645  Mentoring, Supervision, and Evaluation: Strengthening Professional Practice
_____ AL/DI 665  The Purposes of Education in a Democracy
_____ AL/DI 666  Professional Roles in School Communities
_____ AL/DI 667  Frameworks for Curriculum Development
_____ AL/DI 670  Group Facilitation: External Assessment
(0-credit assessment concurrent with AL/DI 666)
_____ AL 671  Legal Aspects of Administration
_____ AL 672  Administrative Finance and Business Management
_____ TLA 651  Educational Inquiry: Research in Action

Final two semesters:

_____ AL 750  Administrator Standards: Proposal for Practicum
(0-credit assessment concurrent with AL 751)
_____ AL 751  Practicum 1: Administrative Leadership
_____ AL 752  Practicum 2: Administrative Leadership
_____ AL 754  Administrator Standards: Professional Development Portfolio and Professional Development Plan
(0-credit assessment concurrent with AL 752)
Working with students who have not been successful in the traditional school setting is a challenging role. Teachers in alternative school settings often work with a range of subject areas and with students of varied ages and educational backgrounds.


Teachers who seek this license complete at least two required courses and the portfolio demonstration of the INTASC standards. If they also choose to complete the Master of Arts in Education degree, they complete these courses as part of their electives.

Qualified candidates must be licensed teachers working in a PK-12 setting — an elementary, middle, or secondary school — where they are able to complete a practicum. Candidates for the MAE degree complete the core requirements for the MAE as well as the following courses.

### Alternative Education Specialization Courses

<table>
<thead>
<tr>
<th>Course</th>
<th>Semester Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>AL/DI/ED 645§</td>
<td>3</td>
</tr>
<tr>
<td>AL/DI 665§</td>
<td>3</td>
</tr>
<tr>
<td>DI 668*</td>
<td>3</td>
</tr>
<tr>
<td>ED 642*</td>
<td>3</td>
</tr>
<tr>
<td>ED 670*</td>
<td>3</td>
</tr>
<tr>
<td>Electives (to make a total of 15 credits)</td>
<td>0-6</td>
</tr>
</tbody>
</table>

* Required

§ Recommended
Alternative Education

Sequence: Alternative Education Specialization

Candidates may use this outline of the program requirements to keep track of their progress. Core courses are offered fall, spring, and summer. Courses in the specialization are offered during at least one of those semesters each year, depending upon enrollment.

Total semester hours: 30
Core: 15
Specialization and electives: 15

Candidates usually begin with the first core courses:

_____ TLA 611 Education and Human Development 1: Understanding the Learner
_____ TLA 612 Education and Human Development 2: The Scholarship of Teaching
_____ AC 613-01 Graduate External Assessment 1 (at the conclusion of TLA 612)

They then take the following courses in an order determined by availability and interest:

_____ DI 668 Frameworks for Assessment Practice
_____ ED 642 Connecting the Curriculum
_____ ED 670 Portfolio Presentation of Teaching
_____ TLA 641 The Learning Organization and Social Change
_____ TLA 651 Educational Inquiry: Research in Action

_____ Two electives of the candidate’s choice; recommended options include:

____ AL/DI/ED 645 Mentoring, Supervision, and Evaluation: Strengthening Professional Practice
____ AL/DI 665 The Purposes of Education in a Democracy
____ Name of elective
____ Name of elective

_____ AC 653 Graduate External Assessment 2
(This external is the development of the proposal for the practicum. It must be taken concurrently with TLA 651 and be completed the semester before TLA 750.)

Final semester:

_____ TLA 750 Practicum (may be taken twice if the practicum is spread over two semesters)
_____ AC 753 Graduate External Assessment 3
The Master of Arts in Education specialization in Global Connections in the Humanities prepares PK-12 teachers, curriculum specialists, administrators, and professionals to effectively conceptualize, design, and teach global content in their fields. The program offers a content-rich four-course sequence in global humanities, including world history, world literature, world religions, and world cultures.

In addition to mastering global content, candidates develop innovative approaches to teaching that they can use in their classrooms.

### Global Connections in the Humanities Specialization Courses

<table>
<thead>
<tr>
<th>Course</th>
<th>Semester Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>DI 668</td>
<td>Frameworks for Assessment Practice</td>
</tr>
<tr>
<td>HUM 634</td>
<td>Encounters and Connections in World History</td>
</tr>
<tr>
<td>HUM 635</td>
<td>Reading and Teaching World Literature</td>
</tr>
<tr>
<td>HUM 636</td>
<td>Thinking and Teaching World History</td>
</tr>
<tr>
<td>HUM 637</td>
<td>Globalism in World Religions and Philosophies</td>
</tr>
</tbody>
</table>
Global Connections in the Humanities

Sequence: Global Connections in the Humanities Specialization

Candidates may use this outline of the program requirements to keep track of their progress. Core courses are offered fall, spring, and summer. Courses in the specialization are offered during at least one of those semesters each year, depending upon enrollment.

Total semester hours: 30
Core: 15
Specialization: 15

Candidates usually begin with the first core courses:

_____ TLA 611 Education and Human Development 1: Understanding the Learner
_____ TLA 612 Education and Human Development 2: The Scholarship of Teaching
_____ AC 613-01 Graduate External Assessment 1 (at the conclusion of TLA 612)

They then take the following courses in an order determined by availability and interest:

_____ DI 668 Frameworks for Assessment Practice
_____ HUM 634 Encounters and Connections in World History
_____ HUM 635 Reading and Teaching World Literature
_____ HUM 636 Thinking and Teaching World History
_____ HUM 637 Globalism in World Religions and Philosophies
_____ TLA 641 The Learning Organization and Social Change
_____ TLA 651 Educational Inquiry: Research in Action
_____ AC 653 Graduate External Assessment 2
(This external is the development of the proposal for the practicum. It must be taken concurrently with TLA 651 and be completed the semester before TLA 750.)

Final semester:

_____ TLA 750 Practicum
_____ AC 753 Graduate External Assessment 3
Teacher-leaders are critically needed in today’s schools. Building upon their knowledge and experience, effective teachers can facilitate the development of curriculum and assessment. They can develop plans for the orientation of new teachers and the ongoing growth of all teachers, and promote quality professional practice.

The specialization leading to the Director of Instruction license in Wisconsin prepares practicing teachers to take leadership roles in PK-12 settings. These positions include:

◆ Learning Coordinator
◆ Curriculum Designer
◆ Staff Development Director
◆ Assessment Center Director

Courses in the core requirements along with the courses listed below provide teachers with the opportunity to develop the knowledge and skills necessary for this important role.

Qualified candidates must be licensed teachers working in a PK-12 setting — an elementary, middle, or secondary school or central services site — where they are able to complete a practicum. Candidates complete the core requirements for the MAE as well as the following courses. Candidates must have completed three years of successful teaching as a licensed teacher to be eligible for the Director of Instruction license.

### Instructional Leadership Specialization Courses

<table>
<thead>
<tr>
<th>Course</th>
<th>Semester Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>AL/DI/ED 645</td>
<td>3</td>
</tr>
<tr>
<td>AL/DI 665</td>
<td>3</td>
</tr>
<tr>
<td>AL/DI 666</td>
<td>3</td>
</tr>
<tr>
<td>AL/DI 667</td>
<td>3</td>
</tr>
<tr>
<td>DI 668</td>
<td>3</td>
</tr>
<tr>
<td>Elective course</td>
<td>3</td>
</tr>
</tbody>
</table>

### Assessments Required for the Instructional Leadership Specialization

(each is 0 semester hours)

<table>
<thead>
<tr>
<th>Course</th>
<th>Assessment</th>
</tr>
</thead>
<tbody>
<tr>
<td>AL/DI 670</td>
<td>Group Facilitation: External Assessment</td>
</tr>
<tr>
<td>DI 751</td>
<td>Director of Instruction Portfolio</td>
</tr>
</tbody>
</table>
Instructional Leadership

Sequence: Instructional Leadership Specialization

Candidates may use this outline of the program requirements to keep track of their progress. Core courses are offered fall, spring, and summer. Courses in the specialization are offered during at least one or more of those semesters each year, depending upon enrollment.

Total semester hours: 33
Core: 15
Specialization and electives: 18

Candidates usually begin with the first core courses:

_____ TLA 611  Education and Human Development 1: Understanding the Learner
_____ TLA 612  Education and Human Development 2: The Scholarship of Teaching
_____ AC 613-01 Graduate External Assessment 1 (at the conclusion of TLA 612)

They then take the following courses in an order determined by availability and interest:

_____ AL/DI/ED 645  Mentoring, Supervision, and Evaluation: Strengthening Professional Practice
_____ AL/DI 665  The Purposes of Education in a Democracy
_____ AL/DI 666  Professional Roles in School Communities
_____ AL/DI 667  Frameworks for Curriculum Development
_____ AL/DI 670  Group Facilitation: External Assessment
_____ DI 668  Frameworks for Assessment Practice
_____ TLA 641  The Learning Organization and Social Change
_____ TLA 651  Educational Inquiry: Research in Action
_____ One elective of the candidate’s choice

_____ Name of elective _____________________________

_____ AC 653  Graduate External Assessment 2
(This external is the development of the proposal for the practicum. It must be taken concurrently with TLA 651 and be completed the semester before TLA 750.)

Final semester:

_____ TLA 750  Practicum (may be taken twice if the practicum is spread over two semesters)
_____ AC 753  Graduate External Assessment 3
_____ DI 751  Director of Instruction Portfolio
Instructional Technology for PK-12 Settings

The Master of Arts in Education specialization in instructional technology is designed for teachers in grades PK-12 who want to strengthen their knowledge and pedagogical skill in the application of technology in teaching.

The sequence of courses in the instructional technology specialization prepares teachers both to incorporate technology effectively in their own classroom and to work with other teachers to use technology effectively in instruction. Teachers who want to be technology resource persons within their buildings can draw upon the coursework in this specialization to prepare for that role as well.

### Instructional Technology for PK-12 Settings Specialization Courses

(choose 4 of the 5 CIT courses)

<table>
<thead>
<tr>
<th>Course</th>
<th>Course Title</th>
<th>Semester Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>CIT 631</td>
<td>Technology: Using Tools in Instructional Settings</td>
<td>3</td>
</tr>
<tr>
<td>CIT/ID 640</td>
<td>Technology: Distance Education Strategies, Theories, and Tools</td>
<td>3</td>
</tr>
<tr>
<td>CIT 650</td>
<td>Designing the Technology Learning Environment</td>
<td>3</td>
</tr>
<tr>
<td>CIT/ID 660</td>
<td>Technology: Web Design and Implementation in Instructional Settings</td>
<td>3</td>
</tr>
<tr>
<td>CIT 690</td>
<td>Seminar on Issues in Technology</td>
<td>3</td>
</tr>
<tr>
<td>DI 668</td>
<td>Frameworks for Assessment Practice</td>
<td>3</td>
</tr>
</tbody>
</table>
Instructional Technology for PK-12 Settings

Sequence: Instructional Technology for PK-12 Settings Specialization

Candidates may use this outline of the program requirements to keep track of their progress. Core courses are offered fall, spring, and summer. Courses in the specialization are offered during at least one of those semesters each year, depending upon enrollment.

Total semester hours: 30
Core: 15
Specialization: 15

Candidates usually begin with the first core courses:

_____ TLA 611 Education and Human Development 1: Understanding the Learner
_____ TLA 612 Education and Human Development 2: The Scholarship of Teaching
_____ AC 613-01 Graduate External Assessment 1 (at the conclusion of TLA 612)

They then take the following courses in an order determined by availability and interest:

_____ Four CIT electives of the candidate’s choice
   ____ CIT 631 Technology: Using Tools in Instructional Settings
   ____ CIT/ID 640 Technology: Distance Education Strategies, Theories, and Tools
   ____ CIT 650 Designing the Technology Learning Environment
   ____ CIT/ID 660 Technology: Web Design and Implementation in Instructional Settings
   ____ CIT 690 Seminar on Issues in Technology
   ____ DI 668 Frameworks for Assessment Practice
   ____ TLA 641 The Learning Organization and Social Change
   ____ TLA 651 Educational Inquiry: Research in Action
   ____ AC 653 Graduate External Assessment 2
   (This external is the development of the proposal for the practicum. It must be taken concurrently with TLA 651 and be completed the semester before TLA 750.)

Final semester:

_____ TLA 750 Practicum
_____ AC 753 Graduate External Assessment 3
Licensed PK-12 teachers may seek the Master of Arts in Education degree to continue their own development as professionals, without the goal of adding another license. These candidates can choose from a variety of electives offered in the MAE program and/or submit proposals for self-designed courses, in order to pursue professional development options tailored to their specific classroom and/or subject area needs and interests. Candidates in this specialization work closely with their faculty advisor to determine an appropriate course plan.

## Professional Development Specialization Courses

<table>
<thead>
<tr>
<th>Elective Courses</th>
<th>Semester Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>AL/DI/ED 645 Mentoring, Supervision, and Evaluation: Strengthening Professional Practice</td>
<td>3</td>
</tr>
<tr>
<td>AL/DI 665 The Purposes of Education in a Democracy</td>
<td>3</td>
</tr>
<tr>
<td>AL/DI 666 Professional Roles in School Communities</td>
<td>3</td>
</tr>
<tr>
<td>AL/D 667 Frameworks for Curriculum Development</td>
<td>3</td>
</tr>
<tr>
<td>CIT 631 Technology: Using Tools in Instructional Settings</td>
<td>3</td>
</tr>
<tr>
<td>CIT/ID 640 Technology: Distance Education Strategies, Theories, and Tools</td>
<td>3</td>
</tr>
<tr>
<td>CIT 650 Designing the Technology Learning Environment</td>
<td>3</td>
</tr>
<tr>
<td>CIT/ID 660 Technology: Web Design and Implementation in Instructional Settings</td>
<td>3</td>
</tr>
<tr>
<td>CIT 690 Seminar on Issues in Technology</td>
<td>3</td>
</tr>
<tr>
<td>CIT/ED/ID 697 Independent Study</td>
<td>1-3</td>
</tr>
<tr>
<td>DI 668* Frameworks for Assessment Practice</td>
<td>3</td>
</tr>
<tr>
<td>ED 642 Connecting the Curriculum</td>
<td>3</td>
</tr>
<tr>
<td>ED 670 Portfolio Presentation of Teaching</td>
<td>3</td>
</tr>
<tr>
<td>ED 696 Adapting Strategies for Inclusive Settings</td>
<td>3</td>
</tr>
<tr>
<td>IA 655 The Role of the Arts in Learning</td>
<td>3</td>
</tr>
</tbody>
</table>

* Required for PK-12 teachers
Professional Development

Sequence: Professional Development Specialization
PK-12 Focus

Candidates may use this outline of the program requirements to keep track of their progress. Core courses are offered fall, spring, and summer. Courses in the specialization are offered during at least one of those semesters each year, depending upon enrollment.

Total semester hours: 30
Core: 15
Specialization and electives: 15

Candidates must begin with the first core courses:

- TLA 611 Education and Human Development 1: Understanding the Learner
- TLA 612 Education and Human Development 2: The Scholarship of Teaching
- AC 613-01 Graduate External Assessment 1 (at the conclusion of TLA 612)

They then take the following courses in an order determined by availability and interest:

- DI 668 Frameworks for Assessment Practice

Four electives of the candidate’s choice

- Name of elective
- Name of elective
- Name of elective
- Name of elective

- TLA 641 The Learning Organization and Social Change
- TLA 651 Educational Inquiry: Research in Action
- AC 653 Graduate External Assessment 2
  (This external is the development of the proposal for the practicum. It must be taken concurrently with TLA 651 and be completed the semester before TLA 750.)

Final semester:

- TLA 750 Practicum (may be taken twice if the practicum is spread over two semesters)
- AC 753 Graduate External Assessment 3
The Master of Arts in Education specialization in reading is designed for licensed K-12 teachers interested in developing their teaching ability or in qualifying as reading teachers or reading specialists. Courses meet guidelines of the Wisconsin Department of Public Instruction and the International Reading Association for the preparation of reading teachers and reading specialists.

The sequence of courses is designed to provide an in-depth understanding of theory, research, and practice in the field of reading and literacy related to the reading process. The initial courses deal with the nature of reading and its development and include research-based instructional approaches and assessment to meet the needs of diverse learners. Completion of these initial courses leads to the Reading Teacher license (316).

Subsequent coursework prepares teachers for the Reading Specialist license (317). Completion of the MAE specialization in reading prepares practicing teachers to take leadership roles in K-12 settings in such positions as Building Reading Specialist, District Reading Specialist, or District Reading Coordinator/Director.

Applicants who already hold the Reading Teacher license (316) and who seek the MAE degree or the Reading Specialist license (317) must submit and have accepted a portfolio demonstrating proficiency in the IRA/NCATE Standards at the Category II/Reading Teacher level.

### Reading Teacher License (316) Courses

Candidates for the Reading Teacher license (316) must complete at least 21 semester credits, with at least 15 of those credits taken beyond the bachelor's degree. MAE candidates must be licensed teachers working in a K-12 setting — an elementary, middle, or secondary school site. In addition, in order to be eligible to hold a Wisconsin Reading Teacher license, teachers must have completed two years of successful regular classroom teaching.

Candidates must complete the following courses. (A maximum of 6 credits may be transferred from an undergraduate program to meet the licensure requirement. Such credits do not count toward the master's degree.)

<table>
<thead>
<tr>
<th>Course</th>
<th>Semester Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>ED 600</td>
<td>Introduction to the Reading Portfolio</td>
</tr>
<tr>
<td>ED 682</td>
<td>Integrated Literacy Development 1</td>
</tr>
<tr>
<td>ED 683</td>
<td>Integrated Literacy Development 2</td>
</tr>
<tr>
<td>ED 684</td>
<td>Content Area Reading Strategies</td>
</tr>
<tr>
<td>ED 686</td>
<td>Literature in the K-12 Setting</td>
</tr>
<tr>
<td>ED 696</td>
<td>Adapting Strategies for Inclusive Settings</td>
</tr>
<tr>
<td>ED 687</td>
<td>Early Literacy Success 1: Practicum</td>
</tr>
<tr>
<td>ED 688*</td>
<td>Early Literacy Success 2: Practicum</td>
</tr>
</tbody>
</table>

* Candidates complete ED 688 in an assigned summer school setting.
Reading Education

In addition to meeting the core courses and Reading Teacher license requirements, candidates for the MAE specialization in reading must take the following courses to fulfill the requirements of the program and for the Reading Specialist license (317). In order to be eligible to hold a Wisconsin Reading Specialist license, teachers must be eligible to hold a Wisconsin Reading Teacher license.

### Reading Education Specialization and Reading Specialist License (317) Courses

<table>
<thead>
<tr>
<th>Course</th>
<th>Semester</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>ED 600</td>
<td></td>
<td>0</td>
</tr>
<tr>
<td>AL/DI/ED 645</td>
<td></td>
<td>3</td>
</tr>
<tr>
<td>ED 689</td>
<td></td>
<td>3</td>
</tr>
<tr>
<td>ED 751§</td>
<td></td>
<td>3</td>
</tr>
</tbody>
</table>

§ Replaces TLA 750

### Assessments Required for the Reading Education Specialization

(Each is 0 semester hours)

<table>
<thead>
<tr>
<th>Course</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>ED 752</td>
<td>Reading Teacher Portfolio (required for the Reading Teacher license)</td>
</tr>
<tr>
<td>ED 755</td>
<td>Reading Teacher/Specialist Portfolio (required for the MAE specialization in reading education along with the Reading Teacher license and the Reading Specialist license)</td>
</tr>
</tbody>
</table>
Sequence: Reading Education Specialization
[qualifying for both the Reading Teacher and Reading Specialist licenses]

Candidates may use this outline of the program requirements to keep track of their progress. Core courses are offered fall, spring, and summer. Courses in the specialization are offered during at least one of those semesters each year, depending on enrollment.

Total semester hours: 36-42*
Core: 9
Specialization: 21-33*

Candidates usually begin with the first core courses:

_____ TLA 611 Education and Human Development 1: Understanding the Learner
_____ TLA 612 Education and Human Development 2: The Scholarship of Teaching
_____ AC 613-01 Graduate External Assessment 1 (at the conclusion of TLA 612)

They then take the following courses in an order determined by prerequisites, availability, and interest:

_____ DI 668§ Frameworks for Assessment Practice
_____ ED 600 Introduction to the Reading Portfolio
_____ ED 682 Integrated Literacy Development 1
_____ ED 683 Integrated Literacy Development 2
_____ ED 684 Content Area Reading Strategies
_____ ED 686 Literature in the K-12 Setting
_____ ED 696 Adapting Strategies for Inclusive Settings
_____ ED 687 Early Literacy Success 1: Practicum
_____ ED 688 Early Literacy Success 2: Practicum
_____ TLA 651 Educational Inquiry: Research in Action

In the final phase of the program, candidates take these courses:

_____ AL/DI/ED 645 Mentoring, Supervision, and Evaluation: Strengthening Professional Practice
_____ ED 689 Program Evaluation for the Reading Specialist
_____ ED 751 Guiding and Directing the K-12 Reading Program: Practicum
_____ ED 755 Reading Teacher/Specialist Portfolio

* A maximum of 6 credits of undergraduate work may be accepted as transfer credit, as determined by the reading faculty.
§ Replaces TLA 641
The Master of Arts in Education specialization in science is designed for licensed teachers of grades 5-9 who want to strengthen their knowledge and pedagogical skill in the teaching of science.

The sequence of courses in the science education specialization prepares teachers to teach to broad themes identified by Project 2061 and incorporated in the National Science Education Standards. This vision of science education may be different from teachers’ prior educational experience, in which science courses were divided into discrete biological, earth, and physical science courses. The focus on broad themes across and common to all the sciences helps build a sense of science as the study of the natural world. The broad themes include systems, order, organization, structure, function, interactions of matter and energy, change, constancy, and scale.

In addition, courses incorporate multiple strategies for teaching science, including the use of technology.

### Science Education Specialization Courses

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Semester Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>DI 668</td>
<td>Frameworks for Assessment Practice</td>
<td>3</td>
</tr>
<tr>
<td>SCE 620</td>
<td>Nature and Development of Science</td>
<td>3</td>
</tr>
<tr>
<td>SCE 630</td>
<td>Thematic Standards-based Science 1</td>
<td>3</td>
</tr>
<tr>
<td>SCE 640</td>
<td>Thematic Standards-based Science 2</td>
<td>3</td>
</tr>
<tr>
<td>SCE 650</td>
<td>Inquiry, Discovery, Research, and Laboratory Methods</td>
<td>3</td>
</tr>
</tbody>
</table>

*Note: Check with the Graduate and Adult Admissions Office for availability of science education courses.*
Sequence: Science Education Specialization

Candidates may use this outline of the program requirements to keep track of their progress. Core courses are offered fall, spring, and summer. Courses in the specialization are offered during at least one of those semesters each year, depending upon enrollment.

   Total semester hours:  30
   Core:  15
   Specialization:  15

Candidates usually begin with the first core courses:

   ____ TLA 611  Education and Human Development 1: Understanding the Learner
   ____ TLA 612  Education and Human Development 2: The Scholarship of Teaching
   ____ AC 613-01 Graduate External Assessment 1 (at the conclusion of TLA 612)

They then take the following courses in an order determined by availability and interest:

   ____ DI 668  Frameworks for Assessment Practice
   ____ SCE 620  Nature and Development of Science
   ____ SCE 630  Thematic Standards-based Science 1
   ____ SCE 640  Thematic Standards-based Science 2
   ____ SCE 650  Inquiry, Discovery, Research, and Laboratory Methods
   ____ TLA 641  The Learning Organization and Social Change
   ____ TLA 651  Educational Inquiry: Research in Action
   ____ AC 653  Graduate External Assessment 2
   (This external is the development of the proposal for the practicum. It must be taken concurrently with TLA 651 and be completed the semester before TLA 750.)

Final semester:

   ____ TLA 750  Practicum
   ____ AC 753  Graduate External Assessment 3
Licensure-only Programs

Candidates who have the appropriate bachelor’s or master’s degree and who have an initial teaching license may complete coursework for any of six additional licenses, as part of the Master of Arts in Education program or as a separate licensure program.

1. Administrative Leadership [51]
Candidates with a prior master’s degree may complete coursework for the Principal license as a separate licensure program. They must submit transcripts of their previous master’s-level work and are required to take any core or specialization courses for which they do not have prior transfer coursework.

2. Alternative Education [952]
For the license-only option, candidates must submit transcripts of their previous work for review. Course requirements are determined in relationship to the standards set forth by the Wisconsin Department of Public Instruction and include the following:

<table>
<thead>
<tr>
<th>Course</th>
<th>Semester Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>DI 668</td>
<td>Frameworks for Assessment Practice 3</td>
</tr>
<tr>
<td>ED 642</td>
<td>Connecting the Curriculum 3</td>
</tr>
<tr>
<td>ED 670</td>
<td>Portfolio Presentation of Teaching 3</td>
</tr>
</tbody>
</table>

Additional courses may be required. ED 670 must be completed in a setting in which the candidate is working with an alternative school population.

3. Instructional Leadership [10]
Candidates with a prior master’s degree may complete coursework for the Director of Instruction license as a separate licensure program. They must submit transcripts of their previous master’s-level work and are required to take any core or specialization courses for which they do not have prior transfer coursework.
Licensure-only Programs

4. Reading Teacher License [316]
Candidates for the Reading Teacher license (316) must complete at least 21 semester credits, with at least 15 of those credits taken beyond the bachelor’s degree. Candidates are asked to submit undergraduate transcripts to determine if 6 credits can be transferred. In addition, in order to be eligible to hold a Wisconsin Reading Teacher license, teachers must have completed two years of successful regular classroom teaching experience.

<table>
<thead>
<tr>
<th>Course</th>
<th>Semester Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>ED 600</td>
<td>Introduction to the Reading Portfolio</td>
</tr>
<tr>
<td>ED 682</td>
<td>Integrated Literacy Development 1</td>
</tr>
<tr>
<td>ED 683</td>
<td>Integrated Literacy Development 2</td>
</tr>
<tr>
<td>ED 684</td>
<td>Content Area Reading Strategies</td>
</tr>
<tr>
<td>ED 686</td>
<td>Literature in the K-12 Setting</td>
</tr>
<tr>
<td>ED 696</td>
<td>Adapting Strategies for Inclusive Settings</td>
</tr>
<tr>
<td>ED 687</td>
<td>Early Literacy Success 1: Practicum</td>
</tr>
<tr>
<td>ED 688</td>
<td>Early Literacy Success 2: Practicum</td>
</tr>
<tr>
<td>ED 752</td>
<td>Reading Teacher Portfolio</td>
</tr>
</tbody>
</table>

5. Reading Specialist License [317]
Teachers who already hold both a master’s degree and the Reading Teacher license (316) can complete the Reading Specialist license. As part of admission, they must submit and have accepted a portfolio demonstrating proficiency in the IRA/NCATE Standards at the Category II/Reading Teacher level. This license requires the following courses:

<table>
<thead>
<tr>
<th>Course</th>
<th>Semester Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>ED 600</td>
<td>Introduction to the Reading Portfolio</td>
</tr>
<tr>
<td>AL/DI/ED 645</td>
<td>Mentoring, Supervision, and Evaluation: Strengthening Professional Practice</td>
</tr>
<tr>
<td>ED 689</td>
<td>Program Evaluation for the Reading Specialist</td>
</tr>
<tr>
<td>ED 751</td>
<td>Guiding and Directing the K-12 Reading Program: Practicum</td>
</tr>
</tbody>
</table>
Certificate Programs

**Adult Education and Organizational Development Certificate**

The 18-credit, six-course sequence for the Adult Education and Organizational Development certificate focuses on adult learners in organizational contexts and on the organization itself as a learning organization. Participants work with a range of organizational development theories and apply strategies to address issues and problems facing organizations as they change to meet contemporary circumstances.

<table>
<thead>
<tr>
<th>Course</th>
<th>Semester Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>TLA 611 Education and Human Development 1: Understanding the Learner</td>
<td>3</td>
</tr>
<tr>
<td>OD 647 Adult Learning and Workplace Competency</td>
<td>3</td>
</tr>
<tr>
<td>OD 657 Facilitating Organizational Change</td>
<td>3</td>
</tr>
<tr>
<td>OD 667 Managing the Consulting Process</td>
<td>3</td>
</tr>
<tr>
<td>OD 677 Group and Team Facilitation</td>
<td>3</td>
</tr>
<tr>
<td>OD 687 Tools and Processes for Organizational Intervention</td>
<td>3</td>
</tr>
</tbody>
</table>

**Early Literacy Success Certificate**

The 6-credit, two-course sequence in the Early Literacy Success certificate program focuses on early literacy intervention, strengthening the teacher’s ability to assess and analyze reading and writing behaviors. To be eligible for this certificate program, teachers must have completed at least two years of teaching at the primary level. The sequence can be taken as a stand-alone certificate program for those not seeking the reading license or the master's degree in reading. ED 687 is offered in fall and ED 688 the following spring; the courses must be taken in order.

