Alverno College is a Catholic institution of higher education sponsored by the School Sisters of Saint Francis and 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 2015-16*  
*Editor: Cory Masiak*  
*Layout: Kim Kriegel*

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.
Introduction to Graduate Programs

Since its founding in 1887, Alverno College has been a leader in education and has been nationally and internationally recognized for the faculty's work with ability-based education and performance-based assessment.

In 1996, Alverno initiated a Master of Arts in Education program as its first graduate offering. Now, a Master of Business Administration, a Master of Science in Community Psychology for Licensed Professional Counselors, and a Master of Science in Nursing are also offered. These programs carry on Alverno's tradition in the liberal arts, focusing on integrative, experiential, and reflective approaches to learning.

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

Students of any color, race, age, religion, and national or ethnic origin are welcome at Alverno.

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. All graduate programs at Alverno are designed to meet 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, competency-driven, outcome-focused learning that engages students through active, experiential inquiry to achieve social and professional impact.

Highly Acclaimed Faculty
Alverno's faculty members are recognized for their commitment to the development and academic success of their students. They provide comprehensive learning experiences coupled with ongoing feedback to support each learner's individualized growth.

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
- 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
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-categorical 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
Most courses in the MAE program meet every other weekend during the fall and spring semesters. Courses are offered in five possible weekend time slots: Friday night, Saturday morning, Saturday afternoon, Sunday morning, 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 taking a full course load in the Adult Education or MAE options for licensed teacher can complete the program in two years. Candidates taking a full course load in the Licensure to Master's for general education or special education can complete licensure in two years; the three remaining courses to complete the master's degree are typically started after a year or more of teaching.

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.

Candidates pursuing licensure in early adolescence/adolescence general education (e.g., English, mathematics, broadfield science, broadfield social studies) may be required to take additional coursework in their content area, depending on the nature of their undergraduate major.
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 (#51 license)
- Alternative Education (#952 license)
- Instructional Leadership (#10 license)
- Professional Development
- Reading Education (#316 or #17 license)

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 between two specializations:

- Adult Education and Instructional Design
- 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.
MAE Course of Study

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. Additional coursework may be required.

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 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. Apply online at www.alverno.edu. Click on the “Apply Today” button (top of homepage), then on “Graduate Program Application.” There is no fee 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 Statement of Purpose.

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

4. Pass the Praxis Core (Reading, Mathematics, Writing); or achieve an ACT composite score of 23, with a minimum score of 20 on English, reading, and mathematics; or achieve an SAT composite score of 1070, with a minimum score of 450 on verbal and mathematics; or achieve a GRE composite score of 298, with a minimum score of 150 on verbal and 145 on mathematics. The ACT or SAT must have been taken within the past five years. The GRE must have been taken after August 11, 2011.

5. Undergo a criminal background check.

6. Have a TB test before student teaching.

7. 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. Additional coursework may be required.

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

For More Information

Contact the Alverno College Graduate and Adult Admissions Office at 414-382-6100 or 1-800-933-3401
email: admissions@alverno.edu
web address: alverno.edu

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

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 instructions for international students that accompany the application, consult the Alverno College website (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 Teach for America, Alverno offers a path to licensure and a master’s degree through the Teach for America Licensure Program. Corps members selected for this program are placed as teachers of record for two years in Milwaukee public, charter, and choice schools while taking graduate-level coursework in a cohort program. TFA corps members are supported in both years by Alverno and TFA coaches who visit their classrooms. Applications for this program are completed through Teach for America (http://teachforamerica.org). For more information about application requirements, contact Teach for America at 414-273-1203.

In collaboration with Schools That Can Milwaukee, Alverno also offers a path to Administrative Leadership licensure. Candidates for this program are selected by STCM and serve as school leaders in cross-sector settings while working toward licensure. STCM candidates are supported by Alverno and STCM coaches in their schools. For more information about application requirements, contact Alverno Admissions at 414-382-6100.
MAE Core Courses

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.

Core and specialization courses for the programs in Administrative Leadership, Alternative Education, Instructional Leadership, Reading Teacher, and Reading Specialist are outlined on the following pages.

### 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>

### Required External Assessments

(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 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 Adult Education specializations, OD 657 replaces TLA 641.
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. Candidates must have completed three years of successful teaching as a licensed teacher to be eligible for the Administrative Leadership license.

### Administrative Leadership Courses

<table>
<thead>
<tr>
<th>Course</th>
<th>Semester Hours</th>
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</thead>
<tbody>
<tr>
<td>TLA 611 Education and Human Development 1: Understanding the Learner</td>
<td>3</td>
</tr>
<tr>
<td>TLA 612 Education and Human Development 2: The Scholarship of Teaching</td>
<td>3</td>
</tr>
<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 673 Business Strategy and Performance Management</td>
<td>3</td>
</tr>
<tr>
<td>or TLA 651 Educational Inquiry: Research in Action</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 Administrative Leadership

(Each is 0 semester hours)

- AL/DI 670 Group Facilitation: External Assessment
- AL 750 Administrator Standards: Proposal for Practicum
- AL 754 Administrator Standards: Professional Development Portfolio and Professional Development Plan

* 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: 6
Specialization and electives: 27

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

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
- AL 673  Business Strategy and Performance Management
  or
- 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

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
Instructional Leadership

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 #10 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.

*Candidates must have completed three years of successful teaching as a licensed teacher to be eligible for the Director of Instruction license.*

### Instructional Leadership Courses

<table>
<thead>
<tr>
<th>Course</th>
<th>Semester Hours</th>
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<tbody>
<tr>
<td>TLA 611 Education and Human Development 1: Understanding the Learner</td>
<td>3</td>
</tr>
<tr>
<td>TLA 612 Education and Human Development 2: The Scholarship of Teaching</td>
<td>3</td>
</tr>
<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>DI 668 Frameworks for Assessment Practice</td>
<td>3</td>
</tr>
<tr>
<td>Elective course</td>
<td>3</td>
</tr>
</tbody>
</table>

### Assessments Required for Instructional Leadership

(each is 0 semester hours)

<table>
<thead>
<tr>
<th>Course</th>
<th>Name</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>
**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

**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
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</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/D 667</td>
<td>Frameworks for Curriculum Development</td>
</tr>
<tr>
<td>CIT 650</td>
<td>Social Media in the Learning Environment</td>
</tr>
<tr>
<td>CIT/ED/ID/OD 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>
</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

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 (#17). 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 (#17) must submit and have accepted a portfolio demonstrating proficiency in the IRA/NCATE Standards at the Category II/Reading Teacher level. All candidates applying for Reading Teacher and/or Reading Specialist licensure must have a passing score on the Wisconsin Foundations of Reading test.

### 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>0</td>
</tr>
<tr>
<td>ED 682</td>
<td>3</td>
</tr>
<tr>
<td>ED 683</td>
<td>3</td>
</tr>
<tr>
<td>ED 684</td>
<td>3</td>
</tr>
<tr>
<td>ED 686</td>
<td>3</td>
</tr>
<tr>
<td>ED 696</td>
<td>3</td>
</tr>
<tr>
<td>ED 687</td>
<td>3</td>
</tr>
<tr>
<td>ED 688*</td>
<td>3</td>
</tr>
<tr>
<td>ED 691†</td>
<td>3</td>
</tr>
<tr>
<td>ED 692†</td>
<td>3</td>
</tr>
</tbody>
</table>

* Candidates complete ED 688 in an assigned summer school setting.
† High school teachers only or consent of advisor

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**Reading Education**
Reading Education

In addition to meeting the core courses and Reading Teacher license (#316) 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 (#17). 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 (#17) Courses

<table>
<thead>
<tr>
<th>Course</th>
<th>Course Title</th>
<th>Semester Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>ED 600</td>
<td>Introduction to the Reading Portfolio</td>
<td>0</td>
</tr>
<tr>
<td>AL/DI/ED 645</td>
<td>Mentoring, Supervision, and Evaluation: Strengthening Professional Practice</td>
<td>3</td>
</tr>
<tr>
<td>ED 687</td>
<td>Early Literacy Success 1: Practicum</td>
<td>3</td>
</tr>
<tr>
<td>ED 688</td>
<td>Early Literacy Success 2: Practicum</td>
<td>3</td>
</tr>
<tr>
<td>ED 689</td>
<td>Program Evaluation for the Reading Specialist</td>
<td>3</td>
</tr>
<tr>
<td>ED 751§</td>
<td>Guiding and Directing the K-12 Reading Program: Practicum</td>
<td>3</td>
</tr>
</tbody>
</table>

*§ Replaces TLA 750*

### Assessments Required for the Reading Education Specialization

*(each is 0 semester hours)*

- ED 752: Reading Teacher Portfolio (required for the Reading Teacher license)
- ED 755: Reading Teacher/Specialist Portfolio (required for the MAE specialization in reading education along with the Reading Teacher license and the Reading Specialist license)
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 upon 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

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
____ and
____ ED 688  Early Literacy Success 2: Practicum

OR
____ ED 691†  Middle Childhood/Adolescent Literacy 1: Practicum
____ and
____ ED 692†  Middle Childhood/Adolescent Literacy 2: Practicum

In the final phase of the program, candidates take these courses:
_____ AI/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 752  Reading Teacher Portfolio
_____ 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
† High school teachers only or consent of advisor
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 five 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</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>
</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 0</td>
</tr>
<tr>
<td>ED 682</td>
<td>Integrated Literacy Development 1 3</td>
</tr>
<tr>
<td>ED 683</td>
<td>Integrated Literacy Development 2 3</td>
</tr>
<tr>
<td>ED 684</td>
<td>Content Area Reading Strategies 3</td>
</tr>
<tr>
<td>ED 686</td>
<td>Literature in the K-12 Setting 3</td>
</tr>
<tr>
<td>ED 696</td>
<td>Adapting Strategies for Inclusive Settings 3</td>
</tr>
<tr>
<td>ED 687</td>
<td>Early Literacy Success 1: Practicum 3</td>
</tr>
<tr>
<td>ED 688</td>
<td>Early Literacy Success 2: Practicum 3</td>
</tr>
<tr>
<td>ED 691†</td>
<td>Middle Childhood/Adolescent Literacy 1: Practicum 3</td>
</tr>
<tr>
<td>ED 692†</td>
<td>Middle Childhood/Adolescent Literacy 2: Practicum 3</td>
</tr>
<tr>
<td>ED 752</td>
<td>Reading Teacher Portfolio 0</td>
</tr>
</tbody>
</table>

† High school teachers only or consent of advisor

5. Reading Specialist License (#17)
Teachers who already hold both a master’s degree and the Reading Teacher license (#316) can complete the Reading Specialist license (#17). 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 0</td>
</tr>
<tr>
<td>AL/DI/ED 645</td>
<td>Mentoring, Supervision, and Evaluation: Strengthening Professional Practice 3</td>
</tr>
<tr>
<td>ED 689</td>
<td>Program Evaluation for the Reading Specialist 3</td>
</tr>
<tr>
<td>ED 751</td>
<td>Guiding and Directing the K-12 Reading Program: Practicum 3</td>
</tr>
<tr>
<td>ED 687</td>
<td>Early Literacy Success 1: Practicum (if needed) 3</td>
</tr>
<tr>
<td>ED 688</td>
<td>Early Literacy Success 2: Practicum (if needed) 3</td>
</tr>
</tbody>
</table>

Candidates adding the Reading Teacher license and/or the Reading Specialist license are required by the state to pass the Wisconsin Foundations of Reading test.
Certificate Programs

**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</td>
<td>Early Literacy Success 1: Practicum 3</td>
</tr>
<tr>
<td>ED 688</td>
<td>Early Literacy Success 2: Practicum 3</td>
</tr>
</tbody>
</table>

**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 3</td>
<td></td>
</tr>
<tr>
<td>OD 647 Adult Learning and Workplace Competency 3</td>
<td></td>
</tr>
<tr>
<td>OD 657 Facilitating Organizational Change 3</td>
<td></td>
</tr>
<tr>
<td>OD 667 Managing the Consulting Process 3</td>
<td></td>
</tr>
<tr>
<td>OD 677 Group and Team Facilitation 3</td>
<td></td>
</tr>
<tr>
<td>OD 687 Tools and Processes for Organizational Intervention 3</td>
<td></td>
</tr>
</tbody>
</table>
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 650</td>
<td>Social Media in the Learning Environment</td>
</tr>
<tr>
<td>CIT/ED/ID/OD 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>
</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

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.
Licensure to Master's General Education

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)**

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 an institution accredited by a regional or national accrediting organization recognized by the Council for Higher Education Accreditation.

Initial licensure candidates seeking admission must pass the Praxis Core (Reading, Mathematics, Writing); or achieve an ACT composite score of 23, with a minimum score of 20 on English, reading, and mathematics; or achieve an SAT composite score of 1070, with a minimum score of 450 on verbal and mathematics; or achieve a GRE composite score of 298, with a minimum score of 150 on verbal and 145 on mathematics. The ACT or SAT must have been taken within the past five years; the GRE must have been taken after August 11, 2011.

**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 24 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. Additional content minor requirements may extend time to licensure.

Qualified candidates must have an undergraduate degree from an institution accredited by a regional or national accrediting organization recognized by the Council for Higher Education Accreditation.

Initial licensure candidates seeking admission must pass the Praxis Core (Reading, Mathematics, Writing); or achieve an ACT composite score of 23, with a minimum score of 20 on English, reading, and mathematics; or achieve an SAT composite score of 1070, with a minimum score of 450 on verbal and mathematics; or achieve a GRE composite score of 298, with a minimum score of 150 on verbal and 145 on mathematics. The ACT or SAT must have been taken within the past five years; the GRE must have been taken after August 11, 2011.
Licensure to Master’s General Education

Qualified candidates must successfully complete the Praxis II (Middle School: Content Knowledge test) and the Wisconsin Foundations of Reading test prior to portfolio assessment (LTM 640).

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 (broadfield language arts, broadfield science, broadfield social studies, or mathematics) within 24 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.

Qualified candidates must have an undergraduate degree from an institution accredited by a regional or national accrediting organization recognized by the Council for Higher Education Accreditation.

Initial licensure candidates seeking admission must pass the Praxis Core (Reading, Mathematics, Writing); or achieve an ACT composite score of 23, with a minimum score of 20 on English, reading, and mathematics; or achieve an SAT composite score of 1070, with a minimum score of 450 on verbal and mathematics; or achieve a GRE composite score of 298, with a minimum score of 150 on verbal and 145 on mathematics. The ACT or SAT must have been taken within the past five years; the GRE must have been taken after August 11, 2011.

