2017-2018 COURSE CATALOG
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This catalog serves as a resource for degree requirements, course information, policies and procedures, and information about Alverno College as of September 13, 2017. Information herein is subject to change until that date. Changes that occur after that date will be included in the next catalog.

This catalog 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 catalog. Students should check course registration materials including their academic evaluation each semester for current information. Alverno College does not discriminate on any basis prohibited by law.
COLLEGE INFORMATION

This section contains general information about Alverno College, including information on policies and procedures, degree requirements and services and resources available on campus. Make sure to visit www.alverno.edu for even more information.

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MISSION STATEMENT

Alverno College prepares women for lives of personal and professional distinction and meaningful engagement with the world.

Alverno extends this mission by offering graduate and adult programs to women and men.

Inspired by its Catholic, Franciscan, and liberal arts heritage, the College intentionally creates an inclusive community that engages students in active and collaborative learning and fosters academic excellence.

Our success is not measured in awards and recognitions (https://www.alverno.edu/aboutalverno/awardsrecognition.php). It’s measured by changing the world, one student at a time. Every aspect of the College is focused on engaging you, the student. From our curriculum (https://www.alverno.edu/academics/ouruniquecurriculum) and campus life (https://www.alverno.edu/campuslife) to our faculty, President’s office (https://www.alverno.edu/presidentsreport.php) and Board of Trustees (https://www.alverno.edu/aboutalverno/trustees.php), our mission is to prepare you to be successful in all aspects of your life.

Curriculum

Our curriculum was designed by our faculty for the sole purpose of meeting the educational goals of our students through a philosophy and a program of education.

The curriculum is ability-based (https://www.alverno.edu/academics/ouruniquecurriculum/the8coreabilities) and focused on student outcomes integrated in a liberal arts approach. It is rooted in Catholic tradition and designed to foster leadership and service in the community. It is flexible, to accommodate your educational goals with your diverse responsibilities. It is affordable, to accommodate your economic circumstances (https://www.alverno.edu/financialaid).

A community of learning

Your personal and professional development (https://www.alverno.edu/academics/resourcesforstudents) requires an environment of expectations for all – faculty, staff and students. We have built a community of learning in which all functions of the College support our students in meeting explicit expectations.

Alverno faculty, staff and students are committed to stating and achieving goals for the benefit of the community in which they serve.

Ties to the community

As part of our mission, we continue to develop and foster relationships with businesses, nonprofit organizations and professionals in various industries. These relationships help us understand and meet the needs of a changing workplace, effectively preparing you to not only enter a career (https://www.alverno.edu/career), but to become a leader.

Relationships with higher education

The ever-changing nature of higher education demands innovation, development and flexibility. It is the mission of our faculty and staff to be dedicated to the development of undergraduate education (https://www.alverno.edu/admissions/#firstyear) and to seek and be receptive to the evaluation of teaching methods and scholarly and research activities (https://www.alverno.edu/academics/resourcesforeducatorsresearchers).
ADMISSIONS

Undergraduate Weekday Students

Alverno College accepts women who have recently completed their high school education as well as women who have been out of school for some time. We seek women who have the ability and desire to succeed in college.

The college admits students of any color, race, religion, age, and national or ethnic origin. Alverno is authorized under federal law to enroll nonimmigrant alien students.

The Application Process

All applicants for a bachelor’s or associate’s degree must submit the following:

- An application for admission (Applications are available from the Alverno Admissions Office or at www.alverno.edu.)
- A nonrefundable $20 application fee (no fee if application is submitted online). Note: International applicants are not eligible to apply online.
- An official transcript of high school coursework or an official report of test results for the General Educational Development (GED) indicating a passing score
- Official transcripts from each college or university attended, if any
- Official American College Test (ACT) or Scholastic Aptitude Test (SAT) score report (for students applying directly from high school).
- A nonrefundable $20 application fee (no fee if application is submitted online). Note: International applicants are not eligible to apply online.
- An application for admission (Applications are available from the Alverno Admissions Office or at www.alverno.edu.)
- A nonrefundable $20 application fee (no fee if application is submitted online). Note: International applicants are not eligible to apply online.