<table>
<thead>
<tr>
<th>Course</th>
<th>Semester Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>ED 687 Early Literacy Success 1: Practicum</td>
<td>3</td>
</tr>
<tr>
<td>ED 688 Early Literacy Success 2: Practicum</td>
<td>3</td>
</tr>
</tbody>
</table>

**Global Connections in the Humanities Certificate**

The 12-credit, four-course sequence in the Global Connections in the Humanities specialization can be taken as a stand-alone certificate program for those not seeking the master's degree in education. Courses are offered during the summer and on weekday nights during the semester. The certificate requires the following courses:

<table>
<thead>
<tr>
<th>Course</th>
<th>Semester Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>HUM 634 Encounters and Connections in World History</td>
<td>3</td>
</tr>
<tr>
<td>HUM 635 Reading and Teaching World Literature</td>
<td>3</td>
</tr>
<tr>
<td>HUM 636 Thinking and Teaching World History</td>
<td>3</td>
</tr>
<tr>
<td>HUM 637 Globalism in World Religions and Philosophies</td>
<td>3</td>
</tr>
</tbody>
</table>
Professional Development

Teachers at community or technical colleges may seek the MAE degree in the Professional Development specialization. These candidates submit proposals for self-designed courses in order to pursue professional development options tailored to their specific classroom and/or subject area needs and interests. Through the independent study option, ED 697, candidates can focus as many as 18 semester hours of electives on a specific content area. Candidates in this specialization work closely with their faculty advisor to determine an appropriate course plan.

Professional Development Specialization Courses

<table>
<thead>
<tr>
<th>Elective Courses</th>
<th>Semester Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>AL/DI/ED 645</td>
<td>Mentoring, Supervision, and Evaluation: Strengthening Professional Practice</td>
</tr>
<tr>
<td>AL/DI 665</td>
<td>The Purposes of Education in a Democracy</td>
</tr>
<tr>
<td>AL/DI 666</td>
<td>Professional Roles in School Communities</td>
</tr>
<tr>
<td>AL/DI 667</td>
<td>Frameworks for Curriculum Development</td>
</tr>
<tr>
<td>CIT 631</td>
<td>Technology: Using Tools in Instructional Settings</td>
</tr>
<tr>
<td>CIT/ID 640</td>
<td>Technology: Distance Education Strategies, Theories, and Tools</td>
</tr>
<tr>
<td>CIT 650</td>
<td>Designing the Technology Learning Environment</td>
</tr>
<tr>
<td>CIT/ID 660</td>
<td>Technology: Web Design and Implementation in Instructional Settings</td>
</tr>
<tr>
<td>CIT 690</td>
<td>Seminar on Issues in Technology</td>
</tr>
<tr>
<td>CIT/ED/ID 697</td>
<td>Independent Study</td>
</tr>
<tr>
<td>DI 668*</td>
<td>Frameworks for Assessment Practice</td>
</tr>
<tr>
<td>ED 642</td>
<td>Connecting the Curriculum</td>
</tr>
<tr>
<td>ED 670</td>
<td>Portfolio Presentation of Teaching</td>
</tr>
<tr>
<td>ED 696</td>
<td>Adapting Strategies for Inclusive Settings</td>
</tr>
<tr>
<td>IA 655</td>
<td>The Role of the Arts in Learning</td>
</tr>
</tbody>
</table>

* Required for PK-12 teachers
Professional Development

Sequence: Professional Development Specialization
Community College Focus

Candidates may use this outline of the program requirements to keep track of their progress. Core courses are offered fall, spring, and summer. Courses in the specialization are offered during at least one of those semesters each year, depending upon enrollment.

- Total semester hours: 33
- Core: 15
- Specialization and electives: 18

Candidates must begin with the first core courses:

- TLA 611* Education and Human Development 1: Understanding the Learner
- TLA 612* Education and Human Development 2: The Scholarship of Teaching
- AC 613-01 Graduate External Assessment 1 (at the conclusion of TLA 612)

They then take the following courses in an order determined by availability and interest:

- Six electives of the candidate's choice (These may be focused on the subject area specialization of the community college teacher, taken as independent study courses.)
- Name of elective
- Name of elective
- Name of elective
- Name of elective
- Name of elective
- Name of elective
- TLA 641 The Learning Organization and Social Change
- TLA 651 Educational Inquiry: Research in Action
- AC 653 Graduate External Assessment 2
  (This external is the development of the proposal for the practicum. It must be taken concurrently with TLA 651 and be completed the semester before TLA 750.)

Final semester:

- TLA 750 Practicum (may be taken twice if the practicum is spread over two semesters)
- AC 753 Graduate External Assessment 3

* This course, as well as those listed below, meets WTCS (Wisconsin Technical College System) certification requirements:
  TLA 611 meets requirement #50.
  TLA 612 meets requirement #52.
  ID 675 meets requirement #50.
  ID 678 meets requirement #54.
  DI 668 meets requirement #54.
The Master of Arts in Education program offers three Licensure to Master's (LTM) specializations designed to answer a growing need for qualified, dedicated, experienced professional teachers in the classrooms of our communities. The unique timeframe allows current professionals, or those with other commitments, the freedom and flexibility to become licensed teachers and continue on to earn a Master of Arts in Education degree if they wish, all within a reasonable time period.

The three specializations offered within the Licensure to Master’s program are:

- Early Childhood/Middle Childhood
- Middle Childhood/Early Adolescence
- Early Adolescence/Adolescence

**Early Childhood/Middle Childhood** *(birth to age 11 years)*

In the early childhood/middle childhood specialization, candidates may secure a teaching license for grades PK–5 within 24 months. Completion of the MAE degree requires 9 additional credits within seven years of starting the program. Through the specialization’s practical, hands-on approach, candidates complete three field experiences in a daytime setting as well as a full semester of student teaching in a daytime placement.

Qualified candidates must have an undergraduate degree from a regionally accredited college, and they must successfully complete the Praxis I prior to admission or within one semester of provisional acceptance. They must successfully complete the Praxis II (Elementary Education: Content Knowledge test) prior to student teaching.

This specialization blends graduate and undergraduate courses. Graduate courses are offered in the every-other-weekend timeframe during fall and spring semesters and on weeknights during the summer. Undergraduate courses are offered alternately in day and evening timeframes.

**Middle Childhood/Early Adolescence** *(ages 6 to 13)*

In the middle childhood/early adolescence specialization, candidates may secure a teaching license for grades 1-8 within 18 months. Completion of the MAE degree requires 9 additional credits within seven years of starting the program. This specialization requires that candidates already have or, while in the program, earn a state-approved minor. Recommended minors include subjects taught at the middle school level: language arts, social studies, mathematics, or science. Through the specialization's practical, hands-on approach, candidates complete three field experiences in a daytime setting as well as a full semester of student teaching in a daytime placement.

Qualified candidates must have an undergraduate degree from a regionally accredited college, and they must successfully complete the Praxis I prior to admission or within one semester of provisional acceptance. They must successfully complete the Praxis II (Middle School: Content Knowledge test) prior to student teaching.

This specialization blends graduate and undergraduate courses. Graduate courses are offered in the every-other-weekend timeframe during fall and spring semesters and on weeknights during the summer. Undergraduate courses are offered alternately in day and evening timeframes.

**Early Adolescence/Adolescence** *(ages 10 to 21)*

In the early adolescence/adolescence specialization, candidates may secure a teaching license for grades 6-12 in one of four subject areas (English language arts, mathematics, broadfield science, or broadfield social studies) within 18 months. This specialization requires that candidates already have or, while in the program, earn a state-approved major in one of these four subject areas. Completion of the MAE degree requires 9 additional credits within seven years of starting the program. Through the specialization's practical, hands-on approach, candidates complete three field experiences in a day and/or late-afternoon setting as well as a full semester of student teaching in a day setting or in a combination day/late-afternoon placement. They must successfully complete the Praxis II in their content area. All courses occur in the every-other-weekend timeframe during fall and spring semesters and on weeknights during summer.
Licensure to Master’s General Education

Qualified candidates must have an undergraduate degree and they must successfully complete the Praxis I prior to admission or within one semester of provisional acceptance, and they must successfully complete the Praxis II (content-area test) before student teaching.

Licensure to Master’s Specialization Core Courses

<table>
<thead>
<tr>
<th>Course</th>
<th>Semester Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>Required core courses for licensure (26 credits)</td>
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<tr>
<td>Field experiences are incorporated in the 4-credit courses.</td>
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</tr>
<tr>
<td>LTM 611* Human Development and Learning</td>
<td>3</td>
</tr>
<tr>
<td>LTM 612§ General Methods of Teaching</td>
<td>4</td>
</tr>
<tr>
<td>LTM 621 Literacy in Middle Childhood, Early Adolescence, and Adolescence</td>
<td>4</td>
</tr>
<tr>
<td>LTM 631 Teaching Exceptional Learners</td>
<td>3</td>
</tr>
<tr>
<td>LTM 632 Curriculum, Instruction, and Assessment</td>
<td>3</td>
</tr>
<tr>
<td>or</td>
<td></td>
</tr>
<tr>
<td>LTM 632A Curriculum, Instruction, and Assessment</td>
<td>4</td>
</tr>
<tr>
<td>LTM 641 Student Teaching</td>
<td>9</td>
</tr>
</tbody>
</table>

* Replaces TLA 611
§ Replaces TLA 612

Early Childhood/Middle Childhood Education Specialization Courses

<table>
<thead>
<tr>
<th>Course</th>
<th>Semester Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>Required EC/MC-specific courses for licensure (24 credits: 4 graduate and 20 undergraduate)</td>
<td></td>
</tr>
<tr>
<td>LTM 635 Science and Social Studies in the Elementary Curriculum</td>
<td>4 (graduate)</td>
</tr>
<tr>
<td>ED 225A Literacy in Early Childhood</td>
<td>3</td>
</tr>
<tr>
<td>ED 325 Literacy in Middle Childhood 1 – ELC</td>
<td>3</td>
</tr>
<tr>
<td>ED 338A Early Childhood Teaching and Field</td>
<td>4</td>
</tr>
<tr>
<td>ED 353A Arts and Movement in the Elementary Curriculum</td>
<td>2</td>
</tr>
<tr>
<td>MT 243 Fundamental Concepts of Mathematics 1</td>
<td>4</td>
</tr>
<tr>
<td>MT 244 Fundamental Concepts of Mathematics 2</td>
<td>4</td>
</tr>
</tbody>
</table>

Required general education coursework (credits as needed per transfer evaluation)
Licensure to Master’s General Education

Middle Childhood/Early Adolescence Education
Specialization Courses

<table>
<thead>
<tr>
<th>Course</th>
<th>Semester Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>Required MC/EA-specific courses for licensure (17 credits: 4 graduate and 13 undergraduate)</td>
<td></td>
</tr>
<tr>
<td>LTM 635 Science and Social Studies in the Elementary Curriculum 4 (graduate)</td>
<td></td>
</tr>
<tr>
<td>ED 325A Literacy in Middle Childhood 1 – ELM 3</td>
<td></td>
</tr>
<tr>
<td>ED 353A Arts and Movement in the Elementary Curriculum 2</td>
<td></td>
</tr>
<tr>
<td>MT 243 Fundamental Concepts of Mathematics 1 4</td>
<td></td>
</tr>
<tr>
<td>MT 244 Fundamental Concepts of Mathematics 2 4</td>
<td></td>
</tr>
</tbody>
</table>

Required minor (credits as needed per transfer evaluation)
Required general education coursework (credits as needed per transfer evaluation)

Early Adolescence/Adolescence Education
Specialization Courses

Qualified candidates must have an undergraduate degree either in or related to English, mathematics, science, or social studies.

<table>
<thead>
<tr>
<th>Course</th>
<th>Semester Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>Required EA/A-specific courses for licensure (4 credits)</td>
<td></td>
</tr>
<tr>
<td>LTM 622 Content Area Methods 4</td>
<td></td>
</tr>
<tr>
<td>Required course to address gaps in prior coursework (1-3 credits)</td>
<td></td>
</tr>
<tr>
<td>LTM 697 Special Topics 1-3</td>
<td></td>
</tr>
</tbody>
</table>

Required major (credits as needed per transfer evaluation)
Required general education coursework (credits as needed per transfer evaluation)

Assessments Required for the Licensure to Master’s Specialization
(0 semester hours)

- AC 613-02 LTM Graduate External Assessment 1
- AC 636-01 LTM Graduate External Assessment 2
- LTM 640 Portfolio Assessment
Licensure to Master’s General Education

Sample Sequences: Licensure to Master’s Early Childhood/Middle Childhood Education Specialization

Candidates may use this outline of the program requirements to keep track of their progress. They may begin the program in either the fall or spring semester. The undergraduate courses in this specialization are offered alternately in day and evening timeframes.

Total semester hours: 60
MAE Core: 9
LTM Specialization: 51

<table>
<thead>
<tr>
<th>Fall semester entry</th>
<th>Spring semester entry</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Fall</strong></td>
<td><strong>Spring</strong></td>
</tr>
<tr>
<td>___LTM 611</td>
<td>___LTM 611</td>
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<tr>
<td>Human Development and Learning</td>
<td>Human Development and Learning</td>
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<td>___LTM 612</td>
<td>___LTM 612</td>
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<tr>
<td>General Methods of Teaching</td>
<td>General Methods of Teaching</td>
</tr>
<tr>
<td>___AC 613-02</td>
<td>___AC 613-02</td>
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<td>LTM Graduate External Assessment 1</td>
<td>LTM Graduate External Assessment 1</td>
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<tr>
<td>___ED 225A</td>
<td>___ED 225A</td>
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<td>Literacy in Early Childhood</td>
<td>Literacy in Early Childhood</td>
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<td>___MT 243</td>
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<td>Fundamental Concepts of Mathematics 1</td>
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<tr>
<th>Summer</th>
<th>Fall</th>
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<tbody>
<tr>
<td>___LTM 632</td>
<td>___ED 325*</td>
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<tr>
<td>Curriculum, Instruction, and Assessment</td>
<td>Literacy in Middle Childhood 1-ELC</td>
</tr>
<tr>
<td>___LTM 635</td>
<td>___ED 353A</td>
</tr>
<tr>
<td>Science and Social Studies in the Elementary Curriculum</td>
<td>Arts and Movement in the Elementary Curriculum</td>
</tr>
<tr>
<td>___MT 244</td>
<td>___LTM 631</td>
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<tr>
<td>Fundamental Concepts of Mathematics 2</td>
<td>Teaching Exceptional Learners</td>
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<table>
<thead>
<tr>
<th>Fall</th>
<th>Spring</th>
</tr>
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<tbody>
<tr>
<td>___ED 338A</td>
<td>___ED 338A</td>
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<tr>
<td>Early Childhood Teaching and Field</td>
<td>Early Childhood Teaching and Field</td>
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<tr>
<td>___ED 353A</td>
<td>___LTM 621</td>
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<tr>
<td>Arts and Movement in the Elementary Curriculum</td>
<td>Literacy in Middle Childhood, Early Adolescence, and Adolescence</td>
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<tr>
<td>___LTM 640</td>
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<tr>
<td>Portfolio Assessment</td>
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<table>
<thead>
<tr>
<th>Spring</th>
<th>Fall</th>
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<tbody>
<tr>
<td>___LTM 641</td>
<td>___LTM 641</td>
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<tr>
<td>Student Teaching</td>
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<table>
<thead>
<tr>
<th>Semesters following Student Teaching</th>
</tr>
</thead>
<tbody>
<tr>
<td>___TLA 641</td>
</tr>
<tr>
<td>The Learning Organization and Social Change</td>
</tr>
<tr>
<td>___TLA 651</td>
</tr>
<tr>
<td>Educational Inquiry: Research in Action</td>
</tr>
<tr>
<td>___AC 653</td>
</tr>
<tr>
<td>Graduate External Assessment 2 (in preparation for TLA 750)</td>
</tr>
<tr>
<td>___TLA 750</td>
</tr>
<tr>
<td>Practicum</td>
</tr>
<tr>
<td>___AC 753</td>
</tr>
<tr>
<td>Graduate External Assessment 3 (in conjunction with TLA 750)</td>
</tr>
</tbody>
</table>

*ED 325 is offered during the day in spring and in late afternoon in fall.*
Licensure to Master’s General Education

Sample Sequences: Licensure to Master’s
Middle Childhood/Early Adolescence Education Specialization

Candidates may use this outline of the program requirements to keep track of their progress. They may begin the program in either the fall or spring semester. The undergraduate courses in this specialization are offered alternately in day and evening timeframes.

Total semester hours: 53
MAE Core: 9
LTM Specialization: 44

<table>
<thead>
<tr>
<th>Fall semester entry</th>
<th>Spring semester entry</th>
</tr>
</thead>
<tbody>
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<td><strong>Spring</strong></td>
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<tr>
<td>___LTM 611</td>
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<tr>
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<tr>
<td>___LTM 612</td>
<td>___LTM 612</td>
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<tr>
<td>General Methods of Teaching</td>
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<td>___AC 613-02</td>
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<td>LTM Graduate External Assessment 1</td>
<td>LTM Graduate External Assessment 1</td>
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<tr>
<td>Literacy in Middle Childhood 1-ELM</td>
<td>Literacy in Middle Childhood 1-ELM</td>
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<tr>
<td>___MT 243</td>
<td>___MT 243</td>
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<tr>
<td>Fundamental Concepts of Mathematics 1</td>
<td>Fundamental Concepts of Mathematics 1</td>
</tr>
<tr>
<td><strong>Spring</strong></td>
<td><strong>Summer</strong></td>
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<tr>
<td>___LTM 621</td>
<td>___LTM 632A</td>
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<tr>
<td>Literacy in Middle Childhood, Early Adolescence, and Adolescence</td>
<td>Curriculum, Instruction, and Assessment</td>
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<td>___LTM 631</td>
<td>___LTM 635</td>
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<tr>
<td>Teaching Exceptional Learners</td>
<td>Science and Social Studies in the Elementary Curriculum</td>
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<tr>
<td>___ED 353A</td>
<td>___MT 244</td>
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<td>Arts and Movement in the Elementary Curriculum</td>
<td>Fundamental Concepts of Mathematics 2</td>
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<td>___AC 636-01</td>
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<td>LTM Graduate External Assessment 2</td>
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<tr>
<td><strong>Summer</strong></td>
<td><strong>Fall</strong></td>
</tr>
<tr>
<td>___LTM 632A</td>
<td>___LTM 621</td>
</tr>
<tr>
<td>Curriculum, Instruction, and Assessment</td>
<td>Literacy in Middle Childhood, Early Adolescence, and Adolescence</td>
</tr>
<tr>
<td>___LTM 635</td>
<td>___LTM 631</td>
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<tr>
<td>Science and Social Studies in the Elementary Curriculum</td>
<td>Teaching Exceptional Learners</td>
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<td>___MT 244</td>
<td>___ED 353A</td>
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<tr>
<td>Fundamental Concepts of Mathematics 2</td>
<td>Arts and Movement in the Elementary Curriculum</td>
</tr>
<tr>
<td><strong>Fall</strong></td>
<td><strong>Spring</strong></td>
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<tr>
<td>___LTM 641</td>
<td>___LTM 641</td>
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<tr>
<td>Student Teaching</td>
<td>Student Teaching</td>
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<tr>
<td><strong>Semesters following Student Teaching</strong></td>
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</tr>
<tr>
<td>___TLA 641</td>
<td>___TLA 641</td>
</tr>
<tr>
<td>The Learning Organization and Social Change</td>
<td>The Learning Organization and Social Change</td>
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<tr>
<td>___TLA 651</td>
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<tr>
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<td>Educational Inquiry: Research in Action</td>
</tr>
<tr>
<td>___AC 653</td>
<td>___AC 653</td>
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<tr>
<td>Graduate External Assessment 2 (in preparation for TLA 750)</td>
<td>Graduate External Assessment 2 (in preparation for TLA 750)</td>
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<td>___TLA 750</td>
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<td>Practicum</td>
</tr>
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<td>___AC 753</td>
<td>___AC 753</td>
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<tr>
<td>Graduate External Assessment 3 (in conjunction with TLA 750)</td>
<td>Graduate External Assessment 3 (in conjunction with TLA 750)</td>
</tr>
</tbody>
</table>

* ED 325A is offered during the day in spring and in late afternoon in fall.*
Licensure to Master’s General Education

Sample Sequences: Licensure to Master’s Early Adolescence/Adolescence Education Specialization

Candidates may use this outline of the program requirements to keep track of their progress. They may begin the program in either the fall or spring semester.

Total semester hours: 39-42
MAE Core: 9
LTM Specialization: 30-33

Fall semester entry

Fall
___LTM 611 Human Development and Learning
___LTM 612 General Methods of Teaching
___AC 613-02 LTM Graduate External Assessment 1

Spring
___LTM 621 Literacy in Middle Childhood, Early Adolescence, and Adolescence
___LTM 631 Teaching Exceptional Learners
___AC 636-01 LTM Graduate External Assessment 2

Summer
___LTM 622 Content Area Methods
___LTM 632 Curriculum, Instruction, and Assessment
___LTM 640 Portfolio Assessment

Anytime prior to Student Teaching
___LTM 697 Special Topics (if needed)

Fall
___LTM 641 Student Teaching

Spring semester entry

Spring
___LTM 611 Human Development and Learning
___LTM 612 General Methods of Teaching
___AC 613-02 LTM Graduate External Assessment 1

Summer
___LTM 622 Content Area Methods
___LTM 632 Curriculum, Instruction, and Assessment
___AC 636-01 LTM Graduate External Assessment 2

Fall
___LTM 621 Literacy in Middle Childhood, Early Adolescence, and Adolescence
___LTM 631 Teaching Exceptional Learners
___LTM 640 Portfolio Assessment

Anytime prior to Student Teaching
___LTM 697 Special Topics (if needed)

Spring
___LTM 641 Student Teaching

Semesters following Student Teaching
___TLA 641 The Learning Organization and Social Change
___TLA 651 Educational Inquiry: Research in Action
___AC 653 Graduate External Assessment 2 (in preparation for TLA 750)
___TLA 750 Practicum
___AC 753 Graduate External Assessment 3 (in conjunction with TLA 750)
The Master of Arts in Education program offers two Licensure to Master's specializations in Cross-Categorical Special Education designed to answer a growing need for qualified, dedicated, experienced professional teachers in the classrooms of our communities. The unique timeframe allows current professionals, or those with other commitments, the freedom and flexibility to become licensed teachers and continue on to earn a Master of Arts in Education degree if they wish, all within a reasonable time period.

The two specializations offered within the Licensure to Master's Cross-Categorical Special Education program are:
- Middle Childhood/Early Adolescence
- Early Adolescence/Adolescence

**Middle Childhood/Early Adolescence (ages 6 to 13)**

In the middle childhood/early adolescence specialization, candidates may secure a teaching license for grades 1-8 within two years. Completion of the MAE degree requires 9 additional credits within seven years of starting the program. This specialization requires that candidates already have or, while in the program, earn a state-approved minor. Minors include the following cross-categorical disability concentrations: Cognitive Disabilities, Specific Learning Disabilities, and Emotional/Behavioral Disabilities. Candidates may also choose an additional recommended minor in one of the following subjects taught at the middle school level: language arts, social studies, mathematics, or science. Through the concentration's practical, hands-on approach, candidates complete four field experiences in a daytime setting as well as a full semester of student teaching in a daytime placement.

Qualified candidates must have an undergraduate degree from a regionally accredited college, and they must successfully complete the Praxis I prior to admission or within one semester of provisional acceptance. They must successfully complete the Praxis II (Middle School: Content Knowledge test) prior to student teaching.

**Early Adolescence/Adolescence (ages 10 to 21)**

In the early adolescence/adolescence specialization, candidates may secure a teaching license for grades 6-12 within two years. Completion of the MAE degree requires 9 additional credits within seven years of starting the program. This specialization requires that candidates already have or, while in the program, earn a state-approved minor. Minors include the following cross-categorical disability concentrations: Cognitive Disabilities, Specific Learning Disabilities, and Emotional/Behavioral Disabilities. Candidates may also choose an additional recommended minor in one of the following subjects taught at the high school level: language arts, social studies, mathematics, science, or adult education. Through the concentration's practical, hands-on approach, candidates complete four field experiences in a daytime setting as well as a full semester of student teaching in a daytime placement.

Qualified candidates must have an undergraduate degree from a regionally accredited college, and they must successfully complete the Praxis I prior to admission or within one semester of provisional acceptance. They must successfully complete the Praxis II (Middle School: Content Knowledge test) prior to student teaching.
### Licensure to Master’s Cross-Categorical Special Education

**Licensure to Master’s Cross-Categorical Core Courses**

<table>
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<tr>
<td>SPE 641</td>
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* Required core courses for licensure (26 credits)

Field experiences are incorporated in the 4-credit courses.

*SPE 611* replaces TLA 611 or LTM 611

*SPE 612* replaces TLA 612 or LTM 612
Licensure to Master’s Cross-Categorical Special Education

Middle Childhood/Early Adolescence Education Concentration Courses

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<td>Field experiences are incorporated in the 4-credit courses.</td>
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**Cognitive Disabilities**

<table>
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<tr>
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**Specific Learning Disabilities**

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**Emotional/Behavioral Disabilities**

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# Licensure to Master’s Cross-Categorical Special Education

## Early Adolescence/Adolescence Education Concentration Courses

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<td><strong>Field experiences are incorporated in the 4-credit courses.</strong></td>
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### Cognitive Disabilities

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### Specific Learning Disabilities

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### Emotional/Behavioral Disabilities

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<td>Behavior and Classroom/Community Environment for Students with Emotional/Behavioral Disabilities</td>
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## Assessments Required for the Licensure to Master’s in Cross-Categorical Special Education

(0 semester hours)

- AC 613-04 Graduate External Assessment 1: An Analysis of Instructional Design and Pedagogy
- AC 636-02 Interview Assessment
- AC 640 Portfolio Assessment: Developing a Vision of Teaching Through Integrated Learning
Licensure to Master’s Cross-Categorical Special Education

Sample Sequences:
Licensure to Master’s in Cross-Categorical Special Education
Middle Childhood/Early Adolescence Education

Candidates may use this outline of the program requirements to keep track of their progress. They may begin the program in either the fall or spring semester.