Qualified candidates must successfully complete the Praxis II in their content area prior to portfolio assessment (LTM 640).

All courses occur in the every-other-weekend timeframe during fall and spring semesters and on weeknights during the summer. Additional content major requirements may extend time to licensure.
Licensure to Master’s General Education

Qualified candidates must have an undergraduate degree and must successfully complete a basic skills test prior to admission. They must also successfully complete the Praxis II (content-area test), along with the Wisconsin Foundations of Reading Test (for early/middle childhood education and middle childhood/early adolescence education), before portfolio assessment (LTM 640). All licensure candidates must take the edTPA during student teaching.

### Licensure to Master’s Specialization Core Courses

<table>
<thead>
<tr>
<th>Course</th>
<th>Semester Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>LTM 611*</td>
<td>Human Development and Learning 3</td>
</tr>
<tr>
<td>LTM 612§</td>
<td>General Methods of Teaching 4</td>
</tr>
<tr>
<td>LTM 621</td>
<td>Literacy in Middle Childhood, Early Adolescence, and Adolescence 4</td>
</tr>
<tr>
<td>LTM 631</td>
<td>Teaching Exceptional Learners 3</td>
</tr>
<tr>
<td>LTM 632</td>
<td>Curriculum, Instruction, and Assessment 3</td>
</tr>
<tr>
<td>LTM 641</td>
<td>Student Teaching Practicum 9</td>
</tr>
<tr>
<td>LTM 675</td>
<td>Student Teaching Seminar 0</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>LTM 635</td>
<td>Science and Social Studies in the Elementary Curriculum (graduate) 3</td>
</tr>
<tr>
<td>ED 225A</td>
<td>Literacy in Early Childhood 3</td>
</tr>
<tr>
<td>ED 325A</td>
<td>Literacy in Middle Childhood 1 3</td>
</tr>
<tr>
<td>ED 338A</td>
<td>Early Childhood Teaching and Field 4</td>
</tr>
<tr>
<td>ED 353A</td>
<td>Arts and Movement in the Elementary Curriculum 2</td>
</tr>
<tr>
<td>MT 243</td>
<td>Fundamental Concepts of Mathematics 1 4</td>
</tr>
<tr>
<td>MT 244</td>
<td>Fundamental Concepts of Mathematics 2 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

Course | Semester Hours
--- | ---
Required MC/EA-specific courses for licensure (24 credits: 4 graduate and 20 undergraduate)
LTM 635 Science and Social Studies in the Elementary Curriculum | 3 (graduate)
ED 225A Literacy in Early Childhood | 3
ED 321A Middle School Teaching and Field | 4
ED 325A Literacy in Middle Childhood 1 | 3
ED 353A Arts and Movement in the Elementary Curriculum | 2
MT 243 Fundamental Concepts of Mathematics 1 | 4
MT 244 Fundamental Concepts of Mathematics 2 | 4

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 broadfield language arts, broadfield science, broadfield social studies, or mathematics.

Course | Semester Hours
--- | ---
Required EA/A-specific courses for licensure (4 credits)
LTM 622 Content Area Methods | 4

Required course to address gaps in prior coursework (if needed) (1-3 credits)
LTM 697 Special Topics | 1-3

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 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

Fall semester entry

Fall
___LTM 611 Human Development and Learning
___LTM 612 General Methods of Teaching
___ED 225A Literacy in Early Childhood
___MT 243 Fundamental Concepts of Mathematics 1

Spring
___LTM 631 Teaching Exceptional Learners
___ED 325A Literacy in Middle Childhood 1
___ED 338A Early Childhood Teaching and Field
___AC 636-01 LTM Graduate External Assessment 2

Summer
___LTM 632 Curriculum, Instruction, and Assessment
___LTM 635 Science and Social Studies in the Elementary Curriculum
___MT 244 Fundamental Concepts of Mathematics 2

Fall
___LTM 621 Literacy in Middle Childhood, Early Adolescence, and Adolescence
___ED 353A Arts and Movement in the Elementary Curriculum
___LTM 640 Portfolio Assessment

Spring
___LTM 641 Student Teaching Practicum
___LTM 675 Student Teaching Seminar

Semesters Following Student Teaching for Master’s Degree Completion
___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)
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

**Fall semester entry**

**Fall**

___ LTM 611 Human Development and Learning
___ LTM 612 General Methods of Teaching
___ ED 225A Literacy in Early Childhood
___ MT 243 Fundamental Concepts of Mathematics 1

**Spring**

___ LTM 631 Teaching Exceptional Learners
___ ED 321A Middle School Teaching and Field
___ ED 325A Literacy in Middle Childhood 1
___ AC 636-01 LTM Graduate External Assessment 2

**Summer**

___ LTM 632 Curriculum, Instruction, and Assessment
___ LTM 635 Science and Social Studies in the Elementary Curriculum
___ MT 244 Fundamental Concepts of Mathematics 2

**Fall**

___ LTM 621 Literacy in Middle Childhood, Early Adolescence, and Adolescence
___ ED 353A Arts and Movement in the Elementary Curriculum
___ LTM 640 Portfolio Assessment

**Spring**

___ LTM 641 Student Teaching Practicum
___ LTM 675 Student Teaching Seminar

**Semesters Following Student Teaching for Master's Degree Completion**

___ 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 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

Spring
__LTM 622 Content Area Methods
__LTM 631 Teaching Exceptional Learners
__AC 636-01 LTM Graduate External Assessment 2

Summer
__LTM 632 Curriculum, Instruction, and Assessment

Fall
__LTM 621 Literacy in Middle Childhood, Early Adolescence, and Adolescence
__ED 321A Middle School Teaching and Field
__LTM 640 Portfolio Assessment

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

Spring
__LTM 641 Student Teaching Practicum
__LTM 675 Student Teaching Seminar

Semesters Following Student Teaching for Master’s Degree Completion
__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

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 an institution accredited by a regional or national accrediting organization recognized by the Council for Higher Education Accreditation.

Initial licensure candidates seeking admission must pass the Praxis Core (Reading, Mathematics, Writing); or achieve an ACT composite score of 23, with a minimum score of 20 on English, reading, and mathematics; or achieve an SAT composite score of 1070, with a minimum score of 450 on verbal and mathematics; or achieve a GRE composite score of 298, with a minimum score of 150 on verbal and 145 on mathematics. The ACT or SAT must have been taken within the past five years; the GRE must have been taken after August 11, 2011.

Qualified candidates must successfully complete the Praxis II (Middle School: Content Knowledge test) and the Wisconsin Foundations of Reading test prior to portfolio assessment (AC 640).
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, 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 an institution accredited by a regional or national accrediting organization recognized by the Council for Higher Education Accreditation.

Initial licensure candidates seeking admission must pass the Praxis Core (Reading, Mathematics, Writing); or achieve an ACT composite score of 23, with a minimum score of 20 on English, reading, and mathematics; or achieve an SAT composite score of 1070, with a minimum score of 450 on verbal and mathematics; or achieve a GRE composite score of 298, with a minimum score of 150 on verbal and 145 on mathematics. The ACT or SAT must have been taken within the past five years; the GRE must have been taken after August 11, 2011.

Qualified candidates must successfully complete the Praxis II (Middle School: Content Knowledge test) and the Wisconsin Foundations of Reading test prior to portfolio assessment (AC 640).
# Licensure to Master’s Cross-Categorical Special Education

## Course Requirements

### Required Core Courses for Licensure (26 Credits)

Field experiences are incorporated in the 4-credit courses.

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Semester Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>SPE 611*</td>
<td>Human Development and Learning</td>
<td>3</td>
</tr>
<tr>
<td>SPE 612§</td>
<td>General Methods of Teaching Special Education</td>
<td>4</td>
</tr>
<tr>
<td>SPE 614</td>
<td>Foundations of Special Education</td>
<td>4</td>
</tr>
<tr>
<td>SPE 615</td>
<td>Characteristics, Assessment, Diagnosis, and Evaluation of Students with Disabilities</td>
<td>3</td>
</tr>
<tr>
<td>ED 682</td>
<td>Integrated Literacy Development 1</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>(for MC/EA candidates)</td>
<td></td>
</tr>
<tr>
<td>or</td>
<td>ED 683</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>Integrated Literacy Development 2</td>
<td></td>
</tr>
<tr>
<td></td>
<td>(for EA/A candidates)</td>
<td></td>
</tr>
<tr>
<td>or</td>
<td>EDT 608</td>
<td>4</td>
</tr>
<tr>
<td>SPE 641</td>
<td>Student Teaching Practicum</td>
<td>9</td>
</tr>
<tr>
<td>SPE 675</td>
<td>Student Teaching Seminar</td>
<td>0</td>
</tr>
</tbody>
</table>

* Replaces TLA 611 or LTM 611

§ Replaces TLA 612 or LTM 612
### Middle Childhood/Early Adolescence Education Concentration Courses

<table>
<thead>
<tr>
<th>Course</th>
<th>Semester Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>Required MC/EA concentration courses for licensure (11 credits)</td>
<td></td>
</tr>
<tr>
<td>Field experiences are incorporated in the 4-credit courses.</td>
<td></td>
</tr>
<tr>
<td><strong>Cognitive Disabilities</strong></td>
<td></td>
</tr>
<tr>
<td>SPE 620</td>
<td>Language and Literacy Development for Students with Disabilities 4</td>
</tr>
<tr>
<td>SPE 634C</td>
<td>Teaching Adaptations for Students with Cognitive Disabilities 4</td>
</tr>
<tr>
<td>SPE 635C</td>
<td>Behavior and Classroom/Community Environment for Students with Cognitive Disabilities 3</td>
</tr>
<tr>
<td><strong>Specific Learning Disabilities</strong></td>
<td></td>
</tr>
<tr>
<td>SPE 620</td>
<td>Language and Literacy Development for Students with Disabilities 4</td>
</tr>
<tr>
<td>SPE 634A</td>
<td>Teaching Adaptations for Students with Specific Learning Disabilities 4</td>
</tr>
<tr>
<td>SPE 635A</td>
<td>Behavior and Classroom/Community Environment for Students with Specific Learning Disabilities 3</td>
</tr>
<tr>
<td><strong>Emotional/Behavioral Disabilities</strong></td>
<td></td>
</tr>
<tr>
<td>SPE 620</td>
<td>Language and Literacy Development for Students with Disabilities 4</td>
</tr>
<tr>
<td>SPE 634B</td>
<td>Teaching Adaptations for Students with Emotional/Behavioral Disabilities 4</td>
</tr>
<tr>
<td>SPE 635B</td>
<td>Behavior and Classroom/Community Environment for Students with Emotional/Behavioral Disabilities 3</td>
</tr>
</tbody>
</table>
Licensure to Master’s
Cross-Categorical Special Education

### Early Adolescence/Adolescence Education Concentration Courses

<table>
<thead>
<tr>
<th>Course</th>
<th>Semester Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Required EA/A concentration courses for licensure (11 credits)</strong></td>
<td></td>
</tr>
<tr>
<td>Field experiences are incorporated in the 4-credit courses.</td>
<td></td>
</tr>
<tr>
<td>Cognitive Disabilities</td>
<td></td>
</tr>
<tr>
<td>SPE 620</td>
<td>Language and Literacy Development for Students with Disabilities</td>
</tr>
<tr>
<td>SPE 634C</td>
<td>Teaching Adaptations for Students with Cognitive Disabilities</td>
</tr>
<tr>
<td>SPE 635C</td>
<td>Behavior and Classroom/Community Environment for Students with Cognitive Disabilities</td>
</tr>
<tr>
<td>Specific Learning Disabilities</td>
<td></td>
</tr>
<tr>
<td>SPE 620</td>
<td>Language and Literacy Development for Students with Disabilities</td>
</tr>
<tr>
<td>SPE 634A</td>
<td>Teaching Adaptations for Students with Specific Learning Disabilities</td>
</tr>
<tr>
<td>SPE 635A</td>
<td>Behavior and Classroom/Community Environment for Students with Specific Learning Disabilities</td>
</tr>
<tr>
<td>Emotional/Behavioral Disabilities</td>
<td></td>
</tr>
<tr>
<td>SPE 620</td>
<td>Language and Literacy Development for Students with Disabilities</td>
</tr>
<tr>
<td>SPE 634B</td>
<td>Teaching Adaptations for Students with Emotional/Behavioral Disabilities</td>
</tr>
<tr>
<td>SPE 635B</td>
<td>Behavior and Classroom/Community Environment for Students with Emotional/Behavioral Disabilities</td>
</tr>
</tbody>
</table>

### Assessments Required for the Licensure to Master's in Cross-Categorical Special Education

(0 semester hours)

- 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. The program begins in the fall semester.

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

Concentration in Specific Learning Disabilities

Fall semester entry
Fall
___SPE 611 Human Development and Learning
___SPE 612 General Methods of Teaching Special Education

Spring
___SPE 614 Foundations of Special Education
___EDT 608 Literacy in Middle Childhood
___AC 636-02 Interview Assessment

Summer
___SPE 615 Characteristics, Assessment, Diagnosis, and Evaluation of Students with Disabilities
___SPE 620 Language and Literacy Development for Students with Disabilities

Fall
___SPE 634A Teaching Adaptations for Students with Specific Learning Disabilities
___SPE 635A Behavior and Classroom/Community Environment for Students with Specific Learning Disabilities
___AC 640 Portfolio Assessment: Developing a Vision of Teaching Through Integrated Learning

Spring
___SPE 641 Student Teaching Practicum
___SPE 675 Student Teaching Seminar
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

Spring
___SPE 614 Foundations of Special Education
___EDT 608 Literacy in Middle Childhood
___AC 636-02 Interview Assessment

Summer
___SPE 615 Characteristics, Assessment, Diagnosis, and Evaluation of Students with Disabilities
___SPE 620 Language and Literacy Development for Students with Disabilities

Fall
___SPE 634B Teaching Adaptations for Students with Emotional/Behavioral Disabilities
___SPE 635B Behavior and Classroom/Community Environment for Students with Emotional/Behavioral Disabilities
___AC 640 Portfolio Assessment: Developing a Vision of Teaching Through Integrated Learning

Spring
___SPE 641 Student Teaching Practicum
___SPE 675 Student Teaching Seminar
Licensure to Master’s Cross-Categorical Special Education

Concentration in Cognitive Disabilities

Fall semester entry

Fall
___SPE 611  Human Development and Learning
___SPE 612  General Methods of Teaching Special Education

Spring
___SPE 614  Foundations of Special Education
___EDT 608  Literacy in Middle Childhood
___AC 636-02 Interview Assessment

Summer
___SPE 615  Characteristics, Assessment, Diagnosis, and Evaluation of Students with Disabilities
___SPE 620  Language and Literacy Development for Students with Disabilities

Fall
___SPE 634C  Teaching Adaptations for Students with Cognitive Disabilities
___SPE 635C  Behavior and Classroom/Community Environment for Students with Cognitive Disabilities
___AC 640  Portfolio Assessment: Developing a Vision of Teaching Through Integrated Learning

Spring
___SPE 641  Student Teaching Practicum
___SPE 675  Student Teaching Seminar
Licensure to Master’s Cross-Categorical Special Education

Semesters Following Student Teaching for Master’s Degree Completion

Professional Development Option

___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)

Reading Option

___ED 682  Integrated Literacy Development 1  
  or

___ED 683  Integrated Literacy Development 2

___ED 687  Early Literacy Success 1: Practicum (for MC/EA candidates)  
___ED 688  Early Literacy Success 2: Practicum (for MC/EA candidates)

NOTE: With the completion of two additional reading courses beyond the master’s degree as well as a portfolio, the candidate is also eligible for licensure as a reading teacher (license #316). Discuss this option with your advisor.
Licensure to Master's in Cross-Categorical Special Education

Sample Sequences:
Early Adolescence/Adolescence Education Specialization

Candidates may use this outline of the program requirements to keep track of their progress. The program begins in the fall semester.

