Graduate Newsletter

If you missed getting your student ID . . .
If you missed having a photo taken for your student ID, go to Student Affairs any weekday between 8:30 a.m. and 5 p.m.

Your student ID contains your library barcode and can be used in the La Verna Commons if you add funds to your ID.

Graduate Student Suggestion Box
A link to the Graduate Student Suggestion Box has been created on the Graduate News website http://lampout1.alverno.edu/masters for you to submit your suggestions, ideas, and comments regarding the Alverno graduate programs. We look forward to your feedback!

If you would like a personal response to your suggestion, please provide your name and email address.

Graduate Newsletter Publication Dates 2018

1) August 24
2) September 7
3) September 21
4) October 5
5) October 19
6) November 2
7) November 16
8) November 30
9) December 7

Learning is a life-long adventure. Each day we have the choice to “invest our lives with meaning and direction.” Whether enjoying hard earned successes in our learning process or being frustrated with complex and difficult problems, the investment is the same. Meaning isn’t cheap or easy. Learning isn’t just about being told what to do and then doing it; it’s about equipping ourselves with the ability to engage complexity and about being patient with ourselves when things don’t turn out “right” on the first try.

Learning is about taking yourself seriously; as seriously as you have ever taken anything. The learning process is imbued with the self-love that nurtures curiosity and forbearance, and the courage to challenge the self to go deeper, see more broadly, critique that which seems to be self-evident.

Learning is about taking the world seriously, with all of its challenges and imperfections. It means rising above cynicism to challenge what is and to help bring to fruition what can be. Learning requires that we equip ourselves with many perspectives of knowing; that we humble ourselves enough to admit we don’t already know everything. That’s why we’re learning.

“To take one’s self as one’s first and favorite pupil is to invest one’s life”. What a responsibility it is to be a learner. Along with every honor, each success, any milestone, comes the call to use what we know for the sake of a greater good; to reach and to keep reaching for how needs can be matched with opportunities and how knowledge can be tempered by mercy. If it is meaning you seek, you are indeed a learner. It is so good that you are here, in this community of learners, to hone your craft, be you teacher or nurse or administrator or counselor. Here you are invited to see the meaning in your learning and to invest proudly.

Sister Joel Read, OSF
Alverno College President 1968-2003

Sandra E. Graham
Director of Graduate Studies
### Upcoming Event Links

**Friday or Saturday**  
**September 21 - 22**  
*Connections: Submit Your Artwork for Annual Alumnae Juried Art Show*

**Friday, September 28**  
Alumna Author Talk: Hospice Chaplain

**Fall Fest 2018**  
**October 5 - October 6**  
*Friday - Saturday*

**October 11 - October 24**  
Alverno Helps Milwaukee Vote  
Poll Worker Training Sessions  
Various dates and times available

**Thursday, October 18**  
Servant Leadership Discussion

**Wednesday, October 24**  
What Guides and Awakens You?

### Alverno Campus’ Online Calendar of Events

A direct link to all campus events

https://scheduling.emp.alverno.edu/mastercalendar/MasterCalendar.aspx

### Alverno College’s Commitment to Diversity, Inclusion and Compassion

*"Where there is hatred, let me sow love; where there is injury, pardon; where there is doubt, faith; where there is despair, hope; where there is darkness, light; where there is sadness, joy."

—from The Peace Prayer of St. Francis*

Alverno College is an active learning community founded on Catholic, Franciscan values and shaped by research from across academic disciplines and professional fields in service of our mission: to educate students in a collaborative, inclusive, compassionate and supportive atmosphere.

These Catholic and Franciscan values call on us to cherish the full diversity of human identity, to acknowledge differences in identity as the work of God, and to act together across differences to oppose oppression. Our values challenge us to view the world through a lens of compassion without judgment. Our values compel us to build compassion within ourselves where we fail to find that compassion with ease.

Alverno College strives to nurture, promote and protect the academic, personal and professional development of students, colleagues and guests by embracing individual identities. We pledge continual action toward building a safe environment for all members of our community by creating policies and curricula that fortify our ability to value, strive and succeed within and across diverse populations.