Total semester hours: 46
MAE core: 9
LTM cross-categorical core: 26
Cross-categorical concentration: 11

Concentration in Specific Learning Disabilities

<table>
<thead>
<tr>
<th>Fall semester entry</th>
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<tr>
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## Licensure to Master's Cross-Categorical Special Education

### Concentration in Emotional/Behavioral Disabilities

#### Fall semester entry

**Fall**
- ___SPE 611  Human Development and Learning
- ___SPE 612  General Methods of Teaching Special Education
- ___AC 613-04  Graduate External Assessment 1

**Spring**
- ___SPE 614  Foundations of Special Education
- ___SPE 615  Characteristics of Learners with Special Needs

**Summer**
- ___SPE 623  Assessment, Diagnosis, and Evaluation
- ___SPE 635B  Behavior and Classroom/Community Environment for Students with Emotional/Behavioral Disabilities
- ___AC 636-02  Interview Assessment

**Fall**
- ___SPE 620  Language and Literacy Development for Students with Disabilities
- ___SPE 634B  Teaching Adaptations for Students with Emotional/Behavioral Disabilities
- ___AC 640  Portfolio Assessment

**Spring**
- ___SPE 641  Student Teaching

#### Spring semester entry

**Spring**
- ___SPE 611  Human Development and Learning
- ___SPE 612  General Methods of Teaching Special Education
- ___AC 613-04  Graduate External Assessment 1

**Summer**
- ___SPE 614  Foundations of Special Education
- ___SPE 615  Characteristics of Learners with Special Needs

**Fall**
- ___SPE 620  Language and Literacy Development for Students with Disabilities
- ___SPE 634B  Teaching Adaptations for Students with Emotional/Behavioral Disabilities
- ___AC 636-02  Interview Assessment

**Spring**
- ___SPE 623  Assessment, Diagnosis, and Evaluation
- ___SPE 635B  Behavior and Classroom/Community Environment for Students with Emotional/Behavioral Disabilities

**Summer**
- ___AC 640  Portfolio Assessment

**Fall**
- ___SPE 641  Student Teaching
### Concentration in Cognitive Disabilities

#### Fall semester entry

**Fall**
- **SPE 611** Human Development and Learning
- **SPE 612** General Methods of Teaching Special Education
- **AC 613-04** Graduate External Assessment 1

**Spring**
- **SPE 614** Foundations of Special Education
- **SPE 615** Characteristics of Learners with Special Needs

**Summer**
- **SPE 623** Assessment, Diagnosis, and Evaluation
- **SPE 635C** Behavior and Classroom/Community Environment for Students with Cognitive Disabilities
- **AC 636-02** Interview Assessment

**Fall**
- **SPE 620** Language and Literacy Development for Students with Disabilities
- **SPE 634C** Teaching Adaptations for Students with Cognitive Disabilities
- **AC 640** Portfolio Assessment

**Spring**
- **SPE 641** Student Teaching

#### Spring semester entry

**Spring**
- **SPE 611** Human Development and Learning
- **SPE 612** General Methods of Teaching Special Education
- **AC 613-04** Graduate External Assessment 1

**Summer**
- **SPE 614** Foundations of Special Education
- **SPE 615** Characteristics of Learners with Special Needs

**Fall**
- **SPE 620** Language and Literacy Development for Students with Disabilities
- **SPE 634C** Teaching Adaptations for Students with Cognitive Disabilities
- **AC 636-02** Interview Assessment

**Spring**
- **SPE 623** Assessment, Diagnosis, and Evaluation
- **SPE 635C** Behavior and Classroom/Community Environment for Students with Cognitive Disabilities

**Summer**
- **AC 640** Portfolio Assessment

**Fall**
- **SPE 641** Student Teaching

### Semesters following Student Teaching

- **TLA 641** The Learning Organization and Social Change
- **TLA 651** Educational Inquiry: Research in Action
- **AC 653** Graduate External Assessment 2 (in preparation for TLA 750)
- **TLA 750** Practicum
- **AC 753** Graduate External Assessment 3 (in conjunction with TLA 750)
Licensure to Master’s
Cross-Categorical Special Education

Sample Sequences:
Licensure to Master’s in Cross-Categorical Special Education
Early Adolescence/Adolescence Education Specialization

Candidates may use this outline of the program requirements to keep track of their progress. They may begin the program in either the fall or spring semester:

<table>
<thead>
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Concentration in Specific Learning Disabilities
## Licensure to Master’s Cross-Categorical Special Education

### Concentration in Emotional/Behavioral Disabilities

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**Spring**

| __SPE 614           | __SPE 614             |
| Foundations of Special Education | Foundations of Special Education |
| __SPE 615           | __SPE 615             |
| Characteristics of Learners with Special Needs | Characteristics of Learners with Special Needs |

**Summer**

| __SPE 623           | __SPE 620             |
| Assessment, Diagnosis, and Evaluation | Language and Literacy Development for Students with Disabilities |
| __SPE 635B          | __SPE 634B            |
| Behavior and Classroom/Community Environment for Students with Emotional/Behavioral Disabilities | Teaching Adaptations for Students with Emotional/Behavioral Disabilities |
| __AC 636-02         | __AC 636-02           |
| Interview Assessment | Interview Assessment |

**Fall**

| __SPE 620           | __SPE 623             |
| Language and Literacy Development for Students with Disabilities | Assessment, Diagnosis, and Evaluation |
| __SPE 634B          | __SPE 635B            |
| Teaching Adaptations for Students with Emotional/Behavioral Disabilities | Behavior and Classroom/Community Environment for Students with Emotional/Behavioral Disabilities |
| __AC 640            | __AC 640              |
| Portfolio Assessment | Portfolio Assessment |

**Spring**

| __SPE 641           | __SPE 641             |
| Student Teaching    | Student Teaching      |
## Licensure to Master’s Cross-Categorical Special Education

### Concentration in Cognitive Disabilities

#### Fall semester entry

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#### Semester following Student Teaching

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The Master of Arts in Education Program offers three specializations for persons who work to develop others in business, industry, government, and nonprofit settings. The specializations are:

- Adult Education and Instructional Design
- Adult Education and Instructional Technology
- Adult Education and Organizational Development

These three specializations are based in a common focus on learning and development of adults, building a theoretical foundation for work with adult learners. In addition, they have a common set of courses that address key components of design and implementation across a range of settings.

Qualified candidates must be engaged in a work setting in which their role focuses on assisting others to learn and develop their skills. In some cases, candidates who are between jobs or are seeking a shift from their current role can seek out internships through which to complete their projects for the specialization.

Candidates for the Master of Arts in Education degree complete the core requirements for the MAE* as well as the following adult education core courses and courses in their specialization.

Each of the three specializations and courses specific to each specialization are described in greater detail on the following pages.

### Adult Education Core Courses

<table>
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<td>ID 678</td>
<td>Evaluation Processes in Instructional Design</td>
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<td>ID 679</td>
<td>Project Management in Instructional Design</td>
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*In the Adult Education specializations, OD 657 replaces TLA 641.*
Adult Education and Instructional Design

This specialization focuses on the knowledge and skills needed to work effectively in the development of adults in work settings. It is geared to those professionals whose work involves needs assessment, design, and delivery of training. The professionals for whom this specialization is appropriate include instructional designers, technical writers, course designers or developers, trainers, training designers and managers, and human-resource development professionals.

Qualified candidates must be engaged in a work setting in which their role focuses on assisting others to learn and develop their skills. Candidates complete the core requirements for the MAE* as well as the following courses:

### Adult Education and Instructional Design Specialization Courses

<table>
<thead>
<tr>
<th>Course</th>
<th>Semester Hours</th>
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</thead>
<tbody>
<tr>
<td><strong>Required Adult Education core (9 semester hours)</strong></td>
<td></td>
</tr>
<tr>
<td>ID 675  Theory and Strategies of Instructional Design</td>
<td>3</td>
</tr>
<tr>
<td>ID 678  Evaluation Processes in Instructional Design</td>
<td>3</td>
</tr>
<tr>
<td>ID 679  Project Management in Instructional Design</td>
<td>3</td>
</tr>
<tr>
<td><strong>Electives (to total 15 semester hours)</strong></td>
<td></td>
</tr>
<tr>
<td><strong>Required Instructional Design elective (3 semester hours)</strong></td>
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</tr>
<tr>
<td>ID 670  Instructional Presentation: Interactive Strategies and Professional Standards</td>
<td>3</td>
</tr>
<tr>
<td><strong>Required Organizational Development elective (3 semester hours)</strong></td>
<td></td>
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<tr>
<td>OD 657  Facilitating Organizational Change</td>
<td>3</td>
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<tr>
<td><strong>Required technology elective (3 semester hours)</strong></td>
<td></td>
</tr>
<tr>
<td>CIT 631  Technology: Using Tools in Instructional Settings</td>
<td>3</td>
</tr>
<tr>
<td>CIT/ID 640  Technology: Distance Education Strategies, Theories, and Tools</td>
<td>3</td>
</tr>
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<td>3</td>
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<td>3</td>
</tr>
<tr>
<td>CIT 690  Seminar on Issues in Technology</td>
<td>3</td>
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<tr>
<td><strong>Additional elective options</strong></td>
<td></td>
</tr>
<tr>
<td>CIT/ED/ID 697 Independent Study</td>
<td>1-3</td>
</tr>
<tr>
<td>OD 647  Adult Learning and Workplace Competency</td>
<td>3</td>
</tr>
<tr>
<td>OD 667  Managing the Consulting Process</td>
<td>3</td>
</tr>
<tr>
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<td>3</td>
</tr>
<tr>
<td>OD 687  Tools and Processes for Organizational Intervention</td>
<td>3</td>
</tr>
</tbody>
</table>

*In the Adult Education specializations, OD 657 replaces TLA 641.
Adult Education and Instructional Design

**Sequence: Adult Education and Instructional Design Specialization**

Candidates may use this outline of the program requirements to keep track of their progress. Core courses are offered fall, spring, and summer. Courses in the specialization are offered during one or two of those semesters each year, depending upon enrollment.

- Total semester hours: 36
- MAE core: 12
- Adult Education core: 9
- Specialization and electives: 15

**Candidates usually begin with the first core courses:**

- TLA 611   Education and Human Development 1: Understanding the Learner
- TLA 612   Education and Human Development 2: The Scholarship of Teaching
- AC 613-01  Graduate External Assessment 1 (at the conclusion of TLA 612)

They then take the following courses in an order determined by prerequisites, availability, and interest:

- ID 670  Instructional Presentation: Interactive Strategies and Professional Standards
- ID 675  Theory and Strategies of Instructional Design
- ID 678  Evaluation Processes in Instructional Design
- ID 679  Project Management in Instructional Design
- OD 657  Facilitating Organizational Change
- TLA 651  Educational Inquiry: Research in Action

- Three electives of the candidate’s choice (one must be a CIT elective)
  - CIT 631  Technology: Using Tools in Instructional Settings
  - CIT/ID 640  Technology: Distance Education Strategies, Theories, and Tools
  - CIT 650  Designing the Technology Learning Environment
  - CIT/ID 660  Technology: Web Design and Implementation in Instructional Settings
  - CIT 690  Seminar on Issues in Technology
  - CIT/ED/ID 697  Independent Study
  - OD 647  Adult Learning and Workplace Competency
  - OD 667  Managing the Consulting Process
  - OD 677  Group and Team Facilitation
  - OD 687  Tools and Processes for Organizational Intervention

- AC 653  Graduate External Assessment 2
  (This external is the development of the proposal for the practicum. It must be taken concurrently with TLA 651 and be completed the semester before TLA 750.)

**Final semester:**

- TLA 750  Practicum (may be taken twice if the practicum is spread over two semesters)
- AC 753  Graduate External Assessment 3
Adult Education and Instructional Technology

This specialization focuses on the knowledge and skills needed to work effectively in a training environment that uses computer-based or web-based training approaches. It addresses not only design elements but also the development of infrastructure to support instructional technology and the ethical questions related to its implementation. The professionals for whom this specialization is appropriate include instructional designers, technical writers, course designers or developers, web-based trainers, and instructional technology managers.

Qualified candidates must be engaged in a work setting in which their role focuses on assisting others to learn and develop their skills. Candidates complete the core requirements for the MAE* as well as the following courses:

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</tr>
<tr>
<td>Required Instructional Technology electives (12 semester hours)</td>
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* In the Adult Education specializations, OD 657 replaces TLA 641.
Sequence: Adult Education and Instructional Technology Specialization

Candidates may use this outline of the program requirements to keep track of their progress. Core courses are offered fall, spring, and summer. Courses in the specialization are offered during one or two of those semesters each year, depending upon enrollment.

Total semester hours: 36
MAE core: 12
Adult Education core: 9
Specialization and electives: 15

Candidates usually begin with the first core courses:

_____ TLA 611  Education and Human Development 1: Understanding the Learner
_____ TLA 612  Education and Human Development 2: The Scholarship of Teaching
_____ AC 613-01 Graduate External Assessment 1 (at the conclusion of TLA 612)

They then take the following courses in an order determined by prerequisites, availability, and interest:

_____ ID 675  Theory and Strategies of Instructional Design
_____ ID 678  Evaluation Processes in Instructional Design
_____ ID 679  Project Management in Instructional Design
_____ OD 657  Facilitating Organizational Change
_____ TLA 651  Educational Inquiry: Research in Action

Four electives of the candidate’s choice

_____ CIT 631  Technology: Using Tools in Instructional Settings
_____ CIT/ID 640  Technology: Distance Education Strategies, Theories, and Tools
_____ CIT 650  Designing the Technology Learning Environment
_____ CIT/ID 660  Technology: Web Design and Implementation in Instructional Settings
_____ CIT 690  Seminar on Issues in Technology
_____ CIT/ED/ID 697  Independent Study

_____ AC 653  Graduate External Assessment 2
(This external is the development of the proposal for the practicum. It must be taken concurrently with TLA 651 and be completed the semester before TLA 750.)

Final semester:

_____ TLA 750  Practicum (may be taken twice if the practicum is spread over two semesters)
_____ AC 753  Graduate External Assessment 3
Adult Education and Organizational Development

This specialization focuses on the knowledge and skills needed to contribute to the development of organizations through change. While such work may call for traditional training at times, more often it focuses on facilitation of groups, internal and external consulting, and the use of intervention tools. The professionals for whom this specialization is appropriate include learning center directors, human-resource and organizational development professionals, performance technologists, performance consultants, and performance coaches.

Qualified candidates must be engaged in a work setting in which their role focuses on assisting others to learn and develop their skills. Candidates complete the core requirements for the MAE* as well as the following courses:

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</table>

* Must include OD 657, which, in the Adult Education specializations, replaces TLA 641
Sequence: Adult Education and Organizational Development Specialization

Candidates may use this outline of the program requirements to keep track of their progress. Core courses are offered fall, spring, and summer. Courses in the specialization are offered during one or two of those semesters each year, depending upon enrollment.

Total semester hours: 36
MAE core: 12
Adult Education core: 9
Specialization and electives: 15

Candidates usually begin with the first core courses:

_____ TLA 611 Education and Human Development 1: Understanding the Learner
_____ TLA 612 Education and Human Development 2: The Scholarship of Teaching
_____ AC 613-01 Graduate External Assessment 1 (at the conclusion of TLA 612)

They then take the following courses in an order determined by prerequisites, availability, and interest:

_____ ID 675 Theory and Strategies of Instructional Design
_____ ID 678 Evaluation Processes in Instructional Design
_____ ID 679 Project Management in Instructional Design
_____ OD 657 Facilitating Organizational Change
_____ TLA 651 Educational Inquiry: Research in Action
_____ Four electives of the candidate’s choice (one must be a CIT elective; three must be OD electives)

______ CIT 631 Technology: Using Tools in Instructional Settings
______ CIT/ID 640 Technology: Distance Education Strategies, Theories, and Tools
______ CIT 650 Designing the Technology Learning Environment
______ CIT/ID 660 Technology: Web Design and Implementation in Instructional Settings
______ CIT 690 Seminar on Issues in Technology
______ OD 647 Adult Learning and Workplace Competency
______ OD 667 Managing the Consulting Process
______ OD 677 Group and Team Facilitation
______ OD 687 Tools and Processes for Organizational Intervention
_____ AC 653 Graduate External Assessment 2
(This external is the development of the proposal for the practicum. It must be taken concurrently with TLA 651 and be completed the semester before TLA 750.)

Final semester:

_____ TLA 750 Practicum (may be taken twice if the practicum is spread over two semesters)
_____ AC 753 Graduate External Assessment 3
MAE Course and External Assessment Descriptions

The number in parentheses after course title is the number of graduate semester hours.

AC 613-01 Graduate External Assessment 1 (0) Prereq. Concurrent registration in TLA 612
— Candidates demonstrate readiness to engage in graduate study through the application of conceptualization and communication abilities.

AC 613-02 LTM Graduate External Assessment 1 (0) Prereq. Concurrent registration in TLA 612
— Candidates demonstrate readiness to engage in graduate study through the application of conceptualization and communication abilities.

AC 613-04 SPE Graduate External Assessment 1 (0) Prereq. Concurrent registration in SPE 612
— Candidates demonstrate readiness to engage in graduate study through the application of conceptualization and communication abilities.

AC 636-01 LTM Graduate External Assessment 2 (0) Prereq. Completion of four LTM courses
— This assessment provides an opportunity to reflect on how connections among theoretical frameworks, teaching standards, education abilities, and fieldwork contribute to effective community building and instructional design. The assessment contributes a framework for portfolio development by identifying a theme or metaphor, and it mirrors professional development activities including peer coaching, goal setting, and administrator feedback.

AC 636-02 Interview Assessment (0) Prereq. SPE 611; SPE 612; AC 613-04; SPE 614; SPE 615; or permission of instructor
— Through this assessment, teacher candidates have an opportunity to demonstrate their understanding of the Wisconsin Standards for Teacher Development and Licensure and the Alverno graduate education abilities. The portfolio review process consists of two parts. First, an internal assessor (Alverno faculty member) and an external assessor (administrator, teacher) evaluate the portfolio against established criteria. Second, the assessors conduct an interview with each candidate in which the candidate highlights several artifacts, presents and comments on an electronic demonstration of teaching effectiveness, and answers questions on teaching, learning, and assessing in general and on portfolio contents in particular.

AC 653 Graduate External Assessment 2 (0) Prereq. Completion of 24-30 semester hours; concurrent registration in TLA 651
— Candidates present and defend the proposal for their practicum.

AC 753 Graduate External Assessment 3 (0) Prereq. Concurrent registration in TLA 750
— Candidates create an “event” to involve others in professional discourse around their action research projects.

AL 645 (also DI 645 and ED 645) Mentoring, Supervision, and Evaluation: Strengthening Professional Practice (3)
— Successful mentoring embodies best educational practices and extends beyond building and classroom procedures. Through this course, candidates 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 learn how to provide constructive feedback to teacher initiates within a collaborative, nurturing environment. They also explore links to evaluation/supervision.

AC 640 Portfolio Assessment: Developing a Vision of Teaching Through Integrated Learning (0) — The AC 640 portfolio assessment demonstrates SPE candidates’ readiness for student teaching. Candidates prepare a folder that documents their proficiency in the ten Wisconsin Standards for Teacher Development and Licensure and the Alverno graduate education abilities. The portfolio review process consists of two parts. First, an internal assessor (Alverno faculty member) and an external assessor (administrator, teacher) evaluate the portfolio against established criteria. Second, the assessors conduct an interview with each candidate in which the candidate highlights several artifacts, presents and comments on an electronic demonstration of teaching effectiveness, and answers questions on teaching, learning, and assessing in general and on portfolio contents in particular.
AL 665 [also DI 665] The Purposes of Education in a Democracy (3) — Candidates examine the interrelationships between and among democracy, schools, and education, both historically and in contemporary society. Taking a problem-based approach, they develop case studies to explore the impact of community expectations and needs on educational decisions. Using varied research approaches, they map diverse perspectives and their implications for decision making. Reflecting on both research literature and their own experiences, they develop models for practice in professional school roles.

AL 666 [also DI 666] Professional Roles in School Communities (3) — In examining the multiple roles open to leaders within school communities — including principal, learning coordinator, program implementor, staff development director, and assessment center director — candidates deepen their perspectives of the purposes and roles of schools in the local community. They develop skill in managing processes, personnel, and other resources in collaborative ways, recognizing the need for creating a climate of participative decision making. They develop skill in communication, facilitation, and conflict resolution, addressing varied audiences, including professional colleagues, parents, and members of the business and civic community.

AL 667 [also DI 667] Frameworks for Curriculum Development (3) — Candidates compare and contrast varied frameworks for curriculum development, using the organizing principles and assumptions of education for a democracy. They evaluate the impact of multiple variables (e.g., goals, content, process, time, standards, community traditions, resources) on curriculum decision making, with a particular emphasis on questions of coherence, accountability, and diverse needs of students. They develop skill in assessing needs and critiquing approaches in particular settings, as well as skill in working effectively with the school community in specific curriculum-design projects.

AL 670 [also DI 670] Group Facilitation: External Assessment (0) Prereq. Concurrent registration in AL/DI 666 — In this simulation, candidates take the role of a school professional working with a group to solve a problem. They demonstrate graduate-level skills in interpersonal and task interaction models. Area superintendents, principals, and curriculum directors serve as assessors and provide feedback individually to candidates.

AL 671 Legal Aspects of Administration (3) — One responsibility of a school principal is to see that the school community works within the framework of policies, laws, and regulations enacted by local, state, and federal authorities. In this course in the Administrative Leadership sequence, candidates examine the role and impact of judicial law and legislative policy on education. Drawing upon important landmark cases as a foundation, they explore the history as well as the ramifications of court decisions and legislative actions on school policy and operation. They also explore current special-education issues.

AL 672 Administrative Finance and Business Management (3) — Candidates examine the processes and impact of finance and management for schools and school systems. Drawing upon a range of administrative designs from public, private, and parochial schools, they conceptualize the significant role finance plays in realizing the mission, vision, and goals of the school/school system. They gain experience with issues related to budget planning, fund raising, human-resource management, employee-contracting processes, facilities management, scheduling, and related tasks. Candidates develop a command of sample school budgets and analyze decision-making processes in relationship to the school’s stated mission, vision, and goals.

AL 750 Administrator Standards: Proposal for Practicum (0) Prereq. Concurrent registration in AL 751 — Candidates create and present their proposal for the practicum experience, demonstrating that their plan meets the criteria of the state Administrative Leadership Standards.
AL 751/752 Practicum 1 and 2: Administrative Leadership [3 ea.] Prereq. All other courses in the Administrative Leadership specialization — For the practicum, candidates are assigned to a school setting and work closely with the administrator of that site. They gain experience taking responsibility for a range of administrative leadership functions and relate educational administrative theory to the applied profession of educational administration. Building upon their prior study of the theoretical, practical, and legal foundations of administration and supervision, candidates carefully analyze problems in school administration and address these in an effective, well-planned, and consistent manner. They also explore the issues of conflict resolution, alternative education, media relations, partnership planning, and working with superintendents and principals. Candidates complete a professional portfolio and development plan, an organizational audit and change plan, and a group facilitation videotape.

AL 754 Administrator Standards: Professional Development Portfolio and Professional Development Plan [0] Prereq. Concurrent registration in AL 752 — Candidates create and present an administrative portfolio that provides evidence of meeting state Administrative Leadership Standards and a professional development plan based on self-assessment.

CIT 631 Technology: Using Tools in Instructional Settings [3] — Candidates research current technology tools used in a broad range of instructional settings, focusing on their application, use, benefits, drawbacks, and instructional design principles. They identify instructional issues or problems and explore how technology tools can provide resources to address those issues or problems. Building on their research and knowledge, candidates identify an issue or a particular area in their own practice and, using an action research model, design a technological approach to the question/issue. Through this process, they set instructional design goals, identify key learning areas, design possible technology solutions, analyze impacts, and evaluate their solutions.

CIT 640 [also ID 640] Technology: Distance Education Strategies, Theories, and Tools [3] — In today’s instructional design environment, distance (Web-based) education methods, designs, and strategies are increasingly in demand. This course focuses on developing meaningful, applicable strategies that can be used in distance education. Candidates learn strategies and approaches that build on learning theories introduced in other courses. They analyze various distance learning and teaching strategies in a “learn by doing” environment, since the primary modality of the course is a distance hybrid. As a final assessment of their knowledge, candidates apply their learning, experience, analysis, and design strategies to develop a distance (Web-based) solution to an educational/performance need or problem.

CIT 650 Designing the Technology Learning Environment [3] — In this course, candidates develop the skills and knowledge for becoming a technology director in a school or other learning environment. They learn to design and manage technological learning environments through planning, budgeting, making decisions, and implementing technology support. As a means for facilitating and maintaining the environment, they develop effective strategies for supervising, training, and evaluating technical staff, as well as acquiring knowledge of appropriate technology resources.

CIT 660 [also ID 660] Technology: Web Design and Implementation in Instructional Settings [3] — In this course, candidates gain hands-on experience with web design. Focusing on web design principles, they use a variety of hardware and software, including Dreamweaver, Photoshop, FTP software, scanning software, and PDF writers, as well as the language of the World Wide Web, HTML (HyperText Markup Language), to create web pages that include a variety of media. They demonstrate their expertise by designing and implementing a website that applies distance (distributed) education technologies to solve an educational need or issue.

CIT 690 Seminar on Issues in Technology [3] — In this capstone course, candidates research and reflect upon the social and ethical issues related to the use of technology in educational settings. They apply a variety of frameworks to gain perspective and to understand the implications of technology use and apply their own framework for ethical
decision making to an issue at their professional site. In addition, they study federal and state laws governing the use of educational/instructional technology and become familiar with resources for information and collaboration in this field.

**CIT 697 [also ED 697 and ID 697]**  
**Independent Study [1-3]**  
*Prereq. Successful completion of independent study proposal* — If the candidate needs to develop a particular expertise not otherwise available through courses offered in the MAE program, s/he 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 candidate 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 candidate, and write periodic evaluations of candidate performance. The candidate may receive up to 3 credits. The external professional receives an honorarium.

**DI 645 Mentoring, Supervision, and Evaluation: Strengthening Professional Practice** — See AL 645.

**DI 665 The Purposes of Education in a Democracy** — See AL 665.

**DI 666 Professional Roles in School Communities** — See AL 666.

**DI 667 Frameworks for Curriculum Development** — See AL 667.

**DI 668 Frameworks for Assessment Practice [3]** — Candidates develop in-depth knowledge of the theoretical frameworks guiding assessment practice in schools and refine skill in the design of assessment for the support of learning, decision making, and accountability. They distinguish between and among multiple audiences and purposes related to assessment of student performance in schools. They articulate clearly the role of the assessment process in the curriculum, developing skill in working effectively with the school community in the design of classroom assessment focused on student development.

**DI 670 Group Facilitation: External Assessment** — See AL 670.

**DI 751 Director of Instruction Portfolio [0 or 3]** — The Director of Instruction 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 Director of Instruction license.

**ED 396 Introduction to the Exceptional Learner [3]**  
*Undergraduate prerequisite for ED 695 and ED 696. Prereq. PSY 110 or equivalent* — Candidates 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 needs.

**ED 600 Introduction to the Reading Portfolio [0]** — In this meeting, held each year in summer, participants in the reading teacher and reading specialist programs are introduced to the requirements for the reading portfolio, which incorporates work across courses in the program. The portfolio is a requirement for DPI licensure.

**ED 636 Comparative Education [3]** — This course provides the opportunity for candidates to personally experience other peoples, cultures, and societies through the study of education in another country. It begins with in-class study and preparation and culminates in a 14- to 17-day trip abroad. The specific focus of the course (i.e., country or region) varies according to faculty interest. Prior to departure, candidates engage with theories of cross-cultural understanding and communication, as well as conducting in-depth study of the host culture and society. There is a required follow-up session(s) upon return. The course provides all participants an opportunity to globalize their conceptualization of education.
ED 642 Connecting the Curriculum [3] — Candidates 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 Alternative Education license.

ED 645 Mentoring, Supervision, and Evaluation: Strengthening Professional Practice — See AL 645.

ED 670 Portfolio Presentation of Teaching [3] — Candidates 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 of those seeking the Wisconsin Alternative Education license.

ED 682 Integrated Literacy Development 1 [3] — Candidates 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.

ED 683 Integrated Literacy Development 2 [3] — Candidates 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 lifelong learners. Drawing upon current research, they 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] — Candidates analyze and select teacher-directed and learner-directed strategies that guide the interactions between learners and their textual materials in functional reading contexts. Candidates 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 in course goals.

ED 686 Literature in the K-12 Setting [3] — Candidates 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 their students. To implement Reader Response theory within a classroom setting, they create a staff development plan and a unit plan for a specific audience.

ED 687 Early Literacy Success 1: Practicum [3] Prereq. ED 682 — In the first course of this two-course sequence, candidates develop an in-depth understanding of the complexity of the reading process as it relates to student learning and early literacy development. A solid understanding of theory and its application to early literacy learning are embedded within instruction and practice. Candidates learn how to assess and analyze reading and writing behaviors. Through use of the Observation Survey (based on the work of Marie Clay) and running records, candidates plan effective instruction to meet the unique literacy needs of an identified child in a one-to-one intervention setting. Through peer-coaching experiences, they develop a solid understanding of the importance of feedback/discourse to accelerate student learning. Candidates 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 Early Literacy Success 2: Practicum [3] Prereq. ED 687 — In the second course of this two-course sequence, candidates refine their understanding of early literacy learning theory and practice to effectively accelerate student learning within an intervention setting. Candidates develop strategies for reflective practice to meet the specific needs of learners. They develop an enhanced understanding of this intervention process as they begin assessment and instruction with second-round students.
ED 689 Program Evaluation for the Reading Specialist [3] — Candidates 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 696 Adapting Strategies for Inclusive Settings [3] — Candidates 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 enhancing their ability to respond to individual differences within the context of the classroom and the school community.

ED 697 Independent Study — See CIT 697.

ED 751 Guiding and Directing the K-12 Reading Program: Practicum [3] — To become aware of the wide range of responsibilities of a reading specialist, candidates 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] Prereq. Concurrent registration in last course for reading teacher license — Candidates develop a Reading Teacher Portfolio upon completion of required courses. They meet with faculty to share evidence and demonstrate proficiency in the IRA/NCATE Standards for a reading teacher (316) license.

ED 755 Reading Teacher/Specialist Portfolio [0] Prereq. Concurrent registration in ED 751 — This portfolio is required of candidates who complete the master’s specialization in reading education and both the reading teacher and reading specialist licenses. Candidates meet with faculty to share evidence and demonstrate proficiency in the IRA/NCATE Standards for a reading teacher/specialist (316/317) license.

HUM 634 Encounters and Connections in World History [3] — This course focuses on the encounters and connections created by global trade networks that dramatically changed the world we live in today. Candidates study the development of economic systems, cultural syncretism, and environmental change that resulted from these encounters. Topics may include how the demand for commodities, labor, and ideas spread and transformed through networks like the Silk Road, the Indian Ocean basin, and the Atlantic world. Candidates work with a variety of materials, including biographies, online resources, historical monographs, and primary sources.

HUM 635 Reading and Teaching World Literature [3] Prereq. TLA 600 or TLA 611 completed or concurrent — This course focuses on influential novels from China, Japan, India, Africa, the Middle East, and South America. Topics include the intersections of culture and writing style, colonial and postcolonial issues, authorial politics, and approaches to teaching non-Western world literature courses and texts. Candidates work with a variety of materials, including critical essays, biographies, online resources, interviews, documentaries, and teaching testimonials.

HUM 636 Thinking and Teaching World History [3] Prereq. TLA 600 or TLA 611 completed or concurrent — This course introduces candidates to a number of innovative examples of world history teaching, writing, and researching. Candidates learn about various approaches to teaching world history, including “big history,” encounters and exchanges, biography, and thematic and comparative history. They broaden their understanding of classroom pedagogy by examining how to assist their students to think historically, especially working with primary documents. Candidates locate and evaluate both printed and electronic resources for developing curriculum and also examine them in the context of state and national standards.
HUM 637 Globalism in World Religions and Philosophies (3) Prereq. TLA 600 or TLA 611 completed or concurrent — This course familiarizes candidates with the diversity of world religions and philosophical perspectives in the United States. Understanding these global influences helps candidates to teach more effectively to an increasingly culturally diverse student body. Religions and philosophies studied may include Islam, Hinduism, Sikhism, Buddhism, Zen, Shintoism, Confucianism, Taoism, African religions, Native American religions, and various shamanic traditions. The course offers rich and unforgettable experiences that include field trips, guest speakers, readings, and films.