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

Concentration in Specific Learning Disabilities

Fall semester entry

Fall
___SPE 611 Human Development and Learning
___SPE 612 General Methods of Teaching Special Education

Spring
___SPE 614 Foundations of Special Education
___EDT 608 Literacy in Middle Childhood
___AC 636-02 Interview Assessment

Summer
___SPE 615 Characteristics, Assessment, Diagnosis, and Evaluation of Students with Disabilities
___SPE 620 Language and Literacy Development for Students with Disabilities

Fall
___SPE 634A Teaching Adaptations for Students with Specific Learning Disabilities
___SPE 635A Behavior and Classroom/Community Environment for Students with Specific Learning Disabilities
___AC 640 Portfolio Assessment: Developing a Vision of Teaching Through Integrated Learning

Spring
___SPE 641 Student Teaching Practicum
___SPE 675 Student Teaching Seminar
**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

#### Spring
- **SPE 614** Foundations of Special Education
- **EDT 608** Literacy in Middle Childhood
- **AC 636-02** Interview Assessment

#### Summer
- **SPE 615** Characteristics, Assessment, Diagnosis, and Evaluation of Students with Disabilities
- **SPE 620** Language and Literacy Development for Students with Disabilities

#### Fall
- **SPE 634B** Teaching Adaptations for Students with Emotional/Behavioral Disabilities
- **SPE 635B** Behavior and Classroom/Community Environment for Students with Emotional/Behavioral Disabilities
- **AC 640** Portfolio Assessment: Developing a Vision of Teaching Through Integrated Learning

#### Spring
- **SPE 641** Student Teaching Practicum
- **SPE 675** Student Teaching Seminar
Licensure to Master’s Cross-Categorical Special Education

Concentration in Cognitive Disabilities

Fall semester entry

Fall
___SPE 611 Human Development and Learning
___SPE 612 General Methods of Teaching Special Education

Spring
___SPE 614 Foundations of Special Education
___EDT 608 Literacy in Middle Childhood
___AC 636-02 Interview Assessment

Summer
___SPE 615 Characteristics, Assessment, Diagnosis, and Evaluation of Students with Disabilities
___SPE 620 Language and Literacy Development for Students with Disabilities

Fall
___SPE 634C Teaching Adaptations for Students with Cognitive Disabilities
___SPE 635C Behavior and Classroom/Community Environment for Students with Cognitive Disabilities
___AC 640 Portfolio Assessment: Developing a Vision of Teaching Through Integrated Learning

Spring
___SPE 641 Student Teaching Practicum
___SPE 675 Student Teaching Seminar
Licensure to Master’s Cross-Categorical Special Education

Semesters Following Student Teaching for Master’s Degree Completion

Professional Development Option

___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)

Reading Option

___ED 682 Integrated Literacy Development 1

or

___ED 683 Integrated Literacy Development 2
___ED 691 Middle Childhood/Adolescent Literacy 1: Practicum (for EA/A candidates)
___ED 692 Middle Childhood/Adolescent Literacy 2: Practicum (for EA/A candidates)

NOTE: With the completion of two additional reading courses beyond the master’s degree as well as a portfolio, the candidate is also eligible for licensure as a reading teacher (license #316). Discuss this option with your advisor.
Adult Education

The Master of Arts in Education Program offers two 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 Organizational Development

These 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. (If they wish, candidates may enroll in additional courses for the second specialization toward the same MAE degree.)

Both specializations and courses specific to that specialization are described in greater detail on the following pages.

### Adult Education Core Courses

<table>
<thead>
<tr>
<th>Course</th>
<th>Course Title</th>
<th>Semester Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>ID 675</td>
<td>Theory and Strategies of Instructional Design</td>
<td>3</td>
</tr>
<tr>
<td>ID 678</td>
<td>Evaluation Processes in Instructional Design</td>
<td>3</td>
</tr>
<tr>
<td>ID 679</td>
<td>Project Management in Instructional Design</td>
<td>3</td>
</tr>
<tr>
<td>OD 657</td>
<td>Facilitating Organizational Change</td>
<td>3</td>
</tr>
</tbody>
</table>

*In the Adult Education specialization, 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:

<table>
<thead>
<tr>
<th>Adult Education and Instructional Design Specialization Courses</th>
<th>Semester Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>Required Adult Education core (9 semester hours)</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>
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<tr>
<td>ID 679 Project Management in Instructional Design</td>
<td>3</td>
</tr>
<tr>
<td>Electives (to total 15 semester hours)</td>
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</tr>
<tr>
<td>Required Instructional Design elective (3 semester hours)</td>
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</tr>
<tr>
<td>ID 670 Instructional Presentation: Interactive Strategies and Professional Standards</td>
<td>3</td>
</tr>
<tr>
<td>Required Organizational Development elective (3 semester hours)</td>
<td></td>
</tr>
<tr>
<td>OD 657 Facilitating Organizational Change</td>
<td>3</td>
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<tr>
<td>Required technology elective (3 semester hours)</td>
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</tr>
<tr>
<td>CIT 650 Social Media in the Learning Environment</td>
<td>3</td>
</tr>
<tr>
<td>Additional elective options</td>
<td></td>
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<tr>
<td>CIT/ED/OD 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>
<td>OD 677 Group and Team Facilitation</td>
<td>3</td>
</tr>
<tr>
<td>OD 687 Tools and Processes for Organizational Intervention</td>
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*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

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 650 Social Media in the Learning Environment
       _______ CIT/ED/ID/OD 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 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:

### Adult Education and Organizational Development

#### Specialization Courses

<table>
<thead>
<tr>
<th>Course</th>
<th>Semester Hours</th>
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<tbody>
<tr>
<td>Required Adult Education core (9 semester hours)</td>
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<tr>
<td>ID 675 Theory and Strategies of Instruction Design</td>
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<tr>
<td>ID 678 Evaluation Processes in Instructional Design</td>
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<tr>
<td>Required Organizational Development electives (12 semester hours)*</td>
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<tr>
<td>OD 687 Tools and Processes for Organizational Intervention</td>
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<tr>
<td>Required technology elective (3 semester hours)</td>
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<tr>
<td>CIT 650 Social Media in the Learning Environment</td>
<td>3</td>
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<tr>
<td>CIT 697 Independent Study</td>
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</tbody>
</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

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 650  Social Media in the Learning Environment
______ CIT 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
MAE Course and External Assessment Descriptions

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

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. Completion of four SPE courses — Through this assessment, teacher candidates have an opportunity to demonstrate their understanding of the Wisconsin Standards for Teacher Development and Licensure (WTS), the Council for Exceptional Children Initial Content Standards and Knowledge and Skill Sets, and the Alverno Graduate Advanced Education Abilities (AEA). With an assessor, candidates share their progress and identify goals for further development as they move toward the professional level of field experience.

AC 640 Portfolio Assessment: Developing a Vision of Teaching Through Integrated Learning (0) Prereq. Praxis II; Wisconsin Foundations of Reading test — 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.

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.

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, fundraising, 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 673 Business Strategy and Performance Management (3) Prereq. AL 672 — Candidates analyze education through the lens of business, developing a perspective of schools as organizations. They explore the purpose of business in the context of education, which sets the foundation for developing knowledge of value creation and value-based leadership to achieve sustainable and innovative growth in schools. Candidates learn stakeholder theory to effectively understand and manage both internal and external relationships; frameworks and models of strategic management to develop quality processes and operations; and theoretical frameworks of change management to navigate the complexities of school leadership. Grounded in frameworks and models, they then learn how to define and measure accountability in the decision-making process through the application of performance measurement tools.

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.
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 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) Prereq. ED 682 — 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 691 Middle Childhood/Adolescent Literacy 1: Practicum (3) Prereq. Minimum two years of secondary teaching experience; ED 682; ED 683; permission of the graduate literacy coordinator — In the first semester of this two-course sequence, candidates develop an in-depth understanding of the complexity of the reading process as it relates to the middle childhood/adolescent literacy learner. A solid understanding of theory and its application to literacy learning are embedded within instruction and fieldwork practice with one or more adolescent students. Candidates learn how to assess, analyze, and plan instruction to guide reading and writing development of students across levels of literacy acquisition. They learn how to provide and reflect on specific feedback to improve their own instructional practice, as well as to provide tools to enhance the instructional practice of their peers.

ED 692 Middle Childhood/Adolescent Literacy 2: Practicum (3) Prereq. ED 691 — In the second semester of this two-course sequence, candidates work with intervention students (grades 3-8) in a summer school setting.

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 their 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/#17) license.

EDT 608 Literacy in Middle Childhood (4) Prereq. Open to EDT students only — To understand the nature and process of reading, candidates focus on objectives, methods, materials, and techniques for the teaching of reading at the middle childhood and early adolescence levels. A balanced approach to reading instruction is emphasized, including spelling, vocabulary, comprehension, and the integration of reading, writing, and language arts in the curriculum for developmental and fluid readers and writers. Candidates further their knowledge of and experience with authentic assessment tools and procedures and with developmentally appropriate practice.

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 (also 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 children, adolescents, and young adults.
LTM 612 (also SPE 612) General Methods of Teaching (4) — Studying a variety of instructional models and learning theories, candidates plan and implement differentiated instruction and assessment, reflecting the Common Core Standards/Wisconsin Model Academic Standards, the Wisconsin Standards for Teacher Development and Licensure, and the Council for Exceptional Children Standards. 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, middle, or high 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 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 influence, and they explore the effects of state and federal laws, regulations, and litigation on students with specific learning disabilities, cognitive disabilities, and emotional/behavioral disabilities. They also build skills necessary for working with paraprofessionals, parents, and other community members to support special needs learners in the least restrictive environment.

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 635 Science and Social Studies in the Elementary Curriculum (3)  
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)  
*Prereq. Praxis II: Wisconsin Foundations of Reading test — 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 the portfolio contents in particular.*

LTM 641 Student Teaching Practicum (9)  
*Prereq. LTM 640 — 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 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.*

LTM 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.*

LTM 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 individual professional context. Course content focuses on current consulting theory and practice to develop a solution-focused approach to intervention in organizations seeking to improve customer and employee satisfaction, organizational culture, productivity, and impact in the community. Candidates form a professional consulting firm, Alverno Consultants, and work in small teams with client organizations in the community, dealing with real organizational and business problems chosen by the client. Collaboration and case consultation are emphasized. Candidates learn strategies for building effective relationships and for diagnosing, designing, implementing, and evaluating high-quality 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 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.

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.

OD 697 Independent Study — See CIT 697.

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 — See LTM 611.

SPE 612 General Methods of Teaching Special Education — See LTM 612.

SPE 614 Foundations of Special Education (4) Prereq. SPE 611 and SPE 612 or equivalent or permission of instructor — 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 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 influence, and they explore the effects of state and federal laws, regulations, and litigation on students with specific learning disabilities, cognitive disabilities, and emotional/behavioral disabilities. 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, Assessment, Diagnosis, and Evaluation of Students with Disabilities (3) 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, emotional/behavioral disabilities, other health impairments, and autism. 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 learn how to select, administer, interpret, and adapt a variety of test instruments aligned to assessment/diagnosis/evaluation of suspected disabilities, write professional diagnostic reports, and develop IEP goals based on assessment data. To provide an opportunity to apply their learning with regard to evaluation and 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 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 in 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 Practicum (9)**  
*Prereq. AC 640; Praxis II; Wisconsin Foundations of Reading test* — 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 675 Student Teaching Seminar (0)  Prereq. Concurrent registration in SPE 641 — Student teachers explore critical issues in special education in meetings held during the student teaching semester.

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). In the LTM specialization, LTM 611 replaces TLA 611.

TLA 612 Education and Human Development 2: The Scholarship of Teaching (3)  Prereq. TLA 611 completed or concurrent — 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 their own and others’ teaching experiences in a field setting as they develop approaches to effectively address the teaching and learning issues of those environments. In the LTM specialization, LTM 612 replaces TLA 612.

TLA 641 The Learning Organization and Social Change (3)  Prereq. TLA 612 or LTM/ SPE 641 — 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) — 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 321A Middle School Teaching and Field (4) Prereq. For licensed teachers adding a license only; Praxis I/CORE requirements met — This course assists candidates in making curricular decisions about developmentally appropriate learning experiences, resource selection, presentation strategies, middle school issues, and assessment procedures for the middle school learner. Candidates are assigned a minimum of 25 hours in a field experience in which they work with diverse middle school learners.