The College recognizes that each of us relies on aspects of our personal identities, histories and experiences for self-definition and strength, and that each of us has a right - an imperative - to explore, express and evaluate those identities and experiences in the context of higher education. Our right to this exploration must come without fear of stereotype and discrimination, and it must not be exercised to the exclusion or harm of others. When conflicts arise, we will work to find resolutions that affirm each member’s humanity and value.

In pursuing our personal and professional goals at Alverno, we learn to negotiate and to inhabit the shared spaces that construct not only the college community, but also the workplace and the broader global community, whether we interact in person or online. We accomplish this objective through continual self-assessment (recognizing and critiquing the foundations of our values, beliefs and knowledge) and social interaction (learning to communicate across differences).
Alverno College’s Commitment to Diversity, Inclusion and Compassion

How do we live our commitment to diversity, inclusion and compassion?

"Lord, make me an instrument of thy peace."
—from the Peace Prayer of St. Francis

- We promote diverse working and social groups and acknowledge that a peaceful and inclusive community is a shared responsibility.
- We focus on observing and developing one’s own abilities and goals.
- We call upon the common core of all world faith and value systems — compassion — and ask students, faculty, staff and visitors to engage in civil discourse so as to arrive at understanding, if not agreement.
- We recognize the challenges of cross-identity communication, thereby committing to a program of study that examines the causes and impacts of cross-identity conflicts and reinforces skills to help us to cross those boundaries peacefully, respectfully and effectively.
- We affirm that the disciplines represented within the Alverno curriculum each promote inclusion and diversity among professionals and clients as part of ethical professional conduct.
- We nurture our commonalities and celebrate our divergences — the pieces of our individual identities that together comprise our powerful and inclusive whole.

Approved by Admin Council
May 23, 2018
Contribute YOUR News!
If you have a new position, made a presentation, received an honor, or have other news to share, please send the details to your program director:

desiree.pointer-mace@alverno.edu

Desiree Pointer-Mace
Ph.D.
Director of Education
Graduate Programs

Dr. Desiree Pointer-Mace holds an M.A and Ph.D. in Education from the University of California at Berkeley and a B.A. in Cognitive Science from Vassar College. She began her career as a Spanish bilingual teacher. Over the past 25 years Desiree has focused on innovative education practice and performance assessment. She is the author of “Teacher Practice Online: Sharing Wisdom, Opening Doors” (2009) and a founding co-editor of Inside Teaching and Inside Writing Workshop. As a Professor of Education and Director of Education Graduate Programs in the School of Professional Studies since 2007, Desiree has led professional development and educator preparation at the local, state, national and international levels. Since 2014, she has advanced work in Argentina and Uruguay focused on reform in teacher learning. She lives with her children Simone and Myles, and her spouse, Michael. They are outnumbered in their home many times over by musical instruments.

Alverno Advanced Education Abilities in Argentina!

The ability-based structure of Alverno College has long served as a model for other learning organizations, in primary and secondary school settings as well as for other colleges and universities. Many international faculty have attended Alverno College’s annual assessment institute, an intensive experience designed to engage faculty in applying features of this model to their settings.

In 2010, the Education faculty in the Catholic University of Argentina campus in Buenos Aires started a process of looking for innovative models in teacher education, because they wanted to engage in a redesign and reconceptualization of their programs. The consulted key literature around different innovative models, one of which was Alverno College. Those colleagues became convinced over time that the value of the ability based model was going to be tremendously helpful to them in their reconceptualization and redesign of an innovative model that they could use in their context, even though teacher education in Argentina is highly distinct from teacher education in the United States. They felt that the humanistic commitment to learning that shines through in the ability based model was one that strongly resonated with them.

In 2012, the former dean of the School of Education and Professor Emerita Dr. Mary Diez went to Argentina for a month and engaged in an academic visit involving deep and intensive work with the UCA faculty, helping them think through what ability-based education would look like in their context. In 2014 and then every year since, Graduate Education Program Director Dr. Desiree Pointer Mace has continued this work, similarly engaging in the same collaboration. Some of that has involved her teaching different groups of people, including a postgraduate course every single year with a different focus, as well as smaller workshops that are either in state schools, private schools, ministry settings, and organizations. When she's not presenting, she’s engaging with these faculty colleagues around their creation of an ability based teacher education, launching two programs: one in initial and one in primary education in March of 2017.