IA 655 The Role of the Arts in Learning (3) — Candidates develop a theoretical grounding for understanding how the arts can open up avenues of learning and how the arts extend and enhance learning. Through engagement in a range of arts-making experiences, involving dance/movement, music, visual arts, and theater, candidates reflect on their own responses to the arts. Drawing upon those responses, they focus on a particular curriculum theme or concept for PK-12 learners and integrate appropriate art making in the design of learning experiences.

ID 640 Technology: Distance Education Strategies, Theories, and Tools — See CIT 640.

ID 660 Technology: Web Design and Implementation in Instructional Settings — See CIT 660.

ID 670 Instructional Presentation: Interactive Strategies and Professional Standards (3) — Candidates use multiple performance opportunities to critically and creatively develop interactive strategies for effective instructional presentations. They investigate professional standards to inform their practice as instructional designers and presenters. Building upon prior coursework related to theories of instructional design, human development, and motivation theory, they also study theories of rhetoric and methods of rhetorical criticism to ground their practice and to formulate criteria for evaluating their performances as instructional presenters.

ID 675 Theory and Strategies of Instructional Design (3) — Candidates develop theoretical bases for designing instruction in the workplace. They create a design document to guide the process that includes needs assessment, design and development, implementation and maintenance, and evaluation. They focus particularly on problem definition as the beginning of the design process and develop strategies to understand the needs of end users and consumers. They use the design document as a framework for documenting the decision-making process over time.

ID 678 Evaluation Processes in Instructional Design (3) — Focusing on evaluation as a key component in various stages of the instructional-design process, candidates examine a range of evaluation methods, techniques, devices, and strategies. They select appropriate evaluations for determining the degree of value and success of specific instructional-design programs and products. They evaluate the quality of needs assessment, short- and long-term curriculum goals, and performance analyses. Candidates apply varied theoretical frameworks to inform their systematic observations and interpretation of evidence.

ID 679 Project Management in Instructional Design (3) — Candidates develop skill in using management systems to align training with organizational goals. They are introduced to a range of planning and administrative tools, forms, and systems used to manage complex projects. They develop a comprehensive instructional-design plan in which they address major project components, including scheduling, strategies for allocating resources and monitoring costs, as well as approaches to identifying and involving appropriate individuals and effectively managing relationships across the organization.

ID 697 Independent Study — See CIT 697.

LTM 611 Human Development and Learning (3) — Candidates examine theories that address the development of cognition, emotion, and motivation as they apply to learners of various ages, cultural and socioeconomic backgrounds, and learning needs. Candidates evaluate the application of theories in diverse learning environments, building an understanding of the dynamic interaction between and among teaching, learning, and assessment in work with adolescents and young adults.
LTM 612 General Methods of Teaching [4] — Studying a variety of instructional models and learning theories, candidates plan and implement differentiated instruction and assessment, reflecting both the Core Standards/Wisconsin Model Academic Standards and the Wisconsin Standards for Teacher Development and Licensure. Candidates analyze multiple classroom settings to design model learning communities focused on student engagement and learning. They design, evaluate, and use technology to enhance learning environments, and they address the teacher as professional by revisiting their initial philosophy of education. To provide an opportunity to apply their learning with regard to instructional design, candidates are assigned a minimum of 20 hours in a field experience in which they work with diverse elementary or middle school learners.

LTM 621 Literacy in Middle Childhood, Early Adolescence, and Adolescence [4] Prereq. LTM 611; LTM 612 — Candidates study the process, methods, and materials of literacy development in order to facilitate literacy in middle childhood and adolescence, recognizing the range of student needs they may encounter, including those of the non-native speaker of English. In addition, they develop approaches to the integration of language arts across the curriculum. Candidates learn to interpret standardized assessment information as well as to develop meaningful classroom assessments of literacy. To provide an opportunity to apply their learning with regard to instructional design, candidates are assigned a minimum of 20 hours in a field experience in which they work with diverse elementary, middle, or high school learners.

LTM 622 Content Area Methods [4] Prereq. LTM 611; LTM 612 — Using the Wisconsin Model Academic Standards and national standards for the subject areas as well as teaching strategies and assessment methods specific to disciplines, candidates design effective lesson/unit plans to engage diverse early adolescent/adolescent learners. Candidates also examine interdisciplinary approaches to teaching, learning, and assessing in order to design interdisciplinary instruction with candidates from other subject areas. To provide an opportunity to apply their learning in content-area instructional design and classroom management, candidates are assigned a minimum of 20 hours in a field experience in which they work with diverse middle or high school learners.

LTM 631 Teaching Exceptional Learners [3] Prereq. LTM 611; LTM 612 — Building an understanding of the categories of student learning needs and the legal requirements for addressing those needs, candidates identify resources and processes that can support special needs learners in the classroom and in the school community. Candidates develop an understanding of and skill in adapting instruction to meet the needs of exceptional learners, with a special emphasis on the Individualized Educational Plan (IEP) process. In addition, they develop strategies to proactively engage parents/guardians, special education teachers, and others in meeting learner needs.

LTM 632 Curriculum, Instruction, and Assessment [3] Prereq. LTM 611; LTM 612 — Candidates learn to see the connections between large curricular goals and the assessment of student learning in the classroom. Employing a process called backward design, they identify performances that capture the big outcomes and design both appropriate instruction and meaningful performance assessments using specific criteria. They explore assessment-as-learning, a formative approach that includes criteria, self-assessment, and feedback to guide learning.

LTM 632A [ELM] Curriculum, Instruction, and Assessment [4] Prereq. LTM 611; LTM 612 — Candidates learn to see the connections between large curricular goals and the assessment of student learning in the classroom. Employing a process called backward design, they identify performances that capture the big outcomes and design both appropriate instruction and meaningful performance assessments using specific criteria. They explore assessment-as-learning, a formative approach that includes criteria, self-assessment, and feedback to guide learning. To provide an opportunity to apply their learning with regard to instructional design, candidates are assigned a minimum of 20 hours in a field experience in which they work with diverse elementary school learners.
LTM 635 Science and Social Studies in the Elementary Curriculum (4) Prereq. LTM 611; LTM 612 — In this course, candidates explore methods of teaching science and social studies at the elementary school level. Drawing upon previous experiences in lesson and unit planning, they incorporate science, health, social studies, and technological content knowledge with process skills and assessment strategies. Candidates design integrated learning experiences based on appropriate frameworks linking science and social studies to other content areas, including art, mathematics, and language arts.

LTM 640 Portfolio Assessment (0) — The LTM 640 portfolio assessment demonstrates LTM candidates’ readiness for student teaching. Candidates prepare an electronic portfolio that documents their proficiency in the ten Wisconsin Teaching Standards and the Alverno graduate education abilities. The portfolio review process consists of two parts. First, an internal assessor (Alverno faculty member) and an external assessor (administrator, teacher) evaluate the portfolio against established criteria. Second, the assessors conduct an interview with each candidate in which the candidate highlights growth, presents and comments on an electronic demonstration of teaching effectiveness, and answers questions on teaching, learning, and assessing in general and on portfolio contents in particular.

LTM 641 Student Teaching (9) Prereq. LTM 640; Praxis II — Student teachers demonstrate the 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. They demonstrate effectiveness in the classroom through a formal teacher performance assessment (TPAC) and conceptualize a professional development plan to guide their growth as beginning teachers. Student teaching is a full-time, full-semester commitment, based on the calendar of the local school.

LTM 697 Special Topics (1-3) — After a review of prior coursework, candidates may address the need for more content background through additional coursework or independent study.

OD 647 Adult Learning and Workplace Competency (3) — Work settings inevitably and necessarily comprise adult learners who are developing both work and life skills within the context of the workplace. They bring with them experiences that contain cognitive, emotional, and motivational challenges and strategies. They come with particular, preferred learning styles that affect everything from training for new technology to successfully negotiating team processes. In this course, candidates consider these adult learner needs and abilities as they explore the connections between theories of adult learning, workplace competencies, and resources for supporting adult learning in workplace settings. Learners in this course participate in an overview of adult learning theory and its roots in education, psychology, and organizational behavior and explore the theoretical roots of adult learning practices in the workplace.

OD 657 Facilitating Organizational Change (3) — Candidates draw upon a range of disciplines to understand approaches to managing and facilitating change in organizations. They are introduced to a number of diagnostic models and theories of organizational development and use these to identify organizational problems/opportunities and to learn varied techniques and processes for facilitating organizational growth and improvement.

OD 667 Managing the Consulting Process (3) — This course enables candidates to function responsibly as beginning consultants or midlevel practitioners, depending on each candidate’s experience, as they learn to apply consulting skills and strategies to their own professional context. Course content focuses on current consulting theory and practice to develop a problem-centered approach to intervening in organizations that emphasizes collaborative innovation and learning between client and consultant. Candidates learn strategies for building effective client-consultant relationships and for diagnosing, designing, implementing, and evaluating appropriate organizational interventions.

OD 677 Group and Team Facilitation (3) — Collaborative management of the work team culture is a fundamental aspect of developing organizations. In this course, candidates learn strategies to effectively build and lead high-performance work groups and teams. Learners examine the use of diagnostic and intervention techniques to focus on inter-team and group relations. They learn how to
design strategies to assess and diagnose individual and team effectiveness, build trust within teams, and guide team interventions. They also learn techniques for coaching and mentoring teams and team members.

**OD 687 Tools and Processes for Organizational Intervention [3]** — Organizational development (OD) interventions are sets of structured activities designed to move the organization from its current state to a desired state. This course focuses on applying conceptual knowledge to equip candidates to plan and implement OD interventions. Candidates learn how to diagnose organizational issues and design appropriate interventions that target specific workplace or competitive environment needs. They also learn the underlying causal mechanisms of intervention to ensure that the change initiative fits the desired outcome. Candidates learn a range of strategies to support organizational development, such as process consultation, planning and goal setting, cultural analysis, work redesign, and organizational restructuring.

**SCE 620 Nature and Development of Science [3]** — This course, for practicing teachers of grades 5-9, focuses on the study of science as an intellectual and social endeavor: the application of human intelligence to figure out how the world works. One challenge of this course is to reinforce the philosophy of science with the practice of science to develop a sense of the scientific framework as well as its limitations and assumptions. Candidates investigate the expression of scientific ideas in the form of models based on current knowledge, and explore how that knowledge is subject to change as new evidence becomes available.

**SCE 630 Thematic Standards-based Science 1 [3]** — In this course, teachers of grades 5-9 focus on science concepts and processes, learning about the complexity of the natural and designed world. Because the natural world is too large and complicated to investigate and comprehend all at once, they — like scientists — learn to define small portions for the convenience of investigation. The units of investigation can be referred to as systems so that candidates learn to think and analyze in terms of systems. Types and levels of organization provide useful ways of thinking about the world within systems.

**SCE 640 Thematic Standards-based Science 2 [3]** — Through the study of concepts and processes of science, teachers of grades 5-9 develop skill in the use of evidence, models, observations, data, analysis, and awareness and tolerance of ambiguity. This course focuses on major themes in science, including interaction, change, constancy, scale, and pattern, providing experience in the rich integration of these themes across the curriculum through instructional design and in the evaluation of published materials.

**SCE 650 Inquiry, Discovery, Research, and Laboratory Methods [3]** — Teachers of grades 5-9 focus on inquiry into the natural world as critical to effective science teaching and learning. They explore how students’ original, often incomplete concepts are challenged so that more scientifically accurate constructs result. They confront their own misconceptions and develop strategies for challenging student misconceptions through constructivist inquiry. These strategies include investigations in both field and laboratory settings.

**SPE 600 Orientation for SPE Students [0]** — This is an orientation for new graduate candidates in the SPE program who do not take SPE 611.

**SPE 611 Human Development and Learning [3]** — Candidates examine theories that address the development of cognition, emotion, and motivation as they apply to learners of various ages, cultural and socioeconomic backgrounds, and learning needs. Candidates evaluate the application of theories in diverse learning environments, building an understanding of the dynamic interaction between and among teaching, learning, and assessment in work with adolescents and young adults.
SPE 612 General Methods of Teaching Special Education (4) — Studying a variety of instructional models and learning theories, candidates plan and implement differentiated instruction and assessment, reflecting both the Wisconsin Model Academic Standards and the Wisconsin Standards for Teacher Development and Licensure. Candidates analyze multiple classroom settings to design model learning communities focused on student engagement and learning. They design, evaluate, and use technology to enhance learning environments, and they address the teacher as professional by developing an initial philosophy of education. To provide an opportunity to apply their learning with regard to instructional design, candidates are assigned a minimum of 20 hours in a field experience in which they work with diverse elementary, middle, and/or high school learners.

SPE 614 Foundations of Special Education (3) Prereq. SPE 611 and SPE 612 or equivalent or permission of instructor — Candidates gain an understanding of the historical, philosophical, and legal background of special education, through analysis of case studies that illustrate theory and practice related to the needs of exceptional learners. They consider special education issues related to diversity, equity, professionalism, public access, and political control, and explore the effects of state and federal laws, regulations, and litigation on students with CD, EBD, and SLD. They also build skills necessary for working with paraprofessionals, parents, and other community members to support special needs learners in the least restrictive environment.

SPE 615 Characteristics of Learners with Special Needs (4) Prereq. SPE 611 and SPE 612 or equivalent or permission of instructor — Candidates build a commitment to advocacy by learning about the characteristics of specific disabilities, with a particular emphasis on specific learning disabilities, cognitive disabilities, and emotional/behavioral disabilities. The developmental manifestations of the various disabilities are viewed and analyzed in relation to the development of a typical learner ranging from middle childhood through adolescence. Candidates look at the causes and etiologies of various disabilities, the impact of cultural and environmental milieu on the student and family, and the effects of medical interventions. They gain an initial understanding of intervention strategies to accommodate learning, behavioral, social, and emotional strengths and needs. To provide an opportunity to apply their learning with regard to instructional design, candidates are assigned a minimum of 20 hours in a field experience in which they work with diverse elementary, middle, and/or high school learners.

SPE 620 Language and Literacy Development for Students with Disabilities (4) Prereq. SPE 611; SPE 612 — This course provides an overview of the theoretical underpinnings for language and literacy practices, assessments, and methods of facilitating growth in students with disabilities. Candidates gain experience with designing, organizing, implementing, and assessing comprehensive literacy instruction for individuals with disabilities, in the context of typical development. They take a culturally sensitive, language interaction approach to teaching and learning, applying adaptive teaching techniques and materials to provide effective academic instruction for students with disabilities in reading, listening, language, writing, speaking, and spelling, integrated across content areas. Emphasis is given to phonemic awareness and phonics instruction, augmentative and assistive devices, and remediation strategies, programs, and techniques. To provide an opportunity to apply their learning with regard to instructional design, candidates are assigned a minimum of 20 hours in a field experience in which they work with diverse elementary, middle, and/or high school learners.

SPE 623 Assessment, Diagnosis, and Evaluation (3) Prereq. SPE 611 and SPE 612 or equivalent or permission of instructor — Candidates learn principles of formal and informal classroom assessment; how to select, administer, interpret, and adapt norm-referenced standardized and criterion-referenced tests; and effective use of the Wisconsin Alternate Assessment and the Functional Behavior Assessment. They explore common assessment practices as they relate to special education; how assessment data are collected; which assessment methods are most appropriate for specific purposes, including identification and placement decisions, instructional planning, and progress evaluation; and guidelines for ethical and legal use of testing and testing data. They put assessment data to use by writing sample IEPs and consider appropriate ways to share test data and IEPs with families.
SPE 634A Teaching Adaptations for Students with Specific Learning Disabilities (4)
SPE 634B Teaching Adaptations for Students with Emotional/Behavioral Disabilities (4)
SPE 634C Teaching Adaptations for Students with Cognitive Disabilities (4) Prereq. SPE 615 — Through learning experiences in the course and associated field placement experience, candidates build their knowledge base related to typical developmental patterns to explore the etiology and characteristics of specific learning disabilities, emotional/behavioral disabilities, or cognitive disabilities. They plan and implement academic and life skill learning experiences that are appropriate for the level of students in the field placement setting and support these students as they meet appropriately set expectations as defined in students’ IEPs. Concepts and techniques related to universal design, adaptive/assistive technology, and effective instructional practices for both regular and special education are infused into the design of learning experiences. To provide an opportunity to apply their learning with regard to instructional design, candidates are assigned a minimum of 20 hours in a field experience in which they work with diverse elementary, middle, and/or high school learners.

SPE 635A Behavior and Classroom/Community Environment for Students with Specific Learning Disabilities (3)
SPE 635B Behavior and Classroom/Community Environment for Students with Emotional/Behavioral Disabilities (3)
SPE 635C Behavior and Classroom/Community Environment for Students with Cognitive Disabilities (3) Prereq. SPE 615 — With a special emphasis on classroom environment, the course focuses on elements that foster a successful learning experience for students with specific learning disabilities, emotional/behavioral disabilities, or cognitive disabilities. The course draws upon basic classroom management theories, methods, and strategies as a basis for designing an appropriate academic and behavioral environment. Candidates analyze behavioral principles, including measurement of behavior, reinforcement strategies, conflict resolution, and techniques for monitoring student progress, school rules, and policies and procedures in relation to their impact on student behavior. The critical collaborative roles of parents, general educators, paraeducators, volunteers, and community agency personnel are developed.

SPE 641 Student Teaching (9) Prereq. AC 640; Praxis II — Candidates complete student teaching in special education classroom settings. Candidates demonstrate the ability to apply their knowledge in the design and implementation of appropriate instruction for students with special needs. They develop a portfolio documenting their work and its impact on student learning as well as a professional development plan to guide their growth as beginning teachers. Student teaching is a full-time, full-semester commitment, based on the calendar of the local school.

SPE 641A Student Teaching with a Portfolio Assessment: Developing a Vision of Teaching Through Integrated Learning (4) Prereq. Status as a special education teacher who is adding to her/his license — Candidates complete student teaching in special education classroom settings. Candidates demonstrate the ability to apply their knowledge in the design and implementation of appropriate instruction for students with special needs. They develop a portfolio documenting their work and its impact on student learning as well as a plan to guide continuation of their growth as teachers. Through the portfolio, they also prepare a folder that documents their proficiency in the ten Wisconsin Standards for Teacher Development and Licensure and the Alverno graduate education abilities. Student teaching is a full-time, full-semester commitment, based on the calendar of the local school.

SPE 697 Special Topics (1-3) — After a review of prior coursework, candidates may address the need for more content background or enhance their knowledge and skills through additional coursework, field experience, or independent study.

TLA 600 Orientation for MAE Students (0) — This is an orientation for new graduate students in the MAE program who do not take TLA 611.
TLA 611 Education and Human Development 1: Understanding the Learner [3]  
Prereq. Admission to the MAE program — Candidates explore a wide variety of developmental approaches to learning, including the development of cognition, emotion, and motivation as they apply to diverse learners. Using an integrative approach to development, they apply key theoretical perspectives in creating a multidimensional model of the learner. Candidates apply developmental and learning theory to support learning approaches appropriate to their target learning groups (e.g., elementary, middle, and secondary students, teacher colleagues, clients and staff in professional settings).

TLA 612 Education and Human Development 2: The Scholarship of Teaching [3]  
Prereq. TLA 611 and concurrent registration in AC 613 — Candidates make links across current literature in education and instructional design, examining the design of learning environments that lead to learner growth. They apply frameworks from human development and learning to the analysis of actual teaching environments. Candidates examine a range of cases, including their own teaching experiences, as they develop approaches to effectively address the teaching and learning issues of the environments in which they work. In the LTM specialization, LTM 612 replaces TLA 612.

TLA 641 The Learning Organization and Social Change [3] — Candidates draw upon a range of disciplines and theories to examine organizational culture, including patterns of leadership, authority, and communication and their impact on the climate of the organization. They analyze case studies of organizational change, identifying sources of success and failure. Critiquing varied approaches in particular settings, they develop proposals for achieving goals for ongoing growth and improvement.

TLA 651 Educational Inquiry: Research in Action [3]  
Prereq. AC 613 — Candidates examine the nature of systematic inquiry by using an action research perspective as they address questions related to improvement of their practice. Focusing on the context of learning environments, they explore the assumptions and applications of varied methodological approaches. They develop skills in conceptualizing researchable questions and in designing research projects appropriate for their own professional practice and specific setting.

TLA 750 Practicum [3]  
Prereq. AC 653 — Candidates engage in an inquiry process related to their work sites. Working with a community mentor, they implement their proposed plan, gathering data and reflecting upon their process in an ongoing way. Candidates bring the results of their work-based inquiry projects to a discussion of the larger frameworks of learning, development, and social change. They analyze and interpret the results of their study in relation to the research of other candidates, while also making links to broader questions. They prepare for the presentation of their inquiry in a conference setting.
Undergraduate Course Descriptions for LTM Specializations

**ED 225A Literacy in Early Childhood [3]**
— Candidates examine 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. Candidates learn to make sound decisions, teach literacy learning strategies, select appropriate materials, and design developmentally appropriate learning experiences and assessments for the early childhood learner.

**ED 325 Literacy in Middle Childhood 1 - ELC [3]**
*Prereq. EC/MC: ED 225* — Candidates examine the primary grade literacy curriculum, focusing on language, reading, writing, and literature. Among issues addressed are phonics, spelling, grammar, and sight and reading vocabulary. Candidates learn 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.

**ED 325A Literacy in Middle Childhood 1 - ELM [3]** — Candidates examine the primary grade literacy curriculum, focusing on language, reading, writing, and literature. Among issues addressed are phonics, spelling, grammar, and sight and reading vocabulary. Candidates learn 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.

**ED 338A Early Childhood Teaching and Field [4]**
*Prereq. ED 225; concurrent N-K field experience* — Candidates become acquainted with early childhood philosophies and their application to the development of early childhood education models. Through analyzing and synthesizing various frameworks, they develop the ability to communicate their own philosophy and to develop appropriate early childhood curricular designs. They develop 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, candidates develop learning experiences that incorporate technology, active learning, and appropriate assessment strategies. To provide an opportunity to apply their learning with regard to instructional design and assessment, candidates are assigned a minimum of 25 hours in a field experience in which they work with diverse kindergarten learners.

**ED 353A Arts and Movement in the Elementary Curriculum [2]**
*Prereq. A 135 or MU 101* — Candidates make meaningful and effective connections among the arts — music, art, dance, and drama — within the integrated elementary curriculum. They develop practical abilities in the integration of the arts and movement across the curriculum and apply teaching and learning theory in the design of developmentally appropriate lessons, the meaningful incorporation of technology, and the use of assessment strategies.

**MT 243 Fundamental Concepts of Mathematics 1 [4]** — This course, which integrates the learning of mathematics with methods of teaching, is designed for candidates who are preparing to teach at the elementary school level. Candidates study the mathematical structures and operations related to sets, whole numbers, integers, rational numbers, and real numbers. They use the properties of these systems to develop algorithms for the operations defined in each of the systems. They explore the use of manipulatives and technology in building understanding of concepts. Through the study of national, state, and local standards, and contemporary mathematics curriculum projects, they learn teaching strategies. They also gain experience with professional practices such as the development of lesson plans, unit plans, and assessment instruments designed for a variety of learning styles. Throughout the course, candidates evaluate themselves on their ability to analyze and solve problems as well as on their ability to communicate mathematics effectively.
MT 244 Fundamental Concepts of Mathematics 2 (4) Prereq. MT 243 — This course builds on the mathematical knowledge and skills that candidates developed in MT 243. They study geometry and probability and statistics, and work to strengthen their mathematical problem-solving, analytic, and communication skills. They work further to explore a variety of mathematics teaching approaches at the elementary school level.
Alverno College School of Business

Mission Statement

The mission of the Alverno College School of Business is to deliver relevant, quality, professional programs in the best of the liberal arts tradition through innovative undergraduate and graduate curriculum responsive to current and future needs of students, employers, and other stakeholders.

We do this by:

◆ creating a learning community among students, staff, and faculty
◆ creating a mutually owned outcome-focused, ability-based curriculum
◆ creating ties to the business community, and
◆ creating relationships with higher education.

What we do and how we function is driven by three principles: a focus on our stakeholders, a commitment to continuous improvement and learning, and participation and teamwork.

Vision Statement

Our vision is simple: to make a direct and meaningful difference in the personal, professional, organizational, and community lives of our students and, through them, to improve the communities in which they live.
Introduction to the Master of Business Administration Program

Why the Master of Business Administration at Alverno College?

The global economy provides firms with competitive challenges, threats, and opportunities. As new markets, customers, and competitors emerge, organizations need to create sustainable organizational capability and competitive advantages.

The Alverno Master of Business Administration (MBA) is designed to develop leaders and managers who can productively operate and thrive in the global economy whether they work in nonprofits, small start-ups, or established corporations.

This transformative MBA education integrates the art, craft, and science of managing for managers and leaders working in this new competitive landscape by developing their managerial competence and proficiency in strategic analysis, execution, global and cultural competence, innovation, and ethical managing and leading.

A Challenging Curriculum with High-Quality Standards

The Alverno MBA is for growth-oriented, high-potential individuals with three or more years of relevant business or organizational experience who aspire to greater influence and impact. It continues the tradition in the Alverno School of Business of integrating management principles with functional area knowledge to bridge the gap between knowing and doing. As such, it represents our response to the need for an MBA for the 21st century. Its design is based on our institutional research on learning, our review of innovative graduate business programs, our response to the literature critiquing traditional MBA programs, and our thirty years of experience in outcome-focused, ability-based business education.

Designed for the Practicing Professional

Alverno faculty emphasize knowing and doing by focusing on experiential learning in an integrated business curriculum. In order for students to be able to actively apply what they learn, Alverno requires that all MBA students be employed full-time in a business-related or organizational field.

The Alverno MBA is REAL—relevant, experiential, active learning. It consists of carefully designed experiences that focus and extend other classroom experiences and engage students from across the MBA program in the issues and complex problems encountered in today’s business environment. The Alverno MBA provides a unique experience that brings together students, faculty, and others as a learning community.

Timeframe: A Schedule for Working Professionals

The Alverno MBA program is offered in a convenient every-other-weekend timeframe. The required courses meet all day Saturday during the fall and spring semesters. Electives are available in an accelerated summer format, or they can be taken during the fall and spring semesters on Friday evening. Additional electives are available for part-time students (3 credits) on Saturday morning or Saturday afternoon.
MBA Course of Study

Master of Business Administration [MBA]
The 36-semester-hour MBA program consists of five cross-functional required courses (30 credits) and two elective courses (6 credits) and can be completed in five semesters and two summers if students follow the course sequence outlined on the following page.

Each cross-functional required course integrates core knowledge areas with skills, values, and attitudes to enable graduates to build relationships that enhance organizational capability, results, and agility.

The elective courses offer students the opportunity to focus in greater depth on selected business practices, topics, and issues.

Core knowledge areas representing the disciplinary content traditionally found in separate courses in an MBA program are integrated developmentally across the required courses and include:

◆ Accounting/finance
◆ Marketing, production, and microeconomics
◆ Organizational behavior, human resources, and managing organizational change
◆ Macro environment: macroeconomics, regulation and public policy, and global economics
◆ Technology and quantitative methods

MBA Program Outcomes
By emphasizing experiential learning in an integrated business curriculum, the Alverno MBA assists students to develop their managerial competence and proficiency in:

Strategic Analysis
The Alverno MBA graduate uses knowledge of proven and emerging business principles and strategies to navigate complexity; recognizes the defining areas of distinctiveness of different enterprises and how to leverage them to advantage in the marketplace.

Execution
The Alverno MBA graduate knows how to get the right work done in the right way to get results; takes a disciplined, reality-based, and focused approach to translating strategy into action, using the resources of the organization and the team wisely to produce results.

Innovation
The Alverno MBA graduate integrates and applies cross-disciplinary business knowledge to create and deliver inventive business solutions to customers and other stakeholders in ways that create and add value to business processes, products, and services.

Global and Cultural Competence
The Alverno MBA graduate uses interdisciplinary knowledge and enhanced cultural competence to interact with, manage, and lead individuals, teams, and business units within a variety of cultural and global contexts to develop relationships, resources, and markets.