ED 325A Literacy in Middle Childhood 1 (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. For licensed teachers adding a license only; Praxis I/CORE requirements met — 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) — 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 analytic, problem-solving, and communication skills. They work further to explore a variety of mathematics teaching approaches at the elementary school level.
Master of Business Administration Program
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 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 of the Alverno School of Business in 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 forty 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 prefers that 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 one summer 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 of Study

## 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 600*</td>
<td>Integrated Management</td>
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<tr>
<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>6</td>
</tr>
<tr>
<td><strong>Summer Session</strong></td>
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</tr>
<tr>
<td>MGT 6XX**</td>
<td>Two electives</td>
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<td></td>
<td>6</td>
</tr>
<tr>
<td><strong>Semester 3</strong></td>
<td></td>
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<tr>
<td>MGT 620*</td>
<td>Building Processes, Relationships, and Resources</td>
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<td>6</td>
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<tr>
<td><strong>Semester 4</strong></td>
<td></td>
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<tr>
<td>MGT 630*</td>
<td>Acting with Innovation, Creativity, and Imagination</td>
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<td>6</td>
</tr>
<tr>
<td><strong>Semester 5</strong></td>
<td></td>
</tr>
<tr>
<td>MGT 640*</td>
<td>Creating Agility in Dynamic Environments</td>
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</tbody>
</table>

* 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 the summer session.
## MBA Course Sequences
### 36-Semester-Hour Track: Spring 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>
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<tr>
<td>MGT 640*</td>
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</table>

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

**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)

<table>
<thead>
<tr>
<th>Semester/Course</th>
<th>Semester Hours</th>
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</thead>
<tbody>
<tr>
<td><strong>Semester 1</strong></td>
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<tr>
<td>MGT 500</td>
<td>Introduction to Foundation MBA Program</td>
</tr>
<tr>
<td>MGT 605</td>
<td>Introduction to Accounting</td>
</tr>
<tr>
<td>MGT 606</td>
<td>Business Models and Quantitative Methods</td>
</tr>
<tr>
<td><strong>Semester 2</strong></td>
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</tr>
<tr>
<td>MGT 607</td>
<td>Marketing Principles and Management</td>
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<tr>
<td>MGT 608</td>
<td>Finance</td>
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<tr>
<td>MGT 630*</td>
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<tr>
<td><strong>Semester 7</strong></td>
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<tr>
<td>MGT 640*</td>
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</tbody>
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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 the summer session.
# 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 the summer session. 
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, such as managerial experience of people and/or projects.

3. Demonstrated business knowledge and quantitative skills through undergraduate or work experience.

4. Preferably 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. Apply online at www.alverno.edu. Click on the “Apply Today” button (top of homepage), then on “Graduate Program Application.” There is no fee 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. Professional statement. Alverno does not require the GMAT. However, a critical component of the application process is your professional statement. It helps the Admissions Committee gain a better understanding of you and your professional aspirations. Likewise in the professional statement, you can provide any additional information about yourself that you believe would further support your application. The professional statement must be two to three pages in length, double-spaced, with font size 11 or 12. Please include the following:

   • Three to five specific goals that you have for graduate study. We recommend that you write your goals in the SMART format (S = specific; M = measurable; A = attainable; R = realistic; T = timely).

   • A response to the following question:
     Where do you see yourself in three to five years as a result of having obtained an MBA from Alverno College?

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 up to 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.
MBA Admissions

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 (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 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 financial analysis, 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 — someone who uses her/his performance on the job for reflective learning that improves future performance. Students assess their professional competence 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.

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 that 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 – 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 – Negotiation and Conflict Management (3) Prereq. MGT 600 — Negotiation is a skill that can be used not only for effective conflict resolution and potential conflict resolution but also for consensus building and deal making. Students learn various theoretical approaches to successful negotiation and the practical action steps necessary to put those theories into action in business. In addition, from a study of various fields of knowledge that form the discipline of conflict resolution, students learn how conflict forms, the various types of conflict, how their roles in relationships shape how conflict develops, and methods for coping with and resolving conflicts.

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 – Understanding Personal and Professional Selling (3) Prereq. MGT 600 — This sales course presents theory, practice, and sales experiences within the framework of a partnership/relationship approach to the selling environment. Students learn about the fundamentals of personal and professional selling, from practicing business-to-business selling activities (including identifying buying influences, buying behaviors, and the buying process) to developing principles of partnership/relationship building, prospecting, planning the sales call, presenting the solution, responding to objections, obtaining commitment, and conducting formal negotiations.

MGT 650 Graduate Seminar – Women, Leadership, and Emotional Intelligence (3) Prereq. MGT 600 — Grounded in the empirical repertoire of competencies and leadership styles demonstrated by male and female leaders, students focus on the emotional and social intelligence competencies and styles underlying successful leadership. This course demonstrates how leaders’ lives, their leadership skills, and their effectiveness can be enriched by the articulation and analysis of personal leadership stories and specific developmental action plans.

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 for Licensed Professional Counselors
Statement of Mission and Purpose

The Master of Science in Community Psychology for Licensed Professional Counselors 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 an 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 for Licensed Professional Counselors: LPC programs are accredited by the Higher Learning Commission of the North Central Association of Colleges and Schools. The original MSCP program was preapproved by the State of Wisconsin; the new 60-hour program is undergoing the same preapproval process. Both programs are guided by the 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, as well as in the many other vocations committed to serving people’s mental health needs.

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 attention to a holistic community counseling program that embraces both counseling and research skills, combined with our unique way of teaching, is a welcome enterprise.

An Engaging and Challenging Curriculum

The MSCP curriculum provides an in-depth approach to the study of psychology and counseling within the context of community. All students take both required and elective courses. Throughout the program, students learn the foundations of both community psychology and community counseling. They learn about human development, group behavior, and cultural engagement in counseling. They further explore many areas of counseling, taking courses that teach skills with groups, couples, and families, as well as courses that teach about trauma, substance abuse, and possible career issues. Students learn how to systematically inquire into relevant counseling practice and to conduct assessments that lead to accurate diagnosis and treatment plans. And they “try on” their skills throughout the program — at first through service learning experiences and later through practicum and internship experiences.

A Design That Addresses The Needs of Many

Some 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 generally scheduled on Friday evenings and on Saturdays in our weekend schedule, which typically meets every other weekend. Some courses may be offered on weeknights (every other week). In the summer, courses are often offered one evening a week for an eight-week period beginning in late May or early June and ending by mid-July.
Master of Science in Community Psychology (MSCP)

The Alverno MSCP program is a 60-hour program for all students. The program includes foundational courses in community psychology and counseling and in human development within community contexts. Students then move into courses that deal with diagnosis, physiological components of mental health, and counseling practice. Courses like *Culturally Engaged Counseling* and *Individual Appraisal, Assessment, and Measurement* help the counselor candidate to become more versed in a wide array of counseling practices. Students also take courses in research and community-based consultation and evaluation. This gives each student the ability to work effectively with evidence. Professional ethics is also a core course in this curriculum, which is grounded in reflective practice. Once students have taken key courses in counseling and appraisal, they become eligible to engage in community-based internships in which they work with a supervisor to hone their counseling skills.

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, and 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. This includes 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 at www.alverno.edu. Click on the “Apply Today” button (top of homepage), then on “Graduate Program Application.” There is no fee for online applications.

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, using the form provided online

3. Submit a goal statement and communication samples (see below).

4. Undergo a criminal background check, which is required for the program. Previous convictions should be disclosed during the application process. Certain convictions could prevent you from obtaining an internship, which is required for graduation.

**Goal Statement**

In your goal statement, you should clearly describe your interest, experience, and goals for work in the area of community psychology. Your goal statement should address the questions listed below. The Admissions Committee uses these questions as criteria for evaluating your statement. (Note: This is a goal statement, not simply a list of questions and answers.) Your goal 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? 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**

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.

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 (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. Graduate credits must meet the program’s criteria for transfer, as determined by the MSCP Admissions Committee.

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.
The following MSCP required courses align with the State of Wisconsin statutes for licensed professional counselors:

- Foundations of Community Psychology and Counseling
- Human Development in Community Contexts
- Helping Relationships: Prevention, Intervention, and Systems
- Clinical Mental Health Counseling: Diagnosis and Treatment
- Culturally Engaged Counseling
- Trauma Counseling
- Family, Partnership, and Couples Counseling
- Research, Evaluation, and Statistical Methods
- Group Dynamics Processing and Counseling
- Individual Appraisal, Assessment, and Measurement
- Substance Abuse Counseling
- Counseling Theory: Individual, Group, and Family
- Evidence-Based Approaches to Abnormal Behavior and Psychopathology
- Lifestyle and Career Development
- Professional Ethics and Legal Issues
- Supervised Practicum
- Supervised Internships 1 and 2

In addition to these courses, students choose two of the following electives:

- Topics in Community Psychology and Counseling
- Physiological Psychopharmacology
- Grant Writing
- Community-Based Research
- Supervised Substance Abuse Internship
## Overview of MSCP Program

### Community Psychology for Licensed Professional Counselors
A Scientist-Practitioner Model

Total credit hours: 60

<table>
<thead>
<tr>
<th>Required courses (54 semester hours)</th>
<th>Semester Hours</th>
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<tbody>
<tr>
<td>MCP 600 Foundations of Community Psychology and Counseling</td>
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<tr>
<td>MCP 611 Human Development in Community Contexts</td>
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<tr>
<td>MCP 620 Helping Relationships: Prevention, Intervention, and Systems</td>
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<td>MCP 625 Clinical Mental Health Counseling: Diagnosis and Treatment</td>
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<td>MCP 627 Culturally Engaged Counseling</td>
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<td>MCP 640 Trauma Counseling</td>
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<td>MCP 645 Family, Partnership, and Couples Counseling</td>
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<tr>
<td>MCP 651 Research, Evaluation, and Statistical Methods</td>
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<tr>
<td>MCP 655 Group Dynamics Processing and Counseling</td>
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<tr>
<td>MCP 660 Individual Appraisal, Assessment, and Measurement</td>
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<tr>
<td>MCP 671 Substance Abuse Counseling</td>
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<tr>
<td>MCP 680 Counseling Theory: Individual, Group, and Family</td>
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<tr>
<td>MCP 682 Evidence-Based Approaches to Abnormal Behavior and Psychopathology</td>
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<tr>
<td>MCP 685 Lifestyle and Career Development</td>
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<tr>
<td>MCP 688 Professional Ethics and Legal Issues</td>
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<tr>
<td>MCP 699 Supervised Practicum (100 hours)</td>
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<tr>
<td>MCP 700 Supervised Internship 1 (300 hours)</td>
<td>3</td>
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<tr>
<td>MCP 720 Supervised Internship 2 (300 hours)</td>
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### Elective courses (choose 2; 6 semester hours)

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<tr>
<td>MCP 630 Topics in Community Psychology and Counseling</td>
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<tr>
<td>MCP 679 Physiological Psychopharmacology</td>
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<tr>
<td>MCP 695 Grant Writing</td>
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<tr>
<td>MCP 750 Community-Based Research</td>
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</tr>
<tr>
<td>MCP 771 Supervised Substance Abuse Internship (300 hours)</td>
<td>3</td>
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## MSCP Course Sequences

*The sequences below and on the following pages are possible course sequences for the MSCP program.*

### Fall Start, Full-Time

#### Semester 1 (Fall)
- ___MCP 601  MSCP Orientation
- ___MCP 600  Foundations of Community Psychology and Counseling
- ___MCP 611  Human Development in Community Contexts
- ___MCP 627  Culturally Engaged Counseling

#### Semester 2 (Spring)
- ___MCP 620  Helping Relationships: Prevention, Intervention, and Systems
- ___MCP 625  Clinical Mental Health Counseling: Diagnosis and Treatment
- ___MCP 655  Group Dynamics Processing and Counseling

#### Semester 3 (Summer)
- ___MCP 645  Family, Partnership, and Couples Counseling
- ___MCP 651  Research, Evaluation, and Statistical Methods
- ___Elective (3 credits)*

#### Semester 4 (Fall)
- ___MCP 640  Trauma Counseling
- ___MCP 660  Individual Appraisal, Assessment, and Measurement
- ___MCP 680  Counseling Theory: Individual, Group, and Family

#### Semester 5 (Spring)
- ___MCP 682  Evidence-Based Approaches to Abnormal Behavior and Psychopathology
- ___MCP 688  Professional Ethics and Legal Issues
- ___MCP 699  Supervised Practicum

#### Semester 6 (Summer)
- ___MCP 671  Substance Abuse Counseling
- ___MCP 700  Supervised Internship 1 (300 hours)
- ___Elective (3 credits)*

#### Semester 7 (Fall)
- ___MCP 685  Lifestyle and Career Development
- ___MCP 720  Supervised Internship 2 (300 hours)

* *Electives are generally offered in the summer.*
### MSCP Course Sequences

#### Spring Start, Full-Time

<table>
<thead>
<tr>
<th>Semester 1 (Spring)</th>
<th>Semester 5 (Summer)</th>
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<tbody>
<tr>
<td>MCP 601  MSCP Orientation</td>
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<td>MCP 699  Supervised Practicum</td>
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<tr>
<td>MCP 611  Human Development in Community Contexts</td>
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<th>Semester 6 (Fall)</th>
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<tr>
<td>MCP 651  Research, Evaluation, and Statistical Methods</td>
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<td>Elective (3 credits)*</td>
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<tr>
<th>Semester 3 (Fall)</th>
<th>Semester 7 (Spring)</th>
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<tbody>
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<td>MCP 620  Helping Relationships: Prevention, Intervention, and Systems</td>
<td>MCP 682  Evidence-Based Approaches to Abnormal Behavior and Psychopathology</td>
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<td>MCP 627  Culturally Engaged Counseling</td>
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<tr>
<th>Semester 4 (Spring)</th>
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<tr>
<td>MCP 660  Individual Appraisal, Assessment, and Measurement</td>
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<td>MCP 680  Counseling Theory: Individual, Group, and Family</td>
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<tr>
<td>MCP 688  Professional Ethics and Legal Issues</td>
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* Electives are generally offered in the summer.
MSCP Course Sequences

### Fall Start, Part-Time

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<tr>
<th>Semester 1 (Fall)</th>
<th>Semester 5 (Spring)</th>
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<tbody>
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<td>MCP 660 MCP 680</td>
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<td>MSCP Orientation Foundations of Community Human Development in Psychology and Counseling Community Contexts</td>
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<tr>
<td>MCP 620 MCP 627</td>
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<td>Family, Partnership, Research, Evaluation, and Family, Partnership, and Couples Counseling and Statistical Methods Group Dynamics Processing and Counseling</td>
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<td>MCP 625 MCP 640</td>
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<td>Clinical Mental Health Counseling: Diagnosis and Treatment Clinical Mental Health Counseling: Diagnosis and Treatment</td>
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<th>Elective (3 credits)*</th>
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<td>Electives are generally offered in the summer.</td>
<td>Electives are generally offered in the summer.</td>
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MSCP Course Descriptions

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

MSCP 600 Foundations of Community Psychology and Counseling (3) — In this course, emphasis is given to examination of the major perspectives in community psychology and their application within cultural, global, historical, 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. Across the semester, students develop skills in constructing reasonable psychosocial explanations for complex behavior, and they solve problems by evaluating and drawing upon a variety of psychosocial methods, including system analysis. Particular attention is given to developing strategies that promote community-level change. In addition, students study the field of mental health counseling, including its history and development, theories, and principles (e.g., prevention, consultation, advocacy).