Home-Schooled Applicants

Alverno welcomes applications from home-schooled students who demonstrate promise of success in college. We recognize the contributions that home-schooled students bring to college life both in the classroom and as part of student life. We encourage home-schooled applicants to help us get an adequate picture of their college preparation by providing us with the following documents:

- Transcript: A GED or transcript from a reputable home-school correspondence/umbrella program is acceptable. A home-prepared transcript is acceptable with a detailed roster of at least 17 academic units of high school coursework, including English, history, social sciences, mathematics, and natural science.
- Portfolio: To help us evaluate your readiness for college-level work, submit at least two substantive samples of work in each of the following areas: English, history, social sciences, mathematics, and natural science.
- ACT/SAT
- Letters of recommendation: Submit two letters of recommendation from individuals who are able to evaluate you not only as a student but also as a member of the community. These individuals might include employers, teachers, coaches, pastors, and so on.
- Communication Placement Assessment (CPA): See section on CPA on p. 12. You must complete the CPA before an admission decision is made.

International Applicants

To ensure that Alverno College has all the information and documents necessary to make a decision on your application for admission, please make sure that you submit all of the materials listed above and please note the additional steps you must take as follows:

Proof of English Language Proficiency

If you are an incoming international student and English is not your first language, you must provide proof of English language proficiency before Alverno will issue Form I-20, the Certificate of Eligibility for Nonimmigrant (F-1) Student Status. The college accepts proof of English language proficiency from TOEFL, IELTS, or STEP Eiken, as follows:

- Test of English as a Foreign Language (TOEFL) (http://www.toefl.org) A minimum TOEFL score of 520 (written) or 190 (computer) or 68 (Internet) is required. The Alverno school code is 1012. Alverno requires receipt of an official copy of the test results directly from the testing service.
- International English Language Testing System (IELTS) (http://www.ielts.org) A minimum IELTS score of 5.5 is required. Alverno requires a photocopy of the Test Report Form bearing the Test Report Form number (TRF number).
- The Society for Testing English Proficiency, Inc. (STEP Test) (http://www.eiken.or.jp) A minimum STEP grade of Pre-1 is required. Alverno requires receipt of an official copy of the test results directly from the testing service.

Evaluation of Foreign Credentials

Your non-U.S. transcripts must be evaluated by a foreign credential evaluator such as Educational Credential Evaluators, Inc. (ECE) (http://www.ece.org), or Education Evaluators International, Inc. (http://www.educei.com). Choose a “general” evaluation of your secondary school records and a “course by course” evaluation of your university/college transcripts.

Statement of Evidence of Financial Support

Provide Alverno with official (i.e., certified) evidence of your financial ability to live and study in the United States for the first academic year. Follow the instructions on the college’s Statement of Evidence of Financial Support form.

Certification of Intent to Transfer from Transferring F-1 Students

If you are an F-1 student wishing to transfer from another U.S. college or university, you must submit the Alverno form International Student Notice of Intent to Transfer In. This form can be obtained from the Alverno International & Intercultural Center.

Questions concerning this information should be directed to the Alverno College International & Intercultural Center at admissions@alverno.edu or at 414-382-6008.

All applicants are invited to submit any additional documents that they feel may assist the Admissions Committee in evaluating the application.

<table>
<thead>
<tr>
<th>Student Type</th>
<th>Application Fee</th>
<th>High School Transcript</th>
<th>College Transcript</th>
<th>Test Scores</th>
</tr>
</thead>
<tbody>
<tr>
<td>New Student</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X (1, 2)</td>
</tr>
<tr>
<td>Transfer</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
</tr>
</tbody>
</table>
Criteria for Admission
Generally, eligibility for admission is based on a combination of the following factors:

- Graduation from an accredited high school with a minimum GPA of 2.0. A student whose GPA falls between 2.0 and 2.3 may need to petition the Admissions Committee, depending on her other credentials.
- Completion of 17 academic units of study in high school
- Rank in the upper half of the high school graduating class
- A minimum composite score of 17 on the American College Test (ACT). A student whose composite score is between 17 and 21 may need to petition the Admissions Committee, depending on her other credentials. Alverno also accepts SAT scores.
- Completion of the Alverno Communication Placement Assessment (if requested by Admissions)
- Evaluation of high school and/or college transcripts (coursework and GPA).

Candidates for admission to Alverno should have received credit for seventeen academic courses in high school. These should include four units in English, three units in history or the social sciences, three in mathematics, and three in the natural sciences. Two units in a foreign language are recommended.

Transfer Credits and Articulation Agreements
A student with previous college experience who enrolls at Alverno College receives a transfer credit evaluation. This evaluation is based on official transcripts that she has submitted to the college. Courses taken at an institution accredited by a regional or national accrediting organization recognized by the Council for Higher Education Accreditation and that show an earned grade of C or better are reviewed. At the time of registration, she receives notification of transferable coursework. These credits are listed on an official Transfer Evaluation form.