Continued on next page.
**Contribute YOUR News!**
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desiree.pointer-mace@alverno.edu

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**Continued...**

**Alverno Advanced Education Abilities in Argentina!**

In these five years, UCA has moved from highly conceptual work, to highly strategic work, to highly implementational work. The new programs have a cohort model of initial and primary students. They enrolled 50 in their first year and 50 in their second year, so the program expands each year. In their case, they use the Advanced Education Outcomes of Alverno as their ability-based model, because of their professional focus on teacher education: these abilities for educators are Conceptualization, Communication, Coordination, Diagnosis, and Integrative Interaction. The UCA post graduate courses have been attended by people all over the country and increasingly by people in other countries as well, including Peru. This collaboration has been tremendously powerful learning for Dr. Pointer Mace and very interesting simultaneously. It’s a way that Alverno College continuously learns from engagement with others around our model. By sharing, by teaching, we learn. By learning, we have more to share and to teach.
**Master of Business Administration**

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If you have a new position, made a presentation, received an honor, or have other news to share, please send the details to your program director:

*stephani.richards-wilson@alverno.edu*

**Stephani Richards-Wilson, Ph.D.**
**Director of MBA and Organizational Development**

Dr. Stephani Richards-Wilson is the Director of Graduate Business Programs which include the MBA program, the Master of Arts in Organizational Development, and the Master of Arts in Instructional Design. She has been at Alverno two years and teaches at both the graduate and undergraduate student levels. Her first doctorate is from the University of San Diego and her second is from the University of Wisconsin-Madison. Her corporate experience is in international marketing and her research focuses on business education and corporate social responsibility. She will be advising all graduate business students and looks forward to meeting them soon!

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**Congratulations! MBA Student Promoted**

Alverno MBA student **Brina Elliot** was recently promoted at Prairie Land Towing in Sun Prairie. She is interested in starting a graduate business student organization at Alverno and looks forward to connecting with fellow students about networking and professional development ideas.
Contribute YOUR News!
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becky.engen@alverno.edu

Rebecca Engan  
Ph.D.  
Director of Master in Music Therapy

Dr. Becky Engen is an experienced music therapy clinician and educator. With the equivalent of 15 years' full time practical work primarily in the areas of adult psychiatry and general medicine combined with 20 years of teaching at the collegiate level, she is prepared to build the new MMT Program at Alverno. She has co-authored a new textbook, *Functional Voice Skills For Music Therapists*, available this week (!) from Barcelona Publishers. Her history of service to the profession spans leadership in three national organizations including current membership in and co-chair of two committees for the American Music Therapy Association.

Official Approval and Recognition

We are pleased to announce that the Master's in Music Therapy Program has received official approval and recognition from the American Music Therapy Association. For this first year only, we will be accepting new applicants for a January start. Please help us to spread the good word.
Contribute YOUR News!
If you have a new position, made a presentation, received an honor, or have other news to share, please send the details to your program director:

rachel.reinders@alverno.edu

Rachel Reinders
Ph.D.
Director of Community Psychology

Dr. Rachel Reinders graduated from UW-Milwaukee with a degree in Counseling Psychology, after completing her Master's degree in Community Counseling there as well. She is a Licensed Professional Counselor (LPC) and a Nationally Certified Counselor (NCC).

Rachel currently works at Psychological Assessment Services, LLC, completing psychological evaluations. She has clinical experience in inpatient psychiatric populations, community clinics, and substance abuse clinics. She is bilingual in Spanish and has made it a priority to provide culturally and linguistically competent care for monolingual Spanish-speaking clients.

Rachel has two kids, a dog, and a cat, and she enjoys reading and biking.

MCP Internship Meeting

Our MSCP Internship Student Orientation will take place on:
Saturday, October 20
12:15 p.m. - 12:45 p.m.
Room is FO 148.

This is a required meeting for any student planning to begin practicum/internship in Summer or Fall 2019. This orientation takes place in the fall and spring semesters. We will discuss the process of finding and beginning an internship, which should take place in your final year of the program.