MCP 601 MSCP Orientation (0) Prereq. Admission to the MSCP program — This orientation is designed for students who are starting the MSCP program.

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. As they explore the processes of human development over the life span, students consider the role of family, school, agency, and government in the process of an individual’s development.

MCP 620 Helping Relationships: Prevention, Intervention, and Systems (3) Prereq. MCP 600; MCP 611 or MSN 611 — This course provides students with a broad understanding of the philosophical bases of the helping processes, counseling theories, and their applications. Basic and advanced helping skills are explored in the context of developing effective empathic listening skills. Consultation 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 625 Clinical Mental Health Counseling: Diagnosis and Treatment (3) Prereq. MCP 600; MCP 611; MCP 620 completed or concurrent — This course prepares students for work in mental health counseling. Emphasis is given to counseling activities, including diagnosis and treatment planning. Specifically, students learn diagnosis and differential diagnosis through the DSM system, and how this information is then used for the purposes of planning treatment. Across the semester, students study and evaluate a variety of diagnostic and therapeutic approaches and settings. They develop critical-thinking abilities about complex issues in mental health, including prevention issues and the role that values play.

MCP 627 Culturally Engaged Counseling (3) Prereq. MCP 620 — This course orients students to the major theoretical perspectives and concepts of multicultural and cross-cultural counseling. It is a discussion-based course that includes both didactic and experiential activities.

MCP 630 Topics in Community Psychology and Counseling (3) Prereq. MCP 600 completed or concurrent — This course gives students the option of a variety of electives. Because of the range of topics in community psychology, it is advisable to select a specific topic on a semester-by-semester basis. Examples of topics courses include child and adolescent issues and advanced trauma counseling.

MCP 640 Trauma Counseling (3) Prereq. MCP 600 completed or concurrent — This course provides an overview of the issues and impacts of interpersonal trauma, primarily domestic and sexual violence. Trauma victims are conceptualized within a variety of contexts, including family, culture, community, and society. Course content includes the following topics: exploration of trauma and its impacts; tactics of offenders and differential impact on victims; trauma during childhood and adulthood; traumatic meaning
making within the context of culture/identity; trauma in the context of poverty and oppression. Students gain a broad knowledge of issues and impacts related to interpersonal trauma and develop skills in presentation, consultation, case conceptualization, and scholarly research.

MCP 645 Family, Partnership, and Couples Counseling (3) Prereq. MCP 611 — This course is designed to prepare students for counseling practice at an advanced level and across a variety of client populations. The course focuses on therapeutic work with intimate partner couples and families, including blended families, single-parent families, and families of choice. Students consider the construction of family units and they study and engage in intervention practices for couple and family problems.

MCP 651 Research, Evaluation, and Statistical Methods (3) Prereq. MCP 620 — In this course, students focus on the acquisition and practice of essential skills involved in psychological research, evaluation, and statistics.

MCP 655 Group Dynamics Processing and Counseling (3) Prereq. MCP 600; MCP 611 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 specifically related to group counseling. Finally, they apply this knowledge to the practice of group facilitation skills.

MCP 660 Individual Appraisal, Assessment, and Measurement (3) Prereq. MCP 625 — This course prepares students for assessment practice across a variety of client populations. It 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.

MCP 671 Substance Abuse Counseling (3) Prereq. MCP 600; MCP 611 completed or concurrent — In this course, students review a variety of approaches to treatment of a range of addiction disorders. They review some of the physiological mechanisms of addiction and identify a wide variety of addictive substances, including alcohol, stimulants, depressants, and pain killers. They familiarize themselves with various models for explaining addiction, including the stages of change model. They practice treatment methods and observe clients in treatment-related settings.

MCP 679 Physiological Psychopharmacology (3) Prereq. MCP 611 — This course provides students with practical knowledge of psychotropic drugs in the service of the client who is undergoing psychotherapy. Major classes of medications are addressed and applied to the major DSM-5 (2013) classifications. Specific drugs related to psychological disorders are discussed with regard to indications, contraindications, adverse effects, and adverse events. Cultural differences and ethical principles are discussed in the context of psychotropic medication therapy. Students learn how to explain to a “physiologically naive” audience the physiological processes involved in a number of neurologically based conditions that affect potential clients and community members.

MCP 680 Counseling Theory: Individual, Group, and Family (3) Prereq. MCP 620; MCP 625 — This course prepares students for counseling practice across a variety of client populations. It focuses on the acquisition and practice of essential skills involved in therapeutic psychological intervention, covering a wide range of theoretical models (e.g., psychodynamic, cognitive-behavioral, feminist, person-centered, existential, behavioral).

MCP 682 Evidence-Based Approaches to Abnormal Behavior and Psychopathology (3) Prereq. MCP 680 — This course is designed to prepare students for counseling practice at an advanced level and across a variety of different client populations. The course focuses on interventions that have an empirical base of support for their efficacy. Given the current landscape of mental health treatment, which tends to emphasize empirically supported treatments, this course will be valuable to students intending to enter clinical practice.

MCP 685 Lifestyle and Career Development (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. The course is also of help to those preparing for community research and consultation, as the issue of employment is key
for both individuals and organizations in the community. 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.

**MCP 688 Professional Ethics and Legal Issues (3)** *Prereq. MCP 620* — In this course, students carefully examine ethical considerations related to a variety of issues in both counseling and research practice. They engage in reflection on their own attitudes, values, and practice as these relate to multicultural competency and issues of social justice. They review ethics practices in the fields of community counseling and community psychology and relate these practices to case studies as well as to their own professional (or preprofessional) experience. 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. Students review a wide variety of theoretical sources for understanding appropriate ethical action and apply relevant literature to their own intended practice.

**MCP 695 Grant Writing (3)** *Prereq. MCP 600* — In this course, students learn how to use data to propose grants for the ongoing work of organizations or initiatives. They engage with a variety of perspectives and methods regarding grants and grant writing, and they learn the skills associated with grant writing and fund development requests. As part of the course, they write a grant proposal associated with a community agency or project.

**MCP 699 Supervised Practicum (3)** *Prereq. MCP 660; MCP 680* — This course is the first of three required clinical field 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 minimum of 100 practicum hours, with at least 40 of those hours being of direct service. In this practicum, students learn and apply a variety of strategies for professional counseling and intervention while gaining an understanding of community resources and system dynamics. They then use this knowledge to advocate for clients at multiple levels of practice.

**MCP 700 Supervised Internship 1 (3)** *Prereq. MCP 699* — This course is the first of two required internship 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 site. They complete a total of 300 internship hours, with at least 125 of those hours being of direct service. In this internship, students learn and apply a variety of strategies for psychological intervention and professional counseling while gaining an understanding of community resources and system dynamics. They then use this knowledge to advocate for clients at multiple levels of practice.

**MCP 720 Supervised Internship 2 (3)** *Prereq. MCP 700* — This course is the second of two required internship 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 site. They complete a total of 300 internship hours, with at least 125 of those hours being of direct service. In this internship, students further develop and apply a variety of strategies for psychological intervention and professional counseling while gaining a greater understanding of community resources and system dynamics. They then use this knowledge to effectively advocate for clients at multiple levels of practice.

**MCP 750 Community-Based 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. 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 interested in advancing their research expertise, the final project is a master of science research thesis proposal involving data collection and analysis.

**MCP 771 Supervised Substance Abuse Internship (3)** *Prereq. MCP 625; MCP 660; MCP 671; MCP 680* — In this internship, students work under the direction of a substance abuse supervisor.
Master of Science in Nursing Program
Alverno College School of Nursing

Mission Statement

The mission of the JoAnn McGrath School of Nursing at Alverno College is to prepare proficient, devoted nursing professionals who are grounded in science to promote the well-being of diverse populations in a global community. Our essential focus is to design student learning opportunities to guide the education of unique individuals, highlighting the personal and professional development of practitioners who are prepared for leadership and lifelong learning.

Vision Statement

The vision of the JoAnn McGrath School of Nursing at Alverno College is to develop professionals with global influence through innovative education.

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 practicing in a variety of settings, MSN graduates will have completed the requisite practicum hours needed to seek certification as a clinical nurse specialist (CNS), as a family nurse practitioner (FNP), or as a psychiatric mental health nurse practitioner (PMHNP) 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. Alverno’s MSN program also provides students the opportunity to seek post-master’s certification as a nurse educator (NE) through the National League for Nursing (NLN).

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/older adult health
- Family nurse practitioners
- Psychiatric mental health nurse practitioners
- 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 exams (clinical nurse specialist, family nurse practitioner, or psychiatric mental health nurse practitioner). However, specialty organizations “determine eligibility criteria and documentation requirements” for meeting those criteria (National Association of Clinical Nurse Specialists, 2011, p. 18), 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
Introduction to the Master of Science in Nursing Program

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. Students are also prepared to sit for the Wisconsin advanced practice nurse prescriber license.

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. Exhibits mastery of communication skills in multiple modes to build crucial interprofessional team relationships that promote collaboration to ensure safe and effective outcomes;

2. Provides holistic, patient-focused, evidence-based care in the role of an advanced practice nurse;

3. Evaluates and applies informatics using current and evolving technology to facilitate and enhance optimal care and organizational decision making;

4. Skillfully engages in collaborative and transdisciplinary leadership to (re)construct strategies for innovative and transformative change in complex health care settings;

5. Synthesizes current and emerging science and theory to design ethical and cost-effective approaches to care that consider the uniqueness of individuals, families, communities, and populations.

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

Timeframe: A Schedule for Working Professionals
Courses in the MSN program (with the exception of post-master’s nurse educator certification) are available in the weekend timeframe. (Select courses are also available on weekday evenings.) This means that courses meet every other weekend during the fall and spring semesters, for a total of seven to nine times per semester. With one exception, courses are offered in three possible weekend timeframes: Friday night, Saturday morning, and Saturday afternoon. (And, as noted above, some courses have sections offered on weekday evenings.) Also, select courses are offered in a hybrid format, meaning that about half of class sessions are face-to-face in the classroom and half are conducted online. (One of the hybrid courses meets on one Sunday during the semester.) Practicum experiences during the week are necessary to achieve MSN course and program outcomes and to meet eligibility criteria for the ANCC certification exams.

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.

Three courses are required in the post-master’s nurse educator certificate track. These courses are offered in an eight-week hybrid format, an accelerated timeframe. Two of the courses are offered in fall and the third is offered in spring. Classes are held on a weekday evening.
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, OR the completion of BSN courses that qualify the student to sit for the NCLEX exam and successful completion of the NCLEX exam if transferring from an RN to MSN program

2. Current, unencumbered U.S. registered nurse licensure

3. Current CPR certification

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

5. Satisfactory completion of an undergraduate pathophysiology course or equivalent

6. Satisfactory completion of an undergraduate inferential statistics course taken within five years of starting the program. (Program may be started prior to completion of this course; contact your admissions counselor for advisement.)

7. 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

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. Satisfactory completion of an undergraduate pathophysiology course or equivalent

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

11. Evidence of health insurance or signed waiver

12. International students may benefit from employment as a registered nurse while in the MSN program.
MSN Admissions

Application for Admission
Candidates for admission should:

1. Apply online at www.alverno.edu. Click on the “Apply Today” button (top of homepage), then on “Graduate Program Application.” There is no fee 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

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 clinician with advanced preparation. Your goals should be congruent with the mission and outcomes described in the MSN Handbook.

Applications are reviewed in early May for fall admission and in early November for spring admission. (Contact your admissions counselor for exact dates.) 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 14 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 alverno.edu. On the MSN main page, click on MSN Essay Instructions.
Clinical Nurse Specialist Course of Study

Master of Science in Nursing (MSN): CNS

The Alverno MSN clinical nurse specialist (CNS) program focuses on advanced practice nursing knowledge, skills, and abilities within the three spheres of influence (see diagram at right). 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. The population focus for the CNS student is adult/older adult.

All students complete advanced nursing theory courses, advanced nursing science courses, and advanced nursing practice courses, for a total of 39 credits.

The program requires 665 practice hours. These hours are placed in four distinct courses and extend student learning of course and program outcomes. Coursework culminates in practicum study and a capstone project in which students synthesize their study across coursework and the practicum.

### MASTER OF SCIENCE IN NURSING: CNS

<table>
<thead>
<tr>
<th>ADVANCED NURSING THEORY COURSES</th>
<th>ADVANCED SCIENCE COURSES</th>
<th>ADVANCED NURSING PRACTICE COURSES</th>
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<tr>
<td>MSN 602 Nursing Inquiry, Research, and Scholarship</td>
<td>MSN 615 Advanced Practice Roles and Nursing Theories</td>
<td>MSN 700 Practicum 1: Advanced Practice Nursing: Individual and Population-Based Health</td>
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<tr>
<td>MSN 611 Education and Human Development</td>
<td>MSN 621 Advanced Physiology and Pathophysiology</td>
<td>MSN 730 Practicum 3: Advanced Practice Nursing: Leadership for Systems Improvement</td>
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<td>MSN 616 Ethics in Advanced Practice Nursing</td>
<td>MSN 622 Advanced Health and Physical Assessment</td>
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Spheres of influence in the MSN Clinical Nurse Specialist program
## MSN Course Sequences: CNS

The outline below is a suggested course of study. An individualized course of study is developed with your advisor upon admission.

Total semester hours: 39

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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 665 practicum hours.

MASTER OF SCIENCE IN NURSING: FNP

ADVANCED NURSING THEORY COURSES
- MSN 602 Nursing Inquiry, Research, and Scholarship
- MSN 603 Health Care Systems: Organization, Economics, and Politics
- MSN 611 Education and Human Development
- MSN 616 Ethics in Advanced Practice Nursing

ADVANCED NURSING SCIENCE/PRACTICE COURSES
- MSN 615 Advanced Practice Roles and Nursing Theories
- MSN 617 Population-Based Health
- MSN 621 Advanced Physiology and Pathophysiology
- MSN 622 Advanced Health and Physical Assessment
- MSN 623 Advanced Pharmacotherapeutics and Clinical Decision Making

FAMILY NURSE PRACTITIONER COURSES
- MSN 624 Practicum 1: Advanced Primary Care Management with Adults and Older Adults
- MSN 625 Practicum 2: Advanced Primary Care Management with Women, Infants, and Children
- MSN 626 Practicum 3: Advanced Primary Care Management with Vulnerable Populations
# Family Nurse Practitioner Course of Study

**MSN Course Sequences: FNP**

*The outline below is a suggested course of study. An individualized course of study is developed with your advisor upon admission.*

Total semester hours: 39

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<thead>
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<th>Fall semester entry</th>
<th>First semester</th>
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**Psychiatric Mental Health Nurse Practitioner Course of Study**

**Master of Science in Nursing (MSN): PMHNP**

In the psychiatric mental health nurse practitioner (PMHNP) program, students learn the theories and practice of care for individuals and families with psychiatric/mental health disorders across the lifespan. Students who seek ANCC certification as a psychiatric mental health nurse practitioner complete a series of theory courses, advanced nursing science courses, and nurse practitioner-focused courses. The program is 42 credits and requires 665 practicum hours.