Alverno College holds articulation agreements with several two-year colleges in both Wisconsin and Illinois. A prospective student should check with the Admissions Office if she has questions about a particular school or major. Agreements exist for nursing, education, business and management, community leadership and development, international business, and psychology.

If a student has any questions about transfer credits prior to registration, she should contact an admissions counselor at 414-382-6100 or at 1-800-933-3401, or visit the Alverno website at alverno.edu.

Notification and Confirmation
Once an applicant has submitted the required credentials, the admissions staff reviews her application and notifies her of a decision within four weeks.

Accepted students confirm their acceptance by depositing $100 within one month of acceptance. This fee is refundable until May 1 for the fall term and until October 15 for the spring term.

Prior Learning Assessment
Through Prior Learning Assessment (PLA) processes, Alverno works with students to recognize the learning that they have already accomplished through a variety of life, work, and educational experiences. Students may earn college credits toward their degree by demonstrating how their learning experiences meet the requirements of a major or support area.

If a student decides to pursue PLA, the student and a faculty member work within the guidelines and policies developed by each discipline as they collaborate to determine the number of credits and assessment process that reflect the student’s experience and the expected learning outcomes. Policies set by the academic departments are designed to ensure that the student develops the depth and breadth of the arts and humanities along with the depth and breadth of the major and support areas that are expected of a quality baccalaureate program.

If a student would like her work to be considered for PLA, she should contact an admissions counselor at 414-382-6100 or at 1-800-933-3401. An administrative fee is charged for PLA.

If a student has taken college-level coursework in other accredited institutions, Alverno also offers a preliminary transfer evaluation, free of charge. The college encourages prospective students to submit accredited college transcripts for a preliminary transfer evaluation. Courses that transfer do not need to be assessed for credit for prior learning.

To determine if you may be eligible for college credit in Alverno’s Prior Learning Assessment program, ask yourself if you have:

- Used theory to understand life and/or professional experiences;
completed noncredit classroom experiences (e.g., courses, seminars, workshops, training, continuing education programs);
- Participated in paid or volunteer experiences related to an academic discipline;
- Created or developed a product, publication, artistic work, innovation, or program.

**Communication Placement Assessment**

Each entering student participates in an entrance assessment before registration. Some may participate in it as part of the admissions process. This half-day series of assessments provides us — and the student — with a detailed picture of her abilities in several areas crucial to college learning.

The Communication Placement Assessment’s primary purpose is to tailor the student’s program to her individual abilities and goals. She and her advisors use the results in selecting her initial courses and in deciding which ability levels she will develop for credit in each course. If the results show areas that might inhibit her successful work in college if not developed, she is referred to courses in Instructional Services.

The Communication Placement Assessment’s second purpose is to give the student a taste of assessment. Because assessment is a key element in her college learning, and is the way she earns credit toward her degree, we want her to become familiar and at ease with it before her coursework actually begins.

**Accessibility**

Alverno College makes every effort to provide accessible facilities and programs for individuals with disabilities. If you have a diagnosed disability and would like to request accommodations for any part of the admissions process, including the Communication Placement Assessment, please contact the coordinator for student accessibility at 414-382-6026.

**Registration**

The Alverno academic year consists of two semesters, approximately sixteen weeks each, and a summer session. Accepted students may begin in the fall or spring semester, and may submit registration materials once invited to do so. Continuing students register online each semester during the two-week period specified on the academic calendar.

**Interactive Online (IOL)**

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, in addition to being able to register online, students can access general academic information such as class schedules, faculty information, and financial information.

**Course Schedules**

Every semester Course Offerings are available online approximately two weeks before the registration period. Ordinarily a course is offered if it meets enrollment expectations. Changes in course schedules are posted online.

**Adult Evening & Online Program**

**Admissions**

Alverno’s Adult Evening & Online program is designed for women who are seeking to complete a bachelor’s degree in business, communication, or liberal studies. Students with no previous college credits and those who have completed college courses are eligible for enrollment. Transfer credit evaluation and assessment for credit for prior learning (CPL) are available during the admissions process. Alverno admits students of any color, race, age, religion, and/or national or ethnic origin.