Ethical Managing and Leading
The Alverno MBA graduate identifies competing values in business decisions and can act with a commitment to integrity in interactions that lead to the development of trustworthy relationships with customers, colleagues, suppliers, and other key business partners.
**MBA Course Sequences**  
36-Semester-Hour Track: Fall Entry

<table>
<thead>
<tr>
<th>Semester/Course</th>
<th>Semester Hours</th>
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<tbody>
<tr>
<td><strong>Semester 1</strong></td>
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<tr>
<td>MGT 501</td>
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<td>MGT 600*</td>
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<td><strong>Semester 2</strong></td>
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<td>MGT 610*</td>
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<td><strong>Summer Session 1</strong></td>
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<td>MGT 6XX**</td>
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<td><strong>Semester 3</strong></td>
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<td>MGT 620*</td>
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<td>MGT 640*</td>
<td>6</td>
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* MBA core courses are offered in the fall and spring semesters.  
** Limited elective options are available Friday evenings during the fall and spring semesters as an alternative to summer sessions.
## MBA Course Sequences

### 36-Semester-Hour Track: Spring Entry

<table>
<thead>
<tr>
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<tbody>
<tr>
<td><strong>Semester 1</strong></td>
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<tr>
<td>MGT 501</td>
<td>Introduction to MBA Program</td>
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<tr>
<td>MGT 600*</td>
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<tr>
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<tr>
<td>MGT 6XX**</td>
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<td><strong>Semester 2</strong></td>
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<tr>
<td>MGT 610*</td>
<td>Assessing Self, Organizations, and the Operating Environment</td>
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<td><strong>Semester 3</strong></td>
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<tr>
<td>MGT 620*</td>
<td>Building Processes, Relationships, and Resources</td>
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<td><strong>Summer Session 2</strong></td>
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<tr>
<td>MGT 6XX**</td>
<td>Elective</td>
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<td><strong>Semester 4</strong></td>
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<td><strong>Semester 5</strong></td>
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<tr>
<td>MGT 640*</td>
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*MBA core courses are offered in the fall and spring semesters.

**Limited elective options are available Friday evenings during the fall and spring semesters as an alternative to summer sessions.
MBA Course Sequences

44-Semester-Hour Track: Fall Entry

(for applicants who do not demonstrate the requisite business knowledge and quantitative skills through their transcripts or personal portfolio)

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<thead>
<tr>
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<tbody>
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<tr>
<td>MGT 500 Introduction to Foundation MBA Program</td>
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</tr>
<tr>
<td>MGT 605 Introduction to Accounting</td>
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<tr>
<td>MGT 606 Business Models and Quantitative Methods</td>
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<td><strong>Semester 2</strong></td>
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<tr>
<td>MGT 607 Marketing Principles and Management</td>
<td>2</td>
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<td>MGT 608 Finance</td>
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<tr>
<td><strong>Semester 3</strong></td>
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<tr>
<td>MGT 600* Integrated Management</td>
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* MBA core courses are offered in the fall and spring semesters.

** Limited elective options are available Friday evenings during the fall and spring semesters as an alternative to summer sessions.
MBA Course of Study

**MBA Course Sequences**

*44-Semester-Hour Track: Spring Entry*

*(for applicants who do not demonstrate the requisite business knowledge and quantitative skills through their transcripts or personal portfolio)*

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* MBA core courses are offered in the fall and spring semesters.

** Limited elective options are available Friday evenings during the fall and spring semesters as an alternative to summer sessions.
Admissions Requirements for U.S. Applicants

1. Hold a bachelor’s degree from an accredited college or university.
2. Have three or more years of relevant business-related/organizational work experience with increasing levels of responsibility.
3. Demonstrated business knowledge and quantitative skills through undergraduate or work experience.
4. Be employed full-time in a business-related/organizational field.
5. Submit a complete application package.

Admissions Process

Enrollment is limited. Qualified applicants are accepted on a rolling basis. Priority consideration is given to applicants whose application package is received prior to August 1 for fall semester entry or prior to December 15 for spring semester entry. Applicants should submit an application package consisting of:

1. MBA Application for Admission and application fee payable to Alverno College. Applicants may also apply online. (Fee waived for online applications.)
2. A current résumé.
3. Official transcripts showing a baccalaureate or advanced degree.
4. Three professional recommendations, using the form provided online.
5. A personal/professional portfolio. Alverno does not require the GMAT. Instead, the portfolio is used to help determine your potential for success and your ability to benefit from our graduate program. You should therefore commit significant time and give serious thought to the preparation of your portfolio.

The portfolio consists of:

- Goal statement: Identify your goals for graduate study and describe how the Alverno MBA will help you achieve greater influence and impact on personal, professional, community, and organizational levels. Suggested length is one to two pages, double-spaced.

- Three performance narratives: In each narrative, identify a specific work/professional experience that describes the responsibilities, accomplishments, and relationships you were involved in. These experiences should provide evidence that you meet the relevant work experience requirement for admission to the MBA program and have the requisite business knowledge to be successful. Relevant work experience includes:
  - Three or more years of business-related/organizational work or professional experience
  - Increasing levels of responsibility
  - Line, staff, or project responsibility
  - Managerial experience of people and/or projects (such as planning, organizing, leading, controlling, evaluating functions)
  - Business knowledge and quantitative skills
  - Interaction with management, departments/functions, or external audiences outside own area of responsibility.

For each experience, be sure to identify: the situation (what happened? what led up to it?); who was involved (the relationships); what you did; what you were thinking at the time; and the outcome (what did you accomplish?). Your narratives should be descriptive, evaluative, and reflective about the experiences you have chosen. One narrative should specifically address your use of business knowledge and application of quantitative skills. Suggested length is two to three double-spaced pages per narrative.
MBA Admissions

Applicants who do not demonstrate the requisite business knowledge and quantitative skills through their transcripts or portfolio may be accepted into the 44-semester-hour MBA track, through which they complete an additional 8 credits of graduate courses.

For more information on admissions requirements, the admissions process, or additional details about the Alverno MBA, contact the Alverno College Graduate and Adult Admissions Office at 414-382-6100 or 1-800-933-3401.

International Students

In addition to the above requirements, international students should arrange to have one of the following sent to the Graduate and Adult Admissions Office:

1. **Test of English as a Foreign Language (TOEFL):** A minimum TOEFL score of 570 (written), 230 (computer), 88 (Internet) (http://www.toefl.org); or

2. **International English Language Testing System (IELTS):** A minimum IELTS score of 7.0 (http://www.ielts.org); IELTS is jointly managed by the British Council, IDP: IELTS Australia, and the University of Cambridge ESOL Examinations; or

3. **The Society for Testing English Proficiency, Inc. (STEP Test):** A minimum STEP grade of 1 (http://www.eiken.or.jp); or

4. **Transfer from an approved English as a Second Language (ESL) program:** Contact the International & Intercultural Center (international@alverno.edu) for a listing of our associate ESL programs.

For other requirements specific to international students, candidates for admission should consult the Alverno College website (www.alverno.edu), or contact Alverno’s International & Intercultural Exchange Specialist at international@alverno.edu or at 414-382-6006.

Notification and Confirmation

Within a month of receipt of the required credentials, the College notifies the applicant of an admissions decision.

Registration

Once accepted into the program, the student is contacted regarding registration. A tuition deposit of $100 is required prior to registration of accepted students and is nonrefundable.

Transfer Credits

Ordinarily, a student can transfer a maximum of 6 graduate credits from other institutions. Official transcripts indicating graduate courses taken are required.

Prior to registration, students should direct questions regarding transfer credits to the Alverno College Graduate and Adult Admissions office at 414-382-6100 or 1-800-933-3401.
MBA Core Course Descriptions

The number in parentheses after course title is the number of graduate semester hours.

MGT 501 Introduction to MBA Program (0)
Prereq. MGT 500 or admission to MBA program — This course introduces students to their MBA cohort, the MBA program, campus technology, and library resources. Students receive their student identification cards and activate their network email accounts.

MGT 600 Integrated Management (6) Prereq. Admission to MBA program — This course is interdisciplinary and organized around the core knowledge areas emphasized in the MBA program. Students are introduced to the Alverno Professional Competence Model and use discipline knowledge from the core knowledge areas to integrate their prior learning and business experience. Through a team business planning exercise, development of a professional portfolio, case studies, and a financial analysis project, students connect knowing and doing, develop their financial acumen, and improve their organizational decision making.

MGT 610 Assessing Self, Organizations, and the Operating Environment (6) Prereq. MGT 600 — This course builds upon and expands the frameworks and core knowledge areas introduced in MGT 600, Integrated Management. It also lays the foundation for the student as a reflective practitioner—one who uses her/his performance on the job for reflective learning that improves future performance. Students assess their professional competence, emotional intelligence, and risk intelligence through a variety of learning experiences. They also use a variety of strategic management frameworks and balanced scorecards to evaluate organizational effectiveness as a foundation for improved organizational performance. Students participate in a semester-long competitive business simulation to test out and evaluate their strategic management, decision-making, and management skills.

MGT 620 Building Processes, Relationships, and Resources (6) Prereq. MGT 610 — Students focus on their ability to effectively manage processes, relationships, and organizational resources to enhance organizational capability, results, and agility. They use a variety of analytic frameworks, best practices, and discipline content from core knowledge areas to study and analyze value and supply chains and to develop their understanding of the complex issues managers face. They also further develop their financial acumen using financial and quantitative information for decision making.

MGT 630 Acting with Innovation, Creativity, and Imagination (6) Prereq. MGT 620 — Students expand their discipline knowledge in the core knowledge areas to create business models that are responsive to the diversity and global nature of today’s business. They participate in global, worldly, multicultural, and interdisciplinary experiences that foster the development of the new attitudes, mindsets, and values required of today’s manager-leaders. Students view their work and workplaces through the lens of other cultures and peoples. The course provides a unique foundation for managing and developing people as well as for understanding the more macro forces that shape the context of business in the 21st century.

MGT 640 Creating Agility in Dynamic Environments (6) Prereq. MGT 630 — Students continue to grow as worldly managers by developing the abilities, thinking, and discipline knowledge from the core knowledge areas needed to build enduring, agile organizations. This course focuses on change management, management-leadership, teamwork, and collaboration to develop each student’s ability to anticipate and respond to changing markets, global operating environments, and unforeseen events. Students also study legal, regulatory, and ethical issues confronting today’s business leaders, and use ethics-based decision-making frameworks to develop their ability to successfully navigate an ever-changing operating environment.
MBA Elective Course Descriptions

MGT 647 Adult Learning and Workplace Competency [3] Prereq. MGT 600 or concurrent registration with permission of department — Work settings inevitably and necessarily comprise adult learners who are developing both work and life skills within the context of the workplace. They bring with them experiences that contain cognitive, emotional, and motivational challenges and strategies. They come with particular, preferred learning styles that affect everything from training for new technology to successfully negotiating team processes. In this course, students consider these adult learner needs and abilities as they explore the connections between theories of adult learning, workplace competencies, and resources for supporting adult learning in workplace settings. They participate in an overview of adult learning theory and its roots in education, psychology, and organizational behavior and explore the theoretical roots of adult learning practices in the workplace.

MGT 650 Graduate Seminar [3] Prereq. MGT 600 — This course provides students with the opportunity to explore new business topics, issues, or practices as they emerge in an ever-changing business environment, or to focus on advanced topics in any of the core knowledge areas. Seminar topics rotate on a regular basis, and multiple sections provide students with a variety of choices to meet their academic and professional needs. Some examples of seminar topics follow.

MGT 650 Graduate Seminar – Six Sigma [3] Prereq. MGT 600 — This course focuses on the application of selected Six Sigma tools used for problem solving, concept generation, process analysis, and statistical analysis. Sessions provide a brief presentation of the theory behind each tool, followed by a demonstration of the tool. Students then apply each tool in small groups to an organizational problem or issue.

MGT 650 Graduate Seminar – Behavioral Economics [3] Prereq. MGT 600 — In traditional economic models, individuals are assumed to behave rationally, attending to all available information and making choices based on expected utility. Psychology delights in pointing out that people are not always rational. The interdisciplinary field of behavioral economics bridges these two lines of thought to investigate how economic behavior can be influenced by the intricacies of human information processing. Why, for instance, do American investors consistently buy stocks when prices are high and sell when they are low? How can an entrepreneur be certain of her new business’s success, only to be out of business a few months later? Why do people treat cash from income tax rebates differently than cash from their regular paychecks? None of this behavior is rational or beneficial, but it is common. In this course, students use principles of social psychology and behavioral economics to understand why these behaviors occur. They look in detail at aspects of risk and decision making, including the assessment of the situation, the reaction to the perceptual frames of the situation, the way persuasive attempts can influence risk analysis, and the influence of groups on behavior.

MGT 650 Graduate Seminar – Executive and Management Communication [3] Prereq. MGT 600 — Effective oral and written communications are key to successful management and executive leadership. In this course, students analyze rhetorical situations in workplace contexts and practice constructing and delivering messages that convey important information, promote new ideas, and motivate others. Learning to “read” the communication culture in organizations, they develop professional expertise in selecting the most auspicious style, format, medium, and channel for engaging a variety of audiences in productive results.

MGT 650 Graduate Seminar – Web 2.0 and the Internet Economy [3] Prereq. MGT 600 — The Internet has established itself as a permanent part of the global economy, now involving marketing, procurement, production, peering, sharing, and open sourcing. This course focuses on how the newest version of the Internet, Web 2.0, has and will impact the global economy. Students examine Macrowikinomics, its impact on our worldview, our businesses, and our lives. They also explore how Web 2.0 is impacting learning through experiences in the virtual world Second Life, as well as learning to develop and apply social media to organizations.
MGT 651 Managing for Global Competitive Advantage [3] Prereq. MGT 600 — In this short-term study-abroad course, students develop the skills needed to become effective managers in multinational enterprises, whether it be a small craft shop that sells to world markets or a large organization that operates on six continents. Businesses as well as humanitarian and other not-for-profit organizations require managers and leaders who are culturally sensitive, who act with integrity, who can build and maintain relationships with key stakeholders, and who are capable of dealing with complex, multidimensional environments. This course provides the opportunity to study and analyze a business in its national context and to interact with managers and executives in their home cultures. The location and duration of the in-country experiential learning component are determined by student interest, corporate relationships, the industry, the geographic economic community, safety, and cost.

MGT 667 Managing the Consulting Process [3] Prereq. MGT 600 or concurrent registration with permission of department — This course enables students to function responsibly as beginning consultants or midlevel practitioners, depending on each student's experience, as they learn to apply consulting skills and strategies to their own professional context. Course content focuses on current consulting theory and practice to develop a problem-centered approach to intervening in organizations that emphasizes collaborative innovation and learning between client and consultant. Students learn strategies for building effective client-consultant relationships and for diagnosing, designing, implementing, and evaluating appropriate organizational interventions.

MGT 677 Group and Team Facilitation [3] Prereq. MGT 600 or concurrent registration with permission of department — Collaborative management of the work team culture is a fundamental aspect of developing organizations. In this course, students learn strategies to effectively build and lead high-performance work groups and teams. They examine the use of diagnostic and intervention techniques to focus on interteam and group relations. They learn how to design strategies to assess and diagnose individual and team effectiveness, build trust within teams, and guide team interventions. They also learn techniques for coaching and mentoring teams and team members.

MGT 687 Tools and Processes for Organizational Intervention [3] Prereq. MGT 600 or concurrent registration with permission of department — Organizational development (OD) interventions are sets of structured activities designed to move the organization from its current state to a desired state. This course focuses on applying conceptual knowledge to equip students to plan and implement OD interventions. Students learn how to diagnose organizational issues and design appropriate interventions that target specific workplace or competitive environment needs. They also learn the underlying causal mechanisms of intervention to ensure that the change initiative fits the desired outcome. Students learn a range of strategies to support organizational development, such as process consultation, planning and goal setting, cultural analysis, work redesign, and organizational restructuring.

MGT 697 Independent Study [3] Prereq. MGT 600 and permission of department — Independent study is available to graduate students who seek unique and specialized professional development learning opportunities that are not available through existing MBA elective courses. It requires students to independently design, implement, and manage their learning with the guidance of a School of Business faculty member. Approval is subject to faculty availability.
MBA Foundation Course Descriptions

MGT 500 Introduction to Foundation MBA Program (0) Prereq. Admission to MBA program — This course introduces students registered for their first MBA foundation course to the MBA program, campus technology, and library resources. Students receive their student identification cards and activate their network email accounts.

MGT 605 Introduction to Accounting (2) Prereq. Admission to MBA program — The student is introduced to the nature of accounting within a business context. The student learns the different functions of business, and the types of information, management reports, and financial statements that are provided by a company's accounting system. The course emphasizes the integrated nature of management and financial accounting issues. It provides the student with an overview of the judgments and estimates the accountant must make and how financial information is used as part of an organization's information system to make decisions.

MGT 606 Business Models and Quantitative Methods (2) Prereq. MGT 605 or concurrent registration — The student develops the ability to use a variety of quantitative and statistical techniques to make and support sound business decisions in areas as diverse as marketing, human resources, and financial management. The student uses descriptive and inferential statistics, correlation and regression analysis, and other quantitative methods to develop the analytic and problem-solving abilities needed in today's business world. The student also uses contemporary business software applications to analyze and communicate statistical and quantitative information.

MGT 607 Marketing Principles and Management (2) Prereq. MGT 605 — This course introduces the student to how organizations develop products and services to meet the needs and wants of customers. The student works in a simulated new-product development team for a major company. The student and teammates invent a new product and present a comprehensive marketing plan via a written report and an oral presentation to the organization's simulated board of directors at the end of the semester. The team identifies and addresses problems ranging from production design to pricing to distribution to marketing communications and considers the product's impact in both domestic and global markets.

MGT 608 Finance (2) Prereq. MGT 605 — The student is introduced to the basic concepts and skills required to manage an organization's assets for growth and survival. The student learns problem-solving techniques used in the acquisition, control, and use of funds to finance current and future operations. The student also learns to analyze a firm's financial strengths and weaknesses in order to more effectively manage the firm's operations.
Master of Science in Community Psychology and Professional Counseling
Alverno College
Master of Science in Community Psychology
and Professional Counseling

Statement of Mission and Purpose

The Master of Science in Community Psychology and Professional Counseling prepares students for work across a variety of mental health and community-related settings. The focus of the program is concerned with how graduates identify and engage community agencies and resources in the delivery of services to those individuals and/or groups who need them. This includes, but is not limited to:

◆ helping people to become change agents through the discipline of psychology
◆ developing a strong community awareness and working with the dynamic interactions between communities, agencies, organizations, and individuals
◆ teaching a prevention/developmental model of psychological health
◆ helping people to learn to work with other community resources to create a strength-based, positive approach to therapeutic need
◆ helping people to earn the credentialing (LPC license) necessary to base themselves soundly in community settings with the credibility needed for creating multidisciplinary approaches to individual and community needs.

Those who teach and lead this program are committed to providing the critical-thinking skills of the discipline of psychology to help our graduates to problem solve beyond the individual therapy session and to look at multiple resources at hand. We believe that whether a professional is working in consulting with an organization or working with an individual mental health concern, the pairing of strong analytic frameworks with the awareness of community resources, trends, and problems provides the practicing professional with an exceptional ability to coordinate and enact approaches for creating healthier environments for individuals and organizations.

Alverno’s Master of Science in Community Psychology and Professional Counseling is accredited by the Higher Learning Commission of the North Central Association of Colleges and Schools. It conforms to State of Wisconsin requirements for licensure and to Council for Accreditation of Counseling and Related Educational Programs (CACREP) guidelines.
Introduction to the Master of Science in Community Psychology Program

Why a Master of Science in Community Psychology at Alverno College?

For many years Alverno College has provided psychology students with the depth and breadth of psychological skills to work actively and effectively in the Milwaukee community and beyond. Many of our graduates already work in both public and private agencies addressing a variety of mental-health needs, such as autism, mental illness, homelessness, developmental disabilities, child services, and elder adult care. Alverno graduates are working as alcohol and drug counselors, protective service workers, corrections workers, medical research assistants, community agency leaders, youth counselors, and grief counselors among many other of the vocations committed to serving the needs of others. For many, the Master of Science in Community Psychology (MSCP) is both a needed and welcome extension of our undergraduate programs. For those who are new to Alverno College, our unique way of teaching and our attention to a holistic, community counseling and research program is a welcome enterprise.

A Design That Addresses the Needs of Many

Some people may decide to enter this program immediately after graduation from college. Others may come to this program as a working professional, ready to take the next step in their education. This curriculum is designed to meet the needs of either individual. Classes are scheduled on Friday evenings and Saturdays in our Alverno on the Weekend schedule, meeting every other weekend. Core courses are almost always offered on Saturdays, and elective courses are offered on Friday evenings and on different evenings or Saturdays during the summer. In addition, those who are in one track can take courses from the other track as electives for their program. For those who are unsure as to which track they wish to pursue, they are allowed up to two semesters within which to choose or change a track. (Students may decide to change tracks after that time, but may need to take an extra course or two to “get on track.”)

A Flexible and Challenging Curriculum

The MSCP curriculum provides an in-depth approach to the study of psychology within the context of community. Everyone who seeks the MSCP degree participates in a core curriculum that explores the field of community psychology as well as how people develop and grow within contexts. The core curriculum also addresses the needs of the helping professional and equips students with the skills necessary for gathering data and using relevant data.

While everyone takes the courses in the core curriculum, some may decide to follow the Professional Counseling Track while others may decide to follow the Community Research and Consultation Track. Each track offers courses that engage and inspire students as they prepare for relevant work in the community. At each step of the way, we provide opportunities for community engagement and awareness.
MSCP Course of Study

Master of Science in Community Psychology [MSCP]
The Alverno MSCP program includes two tracks, both of which share six core courses (18 credits) that are dispersed throughout the program. The Professional Counseling track consists of an additional six track courses (18 credits) and four elective courses (12 credits) for a total of sixteen courses (48 credits), including two supervised practicum courses. The Community Research and Consultation track consists of an additional four track courses (12 credits) and an additional two electives (6 credits) for a total of twelve courses (36 credits).

Community Psychology Outcomes
The outcomes for the MSCP program are constructed through an integration of the following standards in the field: 1) Alverno College Psychology Department advanced-level outcomes; 2) Council for Accreditation of Counseling and Related Educational Programs “Common Core Curricular Experiences” for master’s programs in psychology; 3) licensing standards of the Wisconsin Department of Regulation and Licensing; and 4) the core principles of community psychology. The MSCP outcomes are as follows:

Theoretical reasoning related to the individual and community
The student engages in the complex dimensions of theory related to the individual and to the systems that mutually affect individuals and communities, particularly as these theories encompass an understanding of prevention strategies, counseling, and research. Specifically, theoretical areas include but are not limited to: the history and philosophy of counseling, social and cultural diversity, human growth and development, learning, physiological psychology, wellness and prevention, personality development, group dynamics, trauma, stress, abnormal behavior, career development, family systems, addiction and treatment, helping relationships, research, measurement and evaluation, ethics and professional practice.

Methodological proficiency and relevance
The student accurately and ethically applies theory and methods of prevention, counseling, research, and evaluation within a variety of social and cultural contexts. Furthermore, s/he applies a practical grasp of civics for the purpose of aiding the welfare of specific client populations as well as society as a whole.

Professional interaction
The student effectively communicates with people across a variety of professional contexts, including relationships with clients, relationships with other service providers, interorganizational collaborations, interdisciplinary management, community research, program evaluation, and consultation. S/he builds coalitions by structuring and facilitating multidisciplinary teams.

Self-monitoring and reflection
The student incorporates frameworks of professional practice in discerning the quality of self-performance and self-awareness related to ethical professional practice, including multicultural competence. S/he uses supervision and consultation to monitor and enhance professional performance.

Ethical insight and action
The student responds to the needs of others with sensitivity to various perspectives, including cultural, national, economic, racial, ethnic, gender, and spiritual differences, and acts both interpersonally and in working with groups with a clear grasp of civics, integrity, initiative, and vision in relationship to the APA Code of Ethics and the APA Guidelines for Serving Diverse Populations. The student makes ethical decisions and moral responses to complex, real-world dilemmas in which multiple ethical frameworks and varied interests may be involved.
MSCP Admissions

Application for Admission

Candidates for admission should:

1. Apply online to the MSCP program; online application is free. The MSCP application may be found at alverno.edu.

2. Arrange for the Graduate and Adult Admissions Office to receive appropriate credentials:
   - Official college transcripts verifying completion of a baccalaureate or advanced degree
   - Three recommendations

3. Submit a portfolio (see below for portfolio requirements).

4. Undergo a criminal background check, which is required for the program. This will be discussed in class during the first semester.

Portfolio

Alverno does not require standardized test results. Instead, a personal portfolio is used to help determine your potential for success and your ability to demonstrate graduate-level analytical writing and critical-thinking skills. You should therefore commit significant time and give serious thought to the preparation of your portfolio.

Statement of Background and Personal/Professional Intent

In your autobiographical narrative statement, you should clearly describe your interest, experience, and goals for work in the area of community psychology. The narrative statement should address the questions listed below. The Admissions Committee uses these questions as criteria for evaluating your statement. (Note: This is a narrative statement, not simply a list of questions and answers.) Your narrative statement must be double-spaced and limited to five pages.

- Why are you pursuing a graduate degree at this time? Give some information about yourself and your motivation for pursuing a graduate degree.
- Why are you pursuing a degree in community psychology? Are you interested in counseling or community research and consultation? What career are you planning to pursue as you complete this degree?
- As you think about your personal development, what and/or who influenced your decision to pursue a degree in community psychology?
- What community interests or involvements do you presently have and how do these connect with your interest in community psychology?

Communication Samples from Work Setting

As a demonstration of your ability to engage in effective practice in a professional setting, please submit two written academic writing samples (i.e., research paper or similar). If you have been out of school for more than five years, you may choose to submit substantial work-related samples in lieu of academic samples. Attach a half page to each sample with information about the context of the sample and why you chose it.

In evaluating your response, the Admissions Committee uses the following criteria:

- The writing sample reflects the ability to write clearly and coherently using a consistent writing format, including the appropriate use of grammar and spelling.
- The writing sample includes relevant evidence to support your ideas and your thesis.
- All outside sources in the writing sample are appropriately cited, including a reference section.
- The writing sample has a clear structure with an introduction, body, and conclusion that center around a clear thesis statement.

For more information on admissions requirements, the admissions process, or additional details about the Alverno MSCP, contact the Alverno College Graduate and Adult Admissions Office at 414-382-6100 or 1-800-933-3401.
International Students
In addition to the above requirements, international students should arrange to have one of the following sent to the Graduate and Adult Admissions Office:

1. **Test of English as a Foreign Language (TOEFL):** A minimum TOEFL score of 570 (written), 230 (computer), 88 (Internet) (http://www.toefl.org); or

2. **International English Language Testing System (IELTS):** A minimum IELTS score of 7.0 (http://www.ielts.org); IELTS is jointly managed by the British Council, IDP: IELTS Australia, and the University of Cambridge ESOL Examinations; or

3. **The Society for Testing English Proficiency, Inc. (STEP Test):** A minimum STEP grade of 1 (http://www.eiken.or.jp); or

4. **Transfer from an approved English as a Second Language (ESL) program:** Contact the International & Intercultural Center (international@alverno.edu) for a listing of our associate ESL programs.

For other requirements specific to international students, candidates for admission should consult the Alverno College website (www.alverno.edu), or contact Alverno’s International & Intercultural Exchange Specialist at international@alverno.edu or at 414-382-6006.

Notification and Confirmation
Within a month of receipt of the required credentials, the College notifies the applicant of an admissions decision.

Registration
Once accepted into the program, the student is contacted regarding registration. A tuition deposit of $100 is required prior to registration of accepted students and is nonrefundable.

Transfer Credits
Ordinarily, a student can transfer a maximum of 6 graduate credits from other institutions. Official transcripts indicating graduate courses taken are required.

Prior to registration, students should direct questions regarding transfer credits to the Alverno College Graduate and Adult Admissions office at 414-382-6100 or 1-800-933-3401.
MSCP Core Courses

The MSCP core consists of courses that are important and relevant to everyone in the community psychology program:

◆ Social and Cultural Foundations of Community Psychology
◆ Human Development in Community Contexts
◆ Helping Relationships: Prevention, Intervention, and Systems
◆ Research and Evaluation Methods
◆ Professional Ethics and Legal Issues
◆ Community-Based Prevention/Intervention Research

These courses root each student in the philosophy, theory, and method of community psychology. Whichever track the student chooses, these courses serve as the backbone for the entire program and help the student meet the outcomes of the MSCP in vital ways.

Professional Counseling Track
The courses required in the Professional Counseling track are designed to meet the requirements for licensure as a professional counselor in the State of Wisconsin. They are also designed to help the student develop expertise in important areas of counseling as related to individuals within community contexts. The courses required in this track are:

◆ Theories of Personality, Counseling, and Psychotherapy
◆ Individual Appraisal, Assessment, and Intervention
◆ Physiological Psychology
◆ Counseling Theory: Individual, Group, and Family
◆ Supervised Practicum 1 and 2

In addition to these courses, students choose among a variety of elective courses offered at different times throughout the program.

Community Research and Consultation Track
The courses required in the Community Research and Consultation track are designed to prepare the student for work as a community researcher and/or consultant. They emphasize the collection and interpretation of data for the purposes of program evaluation, grant writing, nonprofit consultation, and (but not limited to) private and public research. The following courses are required in this track.