<table>
<thead>
<tr>
<th>MASTER OF SCIENCE IN NURSING: PMHNP</th>
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<tbody>
<tr>
<td><strong>ADVANCED NURSING THEORY COURSES</strong></td>
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<tr>
<td>MSN 602  Nursing Inquiry, Research, and Scholarship</td>
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<tr>
<td>MSN 603  Health Care Systems: Organization, Economics, and Politics</td>
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<tr>
<td>MSN 611  Education and Human Development</td>
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<td>MSN 616  Ethics in Advanced Practice Nursing</td>
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<tr>
<td><strong>ADVANCED NURSING SCIENCE/PRACTICE COURSES</strong></td>
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<tr>
<td>MSN 615  Advanced Practice Roles and Nursing Theories</td>
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<tr>
<td>MSN 617  Population-Based Health</td>
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<td>MSN 621  Advanced Physiology and Pathophysiology</td>
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<td>MSN 622  Advanced Health and Physical Assessment</td>
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<td>MSN 623  Advanced Pharmacotherapeutics and Clinical Decision Making</td>
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<tr>
<td><strong>PSYCHIATRIC MENTAL HEALTH NP COURSES</strong></td>
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<tr>
<td>MCP 620  Helping Relationships: Prevention, Intervention, and Systems</td>
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<tr>
<td>MSN 634  Practicum 1: Advanced Primary Mental Health Care Management of Adults</td>
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<td>MSN 635  Practicum 2: Advanced Primary Mental Health Care Management of Bipolar Spectrum Disorders and Child, Teen, and Geriatric Populations</td>
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<tr>
<td>MSN 636  Practicum 3: Advanced Primary Mental Health Care Management of Chronically and Seriously Mentally Ill and Substance-Addicted Populations</td>
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</table>
**Psychiatric Mental Health Nurse Practitioner**  
**Course of Study**

### MSN Course Sequences: PMHNP

The outline below is a suggested course of study. An individualized course of study is developed with your advisor upon admission.

Total semester hours: 42

<table>
<thead>
<tr>
<th>Fall semester entry</th>
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<td>___MSN 603 Health Care Systems: Organization, Economics, and Politics</td>
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<td>___MSN 622 Advanced Health and Physical Assessment</td>
<td>___MSN 617 Population-Based Health</td>
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<tr>
<td>___MSN 602 Nursing Inquiry, Research, and Scholarship</td>
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<tr>
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<td>___MSN 635 Practicum 2: Advanced Primary Mental Health Care Management of Bipolar Spectrum Disorders and Child, Teen, and Geriatric Populations</td>
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<td><strong>Seventh semester</strong></td>
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<td>___MSN 636 Practicum 3: Advanced Primary Mental Health Care Management of Chronically and Seriously Mentally Ill and Substance-Addicted Populations</td>
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<tr>
<td>___MCP 620 Helping Relationships: Prevention, Intervention, and Systems</td>
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106 PMHNP Course of Study
Nurses with a master of science in nursing (MSN) degree may seek the post-master’s CNS certificate to be eligible for ANCC certification. Students who successfully complete a series of three CNS courses and a 0-credit orientation complete this certification in three semesters. Students must have successfully completed courses in advanced practice roles, advanced pathophysiology, advanced physical assessment, and advanced pharmacology in their previous MSN curriculum; if not, those courses must be taken as well to be eligible for certification. A transcript evaluation of the student’s master’s program determines which courses are needed. The program requires at least 575 practicum hours.

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

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<thead>
<tr>
<th>Course</th>
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<td>MSN 600A Orientation for Post-Master’s CNS/FNP/NE/PMHNP Certificates</td>
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<tr>
<td>MSN 700 Practicum 1: Advanced Practice Nursing: Individual and Population-Based Health (includes 175 practicum hours)</td>
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<tr>
<td>MSN 701 Practicum 2: Advanced Practice Nursing: Program Development and Evaluation (includes 200 practicum hours)</td>
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<tr>
<td>MSN 730 Practicum 3: Advanced Practice Nursing: Leadership for Systems Improvement (includes 200 practicum hours)</td>
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Post-Master’s Family Nurse Practitioner Certificate

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 successfully complete a series of three FNP courses and a 0-credit orientation complete this certification in three semesters. Students must have successfully completed courses in advanced practice roles, advanced pathophysiology, advanced physical assessment, and advanced pharmacology in their previous MSN curriculum; if not, those courses must be taken as well to be eligible for certification. A transcript evaluation of the student’s master’s program determines which courses are needed. The program requires at least 575 practicum hours.

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

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<td>MSN 624 Practicum 1: Advanced Primary Care Management with Adults and Older Adults</td>
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<td>MSN 625 Practicum 2: Advanced Primary Care Management with Women, Infants, and Children</td>
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<tr>
<td>MSN 626 Practicum 3: Advanced Primary Care Management with Vulnerable Populations</td>
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Post-Master’s Nurse Educator Certificate

Nurses with a master of science in nursing (MSN) degree may seek the post-master’s nurse educator certificate to be eligible for NLN certification. Students who successfully complete one course in learning theories and two courses in teaching strategies along with a 0-credit orientation complete this track in seven months.

*Note: Students are required to have teaching experience prior to sitting for certification. The teaching experience is not part of this track; it can be completed prior to, concurrently with, or after taking certificate courses. See the NLN website for further details.*

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<td>MSN 611M Education and Human Development</td>
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<td>MSN 674 Theories and Strategies of Instructional Design and Assessment 1</td>
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<td>MSN 675 Theories and Strategies of Instructional Design and Assessment 2</td>
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Post-Master’s Psychiatric Mental Health Nurse Practitioner Certificate

Nurses with a master of science in nursing (MSN) degree may seek the post-master’s PMHNP certificate to be eligible for ANCC certification. Students who successfully complete a counseling course (MCP 620), a series of three practica, and a 0-credit orientation complete this certification in three to four semesters. Students must have successfully completed courses in advanced practice roles, advanced pathophysiology, advanced physical assessment, and advanced pharmacology in their previous MSN curriculum; if not, those courses must be taken as well to be eligible for certification. A transcript evaluation of the student’s master’s program determines which courses are needed. The program requires at least 575 practicum hours.

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

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The number in parentheses after course title is the number of graduate semester hours. For each of the following MSN courses, current CPR certification and updated immunization records are required. See the Graduate Nursing Handbook for further details.

**MCP 620 Helping Relationships: Prevention, Intervention, and Systems (3)** Prereq. MSN 611 — This course provides students with a broad understanding of the philosophical 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 one-day session to become oriented to the Alverno College campus and to the MSN program.

**MSN 600A Orientation for Post-Master's CNS/FNP/NE/PMHNP Certificates (0)** Prereq. Admission to the MSN certificate program — Students engage in a three-hour session to become oriented to the Alverno College campus, to campus technology, and to the post-master's program.

**MSN 602 Nursing Inquiry, Research, and Scholarship (3)** Prereq. MSN 600; MSN 611; MSN 615 completed or concurrent; completion of undergraduate inferential statistics course within 5 years of starting program — 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 to 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.

**MSN 603 Health Care Systems: Organization, Economics, and Politics (3)** Prereq. MSN 615 — 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, organizations, and economics on their areas of practice.

**MSN 611/MSN 611M Education and Human Development (3)** Prereq. MSN 600 completed or concurrent — 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 611M is taken only by students in the post-master's nurse educator certificate program.)

**MSN 615 Advanced Practice Roles and Nursing Theories (3)** Prereq. MSN 600 — Students explore current and emerging roles of the advanced practice nurse (APN) in various settings, considering required competencies, scope of practice, and issues of specialization. They examine the roles of the APN in an interdisciplinary health care system, with an emphasis on legal and professional issues, models of practice, and leadership. Students also examine the evolving theoretical foundations of the nursing profession through an exploration of the theories of nursing and related disciplines.
MSN 616 Ethics in Advanced Practice Nursing (1) Prereq. MSN 600 — Students start by examining their own moral decision making and are then introduced to ethical models and frameworks. Ethical decision-making processes are discussed as they relate to the role of the advanced practice nurse and are applied to practice situations, including informed consent and end-of-life issues. The role of ethics committees and consultations is also explored.

MSN 617 Population-Based Health (3) Prereq. MSN 611; MSN 615; MSN 602 completed or concurrent — This course introduces students to the fundamentals of health promotion in advanced practice nursing. Basic epidemiological principles are discussed as they relate to population-based health. Local, national, and international health promotion goals are examined, with emphasis on cultural competence, environmental principles, individual assessment, and evidence-based practice.

MSN 621 Advanced Physiology and Pathophysiology (3) Prereq. MSN 600 completed or concurrent — Students use theory and research to explore the etiology, pathogenesis, and clinical manifestations of common diseases for individuals across the lifespan, including adult and older-adult populations. They also study variations in physiological health and illness processes attributable to age, race, culture, ethnicity, gender, and socioeconomic status. The focus is on generalized stress response and how the body adapts to a variety of acute and chronic illnesses throughout the span of one’s life. This course is the supporting foundation for advanced-practice clinical decision making, diagnosing, and managing a therapeutic approach across the lifespan. Prior knowledge of basic physiology and pathophysiology is required.

MSN 622 Advanced Health and Physical Assessment (3) Prereq. MSN 621 — 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 across the lifespan, including adult and older-adult populations. They develop advanced physical assessment skills and use data and clinical decision making within the defined context of their professional practice. They use differential diagnoses to identify physical and/or psychological illness based on possible pathology, given the lifestyle practices of clients. Prior knowledge and experience of basic health- and physical-assessment techniques are required. (This course includes 90 practicum hours.)

MSN 623 Advanced Pharmacotherapeutics and Clinical Decision Making (3) Prereq. MSN 621 — Students examine and apply principles of advanced pharmacology in the management of clients across the lifespan, including adult and older-adult populations. They acquire advanced knowledge as a foundation for prescribing and monitoring pharmaceutical and alternative therapeutic agents. The course emphasizes pharmacodynamics, pharmacokinetics, and pharmacotherapeutics of major drug classifications as well as current clinical drug research. Ethical, legal, and risk-management issues are also discussed, as are issues common to the advanced practice nurse. This course prepares students to meet state requirements for prescriptive authority as an advanced practice nurse prescriber (APNP) after graduation from the MSN program and certification from ANCC.

MSN 624 Practicum 1: Advanced Primary Care Management with Adults and Older Adults (FNP students only) (3) Prereq. MSN 602; MSN 611; MSN 615; MSN 621; MSN 623; MSN 603 completed or concurrent; MSN 616 completed or concurrent; MSN 617 completed or concurrent — 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 adult and older-adult populations. They have didactic and clinical practice related to health promotion, prevention, and illness care and management. They use their advanced critical thinking to apply culturally sensitive care and to perform examinations and formulate diagnoses 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 and families. Prior knowledge and experience of basic health and physical assessment techniques are required. (This course includes 175 practicum hours.)

MSN 625 Practicum 2: Advanced Primary Care Management with Women, Infants, and Children (FNP students only) (5) Prereq. All MSN courses except MSN 626 completed; MSN 616 completed or concurrent — 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 diagnoses 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. (This course includes 200 practicum hours.)

**MSN 626 Practicum 3: Advanced Primary Care Management with Vulnerable Populations (FNP students only) (6)**

**Prereq. All MSN courses completed —**

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 do not feel comfortable or safe accessing and using 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. (This course includes 200 practicum hours.)

**MSN 634 Practicum 1: Advanced Primary Mental Health Care Management of Adults (3)**

**Prereq. MCP 620; MSN 602; MSN 611; MSN 615; MSN 621; MSN 622; MSN 623; MSN 603 completed or concurrent; MSN 616 completed or concurrent; MSN 617 completed or concurrent —**

Students build upon knowledge and skills from advanced pharmacology and advanced pathophysiology to broaden their knowledge and expand their awareness in the areas of psychopharmacology and pathoneurophysiology. They enhance their ability to cultivate therapeutic relationships as well as deepen their awareness of theories of personality and psychopathology as they acquire further skills in the assessment and diagnosis of mental illness, primarily in adult populations. They draw upon acquired knowledge and skills to critically reflect on the promotion of mental health and on the assessment and differential diagnosis of depressive and anxiety spectrum disorders. They acquire experience in developing collaborative, holistic, client-centered treatment plans, taking into consideration the unique biopsychosocial circumstances of the life context of clients. Through didactic and clinical experiences, students are able to include psychopharmacological agents approved for the treatment of depressive and anxiety spectrum disorders according to psychiatric guidelines and evidence-based practice, as well as the psychotherapy modalities of cognitive behavioral therapy, behavioral activation therapy, and brief solution-focused therapy. (This course includes a 175-hour practicum in mental health settings.)

**MSN 635 Practicum 2: Advanced Primary Mental Health Care Management of Bipolar Spectrum Disorders and Child, Teen, and Geriatric Populations (5)**

**Prereq. MCP 620; MSN 634; MSN 616 completed or concurrent —**

Students integrate theory and evidence-based practice grounded in the knowledge and skills of nursing, psychology, and the social sciences in the care of acutely and chronically ill populations. They use differential diagnosis to identify physical and psychological illness based on pathology, given the behavior and lifestyle practices of clients, families, and communities. The course builds on basic APRN nurse practitioner knowledge and skills in primary care, the neurophysiology of mental illness, psychopharmacology, and addiction and treatment, as well as emerging experience in the care and support of those with mental illness. (This course includes a 200-hour practicum in mental health settings.)