**Personal Assistance**

A member of the Admissions staff is available to work individually with interested students. Admissions counselors are available by phone, email, or in person during the day, Monday through Friday. Evening and weekend appointments are available by arrangement. Call 414-382-6100 or 1-800-933-3401 to make an appointment.

**Application for Admission**

To apply for admission, a student should:

- Submit an application online at alverno.edu.
- Arrange for the Admissions Office to receive:
  - Official college transcript(s) from all institutions attended
  - Official high school transcripts with confirmation of graduation OR official record of GED completion.

**Enrollment and Registration**

Once a student’s file is complete, the Admissions Office reviews her credentials and notifies the student of her status within four weeks.

**Enrollment Confirmation**

A $100 enrollment confirmation fee (nonrefundable) is required of accepted students prior to registration. This fee is used as a tuition deposit.

**Registration for Classes**

After acceptance, students are registered for the first class. Schedule and orientation materials are mailed to students after registration.

**Orientation to the Program**

Orientation to the Adult Evening & Online program is required and takes place in GEO-100, a zero-credit course that introduces the student to the campus, available resources, and the technology necessary to participate in this program.

Topics covered:

- Ability-based curriculum
- Hybrid learning format
- Alverno’s learning management system (Moodle)
- Technology and library resources
- Student services

The student also participates in and completes a Social Interaction Level 1 assessment.
ACCREDITATION

Alverno College is accredited by the following professional organizations:

- The Higher Learning Commission of the North Central Association of Colleges and Schools
- National Council for Accreditation of Teacher Education
- Wisconsin Board of Nursing
- Commission on Collegiate Nursing Education
- National Association of Schools of Music
- American Music Therapy Association
ACADEMIC POLICIES AND PROCEDURES

Undergraduate Weekday Students

Student Handbook
The Student Handbook is published annually and is part of the Alverno College Catalogue. The Catalogue contains five documents — this Alverno College Bulletin, Course Offerings, Academic Evaluation and Student Validation Report, Student Handbook, and Resident Hall Handbook for residents. Most of these documents are available online.

These documents describe the philosophy of our teaching and learning, the courses offered each semester, the resources, support services, information, and policies at Alverno College. Please read each of the catalogue documents carefully. The Student Handbook policies are applicable to all current students. All students are responsible for knowing and adhering to the policies stated in the current Student Handbook.

Student Records
Alverno College follows the guidelines set forth in the Family Educational Rights and Privacy Act of 1974 in maintaining the privacy of student records.

Transcripts for each Alverno student list the courses she has satisfactorily completed and the levels in which she has demonstrated her abilities. An explanation of the eight abilities and the levels within them accompanies each record.

Courses from which a student withdraws or that she does not complete satisfactorily are not listed.

A report of each student’s progress is available online approximately one week after the close of the semester. It lists the courses and validations she has completed.

Evaluation of Students
The College requires all students to meet the standards established by the faculty for ability in given disciplines. In all courses listed on the official transcript, the student has met these standards. Courses in which the student did not meet these standards or criteria are not recorded.

A student must successfully complete the courses and external assessments required for her major(s) and support area(s) of study as printed in this bulletin for the semester and year of her entry.

Class Attendance
Since classes at Alverno involve active participation through discussions and small-group or laboratory work, attendance is expected. See the Registrar’s Office webpage for additional comments regarding attendance.

Incompletes
An instructor may give a student an “incomplete” for a course if there is evidence that such action is in the best interests of the student. An incomplete deadline is stipulated by the instructor.

An incomplete in a prerequisite course must be satisfactorily removed and reported to the Registrar’s Office before the student can begin a subsequent course(s). If the incomplete is not removed, an “unsatisfactory” is awarded.

Prerequisites
If a student does not successfully complete the prerequisites for a course for which she is registered, that course is dropped from her schedule.

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 she is experiencing difficulty, the Status of Students Committee evaluates her complete record.

The Status of Students Committee may place a student on academic probation. The intent is to alert the student and her advisor to the student’s academic difficulty and to ensure that she takes action to improve her 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 she is no longer making satisfactory progress, she is subject to academic dismissal.

Leave of Absence
If a student wishes to withdraw temporarily, she may become a student-on-leave for one to four semesters. Forms are available in the Advising Office.

Withdrawal
A student may withdraw from any course for which she is registered by following procedures outlined on the Registrar’s Office webpage.

If a student chooses to withdraw from the college, she must make an appointment with her advisor. Refund of tuition is related to the date that she officially drops her classes with the Registrar’s Office. Procedures and refund policies are outlined more fully on the Business Office webpage and in the Financial Policies section of this bulletin.