◆ Statistics in Community Psychology
◆ Community Consultation and Program Evaluation
◆ Grant Writing
◆ Advanced Community Psychology Research and Evaluation Methods

In addition to these courses, students choose among a variety of elective courses offered at different times throughout the program.
## Overview of MSCP Program Tracks

### Professional Counseling Track

(48 semester hours)

<table>
<thead>
<tr>
<th>Core courses (18 semester hours)</th>
<th>Semester Hours</th>
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</thead>
<tbody>
<tr>
<td>MCP 600 Social and Cultural Foundations of Community Psychology</td>
<td>3</td>
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<tr>
<td>MCP 611 Human Development in Community Contexts</td>
<td>3</td>
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<tr>
<td>MCP 620 Helping Relationships: Prevention, Intervention, and Systems</td>
<td>3</td>
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<tr>
<td>MCP 651 Research and Evaluation Methods</td>
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<tr>
<td>MCP 688 Professional Ethics and Legal Issues</td>
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<tr>
<td>MCP 750 Community-Based Prevention/Intervention Research</td>
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<table>
<thead>
<tr>
<th>Required courses (18 semester hours)</th>
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<tbody>
<tr>
<td>MCC 625 Theories of Personality, Counseling, and Psychotherapy</td>
<td>3</td>
</tr>
<tr>
<td>MCC 660 Individual Appraisal, Assessment, and Intervention</td>
<td>3</td>
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<tr>
<td>MCC 677 Physiological Psychology</td>
<td>3</td>
</tr>
<tr>
<td>MCC 680 Counseling Theory: Individual, Group, and Family</td>
<td>3</td>
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<tr>
<td>MCC 700 Supervised Practicum 1</td>
<td>3</td>
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<tr>
<td>MCC 720 Supervised Practicum 2</td>
<td>3</td>
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<tr>
<th>Elective courses* (choose 4 of the following) (12 semester hours)</th>
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</thead>
<tbody>
<tr>
<td>MCC 655 Group Behavior in Community Contexts</td>
<td>3</td>
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<tr>
<td>MCC 685 Career Counseling</td>
<td>3</td>
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<tr>
<td>MCR 605 Statistics in Community Psychology</td>
<td>3</td>
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<tr>
<td>MCR 690 Community Consultation and Program Evaluation</td>
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</tbody>
</table>

MCP = Core courses  
MCC = Licensed professional counselor  
MCR = Community research and consultation

*Additional elective courses are being developed.
# Community Research and Consultation Track

(36 semester hours)

## Core courses [18 semester hours]

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Semester Hours</th>
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</thead>
<tbody>
<tr>
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<tr>
<td>MCP 611</td>
<td>Human Development in Community Contexts</td>
<td>3</td>
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<tr>
<td>MCP 620</td>
<td>Helping Relationships: Prevention, Intervention, and Systems</td>
<td>3</td>
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<tr>
<td>MCP 651</td>
<td>Research and Evaluation Methods</td>
<td>3</td>
</tr>
<tr>
<td>MCP 688</td>
<td>Professional Ethics and Legal Issues</td>
<td>3</td>
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<tr>
<td>MCP 750</td>
<td>Community-Based Prevention/Intervention Research</td>
<td>3</td>
</tr>
</tbody>
</table>

## Required courses [12 semester hours]

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Semester Hours</th>
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</thead>
<tbody>
<tr>
<td>MCR 605</td>
<td>Statistics in Community Psychology</td>
<td>3</td>
</tr>
<tr>
<td>MCR 690</td>
<td>Community Consultation and Program Evaluation</td>
<td>3</td>
</tr>
<tr>
<td>MCR 695</td>
<td>Grant Writing</td>
<td>3</td>
</tr>
<tr>
<td>MCR 752</td>
<td>Advanced Community Psychology Research and Evaluation Methods</td>
<td>3</td>
</tr>
</tbody>
</table>

## Elective courses* [choose 2 of the following] [6 semester hours]

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Semester Hours</th>
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</thead>
<tbody>
<tr>
<td>MCC 625</td>
<td>Theories of Personality, Counseling, and Psychotherapy</td>
<td>3</td>
</tr>
<tr>
<td>MCC 655</td>
<td>Group Behavior in Community Contexts</td>
<td>3</td>
</tr>
<tr>
<td>MCC 660</td>
<td>Individual Appraisal, Assessment, and Intervention</td>
<td>3</td>
</tr>
<tr>
<td>MCC 677</td>
<td>Physiological Psychology</td>
<td>3</td>
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</tbody>
</table>

MCP = Core courses
MCC = Licensed professional counselor
MCR = Community research and consultation

* Additional elective courses are being developed.
MSCP Course Sequences

A typical course sequence for each track is outlined here.

**Professional Counseling Track**

**Semester 1**
- MCP 600  Social and Cultural Foundations of Community Psychology
- MCP 611  Human Development in Community Contexts

**Semester 2**
- MCP 620  Helping Relationships: Prevention, Intervention, and Systems
- MCC 625  Theories of Personality, Counseling, and Psychotherapy

**Summer**
Sample elective(s) 3-6 credits*
- MCP 605  Statistics in Community Psychology
- MCC 685  Career Counseling

**Semester 3**
- MCP 651  Research and Evaluation Methods
- MCC 660  Individual Appraisal, Assessment, and Intervention

**Semester 4**
- MCC 680  Counseling Theory: Individual, Group, and Family
- MCC 677  Physiological Psychology

**Summer**
Elective(s) 3-6 credits*

**Semester 5**
- MCP 688  Professional Ethics and Legal Issues
- MCC 700  Supervised Practicum 1 (300 hours)

**Semester 6**
- MCC 720  Supervised Practicum 2 (300 hours)
- MCP 750  Community-Based Prevention/Intervention Research

**Total credit hours: 48**

**Community Research and Consultation Track**

**Semester 1**
- MCP 600  Social and Cultural Foundations of Community Psychology
- MCP 611  Human Development in Community Contexts

**Semester 2**
- MCP 620  Helping Relationships: Prevention, Intervention, and Systems
- MCR 605  Statistics in Community Psychology

**Summer**
Elective(s) 3-6 credits*

**Semester 3**
- MCP 651  Research and Evaluation Methods
- MCR 695  Grant Writing

**Semester 4**
- MCR 690  Community Consultation and Program Evaluation
- MCP 750  Community-Based Prevention/Intervention Research

**Summer**
Elective(s) 3-6 credits*

**Semester 5**
- MCP 688  Professional Ethics and Legal Issues
- MCR 752  Advanced Community Psychology Research and Evaluation Methods

**Total credit hours: 36**

* Depending on how the electives requirement is fulfilled, 3 or 6 credits may be taken in any given summer. Friday night electives are also possible during fall and spring semesters, since the core courses are offered Saturday from 8 a.m.-noon and from 1 p.m.-5 p.m.
MSCP Course Descriptions

The number in parentheses after course title is the number of graduate semester hours.

MCC 625 Theories of Personality, Counseling, and Psychotherapy [3]
Prereq. MCP 600; MCP 611; MCP 620 — This course focuses on the origin, evaluation, interpretation, and application of the major theories within cultural, global, historic, and contemporary contexts. Emphasis is given to the application of the theories to an array of settings designed to promote prevention and treatment of psychological and social disorders on individual and community levels.

MCC 655 Group Behavior in Community Contexts [3]
Prereq. MCP 600; MCP 611; MCP 620 completed or concurrent — This course prepares students to work effectively with groups, including those in the community, in organizations, and in a counseling setting. Students are introduced to theory and research pertaining to group dynamics, which is used as the basis for analysis of group process, and they explore theoretical models related to group counseling. Finally, they apply this knowledge to the practice of group facilitation skills.

MCC 660 Individual Appraisal, Assessment, and Intervention [3]
Prereq. MCC 625 — This course uses an ecological perspective to prepare learners to make sound, culturally sensitive choices in assessment. Students explore the history of assessment and connect this history to current practices and issues. They gain knowledge of theories related to the practice of assessment, have hands-on experience in administering and scoring selected tests, and learn the importance of the role of supervision. Focus is on both individual and systems assessment.

MCC 677 Physiological Psychology [3] —
This course enables the learner to understand the physiological processes involved in a number of neurologically based conditions that affect potential clients and community members, and to explain these processes to a variety of audiences.

MCC 680 Counseling Theory: Individual, Group, and Family [3]
Prereq. MCC 625 — This course focuses on the acquisition and practice of essential skills involved in therapeutic psychological intervention for counseling practice across a variety of different client populations.

MCC 685 Career Counseling [3]
Prereq. MCP 600; MCP 611 — This course prepares counselors to engage in career guidance and decision making — a frequent need in the counseling process. Students work with models of career counseling, career assessment inventories and interviews, theories of motivation, and processes of decision making related to career needs and choices. The course also engages students in the multifaceted issues of unemployment and the support resources needed for the unemployed and the underemployed.

MCC 700 Supervised Practicum 1 [3]
Prereq. MCC 625; MCC 660; MCC 680 — This course is the first of two required practicum experiences for students in the MSCP program. Students are supervised as they acquire and apply the principles of community and counseling psychology at an approved practicum site. They complete a total of 300 practicum hours, with at least 125 of those hours being of direct service.

MCC 720 Supervised Practicum 2 [3]
Prereq. MCC 700 — This course is the second of two required practicum experiences for students in the MSCP program. Students are supervised as they further develop and apply the principles of community and counseling psychology at an approved practicum site. They complete a total of 300 practicum hours, with at least 125 of those hours being of direct service.

MCC 700 Social and Cultural Foundations of Community Psychology [3] — In this course, students focus on the origins, development, and practice of community psychology. Emphasis is given to examination of the major perspectives in community psychology and their application within cultural, global, historic, and contemporary contexts. Students explore an array of strategies and policies designed to promote individual growth and high-level community cohesion, along with prevention and treatment of social and mental health problems. They study, create, and evaluate an array of programs and policies, particularly those designed to engender wellness, prevent violence, and address issues related to substance use disorders.
MCP 611 Human Development in Community Contexts [3] — In this course, students engage with a variety of theoretical perspectives that pertain to human development and learning. They apply these perspectives to broadly themed issues of identity, adjustment, and normal as well as abnormal behavior. These applications are made within an informed understanding of the impact of community contexts on both individual and group behavior.

MCP 620 Helping Relationships: Prevention, Intervention, and Systems [3] Prereq. MCP 600; MCP 611 — This course provides students with a broad understanding of the philosophic bases of the helping processes, counseling theories, and their applications. Counseling theories are discussed and applied to case examples that address client and helper self-understanding and self-development. Students explore the process of change as facilitated by a framework of strength, and multiple models of prevention and intervention are addressed through developing an understanding of the complex systems that impact helping relationships.

MCP 651 Research and Evaluation Methods [3] Prereq. MCP 620 — In this course, students focus on the acquisition and practice of essential skills involved in psychosocial research and evaluation. Students engage in a community-based research project.

MCP 688 Professional Ethics and Legal Issues [3] Prereq. MCP 620 — In this course, students carefully examine ethical issues related to a variety of areas of psychological research and practice. They engage in reflection on their own attitudes, values, and practice as these relate to multicultural competency and issues of social justice both within counseling practice and community research. They identify the core values of the discipline and relate these values to the ethics code of the discipline as well as to their own value stance.

MCP 750 Community-Based Prevention/Intervention Research [3] Prereq. MCP 651 — In this course, students complete their culminating work involving applied research, including implementation of the project and integration and presentation of the results. For students in the Professional Counseling track, the final research takes the form of a professional project in which students systematically evaluate and analyze a systemic problem relevant to counseling practice, and determine potential interventions aimed at alleviating the problem. For those in the Community Research and Consultation track, the final project is a master of science research thesis proposal involving data collection and analysis.

MCR 605 Statistics in Community Psychology [3] — This course focuses on the acquisition and practice of key statistical analyses involved in psychological research and evaluation.

MCR 690 Community Consultation and Program Evaluation [3] Prereq. MCP 600; MCP 611 — Focusing on strength-based, preventative, collaborative, and multicultural approaches to community and organizational change, this course prepares students to function competently as community consultants or program evaluators. Students are exposed to an overview of theories, methods, and applications of community consultation and program evaluation. Skills such as advocacy, change management, strategic planning, and community mobilization are learned and applied. Students have the opportunity to use these tools to conceptualize and design a program evaluation or process for a specific community/organizational change.
Master of Science in Nursing Program
Alverno College School of Nursing

Mission Statement

Through the undergraduate education of women, the mission of the School of Nursing at Alverno College is to prepare professional practitioners who are committed to meeting the health needs of people of all ages and who are prepared for the pursuit of graduate education. Through the graduate education of women and men in nursing, the School of Nursing extends its mission of service, strengthens its ties to the community, and affects the education and well-being of diverse populations. The student’s learning and personal and professional development are the central focus of School of Nursing faculty and staff. The accomplishments of the School of Nursing are measured by how well we carry out this central mission.

Vision Statement

Faculty and staff of the School of Nursing at Alverno College hold as our vision that each learner will experience visionary learning for a lifetime of influence.

Accreditation

The Alverno College Master of Science in Nursing program is accredited by the Commission on Collegiate Nursing Education (CCNE). The CCNE is officially recognized by the U.S. Secretary of Education as a national accreditation agency. CCNE ensures the quality and integrity of baccalaureate and graduate education programs to prepare effective nurses.
Introduction to the Master of Science in Nursing Program

Why the Master of Science in Nursing at Alverno College?

Alverno College has long been a leader in preparing professional nurses to meet the health-care needs of local, state, and national communities. Alverno’s Master of Science in Nursing (MSN) program prepares practicing professionals, both women and men, for advanced roles in practice and education. In addition to acquiring the knowledge, skills, and abilities necessary for teaching in a variety of settings, MSN graduates will have completed the requisite practicum hours needed to seek certification as a clinical nurse specialist (CNS) or as a family nurse practitioner (FNP) through the American Nurses Credentialing Center (ANCC). They will also have the ability to seek the rights and privileges of prescriptive authority if they so choose.

The MSN program carries on the College’s tradition in the professional liberal arts, with Alverno’s particular focus on integrative, experiential, and reflective approaches to learning. The MSN program extends the College’s national and international work in ability-based education and performance-based assessment.

A Challenging Curriculum with High-Quality Standards

The MSN curriculum provides advanced study in nursing science and practice, education theory, and research methodology. It provides in-depth study of the nature of human development and learning, of the processes of inquiry, and of the social and cultural contexts of learning. Program participants draw upon a range of theoretical frameworks to examine their professional practice and further develop skills in reflection and self-assessment.

A carefully sequenced program of studies includes practica through which students apply skills of inquiry focused on enhancing their nursing education and practice abilities with diverse learners in health-care, classroom, and community environments.

Designed for the Practicing Professional

The MSN program at Alverno College is relevant to and supportive of the work of a range of professionals who develop others and improve the health of individuals and communities. It is designed for nurses who wish to become:

- Clinical nurse specialists in adult health/gerontology
- Family nurse practitioner
- Nursing faculty in schools of nursing
- Nursing staff development educators in health-care institutions
- Nurses who conduct health education seminars in business and industry
- Nursing educators in community environments.

In all instances, students are engaged in work in which their roles focus on nursing practice, teaching and learning, and human development in selected populations.

Credentialing Through ANCC Certification

Upon completion of the MSN program, graduates have at least 500 practicum hours and are eligible to sit for select ANCC clinical nurse specialist exams. However, specialty organizations “determine eligibility criteria and documentation requirements” for meeting those criteria (National Association of Clinical Nurse Specialists, 2004, p. 23), and certification eligibility requirements may change from year to year. Thus, MSN students are advised to closely follow certification eligibility requirements determined by the ANCC and specialty organizations. Students and their faculty advisor mutually determine whether practicum experiences and appropriately credentialed advanced practice nurses are available to fulfill ANCC and specialty requirements. Additional practicum hours may be required if ANCC and/or specialty requirements change while the student is in school.
MSN Program Outcomes

The work of the MSN student is guided by five program outcomes that describe what is expected of persons engaged in nursing practice and education at the master’s level. These outcomes, delineated by the faculty of Alverno College, are:

1. Assumes leadership in advancing nursing education and professional nursing practice.
2. Collaborates with, coordinates, and manages personnel and other resources to promote health and foster learning.
3. Communicates effectively to facilitate learning and influence outcomes.
4. Integrates nursing science and learning theory in diagnosing, planning, implementing, evaluating, and documenting outcomes.
5. Synthesizes inquiry processes and learning approaches to affect the education and well-being of diverse populations.

Demonstrated competence in each of these outcomes is required for the MSN degree. In-course and external assessments focus on the learner’s development and demonstration of these program outcomes.

Timeframe: A Schedule for Working Professionals

Courses in the MSN program are available in the Alverno on the Weekend timeframe. This means that courses meet every other weekend during the fall and spring semesters, for a total of seven to nine times per semester. Courses are offered in three possible weekend timeframes: Friday night, Saturday morning, and Saturday afternoon. Practicum experiences during the week are necessary to achieve MSN course and program outcomes and to meet eligibility criteria for the ANCC certification exams.

The curriculum is designed so that students who take three courses per semester can complete the degree in as few as five semesters. Part-time students can complete the degree in as few as seven semesters and two summers. Course sequences for full- and part-time study appear on pages 109-110. Courses are offered on a planned rotational basis. While all courses can be completed by attending two semesters per year, some courses are repeated during summer sessions, adding more scheduling flexibility for students.
Eligibility Requirements for U.S. Applicants:

1. Bachelor's degree in nursing from a college or university that is accredited by a nursing accreditation agency approved by the U.S. Department of Education

2. Current, unencumbered registered nurse license or eligibility for RN licensure in the State of Wisconsin or multistate compact

3. Current CPR certification

4. Satisfactory completion of an undergraduate physical assessment course or equivalent

5. Satisfactory completion of an undergraduate inferential statistics course taken within 5 years of MSN 602. (Program may be started prior to completion of this course; refer to your admissions counselor for advisement.)

6. Evidence of health insurance or signed waiver

Eligibility Requirements for Non-U.S. Applicants:

1. International applicants to the MSN program should request the packet of international information through international@alverno.edu or by calling 414-382-6006.

2. Graduates of nursing schools in foreign countries must successfully complete the examination administered by the Commission on Graduates of Foreign Nursing Schools.

3. International students should arrange to have one of the following sent to the Graduate and Adult Admissions Office:
   a. Test of English as a Foreign Language [TOEFL]: A minimum TOEFL score of 570 (written), 230 (computer), 88 (Internet) (http://www.toefl.org); or
   b. International English Language Testing System [IELTS]: A minimum IELTS score of 7.0 (http://www.ielts.org); IELTS is jointly managed by the British Council, IDP: IELTS Australia, and the University of Cambridge ESOL Examinations; or
   c. The Society for Testing English Proficiency, Inc. [STEP Test]: A minimum STEP grade of 1 (http://www.eiken.or.jp); or
   d. Transfer from an approved English as a Second Language (ESL) program: Contact the International & Intercultural Center (international@alverno.edu) for a listing of our associate ESL programs.

4. International students must complete an Evidence of Financial Support Statement and provide a bank statement(s) as proof of sufficient financial resources.

5. Current, unencumbered U.S. registered nurse licensure or eligibility for RN licensure in the State of Wisconsin or multistate compact

6. Current CPR certification

7. Applicants who are not licensed in Wisconsin must be successful on the NCLEX within the first semester of the MSN program. If unsatisfactory on the NCLEX, a student needs to stop out of the MSN program until s/he achieves successful NCLEX scores.

8. Satisfactory completion of an undergraduate physical assessment course or equivalent

9. Evidence of health insurance or signed waiver

The College admits students of any color, race, religion, and national or ethnic origin.
Application for Admission

Candidates for admission should:

1. Submit an application form with application fee payable to Alverno College. Applicants may also apply online. (Fee waived for online applications.)

2. Arrange for the Graduate and Adult Admissions Office to receive appropriate credentials:
   - Official college transcripts verifying completion of a baccalaureate degree and documenting graduate-level coursework to be considered for transfer credit (Alverno College alumnae need not submit Alverno College transcripts.)
   - Three professional recommendations, using the form provided online
   - A photocopy of the applicant’s current RN license and current CPR certificate

3. Current résumé

4. Submit two essays that include the following:*  
   a. Learning narrative: Write a two- to three-page narrative that describes a nursing-related significant learning event that occurred when you were a nursing student or a practicing registered nurse.
   
   b. Goal statement: Articulate your goals for graduate study and describe how Alverno College’s MSN will help you to assume a role (or roles) as a nursing educator and/or clinician with advanced preparation.

5. Submit a Health Data Form and evidence of health insurance or a signed waiver.

6. Applicants with a master’s degree in another field or a teaching credential should contact the MSN Program Director in addition to the Graduate and Adult Admissions Office.

Applications are accepted through August 1 for fall admission and through December 15 for spring admission. There is no summer admission. We recommend that candidates submit required materials as early as possible to ensure consideration for their preferred semester of entry.

Notification and Confirmation

Within a month of receipt of the required credentials, the College notifies the applicant of the date to expect an admissions decision.

Registration

Once accepted into the program, the student is contacted for advising and registration. A tuition deposit of $100 is required prior to registration of accepted students and is nonrefundable.

Transfer Credits

Ordinarily, a student can transfer a maximum of 6 graduate credits from other institutions. Official transcripts indicating graduate courses taken are required.

Prior to registration, students should direct questions regarding transfer credits to the Alverno College Graduate and Adult Admissions Office at 414-382-6100 or 1-800-933-3401.

* Detailed instructions for the essays are available online at www.alverno.edu. On the MSN main page, click on MSN Essay Instructions.
Master of Science in Nursing (MSN): Integrated CNS/NE

The Alverno MSN integrated clinical nurse specialist/nurse educator (CNS/NE) program focuses on teaching, learning, and assessment as well as on advanced practice nursing knowledge, skills, and abilities. It provides the opportunity for in-depth study of nursing practice; the nature of human development and learning in social, cultural, and practice contexts; and the processes for practice-based inquiry.

All students complete advanced nursing theory courses, advanced teaching courses, and advanced nursing science/practice courses (see diagram at right), for a total of 39 credits.

The program requires 500 practice hours. These hours are distributed across the curriculum and extend student learning of course and program outcomes. Coursework culminates in practicum study and a capstone seminar in which students synthesize their study across coursework and the practicum.

### Advanced Nursing Theory Courses

<table>
<thead>
<tr>
<th>Semester</th>
<th>Course Code</th>
<th>Course Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sem. 1</td>
<td>MSN 601</td>
<td>Nursing Theories and Frameworks</td>
</tr>
<tr>
<td>Sem. 2</td>
<td>MSN 602</td>
<td>Nursing Inquiry, Research, and Scholarship</td>
</tr>
<tr>
<td>Sem. 3</td>
<td>MSN 603</td>
<td>Health-care Systems: Organization, Economics, and Politics</td>
</tr>
<tr>
<td>Sem. 4</td>
<td>MSN 702</td>
<td>Promoting Health through Practice-Based Research</td>
</tr>
<tr>
<td>Sem. 5</td>
<td>MSN 750</td>
<td>Capstone: Scholarship to Advance Nursing</td>
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</table>

### Advanced Teaching Courses

<table>
<thead>
<tr>
<th>Semester</th>
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<th>Course Title</th>
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</thead>
<tbody>
<tr>
<td>Sem. 1</td>
<td>MSN 611</td>
<td>Education and Human Development 1</td>
</tr>
<tr>
<td>Sem. 2</td>
<td>MSN 612</td>
<td>Education and Human Development 2</td>
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<tr>
<td>Sem. 3</td>
<td>MSN 675</td>
<td>Theories and Strategies of Instructional Design and Assessment</td>
</tr>
<tr>
<td>Sem. 4</td>
<td>MSN 730</td>
<td>Practicum: Advanced Practice Nursing</td>
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</tbody>
</table>

### Advanced Nursing Science/Practice Courses

<table>
<thead>
<tr>
<th>Semester</th>
<th>Course Code</th>
<th>Course Title</th>
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</thead>
<tbody>
<tr>
<td>Sem. 1</td>
<td>MSN 620</td>
<td>Advanced Practice Roles and Ethical Decision Making</td>
</tr>
<tr>
<td>Sem. 2</td>
<td>MSN 621</td>
<td>Advanced Physiology and Pathophysiology</td>
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<tr>
<td>Sem. 3</td>
<td>MSN 622</td>
<td>Advanced Health and Physical Assessment</td>
</tr>
<tr>
<td>Sem. 4</td>
<td>MSN 701</td>
<td>Promoting Health in Diverse Communities</td>
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<td>Sem. 5</td>
<td>MSN 623</td>
<td>Advanced Pharmacotherapeutics and Clinical Decision Making</td>
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</tbody>
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AC 613-03 Graduate External Assessment 1  
AC 653-03 Graduate External Assessment 2  
AC 753-03 Graduate External Assessment 3
# Clinical Nurse Specialist and Nurse Educator Course of Study

## MSN Course Sequences: Integrated CNS/NE

Students may use this outline of the program requirements to keep track of their progress. They may begin the program in either the fall or spring semester.

Total semester hours: 39

### Fall semester entry (full-time: 5 semesters)

<table>
<thead>
<tr>
<th>Semester</th>
<th>Course Code</th>
<th>Course Title</th>
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</thead>
<tbody>
<tr>
<td>First</td>
<td>MSN 600</td>
<td>MSN Orientation</td>
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<tr>
<td></td>
<td>MSN 601</td>
<td>Nursing Theories and Frameworks</td>
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<td></td>
<td>MSN 620</td>
<td>Advanced Practice Roles and Ethical Decision Making</td>
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<td>Second</td>
<td>MSN 602</td>
<td>Nursing Inquiry, Research, and Scholarship</td>
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<td>Advanced Physiology and Pathophysiology</td>
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<td>AC 613-03</td>
<td>Graduate External Assessment 1</td>
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<tr>
<td>Third</td>
<td>MSN 603</td>
<td>Health-care Systems: Organization, Economics, and Politics</td>
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<td>Advanced Health and Physical Assessment</td>
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<td>MSN 675</td>
<td>Theories and Strategies of Instructional Design and Assessment</td>
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<tr>
<td>Fourth</td>
<td>MSN 701</td>
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<td></td>
<td>MSN 702</td>
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<td>MSN 730</td>
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<td>Graduate External Assessment 2</td>
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<tr>
<td>Fifth</td>
<td>MSN 623</td>
<td>Advanced Pharmacotherapeutics and Clinical Decision Making</td>
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<tr>
<td></td>
<td>MSN 750</td>
<td>Capstone: Scholarship to Advance Nursing</td>
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<td></td>
<td>AC 753-03</td>
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</table>

### Spring semester entry (full-time: 6 semesters)

<table>
<thead>
<tr>
<th>Semester</th>
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<td></td>
<td>AC 753-03</td>
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</tr>
</tbody>
</table>
**Clinical Nurse Specialist and Nurse Educator**

**Course of Study**

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**MSN Course Sequences: Integrated CNS/NE**

Total semester hours: 39

**Fall semester entry (part-time: 7 semesters and 2 summers)**

<table>
<thead>
<tr>
<th>Semester</th>
<th>Course Code</th>
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<tbody>
<tr>
<td><strong>First semester</strong></td>
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<td>Advanced Physiology and Pathophysiology</td>
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<td><strong>Summer</strong></td>
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<tr>
<td>___MSN 601</td>
<td></td>
<td>Nursing Theories and Frameworks</td>
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<tr>
<td><strong>Third semester</strong></td>
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<tr>
<td><strong>Summer</strong></td>
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<tr>
<td>___MSN 730</td>
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<td>Practicum: Advanced Practice Nursing</td>
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<td><strong>Seventh semester</strong></td>
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<td>___MSN 750</td>
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<tr>
<td>___AC 753-03</td>
<td></td>
<td>Graduate External Assessment 3</td>
</tr>
</tbody>
</table>
Family Nurse Practitioner Course of Study

Master of Science in Nursing (MSN): FNP

In the family nurse practitioner (FNP) program, students learn to specialize in the primary care of individuals and families across the lifespan. Students who seek ANCC certification as a family nurse practitioner complete a series of theory courses, advanced nursing science courses, and nurse practitioner-focused courses. The program requires 660 practicum hours.
Family Nurse Practitioner Course of Study

**MSN Course Sequences: FNP**

*Students may use this outline of the program requirements to keep track of their progress. They may begin the program in either the fall or spring semester.*

Total semester hours: 39

**Fall semester entry**
(full-time: 5 semesters and 2 summers)

**First semester**
- ___MSN 600 MSN Orientation
- ___MSN 601 Nursing Theories and Frameworks
- ___MSN 611 Education and Human Development 1
- ___MSN 620 Advanced Practice Roles and Ethical Decision Making

**Second semester**
- ___MSN 602 Nursing Inquiry, Research, and Scholarship
- ___MSN 621 Advanced Physiology and Pathophysiology
- ___AC 613-03 Graduate External Assessment 1

**Summer**
- ___MSN 622 Advanced Health and Physical Assessment

**Third semester**
- ___MSN 603 Health-care Systems: Organization, Economics, and Politics
- ___MSN 623 Advanced Pharmacotherapeutics and Clinical Decision Making

**Fourth semester**
- ___MCP 620 Helping Relationships: Prevention, Intervention, and Systems
- ___MSN 624 Advanced Primary-Care Management of Middle-Aged and Older Adults
- ___MSN 702 Promoting Health through Practice-Based Research
- ___AC 653-03 Graduate External Assessment 2

**Summer**
- ___MSN 625 Advanced Primary-Care Management of Women and Children

**Fifth semester**
- ___MSN 626 Advanced Practice with Vulnerable Populations
- ___MSN 750 Capstone: Scholarship to Advance Nursing
- ___AC 753-03 Graduate External Assessment 3

**Spring semester entry**
(full-time: 6 semesters and 1 summer)

**First semester**
- ___MSN 600 MSN Orientation
- ___MSN 611 Education and Human Development 1
- ___MSN 620 Advanced Practice Roles and Ethical Decision Making

**Second semester**
- ___MSN 601 Nursing Theories and Frameworks
- ___MSN 622 Advanced Health and Physical Assessment

**Third semester**
- ___MSN 602 Nursing Inquiry, Research, and Scholarship
- ___MSN 621 Advanced Physiology and Pathophysiology
- ___AC 613-03 Graduate External Assessment 1

**Fourth semester**
- ___MSN 603 Health-care Systems: Organization, Economics, and Politics
- ___MSN 623 Advanced Pharmacotherapeutics and Clinical Decision Making

**Fifth semester**
- ___MCP 620 Helping Relationships: Prevention, Intervention, and Systems
- ___MSN 624 Advanced Primary-Care Management of Middle-Aged and Older Adults
- ___MSN 702 Promoting Health through Practice-Based Research
- ___AC 653-03 Graduate External Assessment 2

**Summer**
- ___MSN 625 Advanced Primary-Care Management of Women and Children

**Sixth semester**
- ___MSN 626 Advanced Practice with Vulnerable Populations
- ___MSN 750 Capstone: Scholarship to Advance Nursing
- ___AC 753-03 Graduate External Assessment 3
## MSN Course Sequences: FNP

Total semester hours: 39

### Fall semester entry (part-time: 7 semesters and 1 summer)

<table>
<thead>
<tr>
<th>Semester</th>
<th>Course</th>
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<tbody>
<tr>
<td><strong>First semester</strong></td>
<td>___MSN 600  MSN Orientation</td>
</tr>
<tr>
<td></td>
<td>___MSN 620  Advanced Practice Roles and Ethical Decision Making</td>
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<tr>
<td></td>
<td>___MSN 611  Education and Human Development 1</td>
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<tr>
<td><strong>Second semester</strong></td>
<td>___MSN 621  Advanced Physiology and Pathophysiology</td>
</tr>
<tr>
<td><strong>Third semester</strong></td>
<td>___MSN 601  Nursing Theories and Frameworks</td>
</tr>
<tr>
<td></td>
<td>___MSN 622  Advanced Health and Physical Assessment</td>
</tr>
<tr>
<td></td>
<td>___AC 613-03 Graduate External Assessment 1</td>
</tr>
<tr>
<td><strong>Fourth semester</strong></td>
<td>___MCP 620  Helping Relationships: Prevention, Intervention, and Systems</td>
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<td>___MSN 625  Advanced Primary-Care Management of Women and Children</td>
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<td></td>
<td>___AC 753-03 Graduate External Assessment 3</td>
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</tbody>
</table>
Nurses with a master of science in nursing (MSN) degree may seek the post-master’s FNP certificate to be eligible for ANCC certification. Students who meet the prerequisite for the counseling course (MCP 620) and who successfully complete a series of three FNP courses complete this certification in one year. A graduate-level course focused on adult learning concepts is a prerequisite for the counseling course. A transcript evaluation of the student's master's program determines if a graduate education course is needed. The program requires 500 practicum hours.