**MSN 636 Practicum 3: Advanced Primary Mental Health Care Management of Chronically and Seriously Mentally Ill and Substance-Addicted Populations (6)**

**Prereq. MSN 635; all other required MSN courses —**

Students focus their critical-thinking skills on the assessment, diagnosis, and treatment of chronically mentally ill, traumatized, and substance-addicted populations. They develop holistic, collaborative, client-centered treatment plans that take into account the special biopsychosocial needs of psychotic, addicted, and
traumatized vulnerable populations. Through didactic and clinical experiences, students are able to include the psychopharmacological agents used to treat the spectrum of psychotic/schizophrenic disorders as well as the best evidence-based pharmacological treatments for PTSD and substance addiction. They learn the theory of the recovery model of chronic mental illness and acquire basic experience in the principles of motivational interviewing. Emphasis is also placed on additional elements about which a competent psychiatric nurse practitioner needs to be knowledgeable, including (but not limited to) ethics, scope and standards of psychiatric mental health nursing, accountability, quality assurance, and coding/payment structures. (This course includes a 200-hour practicum in mental health settings.)

MSN 674 Theories and Strategies of Instructional Design and Assessment 1 (3)
Prereq. MSN 611 or MSN 611M — This course introduces students to evidence-based instructional strategies and methods, including the technology used in teaching both undergraduate and graduate nursing students and practicing nurses in all settings.

MSN 675 Theories and Strategies of Instructional Design and Assessment 2 (3)
Prereq. MSN 611 or MSN 611M; MSN 674 — This course provides frameworks, learning resources, and experiences that can be applied to any instructional project or learning context involving adults or older adults. Students explore instructional design models and apply them in practicum settings. They conduct a needs assessment to determine performance gaps, identify select performance improvement needs, design instructional interventions to address the performance improvement gap, and plan performance assessment strategies.

MSN 700 Practicum 1: Advanced Practice Nursing: Individual and Population-Based Health (3)
Prereq. MSN 602; MSN 603; MSN 611; MSN 615; MSN 617; MSN 621; MSN 622; MSN 623; MSN 616 completed or concurrent — This course focuses on direct care for adults and older adults, and includes the study of theories of aging and geriatric syndromes. Emphasis is placed on prevention through health management, and the course continues to explore concepts of population-based health and epidemiology introduced in previous courses. There is a focus on team building and interprofessional collaboration for care coordination and improvement. Also emphasized is continuing work in evidence-based practice as it relates to culture, genetics, and outcomes. In addition, program development is introduced. Students identify an area of concern and do an informal needs assessment to start their capstone project. (This course includes 175 practicum hours.)

MSN 701 Practicum 2: Advanced Practice Nursing: Program Development and Evaluation (5)
Prereq. All other required MSN courses except MSN 730 — Students examine the specific skills required for program development and evaluation. Building on direct patient-care competencies developed in previous courses, students learn how to design innovative nursing practice approaches. They explore how to design, implement, and manage clinical programs, including chart development, budget development, fiscal evaluation, and outcomes/benefits for both large and small innovations. Integration of informatics and health care technology in program development is emphasized. Students develop the proposal for their capstone project, including needs assessment, review of literature, and plan for implementation. (This course includes 200 practicum hours.)

MSN 730 Practicum 3: Advanced Practice Nursing: Leadership for Systems Improvement (6)
Prereq. All other required MSN courses — In this final course in the program, students demonstrate synthesis of previous course content as they explore the leadership role of the CNS. Leadership theories, models, and styles are examined, along with concepts of consultation, mentoring, coaching, and teaching. Students explore the IRB process, the importance of certification, and the meaning of membership on state and national professional boards. Students implement their capstone project and evaluate their work. (This course includes 200 practicum hours.)
Academic Policies and Procedures

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 for Licensed Professional Counselors 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 is available online at 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, which include billing information, are mailed prior to the start of each new semester. 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 for Licensed Professional Counselors 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 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 a narrative statement that describes the quality of the student's
Academic Policies and Procedures

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 in the Student Programming Area in Founders Hall.

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.

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 the course 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, or the Master of Science in Community Psychology for Licensed Professional Counselors program is allowed to transfer into the degree program a maximum of 6 graduate credits taken elsewhere. A student in the Master of Science in Nursing program is allowed to transfer into the degree program up to 14 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 on the Registrar's Office webpage 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.
Financial Aid

Alverno College is dedicated to providing all qualified students the opportunity to attend. Students are encouraged to apply for financial aid by filing a Free Application for Federal Student Aid (FAFSA). Financial aid is available through federal and private student loans. Employer tuition reimbursement may also be an option.

Applying for Financial Aid*

Students should apply for financial aid every year before the March 1 priority deadline to qualify for the maximum amount of aid. Be sure to keep copies of all forms for your records. To apply for financial aid:

1. Complete the Free Application for Federal Student Aid (FAFSA) online 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 receive via email 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 Entrance Counseling and the Federal Direct Loan Master Promissory Note. Instructions are available online at http://www.alverno.edu/financialaid/studentloans/loanalapplicationinformation/. 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 at alverno.edu/campusjobs.

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.

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.

Alternative (Private) Education Loan

This type of loan is available through local and national lending institutions. Interest rates and repayment terms vary but are often competitive with Federal Direct Loans. These loans may be used to supplement Federal Direct Loans. To apply, students can work directly with their lender of choice or research a variety of lenders on the Alverno website.

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.

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

### Tuition and Fees for Graduate Programs

<table>
<thead>
<tr>
<th>Program</th>
<th>Fee</th>
</tr>
</thead>
<tbody>
<tr>
<td>MAE Graduate Credit*</td>
<td>$698</td>
</tr>
<tr>
<td>MBA Graduate Credit</td>
<td>$885</td>
</tr>
<tr>
<td>MSCP Graduate Credit</td>
<td>$725</td>
</tr>
<tr>
<td>MSN Graduate Credit</td>
<td>$921</td>
</tr>
<tr>
<td>Application Fee</td>
<td>$50</td>
</tr>
<tr>
<td>Campus Service Fee</td>
<td>$337.50 per semester (fee supporting various technologies on campus, e.g., Library, Media Hub, Computer Center, classroom technology, email and Internet access)</td>
</tr>
<tr>
<td>Tuition Deposit</td>
<td>$100</td>
</tr>
<tr>
<td>(nonrefundable, but applied toward tuition)</td>
<td></td>
</tr>
<tr>
<td>Graduation Fee</td>
<td>$130</td>
</tr>
<tr>
<td>Returned Check Fee</td>
<td>$35</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 ($349 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.
- Online using Interactive Online (IOL) under Financial Information, View Account and Make Payments, to use a checking account, VISA, MasterCard, Discover, or American Express.
- Phone Business Office (414-382-6262) to use a checking account, VISA, MasterCard, Discover, or American Express.

#### 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 (FO 144) 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.

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 webpage or the Tuition/Fee Payment Policy brochure provided with your statement.
Financial Policies and Procedures

Financial Aid

In order for a graduate student to receive financial aid for the 2015-16 academic year, you must complete the 2015-16 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.

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.
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.

Please note: From March 2014 through December 2015, the Alverno College campus will be undergoing a significant transformation as part of the Promise & Power campus improvement project. This project will add new classrooms and meeting spaces, teaching and learning technologies, a new nursing simulation center, and more. For regular updates on the project, please visit promise.alverno.edu.

The campus includes:

- Alexia Hall
- Alverno College Institute for Educational Outreach
- Assessment Center
- Athletic fields, Fitness Center, Reiman Gymnasium
- Career and Professional Development Center
- Chapel
- Christopher Hall (Nursing Education Building)
- Computer Center
- Counseling and Health Services
- Elizabeth Hall (Childcare Center)
- Faculty Office Building (Corona Hall)
- Founders Hall (administration building)
- Heritage Plaza
- Inferno Café
- Instructional Services
- La Verna Commons and Hudson’s Servery
- Library
- Media Hub
- Parking structure
- Reiman Plaza
- Research Center for Women and Girls
- Residence halls: Austin Hall and Clare Hall
- Sister Joel Read 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.

A-Store and Bookstore

The A-Store is the location for all school supply items, gifts, electronics, and sundries. In addition, the A-Store is the only location where you can purchase Alverno clothing such as sweatshirts, T-shirts, jackets, hats, sweatpants, socks, etc. Staff and faculty receive a 10% discount on all Alverno-imprinted merchandise; alumnae of the College receive a 15% discount on all Alverno-imprinted merchandise.

The Bookstore is the main source for all your class materials, including new and used textbooks and textbook rentals.

Please see the A-Store and Bookstore webpage, www.alverno.bkstr.com, for store hours and general information.

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 Founders Hall. The staff coordinates and implements the procedures used in assessing each student's ongoing academic progress.

Career and Professional Development Center
Staff of the Career and Professional Development Center provide to students the comprehensive and dynamic career education, development, and coaching required to help them identify, articulate, and pursue the professional, spiritual, and civic lives they envision. In addition to teaching, staff of the CPDC offer counseling on the following topics: career direction and planning, major and support area clarification, résumé review, interview preparation, and graduate study guidance. Events including career fairs, mock interview sessions, and recruiter panels are also offered. The CPDC houses resources to help you research and develop your career plan. For more information, visit our webpage at www.alverno.edu/career/, 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 Sister Joel Read Center (RC), the Computer Center is available for student use on an average of more than 100 hours per week during the semester. Computer Center hours are available online at the Technology Services webpage at http://www.alverno.edu/techserv/. Print copies of center hours are 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. The following software is 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 laser 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, Moodle (Alverno’s learning management system), the Diagnostic Digital Portfolio (Alverno’s web-based tool to track learning progress), and web-based student email (Office 365).

In addition to the resources in the Computer Center, there are six self-contained Windows computer classrooms and one Mac lab 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/Internet connections and wireless access. Many classrooms have built-in computer systems with projection, and Computer Center lab assistants deliver computer equipment to all other classrooms when requested by the instructor. This equipment includes laptops with projectors as well as wireless laptops and an iPad cart.

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

Conference Center

The Conference Center, located in the north wing of the Sister Joel Read 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.

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. Call 414-382-6119 for hours of operation or to make an appointment.

Students can benefit from health services offered during the week. Services include illness assessment, health counseling and education, TB skin testing, immunizations, flu shots, some lab testing (pregnancy, strep throat, mono, bladder infection), and over-the-counter medication. Call 414-382-6319 for hours of operation or to make an appointment.

Dining Services

Alverno offers several dining options on campus for weekend students. La Verna Commons is located on the first floor of Founders Hall 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 Inferno Café, also located on the first floor of Founders Hall, offers a variety of gourmet coffee drinks, hot and cold food options, and bottled beverages in the evening. 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.

Please check the College website (http://www.alverno.edu/academics/resourcesforstudents/academicsupportservices/) or call our office (414-382-6016) for additional information.

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

Through study abroad and student-exchange programs, the International & Intercultural Center (IIC) coordinates and administers an array of academic and social activities and services at Alverno that support international students, facilitate study abroad, and promote internationalization across campus. The IIC provides assistance with federal visa regulations for international students attending Alverno for a semester or more. It also works with international degree-seeking students from the point of inquiry through postgraduation. The IIC helps interested students to study abroad for a few weeks, a semester, or a year.

Alverno students in all major areas of study have the opportunity to study in countries of their choosing. Through exchange programs with diverse universities on all continents, students may deepen their language abilities, engage in cultural immersion, learn in new educational systems, and gain new insights into our global world.

The IIC also coordinates Alverno short-term study-abroad courses. These courses, taught by Alverno
Campus Offices and Services

faculty, incorporate on-campus learning about particular aspects of a country or culture throughout the semester and conclude with 10 to 14 days of travel for immersion in the country or culture. Recent courses have included students going to China, Costa Rica, Denmark, Jamaica, Japan, Lithuania, Poland, and Spain.

Library

Library resources and assistance are available in the library, on the second floor of Founders Hall, 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 University, Sacred Heart Seminary and School of Theology, St. Francis Seminary, and Wisconsin Lutheran College. SWITCH shares an online catalog (which includes a mobile version) and delivery system. Students can use the library’s online resources to access the holdings and services of other local libraries and to find articles, books, electronic reserve materials, and web resources to support their research. Interlibrary loan is available to request materials not held by a SWITCH library.

Information services include an Ask a Librarian email service, self-paced online tutorials, web-based instruction, and one-on-one sessions with a librarian in the use of library resources and research strategies. These are offered as needed on site or as part of a course-integrated information literacy program. Electronic equipment includes a Kurzweil computer-based reading system to aid both the visually impaired and reading-challenged student and players for CDs, DVDs, and videos.

Outside the main entrance to the library are four group study rooms and a learning commons area for individual study. The library Reading Room offers more individual and group work space. Students are also invited to study in the library’s two designated Quiet Zones, located on levels one and three.

A library computer classroom offers 24 PCs with flat-panel displays along with desktop work areas. This space provides room for individual work when not in use as a library classroom. Additional computers are available for student use in the main Reading Room in the library.

A valid Alverno College identification card and self-assigned PIN (password) are required to fully utilize materials from other SWITCH libraries and to access an array of online resources from off campus.

Lounges and Study Spaces

Quiet study spaces and lounges are located throughout campus to meet the needs of busy students.

Media Hub

The Media Hub is a student-centered multimedia production facility located on the first floor of the Sister Joel Read Center.

The Media Hub offers students the opportunity to work in two production lab facilities. The Macintosh Lab houses 20 computers in a “smart classroom” setting. This lab has a color printer capable of duplexing and printing larger-format pictures. The Multimedia Lab contains 17 PCs, 8 Macintosh computers, and a SMART Board. In both labs, students can access digital cameras, scanners, and color printing. They are able to produce brochures and PowerPoint shows and to edit video presentations. Using digitizing stations in the Media Hub, students upload their video presentations to the Diagnostic Digital Portfolio.

There are soundproof editing suites as well as a video studio for students to create individual and small-group video presentations. Students can check out laptops, iPads, iPods, digital camcorders, digital SLR cameras, firewire drives, and digital voice recorders for classroom projects. This service is available to students with their bar-coded library ID card.

In addition, the Media Hub supports Alverno’s smart classrooms, which provide computer/video projection and flat-panel monitors. Many of the smart classrooms include SMART Boards for teaching and learning.

The Media Hub is home to AIFR (Alverno Inferno Free Radio), an Internet-based radio station that broadcasts programming from students and from the Alverno community.

Newsletter

The Graduate News provides current information to students in Alverno’s graduate programs. It is published electronically on weekends when graduate programs are 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 (Research Center) generates and applies scholarly research, develops curricula, and conducts program evaluation and outreach for the purpose of supporting, transforming, and inspiring initiatives to improve the lives of women and girls in the state of Wisconsin and beyond. For more information, visit the Research Center at www.alverno.edu/research.

Student Affairs

Student Affairs includes Campus Ministry, Counseling and Health Services, Office of the Dean of Students, Student Activities & Leadership, and Residence Life. This division 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.