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

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 available for pickup within 48 hours. Send written requests for transcripts to:

Registrar’s Office
Alverno College
PO Box 343922
Milwaukee, WI 53234-3922

Graduate

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 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.

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 POLICIES

Please find information on financial policies for weekday undergraduate students (p. 15), graduate students (p. 16), and adult, evening, and online students (p. 16) below:

Weekday

Alverno College Payment Policy
The Alverno College Business Office is dedicated to providing students with the necessary services to fulfill their financial obligations to the college while maintaining the college’s commitment to an affordable education. We do this primarily through educating students on financial responsibilities, coordinating collection activities, and facilitating interdepartmental communications. We approach each situation with flexibility and creativity to address the needs of each individual student while maintaining an environment of mutual trust and respect. We promote the college’s mission by consistently serving students in a courteous and respectful manner, resulting in a positive effect on recruitment and retention.

The Business Office sends out semester billing statements at the end of April for the summer term, in early July for the fall term, and in early December for the spring term. If you are enrolled for a term and you do not receive a billing statement within the timeframes noted here, call the Business Office to request a billing statement. You are responsible for your charges whether or not you receive a billing statement in the mail.

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 the Agreement carefully, as this form is meant to help students understand their financial obligations.

To withdraw from a course or courses, you must contact the Registrar’s Office or the Professional Advising Office to fill out the necessary paperwork. Nonattendance does not drop a student from a course. You are still responsible for all tuition and fees associated with the course. The date that the paperwork is processed determines the amount of tuition adjustment, if any.

If you choose to switch programs (e.g., from Weekday College to Alverno on the Weekend, from nursing to a non-nursing program) before the official start date of the semester, any tuition adjustment resulting from the change is effective for that semester. However, should you choose to switch programs after the official start date of the semester, your tuition rate will not be adjusted until the following semester.

An account becomes delinquent when a student fails to pay any balance when due. A student with a delinquent account is not entitled to receive progress reports, transcripts, or a diploma. In addition, a student may not register for a future semester or occupy a room in the Residence Hall until the account is paid in full or is current on the monthly payment plan.

Email is our primary form of communication with students. It is important that students consistently check their Alverno student email for important information.

Payment Options

Traditional Semester Payment
Pay in full by the specified due date on your Statement of Account. 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 (414-382-6122) 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:

1. Monthly payment by cash, check, or credit card. To offset administrative expenses, there is a $50 service fee for this option.
2. Monthly payment by ACH. There is no service fee for this option.
A voided check or bank documentation with routing and account number is required.

Additionally, if payments are being withdrawn from an account other than the student’s, the account holder is required to sign the form. ACH payment plans submitted without this information will be charged $50 and enrolled in the regular monthly payment plan.

Please Note: To alter or cancel the payment plan, we must receive written notice at least five business days prior to the next scheduled withdrawal.

Payment by a Third Party Sponsor
Alverno College will bill 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 will send your invoice directly to the third party.

Employer Reimbursement
Employer reimbursement forms are available in the Registrar’s Office and should be completed each semester. 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.

Financial Aid
You must complete the FAFSA in order to receive financial aid. Generally, you must be enrolled for a minimum of 6 credits as an undergraduate student or 3 credits as a graduate student (enrolled in a master’s degree program) to receive financial aid. All financial aid funds are applied to student accounts regardless of whether there is a balance due or the account is paid in full. Financial aid awards are based on both financial need and the number of credits a student is taking. Therefore, any changes in semester hours may affect financial aid eligibility.

Refunds
Refunds resulting from a financial aid credit balance on student accounts are not available until after classes have started and financial aid has been disbursed to student accounts. Refunds are issued within 14 days of the credit balance occurring. All refunds will be mailed — no exceptions.

Tuition Adjustment Schedule
Students who register and subsequently drop their courses are subject to the tuition adjustment schedule below. Any tuition adjustment is
determined by the date that the Registrar’s Office or Professional Advising Office receives the required forms.

