

ADMINISTRATIVE LEADERSHIP (AL)

AL-645 Mentoring: Strength Professional Practice (3 credits)

Successful mentoring embodies best educational practices and extends beyond building and classroom procedures. Through this course, students engage in research, discussion, and practice of issues relating to the mentoring process. Teachers, administrators, and support staff who seek to guide the development of teacher initiates and improve their own professional practice explore issues of teaching, learning, and assessment. They practice effective instructional strategies and performance-based assessment within the context of Wisconsin's academic standards, teacher restructuring goals, and professional development plans. They learn how to provide constructive feedback to teacher initiates within a collaborative, nurturing, environment. They also explore links to evaluation/supervision.

AL-665 Educate in Democracy: Equity & Diversity (3 credits)

Students 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 Leadership for School & Community Engage (3 credits)

In examining the multiple roles open to leaders within school communities—including principal, learning coordinator, program implementor, staff development director, and assessment center director—students 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 Frameworks for Curriculum Development (3 credits)

Students 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, and 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 Professional Interaction Simulation (0 credits)

Taken concurrently with AL-666 or DI-666, this 0-credit assessment is a simulation in which students 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 students.

Prerequisite(s): Concurrent with AL-666.

AL-671 Legal Aspects of Administration (3 credits)

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, students 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 Finance, Facilities & Human Resources Mgt (3 credits)

Students 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. Students 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 Strategies & Performance Mgt (3 credits)

This course is designed to provide an in depth understanding and development of business acumen necessary for effective school leadership. The role of the school leader is evolving and becoming even more challenging given the increasing complexities of navigating through administration to be strategic in thinking and accountable in performance. School leaders need to be equipped with the business knowledge of how to build and implement effective strategy at a high-level within the organization. From there, school leaders need to have the knowledge of management frameworks and processes to guide their actions in making sound business decisions and to successfully plan, monitor, and evaluate organizational performance.

Prerequisite(s): AL-672 completed

AL-697 Independent Study (1 credit)

If the student needs to develop a particular expertise not otherwise available through courses offered in the Master of Arts program, he or she may want to study with an "external" faculty member or professional mentor from another institution or organization. The Independent Study option makes this possible. To develop this study option, the student first meets with an Alverno advisor to outline a set of learning goals and then creates a proposal that explains the learning goals and how they will be achieved, including how learning will be assessed. The proposed study must qualify as graduate-level work; it may include auditing a course, completing a specified set of learning experiences such as workshops, or engaging in directed study. The external professional must agree to establish a systematic learning relationship with the student, and write periodic evaluations of student performance. The student may receive up to 3 credits. The external professional receives an honorarium.

AL-750 Admin Standards-Proposal/Practicum (0 credits)

Taken concurrently with AL-751, this 0-credit assessment requires students to present their proposal for the practicum experience, demonstrating that their plan meets the criteria of the state Administrative Leadership Standards.

Prerequisite(s): Concurrent registration in AL-751.

AL-751 Practicum:Administrative Leadership (2 credits)

For the practicum, students are assigned to a school setting for 350 hours and work closely with the administrator of that site. They gain experience taking responsibility for a range of administrative leadership functions and relate educational administrative theory to the applied profession of educational administration. Building upon their prior study of the theoretical, practical, and legal foundations of administration and supervision, students carefully analyze problems in school administration and address these in an effective, well-planned, and consistent manner. They also explore the issues of conflict resolution, alternative education, media relations, partnership planning, and working with superintendents and principals.

AL-752 Practicum 2: Administrative Leadership (2 credits)

For the practicum, students are assigned to a school setting for 350 hours and work closely with the administrator of that site. They gain experience taking responsibility for a range of administrative leadership functions and relate educational administrative theory to the applied profession of educational administration. Building upon their prior study of the theoretical, practical, and legal foundations of administration and supervision, students carefully analyze problems in school administration and address these in an effective, well-planned, and consistent manner. They also explore the issues of conflict resolution, alternative education, media relations, partnership planning, and working with superintendents and principals.

Prerequisite(s): Concurrent registration with AL-754.

AL-754 Administration Standrds-Prelim Portfolio (0 credits)

Taken concurrently with AL-752, this 0-credit assessment requires students to create and present an administrative portfolio that provides evidence of meeting state Administrative Leadership Standards and a professional development plan based on self-assessment.