Starting this year, we are asking attendees to register for MCP 698 to attend. In order to do this, students who wish to attend will need to send an email to the registrar (registrar@alverno.edu) from your Alverno email address to request to be added to the course.

If you are unsure about when you will begin internship, I recommend referring to your MSCP handbook for guidance and contacting your advisor if you have further questions. As a general suggestion, most students complete their internship in the final three semesters of their graduate program. In addition, you will need to have successfully completed MCP 660 and 680 (and MCP 688 is highly recommended) PRIOR to the semester you begin your internship. That being said, we start the process very early to ensure that you will have time to secure an internship.

You must go through the application process and be approved by faculty before you may secure an internship. Applications will be due November 15 to be eligible to begin in Summer or Fall 2019.

Upcoming Conference: September 26 - 28

The Healing Trauma, Healing Communities Conference will take place at the Wisconsin Center September 26 - 28. This event is hosted by Scaling Wellness in Milwaukee (SWIM) and SaintA. If you are a mental health provider, this is a great event to attend. More information can be found here:
http://sainta.org/event/healing-trauma-healthy-communities-conference-2018/

MCP Faculty Retreat on the Milwaukee River
Educational Specialist in School Psychology

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jeffrey.molter@alverno.edu

Jeffrey W. Molter,
Ph.D.
Director of School Psychology
(Master and EDS)

I am very excited to be at Alverno, where I am serving as the program director for the school psychology program. This is a new program at Alverno and we are welcoming our first group of graduate students this Fall. Until my retirement in June, I worked in the Milwaukee Public Schools, where I began as a school psychologist and eventually became manager of psychological services and allied health. I am also licensed clinical psychologist and have worked in a variety of settings in the last 25 years.

Meeting the Need for School Psychologists

With expertise in both education and mental health, school psychologists are uniquely qualified to help address the needs of students and schools. This means addressing challenges such as poverty, mental and behavioral health issues, bullying, homelessness, increasing cultural and linguistic diversity, record high student enrollment—to name just a few. All these challenges argue for the critical importance of the services provided by school psychologists. Regrettably, research suggests that longstanding shortages of school psychologists continue to threaten students’ access to needed school psychological services.

In a recent survey, most Wisconsin superintendents rated the availability of school psychologists in their area as “poor” to “terrible” (83.6%). In conversations with administrators, the comments about poor employment pools (or no employment pools) and the need to conduct a search very early in the process are frequently cited as concerns from administrators. Finally, 84.4% of superintendents classified the ability of the current school psychology programs meeting the district demands as “short” or “far short” of expectations. Superintendents of Wisconsin value school psychologists as an important component to both the academic and behavior challenges that districts are experiencing. When asked specifically about the shortage impacting the academic education of students, 70.2% “agreed” or “strongly agreed” that it was having an effect. On a similar question directed to the mental health needs of students, 76.9% indicated “agreed” or “strongly agree” that the shortage of school psychologists was negatively impacting students.

Responding to this critical shortage, Alverno developed a school psychology training program this Fall. The training requirements to become a school psychologist are a minimum of 60 graduate semester hours including a year-long internship. This training emphasizes preparation in mental health, child development, school organization, learning, behavior and motivation.
Contribute YOUR News!
If you have a new position, made a presentation, received an honor, or have other news to share, please send the details to your program director:

diane.duffy@alverno.edu

Diane Duffey  
MSN, Ph.D., RN  
Director of Nursing  
Graduate Programs

Since coming to Alverno College in 2004, I have taught both undergraduate and graduate nursing courses. I received my baccalaureate in nursing degree from the University of Wisconsin-Milwaukee (UWM), my master of science in nursing degree from Marquette University, and my doctoral degree in political science from the University of Minnesota. I have a particular interest in health policy, especially comparative health policy.

Save the Date!

Nursing Graduate Students’ Brown Bag  
Saturday, October 20  
12 — 1 p.m.  
Alexia Hall 201

Purpose:
♦ Meet with Director of Graduate Nursing Program  
♦ Opportunity for program updates and to ask questions

(Coffee and popcorn provided)