<table>
<thead>
<tr>
<th>Student drops</th>
<th>Student pays</th>
</tr>
</thead>
<tbody>
<tr>
<td>Before course begins</td>
<td>0%</td>
</tr>
<tr>
<td>Day 1 through 7</td>
<td>0%</td>
</tr>
<tr>
<td>Day 8 through 14</td>
<td>35%</td>
</tr>
<tr>
<td>Day 15 through 21</td>
<td>55%</td>
</tr>
<tr>
<td>Day 22 through 28</td>
<td>75%</td>
</tr>
<tr>
<td>Day 29 and after</td>
<td>100%</td>
</tr>
</tbody>
</table>

Graduate

Tuition and Fees for Graduate Programs

<table>
<thead>
<tr>
<th>Course</th>
<th>Fee</th>
</tr>
</thead>
<tbody>
<tr>
<td>MAE Graduate Credit¹</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 (for admissions services)</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 (nonrefundable, but applied toward tuition)</td>
</tr>
<tr>
<td>Graduation Fee</td>
<td>$130</td>
</tr>
<tr>
<td>Returned Check Fee</td>
<td>$35</td>
</tr>
</tbody>
</table>

¹ 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 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.

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:

1. Monthly payment by cash, check, or credit card. To offset administrative expenses, there is a $50 service fee for this option.
2. 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.

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.

Financial Policies
promote the College’s mission by consistently serving students in a courteous and respectful manner, resulting in a positive effect on recruitment and retention.

The Business Office sends out semester billing statements approximately one month before the start of each class. If you are enrolled for a term and you do not receive a billing statement within the timeframe noted here, call the Business Office to request a billing statement. You are responsible for your charges whether or not you receive a billing statement in the mail.

**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 the Agreement carefully, as this form is meant to help students understand their financial obligations.

To withdraw from a course or courses, you must contact the Registrar’s Office or the program director to fill out the necessary paperwork. Nonattendance (during the first class) drops a student from a course and may drop a student from a program. The program director determines a student’s status in a program. You are still responsible for all tuition and fees associated with these courses.

An account becomes delinquent when a student fails to pay any balance when due. A student with a delinquent account is not entitled to receive progress reports, transcripts, or a diploma. In addition, a student may not register for a future semester or occupy a room in the residence hall until the account is paid in full or is current on the monthly payment plan.

Email is our primary form of communication with students. It is important that students consistently check their Alverno student email for important information.

**Payment Options**

**Traditional Semester Payment**

Pay in full by the specified due date. 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 IOL under Financial Information, View Account, and Make Payments, to use a checking account, Visa, MasterCard, Discover, or American Express. You can also click on the Pay Online link.
- 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:

1. Monthly payment by cash, check, or credit card. To offset administrative expenses, there is a $50 service fee for this option. (If you choose to make your payment-plan payments online through IOL each month, your payment plan falls into this category.)

2. Monthly payment by ACH. There is no service fee for this option. A voided check or bank documentation with routing and account number is required. Additionally, if payments are being withdrawn from an account other than the student’s, the account holder is required to sign the form. ACH payment plans submitted without this information will not be processed.

**Please Note:** To alter or cancel the payment plan, we must receive written notice at least five business days prior to the next scheduled withdrawal.

**Payment by a Third-Party Sponsor**

Alverno College will bill 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 will send your invoice directly to the third party.

**Employer Reimbursement**

Employer reimbursement forms are available in the Registrar’s Office and should be completed each semester. 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.

**Refunds**

Refunds are processed in accordance with federal regulations for all Federal Title IV credit balances and in accordance with College policy for all other credit balances. All refunds will be mailed — no exceptions.

To receive your refund check:

- Your account must show a credit balance.
- Your financial aid hours and semester hours must match.

**Tuition Adjustment Schedule**

In the event it becomes necessary for you to drop courses or to withdraw from the College, it is your responsibility to contact your program director or the Registrar’s Office to complete the necessary forms. The date on which you make this contact determines the amount of tuition adjustment, if any, you receive (see adjustment schedule below). Students must officially drop all courses when not attending.

Nonattendance (during the first class) drops you from a course and may drop you from a program. You are still responsible for all tuition and fees associated with these courses.