*Note: Readiness for initial advanced practice nurse prescriber application requires a clinical pharmacology course within the three preceding years.*

### Post-Master’s FNP Certificate Course Sequence

**Fall semester entry [2 semesters and 1 summer]**

**Fall semester**

___ MSN 624  Advanced Primary-Care Management of Middle-Aged and Older Adults

**Spring**

___ MSN 625  Advanced Primary-Care Management of Women and Children

___ MCP 620  Helping Relationships: Prevention, Intervention, and Systems

**Summer**

___ MSN 626  Advanced Practice with Vulnerable Populations

**Spring semester entry [2 semesters and 1 summer]**

**Spring**

___ MSN 624  Advanced Primary-Care Management of Middle-Aged and Older Adults

___ MCP 620  Helping Relationships: Prevention, Intervention, and Systems

**Summer**

___ MSN 625  Advanced Primary-Care Management of Women and Children

**Fall**

___ MSN 626  Advanced Practice with Vulnerable Populations
Nurse Educator Certificate Program

Alverno’s nurse educator certificate program is a 12-credit post-master’s degree certificate program that is open to both women and men who wish to become educators in an academic or clinical setting. The program continues Alverno’s tradition in the professional liberal arts, with a particular focus on integrative, experiential, and reflective approaches to learning. Through the program’s integration of both course content and practicum experiences, students learn to apply theory to practice. Upon completion of the certificate program, and when all National League for Nursing (NLN) eligibility requirements have been met, graduates are eligible to take the NLN Certified Nurse Educator (CNE) certification examination.

The nurse educator certificate program consists of the following four courses along with a 0-credit orientation weekend. In addition, a total of 150 practicum hours are incorporated in the required courses. It is possible to complete the program in three semesters.

<table>
<thead>
<tr>
<th>Course</th>
<th>Semester Hrs</th>
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<tr>
<td>MSN 600 Orientation</td>
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<td>MSN 611 Education and Human Development 1</td>
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<tr>
<td>MSN 612 Education and Human Development 2 (includes 30 practicum hours)</td>
<td>3</td>
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<tr>
<td>MSN 675 Theories and Strategies of Instructional Design and Assessment (includes 30 practicum hours)</td>
<td>3</td>
</tr>
<tr>
<td>MSN 730 Practicum: Advanced Practice Nursing (includes 90 practicum hours)</td>
<td>3</td>
</tr>
</tbody>
</table>

For more information on the nurse educator certificate program, contact the Alverno College Graduate and Adult Admissions Office at 414-382-6100 or 1-800-933-3401.
AC 613-03 Graduate External Assessment
Prereq. MSN 611; MSN 620; MSN 612 completed or concurrent — This is the first of three graduate external assessments in the MSN curriculum. The assessment, Making the Language of Learning Explicit, requires students to synthesize knowledge from foundational courses. Students use the abilities of oral and written communication and social interaction as a vehicle to describe their progress in developing the core competencies of an advanced practice registered nurse (APRN).

AC 653-03 Graduate External Assessment 2 [0]
Prereq. Concurrent registration in MSN 702 — Students present and defend the proposal for their practice-based inquiry project (PBIP) and secure Alverno IRB approval.

AC 753-03 Graduate External Assessment 3 [0]
Prereq. All MSN courses; AC 613-03; AC 653-03 — In this third and final graduate external assessment, students create an event to involve others in professional discourse around their practice-based inquiry projects (PBIP).

MCP 620 Helping Relationships: Prevention, Intervention, and Systems [3] — This course provides students with a broad understanding of the philosophic bases of the helping processes, counseling theories, and their applications. Counseling theories are discussed and applied to case examples that address client and helper self-understanding and self-development. Students explore the process of change as facilitated by a framework of strength, and multiple models of prevention and intervention are addressed through developing an understanding of the complex systems that impact helping relationships.

MSN 600 MSN Orientation [0] Prereq. Admission to the MSN program — Students engage in a day-and-a-half session to become oriented to Alverno College and to the MSN program.

MSN 601 Nursing Theories and Frameworks [2]
Prereq. MSN 600 completed or concurrent; MSN 611 completed or concurrent; MSN 620 completed or concurrent — Students examine the evolving theoretical foundations of the nursing profession through the exploration of a nursing theory or a related discipline's theory. They critique, evaluate, and use theory to determine its utility to guide nursing practice and education in adult/gerontological populations.

MSN 602 Nursing Inquiry, Research, and Scholarship [3] Prereq. MSN 611 completed or concurrent; MSN 620 completed or concurrent; completion of undergraduate inferential statistics course within 5 years of taking MSN 602 — Students develop research skills to facilitate utilization of knowledge that promotes high-quality health care to clients, that initiates change, and that improves nursing education and advanced practice. These skills include the ability to critically evaluate the appropriateness and usefulness of research; to identify problems in practice settings through data review and develop strategies to address the problems through either application of research findings or quality improvement processes; to evaluate the quality of practice guidelines; and to relate study findings to practice outcomes. Ethical principles and practices in the conduct of nursing research with human subjects are explored. (This course includes a 30-hour practicum.)
MSN 603 Health-Care Systems: Organization, Economics, and Politics [3] Prereq. MSN 611; MSN 620 — Students comprehensively and systematically examine the interrelationships among health-care policy and politics, delivery and access-to-care issues, and the financing of health care in order to make high-quality, cost-effective decisions related to the allocation of health-care resources and to participate in formulating health-care agendas for individuals and communities. Students become intimately knowledgeable about federal and state health-care resources. They analyze the interaction and impact of politics, organization, and economics on their areas of practice. (This course includes a 30-hour practicum.)

MSN 611 Education and Human Development 1 [3] Prereq. MSN 600 completed or concurrent; concurrent registration in MSN 620 recommended — Students work with a broad base of theoretical perspectives in developmental psychology as applied to the needs of adolescent, adult, and older adult learners. They select, evaluate, and use a variety of theoretical approaches as they explore the health-related teaching needs of diverse learners in a variety of learning environments. They assess their own learning experiences from the standpoints of learner and instructor, and apply assessment to the learning environment in which they now work. They develop skills in using technology.

MSN 612 Education and Human Development 2 [3] Prereq. MSN 611; MSN 620 completed or concurrent — Students apply theoretical frameworks from nursing, education, curriculum design, and human development to actual teaching environments and APRN teaching practice with diverse populations. They examine their own teaching experiences and recommend approaches to address teaching and learning issues in their work environments. They refine their personal statement of educational philosophy. (This course includes a 30-hour practicum.)

MSN 620 Advanced Practice Roles and Ethical Decision Making [2] Prereq. MSN 600 completed or concurrent; concurrent registration in MSN 611 recommended — Students explore current and emerging roles of advanced practice registered nurses in various practice settings, with an emphasis on legal and professional issues, models of practice, and the role of the advanced practice registered nurse in health-care management and promotion. Students in an advanced practice role also examine ethical frameworks and bioethics in relation to ethical decision making for adult/gerontological clients. They develop and set professional goals for their future as an APRN. (This course includes a 30-hour practicum.)

MSN 621 Advanced Physiology and Pathophysiology [3] Prereq. MSN 611 completed or concurrent; MSN 620 completed or concurrent — Students use theory and research to explore the etiology, pathogenesis, and clinical manifestations of common diseases for individuals across the lifespan, and study variations in physiological health and illness processes attributable to age, race, culture, ethnicity, gender, and socioeconomic status. They focus on the generalized stress response, atherosclerosis, diabetes mellitus, and metabolic syndrome. They examine the physiology underlying these diseases and how they are altered by genetic factors and age. They explore a variety of geriatric syndromes and the influence of stress, inflammation, and genetics throughout the semester. They read and discuss primary literature and examine how new analyses of genes and fundamental physiology help health-care providers understand how different people respond to different drug regimes. Prior knowledge of basic physiology and pathophysiology is required. (This course includes a 60-hour practicum.)

MSN 622 Advanced Health and Physical Assessment [3] Prereq. MSN 611 completed or concurrent; MSN 620 completed or concurrent — Students examine and apply advanced health- and physical-assessment techniques and theories in the collaborative care of culturally diverse individuals, families, and communities with an emphasis on adult/gerontological populations. They use differential diagnoses to identify physical and/or psychological illness findings suggesting current and possible pathology, given the lifestyle practices and health-seeking behavior of clients, families, and communities. Prior knowledge and experience of basic health- and physical-assessment techniques are required. (This course includes a 60-hour practicum.)

MSN 623 Advanced Pharmacotherapeutics and Clinical Decision Making [3] Prereq. MSN 621; MSN 622 — Students examine and apply principles of advanced pharmacology in the management of clients across the lifespan, with an emphasis on adult/gerontological populations. The course emphasizes pharmacokinetics and pharmacotherapeutics of major drug classifications as well as current clinical drug research. Students
evaluate ethnopharmacological research studies to discern clinical applications with individuals from racially and ethnically diverse backgrounds. This course also helps prepare students for certification from ANCC and for meeting state requirements for prescriptive authority as an APRN after graduation from the MSN program. (This course includes a 60-hour practicum.)

**MSN 624 Advanced Primary-Care Management of Middle-Aged and Older Adults [FNP students only] [3]** Prereq. MSN 611; MSN 620; MSN 622; MSN 623 — Students examine and apply advanced health and physical assessment techniques and theories in the collaborative care of culturally diverse individuals and families, with an emphasis on individuals from middle-age to older-adult populations. They have didactic and clinical practice related to health promotion, prevention, and illness care and management of the middle-age and older adult. They use their advanced critical thinking to apply culturally sensitive care and to perform examinations and formulate diagnosis and treatment plans for this adult population. They use differential diagnoses to identify physical and/or psychological illness based on possible pathology, given the lifestyle practices of clients, families, and communities. Prior knowledge and experience of basic health and physical assessment techniques are required. (This course includes a 90-hour practicum.)

**MSN 625 Advanced Primary-Care Management of Women and Children (FNP students only) [3]** Prereq. MSN 624 — Students apply critical thinking to advanced health-care management of common primary-care diagnoses with women, infants, children, and adolescents. In a collaborative atmosphere, they provide care with evidence-based treatment plans. They have didactic and clinical practice related to health promotion, prevention, and management of women, infants, children, and adolescents. They use their advanced critical thinking to apply culturally sensitive health care and to perform examinations and formulate diagnosis and treatment plans for these populations. They use differential diagnoses to identify physical and/or psychological illness based on possible pathology, given the lifestyle practices of clients and their families.

**MSN 626 Advanced Practice with Vulnerable Populations (FNP students only) [3]** Prereq. MSN 624; MSN 625 — In this course, nurse practitioner students examine the health and health-care needs of vulnerable populations in the United States whom they may be serving. Vulnerable populations include those who feel they cannot comfortably or safely access and use the standard resources. They include, but are not limited to, those who are physically or mentally disabled (blind, deaf, hard of hearing, cognitive disorders, mobility limitations), limited English or non-English-speaking, geographically or culturally isolated, medically or chemically dependent, homeless, frail/elderly, and children. Students are engaged in many levels of skill refinement, intellectual investigation, theoretical exploration, and evidence-based advanced nursing practice application of health assessment and physical examination approaches. Family assessment is also covered, which includes providing culturally sensitive care to clients. This course also emphasizes other issues that a well-rounded nurse practitioner needs to be knowledgeable of, including coding and payment structures; ethics and values; death, dying, grief, and bereavement; and topics of professionalism, such as scope of practice, accountability, collaboration, and quality assurance. As in other courses, didactic and clinical practice is used to advance the critical-thinking skills of students.

**MSN 675 Theories and Strategies of Instructional Design and Assessment (3)** Prereq. MSN 611; MSN 620 — The goal of this course is to provide students with frameworks, tools, and experiences that can be applied to all instructional projects designed for adults and older adults. Students explore instructional design models and apply them in educational or clinical practice settings. Each student conducts a needs assessment to target performance needs, identifies one performance need that requires an instructional solution, and designs and conducts the instructional program under the guidance of a preceptor. (This course includes a 30-hour practicum.)
**MSN 701 Promoting Health in Diverse Communities [3]** Prereq. AC 613-03; MSN 612; MSN 621; MSN 622; MSN 675 — Students use epidemiologic models and theories of health promotion, risk reduction, and illness prevention to teach, counsel, research, and practice with vulnerable populations, especially adults and older adults. They analyze human diversity and social issues as they enlarge their understanding and use the multiple determinants of health in the design of culturally congruent health-care plans and programs. In their clinical practice, they use epidemiological, social, and environmental data to design and implement nursing interventions and systems to promote and preserve the client's or community's health and lifestyle practices. *(This course includes a 90-hour practicum.)*

**MSN 702 Promoting Health through Practice-Based Research [2]** Prereq. AC 613-03; MSN 602; MSN 612; MSN 621; MSN 622; MSN 675; concurrent registration in AC 653-03 — Students prepare the first section of their practice-based inquiry project (PBIP) and seek approval through Alverno’s Institutional Review Board (IRB) for implementation and evaluation of the PBIP in area educational and health-care settings.

**MSN 730 Practicum: Advanced Practice Nursing [3]** Prereq. MSN 621; MSN 622; MSN 675; MSN 701 completed or concurrent; MSN 702 completed or concurrent — Students are supervised by appropriately credentialed nurses in this semester-long practicum in either an education setting, such as a school of nursing, or a health-care setting, such as a hospital, clinic, or community agency. They use knowledge, skills, and abilities from all previous MSN courses as they collaborate with agency personnel to design and manage practice projects with undergraduate nursing students in educational settings and/or with adult/gerontological clients/staff in health-care settings. *(This course includes a 90-hour practicum.)*

**MSN 750 Capstone: Scholarship to Advance Nursing [3]** Prereq. MSN 702; AC 653-03; MSN 623 completed or concurrent; MSN 730 completed or concurrent; concurrent registration in AC 753-03 — In this capstone course, students research and reflect on social, political, and economic health-related education and practice issues. Students use a practice-based research inquiry process to study select complex issues confronting health and illness in today’s cost-conscious health-care world. Through their experiences with a small-scale practice inquiry project, they develop skills in conceptualizing researchable questions; designing research projects; collecting, analyzing, and interpreting data; communicating findings; and identifying potential limits and benefits of their inquiry for their own professional practice.
The combined MSN/MBA program is designed for individuals who wish to pursue master's degrees in both nursing and business administration. Degree candidates must meet the eligibility requirements for each program. The joint program consists of a total of 69 credits.

**Eligibility Requirements**

1. Bachelor’s degree in nursing from a college or university that is accredited by a nursing accreditation agency approved by the U.S. Department of Education

2. Current, unencumbered registered nurse license or eligibility for RN licensure in the State of Wisconsin or multistate compact

3. Current CPR certification

4. Satisfactory completion of an undergraduate physical assessment course or equivalent

5. Satisfactory completion of an undergraduate inferential statistics course taken within 5 years of MSN 602 (Program may be started prior to completion of this course; speak to your admissions counselor for advisement.)

6. Evidence of health insurance or signed waiver

7. Submission of a Health Data Form

8. Three or more years of relevant business-related or organizational work experience with increasing levels of responsibility

9. Business knowledge and quantitative skills demonstrated through undergraduate or work experience

10. Full-time employment in a business-related/organizational field

**Admissions Process**

The following documents are required:

1. MSN/MBA application. (Fee is waived for online application.)

2. Official transcripts showing baccalaureate or advanced degrees. (If applicant has only one degree, it must be a bachelor of science degree in nursing from a college or university that is accredited by a nursing accreditation agency approved by the U.S. Department of Education.)

3. A current résumé.

4. Three recommendations using the form provided online. Your references (e.g., nursing professor or employer, business professor or employer, administrator, coworker) must give evidence of your abilities in both business/organizational and nursing contexts.

5. Goal statement. Identify your goals for the completion of the combined program in business and nursing. Describe how the Alverno MBA program will help you achieve greater influence and how it will impact the personal, professional, community, and organizational domains of your life, and how the MSN will help you assume a role (or roles) as nursing educator and/or clinician with advanced preparation.

(continued)
6. Three performance narratives. In two of these narratives, identify a specific work/professional experience that describes the responsibilities, accomplishments, and relationships you were involved in. These experiences should provide evidence that you meet the relevant work experience requirement for admission to the MBA program and have the requisite business knowledge to be successful. **One narrative should specifically address your use of business knowledge and application of quantitative skills.**

Relevant work experience includes:

- Three or more years of business-related or organizational work/professional experience
- Increasing levels of responsibility
- Line, staff, or project responsibility
- Managerial experience of people and/or projects (such as planning, organizing, leading, controlling, evaluating functions)
- Business knowledge and quantitative skills
- Interaction with management, departments/functions, or external audiences outside own area of responsibility

In the third narrative, describe a nursing-related significant learning experience that occurred when you were a nursing student or a practicing registered nurse. In this narrative, identify what happened, who was involved, and what you were feeling and thinking during this learning event. Describe how this learning event influenced your nursing practice. Finally, be especially thoughtful and descriptive about what you discovered about yourself as a learner.

In evaluating your learning narrative, the Graduate Nursing Admissions and Advancement Committee will use the following criteria:

- Effectively clarifies the elements that contributed to the significance of the selected learning event
- Clearly articulates how the learning event influenced your nursing practice
- Clearly explains the importance of this event in understanding yourself as a learner
- Writes clearly, using a purposeful structure, supporting examples, and accurate writing style.

Suggested length is two to three double-spaced pages **per narrative.**

For more information on admissions requirements, the admissions process, or additional details about the Alverno MSN/MBA program, contact the Alverno College Graduate and Adult Admissions Office at 414-382-6100 or 1-800-933-3401.
Academic Policies and Procedures
Financial Aid
Financial Policies and Procedures
Campus Offices and Services
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Graduate Programs Bulletin, Course Offerings Information, and Student Handbook

The Graduate Programs Bulletin is the official source of information about the Master of Arts in Education, the Master of Business Administration, the Master of Science in Nursing, and the Master of Science in Community Psychology and Professional Counseling programs. It outlines course sequences and learning objectives, and is available from the Alverno College Graduate and Adult Admissions Office. The bulletin is updated and reprinted annually; a pdf version and an interactive version are available online at www.alverno.edu. The edition that is current for a student's year of entry is the one that governs his/her academic program.

Course Offerings information is available online each term prior to registration. Student registration statements are mailed prior to the start of each new semester and include billing information. Alverno College reserves the right to make necessary changes to the course offerings at any time prior to the start of the term. Questions related to the student’s program should be directed to the student’s faculty advisor.

The Student Handbook is published annually online and is part of the Alverno College Catalogue. Each graduate program has its own graduate student handbook that is available online as well. The student is responsible for knowing and adhering to the policies stated in the current Student Handbook as well as in his/her program-specific handbook. The bulletin, Course Offerings information, and the Student Handbook describe Alverno’s philosophy of teaching and learning, courses offered each semester, resources and support services available, and policies in effect.

Degree

An Alverno master’s degree is awarded when a student has completed a program of study that includes accomplishment in the required areas of knowledge integrated with the demonstration of required levels of performance.

The degree is based upon the demonstration of ability both in coursework and assessments. Courses are recorded on official records by title and semester hours of credit.

Length of Time to Degree

The time limit for completion of a graduate degree at Alverno College is seven years.

Evaluation of Student Learning

As the final report of demonstrated achievement that defines the College’s Master of Arts in Education degree, Master of Business Administration degree, Master of Science in Nursing degree, and Master of Science in Community Psychology and Professional Counseling degree, the academic transcript reflects the importance the College attaches to the mastery of content and the ability to use knowledge effectively in professional settings.

Alverno’s method of evaluating student learning, called assessment, is integral to learning in the Alverno graduate programs. Unlike many forms of testing, assessment evaluates not just what students know, but how well they can apply what they know.

The system of student assessment at Alverno College does not include reference to letter grades. In fact, one tenet of the College’s educational philosophy is that the faculty do not evaluate students comparatively using letter grades. Instead, we establish criteria for effective performance in each course. In the graduate programs, these criteria reflect standards for achievement within the discipline and professional areas, which guide all courses in the specific program. As part of professional programs, graduate course assessments are designed to engage students within their disciplinary and professional contexts. Examples include writing business reports that address strategic and operating issues, preparing proposals for inquiry-based nursing projects, and developing mentoring handbooks for school districts. We then provide students with significant narrative feedback describing the quality of their performances relative to those standards. A student who does not meet these standards at the level defined in each course does not pass the course. As a continuous process in which the students themselves play an active role, assessment helps both the student and the faculty member judge the student’s progress toward meeting the criteria for a given course.

Due to the rigor of our curriculum, we are able to confirm that a student who has successfully completed a course is held in “good standing.” This means that any student in good standing at the College has demonstrated the requisite understanding and practice of the disciplines/profession for the courses s/he has completed. Faculty distinguish quality of performance by providing a written evaluation of the student’s work that documents the specific way the student met or exceeded those standards. At the time of graduation, those evaluations are synthesized into an extensive narrative statement that describes the quality of the
student’s graduate work. This narrative statement is an objective evaluation of the quality of the graduate’s performance in her/his program of study and is an integral part of each student’s official final transcript.

The record of courses taken and a detailed profile of the student’s strengths and accomplishments become part of each student’s permanent records. Because this method provides much more information than a grade and fosters continuous learning, it is approved by accrediting bodies and accepted by graduate schools and employers. In fact, educators from across the country and around the world regularly visit Alverno to learn about this innovative and effective approach to helping students learn.

Progress Report
A student’s progress report is available on Interactive Online (IOL) approximately one week after the close of the semester. Contact the Registrar’s Office for access information. Progress in courses is reported as Satisfactory (S) when all requirements of the course — mastery of subject matter and development of abilities — have been met. An Unsatisfactory (U) indicates insufficient evidence for meeting the standards of the course.

An Incomplete (I) is reported when only a minimal amount of work remains to be completed. An Incomplete must be removed by the date stipulated by faculty. An Incomplete in a prerequisite course must be satisfactorily removed and reported to the Registrar’s Office before the student can begin the subsequent course(s). If the Incomplete is not removed, an Unsatisfactory is awarded.

Class Cancellation
Any cancellation of a class or classes due to inclement weather or other emergencies is officially announced over local radio stations.

If a faculty member is ill and a class session is canceled, a notice is placed on the classroom door and on the glass-enclosed bulletin board in the Commons Lobby.

If a course is dropped from the official semester’s course offerings due to insufficient enrollment, the Registrar’s Office notifies each student registered in the course so that students have the opportunity to revise their registrations prior to the beginning of the semester. An information memo is posted in the glass-enclosed bulletin board outside the Registrar’s Office (LA 204).

Change in Faculty Assignment
The College reserves the right to change faculty course assignments.

Auditing Classes
A student may audit a course for no credit. Regular attendance at class is expected, but an auditor is not required to complete written assignments or to take the final assessments for the course. The tuition rate per credit to audit a course is 50% of regular tuition for special students and for part-time degree students. A student needs to contact the Registrar’s Office to audit a course.

Prerequisite Checking
A computer program checks prerequisites for courses. The program checks courses completed, courses in progress, transfer credits, courses waived due to completion of credit by assessment, and exceptions granted through the general permit process. Courses for which the student is not eligible are dropped from the student’s schedule. A student with questions about prerequisites should contact his/her faculty advisor.

Attendance Policy
Since classes at Alverno involve active participation through discussions and small-group or laboratory work, attendance is expected. Faculty expect a student to be responsible for coming to class on time. Consistent tardiness may be considered an absence. When a student enrolls in a course, s/he is accountable for all course requirements.

Schedule Changes after Semester Begins
A student may not add a course after a class has begun without the faculty member’s written permission. A student may not withdraw from a course after the deadline date published in the academic calendar. All schedule changes must be made with the student’s faculty advisor. The faculty advisor will contact the Registrar’s Office to, for example, officially drop a course.

Waiting List
If a course is filled when a student registers, the student can choose to be placed on a waiting list. If a vacancy occurs, the student is enrolled in that course by the Registrar’s Office.
Academic Policies and Procedures

Student-on-Leave Program
A student who finds it necessary to “stop out” of school for one to four semesters can become a student-on-leave. The student should contact his/her faculty advisor.

Benefits of the Student-on-Leave program include continued access to College resources, informational mailings, updated registration information, and the assurance that a student-on-leave who returns within four consecutive semesters may resume coursework without having to repeat the admissions process, provided the student is still within the seven-year degree completion time limit.

Withdrawal from a Course
To withdraw from a course, a student should discuss his/her intentions with the faculty member teaching the course and must notify his/her faculty advisor by telephone, in writing, or in person. A student who stops attending a course and does not officially withdraw is responsible for payment of all fees involved, and will receive an Unsatisfactory or Unofficial Withdrawal for the course. The deadline date for withdrawal from a course is published in the academic calendar. The withdrawal becomes effective on the date the faculty advisor notifies the Registrar’s Office. This date determines the amount of tuition adjustment. (See section on Financial Policies and Procedures.)

Withdrawal from the College
If a student intends to leave Alverno College and does not intend to return at a later date, the student should contact the director of his/her graduate program or his/her faculty advisor to complete an official withdrawal form. S/he must also consult with the Business Office. If a student is academically dismissed or does not return within four semesters from student-on-leave status, the student is considered officially withdrawn from the College.

Transcript Requests
A fee of $5 for each transcript must accompany a transcript request. Transcript requests submitted on an ordinary working day are usually mailed or are available for pickup within 24-48 hours. Students should send written transcript requests to:

Registrar’s Office
Alverno College
P.O. Box 343922
Milwaukee WI 53234-3922

Courses Taken Elsewhere
Ordinarily, a student in the Master of Arts in Education, the Master of Business Administration, the Master of Science in Nursing, or the Master of Science in Community Psychology and Professional Counseling program is allowed to transfer in to the degree program a maximum of 6 graduate credits taken elsewhere. These credits include those taken before enrollment in the degree program and those taken elsewhere during the program.