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.

Students are also encouraged to take advantage of the new and exciting student-centered spaces that have recently been created on campus. La Verna Commons, Inferno Café, and many lounging and study spaces opened in fall 2014, providing plenty of room for students to meet in small groups. For more information about activities and resources, visit alverno.edu/campuslife.

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. The College offers a wide variety of 1-credit wellness courses as electives. In addition, Dining Services offers a variety of healthy choices.
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

Jeana Abromeit, PhD
Associate Vice President for Academic Affairs

Kathy Lake, PhD
Vice President for Student Success

Kate Lundeen, MPP
Vice President for Enrollment Services

James K. Oppermann, MBA
Senior Vice President for Finance and Management Services

Julie Quinlan Brame, MM
Vice President for College Advancement

Alverno Presents
David Ravel, MFA, Director

Assessment Center
Patti Miller, MA, Director

Athletics
Brad Duckworth, MS, Director

Campus Ministry
Connie Popp, EdD, Campus Minister

Career and Professional Development Center
Sue Leister, MA, Director (Internship)
Joanna Patterson, MS, Director (Career)

Counseling and Health Services
Meg Pledl, MS, Director

Dining Services
Michael Paris, BS, Director

Early Learning Center
Barbara Groshek, Coordinator

Educational Research and Evaluation
Glen Rogers, PhD, Director

Human Resources
Mary Casey, BS, Director

Information Services
Cindy Kretzer, Manager

Information Systems
Jim Hilby, MS, Chief Information Officer

Instructional Services
Nancy Bornstein, MS, Director

Library
Larry Duerr, MLIS, MA, Director

Marketing Communications
Sebastian Thachenkary, BFA, Director

Media Hub
Jerry Dutschke, MS, Director

Plant Operations
John Marks, Director

Professional Support Services
Donna Kierzek, Director

Registrar’s Office
Patricia Hartmann, MS, Registrar

Research Center for Women and Girls
Rhonda Ware, JD, Executive Director

Residence Life
Vicki Schreiber, MS, Director

Special Assistant to the Senior Vice President for Academic Affairs
International & Intercultural Center
Cultural Education Center
Celia M. Jackson, JD

Student Activities & Leadership
Brooke Wegner, MA, Director

Student Affairs
Wendy Powers, PhD, Associate Vice President for Student Affairs/Dean of Students

Technology Services
Anita Eikens, MA, Executive Director
Members of the Alverno College Board of Trustees share the legal responsibility for governing the College. And although they all serve as unpaid volunteers, they take on that responsibility with energy — they are truly a working board. Like Alverno students, Alverno Trustees assess their own learning and effectiveness. They also hold themselves and the College regularly accountable and rigorously assess their own contributions and needs for improvement.

Executive Officers
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Cofounder, Linden Capital Partners
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Director, Human and Molecular Genetics Center, Warren P. Knowles Chair of Genetics, Medical College of Wisconsin
S. Regina Pacis Meservey ’62, SSSF, Secretary
Coordinator, Sponsorship Services, School Sisters of St. Francis
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Retired CEO and President, Rewards Network Inc.
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Tina Chang, CEO, SysLogic, Inc.
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Susan Dragisic, Retired President, United Way of Greater Milwaukee, Inc.
Judith A. Drinka ’61, Attorney, Drinka Law Offices
Jacquelyn Fredrick, President and CEO, BloodCenter of Wisconsin, Inc.
Cecelia I. Gore ’92, ’08, Executive Director, Brewers Community Foundation, Inc.
S. Toni Anne Gradisnik ’75, SSSF, Stewardship Associate, Our Lady of Lourdes Catholic Church
Gary P. Grunau, Grucon Group LLC
Mari-Anne Hechmann ’91, Community Volunteer
Katherine M. Hudson, Retired Chairman of the Board, Brady Corporation
S. Barbara A. Kraemer ’65, SSSF, Professor of Public Policy, School of Public Service, DePaul University
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Sister Andrea J. Lee, IHM, President, St. Catherine University, St. Paul, Minnesota
Allen L. Leverett, President, Wisconsin Energy Corporation
Stephen R. Lundeen, Attorney, Wille, Gregory & Lundeen
Jean M. Maier, Retired Executive Vice President, Enterprise Operations and Technology, Northwestern Mutual
Janet D. Martin ’11, Community Volunteer
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Kristine Obrecht, Partner, Deloitte & Touche LLP
Paul E. Purcell, President and CEO, Robert W. Baird & Co.
Ajita Rajendra, President and CEO, AO Smith Corporation
Roy Reiman, Hexagon Investments, Reiman Family Foundation, Inc.
S. Mary C. Schneider ’69, SSSF, Clinical Psychologist, Center for Grief Recovery, IL
Marsha Sehler, Director of Business Development, Uihlein Wilson Architects
S. Barbaralie Stiefermann ’64, SSSF, Curator SSSF Art, St. Joseph Center
Barbara J. Wyatt Sibley ’82, Community Volunteer

Trustees Emeriti
Peter W. Bruce, “of Counsel,” Davis and Kuelthau, S.C.
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Thomas L. Spero, Retired Office Managing Partner, Deloitte & Touche LLP
Anne H. Vogel, Art Historian
Alverno Faculty

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.

Abromeit, Jeana
PhD Sociology, University of Colorado-Boulder
MA Sociology, University of Colorado-Boulder

Alt-Gehrman, Penny
MSN, Marquette University

Archer, Joanne
MSN, Marquette University

Athanasiou, Nancy
EdD Leadership for the Advancement of Learning and Service, Cardinal Stritch University
MEd Educational Computing, Cardinal Stritch University

Balistreri, Dawn
MA Communication, University of Wisconsin-Milwaukee

Barnowman, Carole
CAS English, Northern Illinois University
MA British History, Northern Illinois University

Bell, Christy
MS Geochemistry/Mineralogy, Pennsylvania State University

Birney, Robert
MBA, Old Dominion University

Blom, Alex
PhD Physical Chemistry, Iowa State University
BS Chemistry, Minnesota State University, Mankato

Bowen, Patricia Susan
PhD Zoology, University of Alberta
MS Biological Oceanography, University of Miami

Boyland, Joyce Tang
PhD Psychology, University of California, Berkeley
MA Psychology, University of California, Berkeley

Brooker, David
PhD Political Science, Miami University
MA Political Science, Miami University

Brooker, Russell
PhD Political Science, University of Chicago
MA Political Science, University of Chicago

Bruce, Stephanie
MS-CNS Nursing, University of Wisconsin-Milwaukee
BS Biomedical Sciences, Marquette University

Brumm-Larson, Jessica
PhD Educational Psychology, University of Wisconsin-Milwaukee
MS Educational Psychology, University of Wisconsin-Milwaukee

Burnie, Michele
MS Art Therapy, Mount Mary College
BS Art, University of Wisconsin-La Crosse

Burton, Rebecca
PhD Biology, Kansas State University
MA Zoology, University of Montana

Butler, Richard P.
MBA, Michigan State University
MA Industrial Relations, Michigan State University

Callhoun, Judith
PhD Organic Chemistry, University of Illinois, Champaign-Urbana

Caruss, Dawn
MS Adult CNS/Adult Education Nursing, University of Wisconsin-Madison
BSN, Alverno College

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PhD History, Northern Illinois University
MA History, Northern Illinois University

Cromwell, Gregory
MA Novel Writing, University of Manchester, United Kingdom
Crosby, Margaret
PhD Spanish, University of New Mexico
MA Spanish, Ohio University

Czarnik, Marian
PhD English, Indiana University-Bloomington
MA English, Oakland University

Dexter-Schabow, Nancy
MM Music Therapy, Temple University
BM Music Therapy/Pedagogy, Alverno College

Duffy, Diane
PhD Political Science–Public Policy, University of Minnesota
MSN Clinical Nurse Specialist, Marquette University
BSN, University of Wisconsin-Milwaukee

Dunn, Steven
PhD Biblical Theology, Marquette University
MDiv, St. Francis Seminary

Eastberg, Jodi R.B.
PhD History, Marquette University
MA History, Marquette University

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PhD Molecular/Cell/Developmental Biology, University of Louisville
MD, Moscow Academy of Medicine

Emami, Zohreh
PhD Economics, Michigan State University

Engelmann, Donna
PhD Philosophy, Marquette University
MA Philosophy, Marquette University
Graduate Certificate Alternative Dispute Resolution, Marquette University

Evertsen, Jennifer
MS Epidemiology, Medical College of Wisconsin
BS Behavioral Science/Psychology, Concordia University

Factor, James
PhD Mathematics, St. Louis University
MS Mathematics, St. Louis University

Fey, Joyce
PhD Communication Arts, University of Wisconsin-Madison
MPS Communication Arts, Cornell University

Flamboe, Jennifer M.
MA Foreign Language and Literature, University of Wisconsin-Milwaukee
BA Spanish, University of Wisconsin-Madison

Frey, Angela
PhD Biology and Genetics, University of Minnesota-Minneapolis

Gardner, Suzann
PhD Studies in progress: Urban Studies, University of Wisconsin-Milwaukee
MS Curriculum and Instruction, University of Wisconsin-Milwaukee

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MS Speech Communication, University of Wisconsin-Whitewater

Gilbert, Kathryn
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MEd, Cambridge College

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BS Elementary Education, University of Wisconsin-Madison

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MA History, Université Charles de Gaulle-Lille III, France
BA History and French, Keele University, United Kingdom

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PhD Educational Psychology, Marquette University
MDiv, United Theological Seminary of the Twin Cities

Groshik, Jean Ann
MA Communication, University of Wisconsin-Milwaukee

Guilbault, Lauralee
PhD Chemistry, University of Tennessee-Knoxville

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PhD Urban Education, University of Wisconsin-Milwaukee
MS Special Education, University of Wisconsin-LaCrosse
BS Sociology/Psychology, University of Wisconsin-LaCrosse

Halm, Wendy
DNP Nurse Practitioner, University of Wisconsin-Milwaukee
MSN Family Nurse Practitioner, University of Wisconsin-Milwaukee
BSN, University of Iowa

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PhD Educational Administration and Policy, University of Wisconsin-Madison
MS Educational Administration, University of Wisconsin-Madison

Jelen, Nancy
MS Management, Cardinal Stritch University
MA Special Education, Vanderbilt University
BS Special Education and Elementary Education, Vanderbilt University

Jensen, Patricia
PhD Organizational Behavior, Case Western Reserve University
MBA, Tulane University

Johnson, Jennifer
MS Geological Science, University of Wisconsin-Milwaukee
BS Geological Science, University of Minnesota-Duluth

Johnson-Dynek, Linda
MA Professional Development, Alverno College

Jutzon, Julie
MSN Nursing Education, University of Phoenix
BSN, Alverno College

Kaiser, Lois
PhD Mathematics, University of Wisconsin-Milwaukee

Kamenski, Michael
MA Music, Academy of Music, Warsaw, Poland

Kilpatrick, Brenda
MA Clinical Psychology, Wheaton College
MA Theological Studies, Wheaton College
Kitten, Mary  
MSN, University of Wisconsin-Milwaukee

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Leister, Daniel  
PhD Religious Studies, McMaster University  
MA Philosophy, University of Colorado-Boulder

Lewis, Patricia  
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Lieberman, Dena  
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Maassen, Nicole  
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BS Industrial Design, University of Cincinnati

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PhD Nutritional Biochemistry and Metabolism, Tufts University  
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MA English, Marquette University

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Rauschenberger, Margaret  
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BA Theater, James Madison University

Reedy, Marilyn J.  
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MA Education, Simpson College
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BSN, Morehead State University

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PhD American History, Marquette University
MA Teaching, University of Wisconsin-Stevens Point

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MS Synthetic Organic Chemistry, University of Pennsylvania-Philadelphia

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MA Counseling, Central Michigan University

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Wile, Douglas
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Wroblewski, Kristin
DNP Nursing Practice, Concordia University
MSN Family Nurse Practitioner, Concordia University

Young, Christian
PhD History of Science and Technology, University of Minnesota-Minneapolis
President Emerita
Sister Joel Read

Professors Emeritae, Emeriti
Zita Allen, MSN, Nursing
Carl Ball, PhD, Genetics
Lucy S. Cromwell, PhD, English
Kathleen Davis, PhD, Physical Chemistry
Mary Diez, PhD, Communication
S. Margaret M. Earley, PhD, Theology
Linda Ehley, EdD, Leadership for the Advancement of Learning and Service
Harry Fleddermann, PhD, Biblical Studies
Patricia Geenen, MA, Communication
Regina Grantz, CMA, MBA
Thomas Hovorka, MFA, Art
Trudy Kramer, MSN, Nursing
Wendell Kringen, PhD, Biology
Nancy Lamers, MFA, Painting and Drawing
Dimitri D. Lazo, PhD, History
William H. McEachern, CPA, MA, Philosophy
Elizabeth Kubale Palmer, M. Architecture
S. Marie Elizabeth Pink, MS, Mathematics
S. Joel Read, MA, History
Tim Riordan, PhD, Philosophy of Education
James Leonard Roth, PhD, History
Greta Waldinger Salem, PhD, Political Science
Linda Scheible, PhD, Urban Social Institutions
S. Leona C. Truchan, PhD, Biological Sciences
S. Armella Weibel, MS, Mathematics
Nancy Wilson, MSN, Nursing
Alverno 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. For example, 85% of Alverno’s 2014 graduating class were either employed or continuing their education, compared to 38% nationally.

Today we have more than 15,000 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, lifetime access to the resources and support of the Career and Professional Development Center, and much more.

The association organizes several events such as Homecoming, the Golden Guild anniversary celebration, Alumnae Awards receptions, monthly alumnae gatherings, and networking breakfasts. The association also cosponsors professional seminars to encourage professional development and networking among its members. Alumnae events reconnect alumnae with the College and with each other, providing opportunities for lifelong learning and social connections.
### Selected Campus Phone Numbers

<table>
<thead>
<tr>
<th>Department</th>
<th>Extension (382-XXXX)</th>
</tr>
</thead>
<tbody>
<tr>
<td>A-Store</td>
<td>6505</td>
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<td>Academic Affairs</td>
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<td>Art and Cultures Gallery</td>
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<td>Business Office</td>
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<td>Early Learning Center</td>
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### Emergency Phone Numbers

**Life-threatening situation:** Dial 911 from a cell or 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

- **Alexia Hall**
  3441 South 39th Street

- **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

- **Founders Hall**
  3401 South 39th Street

- **Sister Joel Read Center**
  3400 South 43rd Street
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