When a course is dropped, the following adjustment schedule is used:

<table>
<thead>
<tr>
<th>Student drops</th>
<th>Student pays</th>
</tr>
</thead>
<tbody>
<tr>
<td>Before course begins</td>
<td>0%</td>
</tr>
<tr>
<td>Before the second week of class begins</td>
<td>0%</td>
</tr>
<tr>
<td>After the second week of class begins, but before the third week begins</td>
<td>50%</td>
</tr>
<tr>
<td>After the third week of class begins</td>
<td>100%</td>
</tr>
</tbody>
</table>

**Students Receiving Financial Aid**

Your financial aid is based on the total number of registered credits for an entire semester. Failure to start a second course in a semester or withdrawing from a course (officially or unofficially) requires a recalculation of financial aid received. This may require a repayment of all or part of a refund, if received. Please contact the Financial Aid Office if you plan to withdraw from a course.
Students Completely Withdrawing
Financial aid recipients are subject to federal, state, and institutional refund policies (different from the adjustment schedule above). Aid is not considered earned until 60% of the semester has passed. Withdrawals prior to this point require a portion of financial aid funds to be returned to their original funding source. You may owe the College money. Please consult with your advisor and the Business Office before you withdraw from the College.
CURRICULUM

Developing Ability-Based Education

In 1968, the changes began that triggered the metamorphosis of Alverno’s tested teaching strategies into the ability-based curriculum of today. Economic and social trends of the late 1960s already indicated that an unprecedented number of women looked forward to livelihoods outside of the traditional women’s fields of teaching, nursing, and music. And Alverno established a lay governing board composed of business and community leaders. Basic questions needed to be answered: What distinguishes the college? What does it do best? How can it do it better?

In 1968, the college also acquired a new president, Sister Joel Read. Like Sister Augustine, Sister Joel was a masterful teacher with a clear fix on the opportunities and challenges that lay ahead. She encouraged the faculty to continue its reflection on basic goals and teaching strategies, for she sensed there the beginning of a new vision for education.

Their prolonged study led to the basic premises of Alverno’s ability-based education, which was launched in 1973. Students responded well to the curriculum, in which the traditional aims of a liberal arts education were defined as eight performance abilities. In 1976, faculty expanded the curriculum by adding majors in business and management and professional communication, two fields that held strong appeal for women.

In 1977, faculty adapted the ability-based approach to a weekend timeframe, creating a way for working women to earn a college degree on weekends. Weekend College was an instant success, enrolling 251 students in its first semester. In 1996, Alverno offered its first graduate program — a master of arts in education — open to both women and men. And since then the college has developed three additional graduate programs — a master of science in nursing, a master of business administration, and a master of science in community psychology.

Today, Alverno’s ability-based curriculum is no longer a one-of-a-kind approach. The focus on abilities and assessment is spreading throughout higher education in America, Europe, Australia, and other parts of the world.

At Alverno, where the concept began, the renewal continues. Upon the retirement of Sister Joel Read, Dr. Mary Meehan succeeded her as president of the college. Under her able leadership, every year, refinements are made in both the expectations of students and the assessment of progress. Alverno educators of today do exactly what Alverno educators have done for more than one hundred years — they seek a better way.

Ability-Based Education: Knowledge with the Abilities to Apply It Throughout Life

When Alverno faculty planned a new curriculum in the early 1970s, they began by questioning what a college education should do for students after they graduate. What will best enable them to succeed in their careers? What insights will most enrich their lifetimes? What abilities will make a lasting difference in their homes, families, and communities? What will equip them to continue as independent learners able to adapt to and grow with a fast-changing world?

Gradually, faculty reached common agreement on what students need most for success after college. Knowledge with the abilities to apply it became the primary goal of their teaching. Working as a group, faculty

restroakeded the entire curriculum from start to finish to assure that every course helped students advance that goal. To unify their teaching, they organized the entire curriculum around eight abilities that require a broad range of knowledge and a great deal of practice.

The Eight Abilities

People everywhere devote significant amounts of time daily to analyzing problems, finding solutions, sharing ideas and information, making decisions, reaching agreements with others, and determining what is ethical and what is not. Such actions are the bedrock of being an informed and responsible person. The goal of learning is to do them as well as possible.

Every college hopes that its curriculum helps a student develop these abilities to highly sophisticated levels. No college takes this development more seriously than Alverno, where mastery of them has been the heart of the curriculum and the explicit goal for every student since 1973. Because of this unique emphasis, Alverno’s curriculum, like that of other colleges in many ways, is quite distinctive in others.

Like every college, Alverno believes that a student is best prepared for the future when she understands a variety of subject areas — like the arts and humanities, the sciences and social sciences.

This general education is concentrated in a student’s first several semesters, but extends throughout her college career. The balance of her time is spent in concentrated coursework for her major and support area (minor) and in elective courses that correspond to her special interests. In all courses, the student finds ideas that are timeless and true, questions that are forever ponderable, and information that is as up-to-date as Alverno faculty can make it.