In the event that it is necessary for an enrolled master’s student to take a course elsewhere, permission must be granted by the director of his/her graduate program. A Permit to Take Courses Elsewhere is available in the Registrar’s Office and must be approved before the course is taken. The student must earn a grade of B or better in the course in order to receive transfer equivalency. An official transcript should be sent to the Alverno College Registrar’s Office upon completion of the course.

Academic Standing: Probation/Dismissal
At the close of every semester, each student’s academic progress is reviewed. In the event a student’s record shows that s/he is experiencing difficulty, the Status of Students Committee evaluates her/his complete record.

The Status of Students Committee may place a student on academic probation. The intent is to alert the student and advisor to the student’s academic difficulty and to ensure that s/he takes action to improve her/his academic work. A student on probation is considered capable of making satisfactory progress toward a degree.

When, in the judgment of the Committee, a student on probation demonstrates that s/he is no longer making satisfactory progress, s/he is subject to academic dismissal.

Student Records
Alverno College follows the guidelines set forth in the Family Educational Rights and Privacy Act (FERPA) of 1974 in maintaining the privacy of student records.
Alverno College attempts to enable all qualified students to attend. Financial aid is available through federal and private student loans. Employer tuition reimbursement may also be available.

**Applying for Financial Aid***

Students should apply for financial aid as early as possible and should keep copies of all the forms they submit for their own records. They should:

1. Complete the Free Application for Federal Student Aid (FAFSA) on the Internet at www.fafsa.ed.gov. Be sure to list the Alverno College federal school code 003832 in the Selection section of FAFSA on the Web.

2. Review the Student Aid Report (SAR), which students can access by way of the email they will receive from the federal processor within a few days of filing online. Students should review the electronic SAR for accuracy and, if necessary, make corrections online.

3. Complete and submit the Alverno Financial Aid Annual Form. This may be obtained online at www.alverno.edu/campus_resource/financial_aid.html#applying. The application link is listed in Section 2 under "Applying for Financial Aid."

4. Complete Entrance Counseling and the Federal Direct Loan Master Promissory Note. Instructions are available online at www.alverno.edu/campus_resource/financial_aid.html#loans. The link is listed in the section under “Loans.” See Sections 1 and 2 under Federal Direct Loans.

**Student Employment**

While the majority of students in the graduate programs are employed elsewhere, international students and other students may work on campus for up to 20 hours per week. Information regarding available on-campus employment opportunities is located on the bulletin board outside the Financial Aid Office (LA 225).

**Loans**

Most student loans do not require repayment until after graduation. Graduate students must apply for financial aid and be enrolled at least half-time in their respective program to be eligible for loan funding. Repayment begins six months after degree completion or when enrollment is less than half-time. The interest rate on the Federal Direct Loan is 4.5%.

**Federal Subsidized Direct Stafford Loan**

Amounts of up to $8,500 per academic year are available for students who demonstrate financial need. No interest accrues until repayment begins.

**Federal Unsubsidized Direct Stafford Loan**

This loan is available to graduate students regardless of financial need. The combined amount of subsidized and unsubsidized loans may not exceed $20,500 or cost of education per academic year, whichever is lower. Interest is charged on the borrowed amount and may be capitalized until repayment begins.

**Employer Tuition Reimbursement**

Funding is provided by many employers to assist employees in furthering their education. Since reimbursement is generally made at the end of the semester, many students use the first disbursement of their Federal Direct Stafford Loan to obtain some of the funds they need to begin their first semester. They then use reimbursement funds to help pay for subsequent semesters. Upon graduation, they apply the final reimbursement toward repayment of their direct loans.

*International students are not eligible for financial aid, other than on-campus student employment.*

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*Alverno College does not discriminate on any basis prohibited by law.*
# Financial Policies and Procedures

## Fees for Graduate Programs

<table>
<thead>
<tr>
<th>Program</th>
<th>Fee</th>
</tr>
</thead>
<tbody>
<tr>
<td>MAE Graduate Credit</td>
<td>$595</td>
</tr>
<tr>
<td>MBA Graduate Credit</td>
<td>$729</td>
</tr>
<tr>
<td>MSCP Graduate Credit</td>
<td>$595</td>
</tr>
<tr>
<td>MSN Graduate Credit</td>
<td>$729</td>
</tr>
<tr>
<td>Application Fee</td>
<td>$50 (for admissions services)</td>
</tr>
<tr>
<td>Campus Service Fee</td>
<td>$262.50 per semester (fee supporting various technologies on campus, e.g., Library, Media Hub, Computer Center, classroom technology, e-mail and Internet access)</td>
</tr>
<tr>
<td>Tuition Deposit</td>
<td>$100 (nonrefundable, but applied toward tuition)</td>
</tr>
<tr>
<td>Graduation Fee</td>
<td>$80</td>
</tr>
<tr>
<td>Returned Check Fee</td>
<td>$25</td>
</tr>
</tbody>
</table>

* A special tuition scholarship of 50% on 3 credits is available each semester for licensed teachers enrolled in MAE graduate courses ($288.50 per credit).

## Payment Options

### Traditional Semester Payment

Pay in full by the specified start date of the semester. Acceptable payment methods include:

- In person in the Business Office.
- Drop box outside of the Business Office.
- Mail check/money order to Alverno College, Attn: Business Office.
- Phone Business Office (414-382-6122) to use VISA, MasterCard, or Discover.

### Monthly Payment Plan

Pay monthly by enrolling in the Educational Loan Payment Plan. To enroll, a student must complete the Educational Loan Payment Plan form (found in the Educational Loan Agreement). There are two payment plan options:

- Monthly payment by cash, check, or credit card. To offset administrative expenses, there is a $50 service fee for this option.
- Monthly payment by ACH. There is no service fee for this option.

### Payment by a Third-Party Sponsor/Employer

Alverno College bills third parties with prior approval from both the third party and the Business Office. Students whose tuition is paid by a third-party sponsor must submit their billing authorization/voucher to the Business Office by the payment due date. The Business Office sends your invoice directly to the third party.

### Employer Reimbursement

Students who receive employer reimbursement after courses are completed must abide by all published payment policies. These students must make arrangements to pay in full by the due date or enroll in a payment plan. Employer reimbursement forms are available in the Registrar's Office (LA 204) and should be completed each semester.

## Payment Policy

Students are required to complete and return the Educational Loan Agreement (the "Agreement") every semester by the specified due date. Paper copies are not mailed to students; the Agreement is found on Interactive Online (IOL) under Financial Information. Please read this document carefully as this form is meant to help students understand their financial obligations. Failure to return the Agreement by the due date will result in a $60 late fee.

All tuition, fees, and housing costs must be paid in full in the Business Office by the official start date of the semester. This applies to all students, including late registrants who have not yet been invoiced by mail. For more detailed information, please refer to the Business Office website or the Tuition/Fee Payment Policy Brochure provided with your statement.
Financial Aid

In order for a graduate student to receive financial aid for the 2011-12 academic year, you must complete the 2011-12 FAFSA and be enrolled at least half-time in one of the master’s degree programs.

All financial-aid funds are applied by the Business Office to your account regardless if you have a balance due or your account is paid in full.

Tuition Adjustments

In the event it should become necessary for you to add, drop, or withdraw from courses, it is your responsibility to contact your faculty advisor, who in turn contacts the Registrar’s Office to complete the necessary forms. The date on which your faculty advisor contacts the Registrar’s Office determines the amount of tuition adjustment, if any, you receive. Please understand that changes you make in your course schedule do not immediately generate a revised bill. Adjustments usually take 7-10 days. A revised bill will be mailed to you when the next monthly billing statements are generated.

For students receiving financial aid, your award is based on your financial need and the number of semester hours you are taking. Therefore, changes in semester hours may affect your financial-aid eligibility.
Campus Offices and Services

The Alverno Campus
Alverno’s 46-acre campus is located 15 minutes from General Mitchell International Airport and 20 minutes from downtown Milwaukee. In its residential setting on Milwaukee’s south side, Alverno has the best of both worlds — access to where the action is, but the friendliness and safety of a neighborhood.

The campus includes:

- Alverno College Institute for Educational Outreach
- Assessment Center
- Athletic fields, Fitness Center, Reiman Gymnasium
- Career Education Center
- Chapel
- Christopher Hall (Nursing Education Building)
- Computer Center
- Counseling and Health Services
- Elizabeth Hall (Childcare Center)
- Faculty Office Building (Corona Hall)
- Instructional Services
- Liberal Arts/Administration Building
- Library
- Media Hub
- The Mug Coffeehouse and Café
- Parking structure
- Reiman Plaza
- Research Center for Women and Girls
- Residence Halls: Austin Hall and Clare Hall
- Student Services
- Teaching, Learning and Technology Center
- Theaters and performance venues (Lampe Recital Hall, Pitman Theatre, Wehr Auditorium)

Graduate students have access to resources and support services. Offices are open extended hours to serve students in the weekend timeframe.

Access for Students with Disabilities
Alverno College makes every effort to provide accessible facilities and programs for individuals with disabilities. For accommodations/services, please contact the Student Accessibility Coordinator at 414-382-6016.

Requests for accommodation should be submitted with as much advance notice as possible before the start of a course, workshop, or activity.

Advising
Each student is assigned a faculty advisor in her/his specific area. The faculty advisor is available to assist with any academic concerns the student may have.

Art and Cultures Gallery
The Art and Cultures Gallery serves as a professional exhibition space for art by local and national artists. Staffed by Alverno students under the guidance of the gallery director, it presents a wide variety of visual arts experiences that enrich the cultural lives of students and members of the Milwaukee community. Opening receptions, which are free and open to the public, provide opportunities to talk with exhibiting artists. The gallery is also used as a resource for many Alverno courses, and the director is available to discuss the artwork and the gallery with visitors.

Assessment Center
The Assessment Center is located on the fourth floor (north) of the Liberal Arts/Administration Building. The staff coordinates and implements the procedures used in assessing each student’s ongoing academic progress.

Bookstore
The Bookstore is located on the first floor of the Liberal Arts/Administration Building, just south of the lobby area in LA 122. The Bookstore is the main source for all your class materials, including new and used textbooks, general school supply items, gifts, electronics, and sundries. In addition, the Bookstore is the only location where you can purchase Alverno clothing such as sweatshirts, T-shirts, jackets, hats, sweatpants, socks, etc. Fax, copy, and limited shipping services are also available in the Bookstore. Please see the Bookstore’s website, www.alverno.bkstr.com, for store hours, general information, academic-priced software, and the online store, which includes textbook ordering information.
Career Education Center
The Career Education Center (CEC) is located on the first floor (south) of the Liberal Arts/Administration Building in LA 125 (double glass doors). The staff of the CEC offer the following services: career direction and planning, major and support area clarification, résumé review, interview preparation, career fairs, and graduate study guidance. The CEC also houses a reference library designed to help you research and develop your career plan. For more information about our services, visit our website at depts.alverno.edu/cec, follow us on Facebook at www.facebook.com/AlvernoCareerCenter, or call our office at 414-382-6010.

Doing your research off campus? Be sure to connect to Alverno LINKS, an online career and internship website at www.myinterface.com/alverno/student. You can search and apply for job opportunities, maintain an online calendar, and manage multiple résumés and cover letters.

Computer Center
Students needing access to a computer, the Internet, a scanner, a color printer, or the most popular software are welcome to visit the Computer Center. Located on the first floor of Alverno’s Teaching, Learning and Technology Center (TLTC), the Computer Center is available for student use an average of more than 100 hours per week during the semester. Computer Center hours are available online at the Technology Services website at http://depts.alverno.edu/techserv; print copies of center hours are also available in the Computer Center. The center has more than 130 student-use computers and includes one large open-access lab, three computer classrooms, and four small-group workrooms. The classrooms and small-group workrooms may be reserved by faculty for class sessions, but they are also available for open access to students when not reserved.

All computers are equipped with DVD-RW/CD-RW drives, headphones, and Internet access, and have the following software installed: Microsoft Office Suite (Word, Excel, PowerPoint, Publisher, and Access), Adobe Creative Suite (InDesign, Acrobat Pro, Illustrator, Dreamweaver, Photoshop, Flash, and Fireworks), Inspiration, and a wide range of other course-specific software titles. In addition, duplex printers, scanners, and a color laser printer are available in the Computer Center.

Student lab assistants provide support during Computer Center hours. They can help students access the many technology resources available to them, including online registration and progress reports, Alverno’s course management system, the Diagnostic Digital Portfolio (Alverno’s web-based tool to track learning progress), and web-based student email.

In addition to the resources in the Computer Center, there are six self-contained computer classrooms with built-in projection/sound systems on campus available for class use. There are also several computer clusters with specialized, subject-related software in various schools and departments (e.g., Nursing, Biology, Music) and in the Media Hub lab. The residence halls also have small computer labs that provide 24-hour computer access for resident students.

Computer resources are also available in classrooms for small-group work, demonstrations, and simulations. All classrooms have network and Internet connections, and many have wireless access. Many classrooms have built-in computer systems with projection, and Computer Center lab assistants deliver computer equipment to all other classrooms upon request. This equipment includes computers with projectors and remote mice, as well as wireless laptop computer carts.

Alverno College also has many “wireless zones” where students can connect their laptop to our network to access the Internet, printers, and their personal hard drive space (H: drive) on our network. More information on wireless access on the Alverno campus is available on the Tech Services website at http://depts.alverno.edu/techserv.

Conference Center
The Conference Center is located in the north wing of the Teaching, Learning and Technology Center. The Center can accommodate 500 people theater-style or 350 people for a banquet. A movable wall system allows up to four simultaneous meetings in the same space. The Conference Center can be rented for banquets, lectures, meetings, receptions, or parties.
Campus Offices and Services

Counseling and Health Services
Counseling services are available to all Alverno students. The office is staffed by a full-time master’s-level therapist, and counseling sessions are free and confidential. Typical counseling issues include stress, anxiety, depression, juggling multiple responsibilities, relationship problems, grief and loss, and abuse issues. The counselor can also refer students to services and agencies in the community.

Students can benefit from health services offered during the week. Services include illness assessment, health counseling and education, TB skin testing, hepatitis B immunizations, flu shots, student insurance information, over-the-counter medication, pregnancy testing, and physician services, including women’s health exams, prescription medications, and laboratory tests. Some services require a nominal fee. Call 414-382-6119 for hours of operation or to make an appointment.

Dining Services
Alverno offers several dining options on campus for weekend students. The Commons is located on the first floor of the Liberal Arts/Administration Building and is open Friday 7 a.m.-6:30 p.m., Saturday 7 a.m.-6:00 p.m., and Sunday 8 a.m.-2 p.m. The Commons offers daily specials, a delicatessen, soup and salad bar, grill, and beverages. In addition, the Mug Coffeehouse and Café, located in the basement of Austin Hall, offers a variety of gourmet coffee drinks, hot and cold food options, and bottled beverages. Full-service vending is available in LA 103 and on the lower level of Christopher Hall. For your catering needs, please contact the catering department at 414-382-6051.

Instructional Services
Instructional Services provides academic resources to assist students to achieve their educational goals. Students can access support through the Communication Resource Center and the Math Resource Center, English as a Second Language (ESL) tutoring or coursework, faculty tutoring or mentoring, and workshops. In addition, services and accommodations for students with disabilities are available. Courses and assistance are offered in various timeframes to accommodate students’ schedules.

Interactive Online
Interactive Online (IOL) is a web interface with the College’s administrative database that provides students with direct and easy access to an array of academic information. The password-protected system allows students to access their personal academic records—such as academic evaluations, course history, progress reports, and validation reports—while maintaining strict confidentiality of those records. Information that is newly entered or updated is immediately available to students online. IOL makes it easier to manage student contact information and follow-ups, bolstering the College’s high-touch communications approach.

With IOL, students can also access general academic information such as class schedules, faculty information, and financial information. They are also able to register online.

International & Intercultural Center
The International & Intercultural Center (IIC) coordinates and administers an array of internationally related activities at Alverno. Not only does it recruit international students from around the world but it also provides them with a comprehensive range of services once they are on campus.

In addition, the IIC coordinates and administers Alverno study-abroad and student-exchange programs. Alverno students in virtually every major area of study have the opportunity to study in Argentina, Australia, Austria, Brazil, Canada, Chile, China, Denmark, England, France, Germany, Hong Kong, Ireland, Japan, Korea, Mexico, Scotland, Spain, Wales, and a host of other countries.

The IIC also coordinates Alverno short-term study-abroad courses. These courses, taught by Alverno faculty, include trips abroad of 10 to 14 days. In recent semesters, Alverno faculty have led groups to Brazil, China, Costa Rica, England, Italy, Jamaica, Japan, Korea, Mexico, and Paraguay, to name just a few.

Library
Library resources and assistance are available in the library, on the second floor of the Liberal Arts Building, or remotely from the library homepage (http://depts.alverno.edu/library). Alverno library patrons have access to the resources of eight libraries through SWITCH, a consortium of academic libraries in the Milwaukee area. SWITCH colleges include Alverno, Cardinal Stritch University, Concordia University Wisconsin, Milwaukee Institute of Art and Design, Mount Mary College, Sacred Heart School of Theology, St. Francis Seminary, and Wisconsin Lutheran College. SWITCH shares an
students in the Media Hub, students can upload their video presentations to the Diagnostic Digital Portfolio for viewing on a computer.

There are soundproof editing suites as well as a video studio for students to make individual and small-group video presentations. Students can check out laptops, digital camcorders, digital cameras, FireWire drives, 35mm cameras, digital voice recorders, and VHS camcorders for classroom projects. This service is available to students with their bar-coded library ID card.

In addition, the Media Hub supports 24 smart classrooms and 5 tech-ready rooms that provide computer/video projection for teaching and learning. Four of the smart classrooms include SMART Boards.

**Newsletter**

The *Graduate Studies News* provides current information to students in Alverno's graduate programs. It is published electronically on most weekends when Alverno on the Weekend is in session.

**Recreation**

Alverno designs programs to meet a variety of recreational needs. The College maintains the Fitness Center, gym, softball and soccer fields, showers, locker rooms, and athletic offices. It offers intercollegiate sports as well as recreational opportunities. Swimming, golf, and tennis are within walking distance. The campus also includes space for walking or jogging.

**Research Center for Women and Girls**

The Alverno College Research Center for Women and Girls (RCWG) is a collaborative, multidisciplinary, action-oriented research center focused on initiating positive social change in the lives of women and girls in Milwaukee and beyond. The RCWG research team, made up of Alverno students, faculty, staff, and Milwaukee community leaders, empowers women and girls by allowing their voices, experiences, and ideas to help guide the RCWG research agenda.

The RCWG does not conduct research that ends up just sitting on the shelves. It is the hope of the center that its research findings positively impact the community and improve the everyday lives of women and girls on the local, state, and national levels. The vision of the RCWG is to become the premier research center for women and girls in the United States.

For more information, visit the RCWG at www.depts.alverno.edu/rcwg, and become a fan of the center on Facebook.
Campus Offices and Services

Student Activities & Leadership

Students are encouraged to make the most of their years at Alverno by integrating the many dimensions of their life and by taking advantage of the many cocurricular activities on campus. Live entertainment and a variety of family and cultural programming events are some of the opportunities available.

Student Affairs

Student Affairs, which includes Campus Ministry, Career Education Center, Counseling and Health Services, Student Activities & Leadership, Residence Life, and Student Affairs, is an integral part of Alverno's holistic approach to learning.

The work of Student Affairs contributes to an environment that supports the total development of all students. Staff work with students to plan and implement programs and services that encourage students' intellectual, career, physical, spiritual, social, and emotional growth and well-being.

Wellness

Alverno received a gold award from the Wellness Council of America for its excellence in promoting health and wellness. The College's goal is to engage students and employees in positive and healthy activities and to provide resources and programming to meet the health needs of the entire Alverno community.

To encourage wellness and create a healthier environment, smoking and the use of tobacco products are prohibited on campus.

Students have access to a free Fitness Center with state-of-the-art equipment as well as an open gym, and wellness programs and information are readily available. Dining Services offers a variety of healthy choices.
Faculty and administrators at Alverno are all working together toward the same goal — the student’s learning. And each faculty and staff member creates part of the total learning environment, whether it’s in a classroom or in an office.

Alverno faculty are widely known for their creative work. They are sought out by hundreds of colleagues each year for their insights and contributions to education in general and to their various fields in particular.

For a small college faculty they do a significant amount of consulting, making presentations at professional conferences, hosting workshops, and publishing.

The work they are known for is their teaching. They are people who love to make learning happen, and who have become expert in doing it. They come with strong professional backgrounds so that they can speak with authority in their disciplines. But what they choose to speak about is how their disciplines relate to one another, and to the crucial process of human learning.

Because they are growing themselves, and because the frontiers they explore are in the classroom rather than in a private lab or study, they make Alverno a lively place to be. They are teachers — master learners — working hard, and working together.

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**Abromeit, Jean**  
PhD Sociology, University of Colorado-Boulder  
MA Sociology, University of Colorado-Boulder

**Allen, Zita**  
MSN Nursing, Marquette University

**Athanasiou, Nancy**  
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MED Educational Computing, Cardinal Stritch University

**Balistreri, Dawn**  
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**Barrowman, Carole**  
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MA British History, Northern Illinois University

**Beard, Mae**  
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MS Administrative Leadership and Supervision, University of Wisconsin-Milwaukee

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**Blom, Alex**  
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BS Chemistry, Minnesota State University, Mankato

**Borysenko, Dina**  
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MS Biological Oceanography, University of Miami

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**Brooker, Russell**  
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**Burnie, Michele**  
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MA English, University of Denver

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MPS Communication Arts, Cornell University

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Varga, Patricia
MSN Nursing, Marquette University

Vasquez, Kristin
PhD Psychology, University of Wisconsin-Madison
MS Psychology, University of Wisconsin-Madison
MBA Marketing, University of Wisconsin-Milwaukee
<table>
<thead>
<tr>
<th>Name</th>
<th>Degree(s)</th>
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<tbody>
<tr>
<td>Venn, Michelle</td>
<td>MSN Nursing, University of Phoenix</td>
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<td>Walsh, Patricia</td>
<td>MA Interpersonal and Organizational Communication, University of Wisconsin-Milwaukee</td>
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<td>Weishaar, Katherine</td>
<td>PhD Counseling, Psychology and Aging, The Union Institute</td>
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<td>Wichowski, Jodi</td>
<td>MA Reading, Alverno College</td>
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<td>Wielichowski, Luanne</td>
<td>MSN Parent Child Teaching, Marquette University</td>
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<td>Wile, Doug</td>
<td>PhD East Asian Language and Literature, University of Wisconsin-Madison</td>
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<td>BA Comparative Literature, University of Wisconsin-Madison</td>
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<td>Woyach, Kimberly</td>
<td>DNP Doctorate of Nursing Practice, Concordia University</td>
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<td>MSN Family Nurse Practitioner, Concordia University</td>
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<td>BSN Nursing, Viterbo University</td>
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<td>Young, Christian</td>
<td>PhD History of Science and Technology, University of Minnesota-Minneapolis</td>
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<td>Zahn, Beth</td>
<td>MS Nursing Education, University of Phoenix Online</td>
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<td>BSN Nursing, University of Wisconsin-Milwaukee</td>
</tr>
</tbody>
</table>

**President Emerita**

Sister Joel Read

**Professors Emeritae, Emeriti**

Sister J. Dolores Brunner, PhD, Education

Kathleen Davis, PhD, Physical Chemistry

Harry Fleddermann, PhD, Biblical Studies

Thomas Hovorka, MFA, Art

Wendell Kringen, PhD, Biology

William H. McEachern, CPA, MA, Philosophy

Sister Marie Elizabeth Pink, MS, Mathematics

Sister Joel Read, MA, History

James Leonard Roth, PhD, History

Greta Waldinger Salem, PhD, Political Science

Linda Scheible, PhD, Urban Social Institutions

Kathleen Thompson, MA, Speech Communication/Public Relations

Christine Trimberger, MA, Philosophy

Sister Armella Weibel, MS, Mathematics

Nancy Wilson, MSN, Nursing
The College's administrative staff members serve the people who serve the students. When the faculty creates new ways of learning, administrators reshape the systems to support faculty and those new ways of learning.

Doing that job requires a new breed of academic manager. Administrators at Alverno are state-of-the-art managers, coordinating ongoing institutional change on behalf of the learner.

In the Educational Research and Evaluation department, for example, intensive long-term studies of students and alumnae provide unprecedented measures of the College's effectiveness as an institution.

Alverno administrators and staff members also work as “silent partners” with the faculty. They make a point of encouraging students, in the library or in the Financial Aid Office or at the reception desk, to take the initiative and solve their problems directly. And because they are mostly women, Alverno’s managers provide a rich range of role models for college women.

Mary J. Meehan, PhD
President

Kathleen O’Brien, PhD
Senior Vice President for Academic Affairs

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Internship Office
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Media Hub
Joyce Lange, BA, Director

Plant Operations
John Marks, Director

Professional Support Services
Donna Kierzek, Director

Registrar’s Office
Patricia Hartmann, MS, Registrar

Residence Life
Vicki Schreiber, MS, Director

Special Assistant to Academic Affairs
Austin Doherty, PhD

Special Assistant to the Senior Vice President for Academic Affairs
International & Intercultural Center
Multicultural Office
Celia M. Jackson, JD

Student Activities & Leadership
Brooke Wegner, MA, Director

Student Affairs
Virginia Wagner, MRE, Associate Vice President for Student Affairs/Dean of Students

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Alumnae

Alumnae are a college’s success. Alverno’s success does not appear in a handful of famous names or in aggregate earnings figures, but in the thousands of lives our alumnae have touched as productive workers and respected leaders in the communities where they live.

Today, as in the past, Alverno graduates enter the workforce with a proven edge of experience and ability. More than 92% of our students find career work in their field within six months of graduation.

Today we have more than 13,000 members in the Alverno Alumnae Association. Our alumnae stay involved with their alma mater by recruiting new students, fund raising, assessing student performance, and volunteering in the classroom. Many alumnae offer their professional work settings as sites for student internships and make themselves available to students as career mentors.

Graduates of Alverno automatically become members of the Alverno Alumnae Association and receive several benefits as part of their membership — a 15% discount in the bookstore, use of the Computer Center, free library services for one year, use of the Career Education Center, and more.

The association organizes several events such as Homecoming, the Silver & Golden Guild anniversary celebrations, and Alumnae Awards receptions. The association also cosponsors several professional seminars to encourage professional development and networking among its members. Alumnae events reconnect alumnae with the College and with each other and provide opportunities for lifelong learning.

**Alverno Alumnae Association Board**

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Alverno Alumnae Association Board President

Shemagne O’Keefe ’99  
Past Alverno Alumnae Association Board President

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Linda Bay ’01, ’07  
Jeannie Berry-Matos ’06  
Elizabeth (Liz) Burke ’87, ’00  
Kim Casey ’01, ’10  
Diane Charno ’93  
Penny Engebose ’08  
Michelle Hinton ’02  
Melissa Hudson ’02  
Judy Hurley ’88, ’00  
Elizabeth Lingen ’98  
Diane Loos ’05
### Campus Telephone Directory

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### Emergency Phone Numbers

**Life-threatening situation:** Dial 911 from a pay phone or 9-911 from an office phone.

1. Be ready to answer questions and provide important information. Stay on the line. Give the location of the emergency, the building, address, room number, and the phone number you are using.

2. Call Campus Security at ext. 6911.

3. Stay with the victim until help arrives.

**Non-life-threatening situation:**

Call Campus Security at ext. 6911.

### Addresses of Alverno Buildings

**Alphonsa Hall**
3441 South 39th Street

**Austin Hall**
3390 South 43rd Street

**Christopher Hall**
4100 West Morgan Avenue

**Clare Hall**
3333 South 39th Street

**Corona Hall**
3335 South 39th Street

**Elizabeth Hall**
3251 South 39th Street

**Liberal Arts Building**
3401 South 39th Street

**Teaching, Learning and Technology Center**
3400 South 43rd Street
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**ALVERNO COLLEGE MISSION STATEMENT**

Alverno College is an institution of higher education dedicated to the undergraduate education of women. The student—her learning and her personal and professional development—is the central focus of everyone associated with Alverno. Alverno extends its mission of service and strengthens its ties to the community by offering graduate programs to both women and men.

Agreement regarding this mission is evident throughout the College in its publications and operating philosophy. It is the recurring theme in messages of the Board of Trustees and the president of the College, in catalogs and educational publications, and in the daily approach of faculty and staff to their work. The College’s accomplishments are measured by how well we carry out this central mission.

The following major purposes provide direction in the pursuit of our mission as well as a means of evaluating the level of its attainment at any given time. These purposes are stated in the present tense to communicate our belief that creating an institution and programs appropriate to the educational needs of women in the 21st century is an ongoing work. The four purposes are:

1. Creating a **curriculum**
2. Creating a **community of learning**
3. Creating **ties to the community**
4. Creating **relationships with higher education**