But as valuable as it is, this knowledge alone is not enough. Woven through all classes are learning experiences designed to help students advance to successively higher levels of sophistication in each of eight abilities. A science course, for example, helps a student develop problem-solving, valuing, and communication abilities. The eight abilities give backbone to Alverno’s curriculum, uniting it with a common purpose for teaching and an organizing framework for learning.

Students choose a course for both the subject matter and the abilities it offers. At each course’s beginning, a student “contracts” to advance in several of the eight abilities.

Faculty have defined six levels of sophistication for each of the eight abilities. To graduate, a student must achieve the fourth level in all of them. In addition, every student must fulfill the requirements for a major and two support areas. These requirements vary somewhat from department to department, but they generally involve the fifth or sixth level of competence in those abilities that are most closely related to the student’s selected major and support areas of study.

An Active Approach to Learning

The emphasis on knowledge with the abilities to apply it changes the way students learn and the way teachers teach. Classes contain fewer lectures and more discussions, projects, and other experiences aimed at more actively engaging students in their learning. Outside class, a student generally finds that she is memorizing less and developing her understanding more.

Some learning takes place off campus in the professional world. Every student takes part in at least one internship, where she has a chance to match her knowledge and ability against on-the-job demands. Some
students also use “travelships” — grants to help defray the cost of travel — to participate in workshops, seminars, and courses around the United States and abroad.

Ability-based education also encourages more student-teacher interaction. Because the faculty’s role is to help each student learn and to apply what she learns effectively, teachers generally spend more time with students on an individual basis.

Assessment: Judgment of Knowledge in Action
Alverno’s method of evaluating students, called assessment, helps a student and her teachers judge the quality of her learning, which includes subject matter integrated with the eight abilities. Unlike a test, an assessment does not just evaluate what the student knows. An assessment is a complex activity specifically designed for her to demonstrate what she can do with what she knows. This is how she earns her academic credit, as she shows increasingly sophisticated levels of ability.

The difference between traditional testing and assessment is best illustrated with an example. In American history courses everywhere, students are expected to understand the causes of World War II. An assessment at Alverno might ask her to assume the role of a U.S. senator in 1939 and deliver a speech explaining to other senators why events in Europe and Asia will inevitably involve America in a global conflict. This assessment requires understanding of the facts and their context, application of them in a specific situation, and demonstration of critical thinking and persuasive speaking ability.

Students tell us that assessment is a unique part of being at Alverno. Dozens of times on her way to a bachelor’s degree, a student has a chance to show how she is developing her knowledge and abilities by participating in assessments.

She may solve a problem in a science lab, lead a panel in a psychology class, or perform and analyze a prelude for a music history course. She may spend six weeks working on a project as an intern at a local firm or agency. She may spend six hours taking the role of a civic leader in a day-long simulation exercise. She may spend sixteen minutes presenting her point of view in a videotaped group discussion.

Sometimes a student’s assessments take place in the Assessment Center. More often, they occur right in her class or fieldwork setting. Always, she knows long beforehand what she will be asked to do. She knows the specific standards she is required to meet. Usually she also has opportunities for practice with assessments similar to the ones that contribute to her credits.

Assessors and Individual Feedback
Each assessment includes individual feedback. The whole purpose is to enable the student to see what she knows and what her abilities are, and how she can develop further. She and her assessors go over her performance carefully. Her assessors may include not only her instructor, but also other faculty and staff members. In addition, Alverno has on call about 500 trained volunteer assessors from the Milwaukee area business and professional community.

All assessors, including the student herself, make judgments on the basis of the specified standards. They cite specific, observable evidence. They look for strengths as well as areas that need developing. Over the course of her studies, each student becomes skilled enough to make self-assessment an integral part of her learning for life. The student’s ability to self-assess is carefully nurtured with practice and feedback throughout her academic program.

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 that are based on college-wide standards in addition to standards for achievement within major and minor programs of study. These standards include eight abilities— Communication, Analysis, Problem Solving, Valuing in Decision Making, Social Interaction, Developing a Global Perspective, Effective Citizenship, and Aesthetic Engagement—that all students must demonstrate in different areas of study. We then provide students with significant narrative feedback describing the quality of her performance 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 student herself plays an active role, assessment helps both the student and her faculty judge her command of the subject matter integrated with the eight abilities.

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 not only demonstrated the requisite understanding of the disciplines she is studying but also the abilities that constitute the core of our curriculum. Faculty distinguish quality of performance by providing a written evaluation to the student that judges the specific way the student met or exceeded those standards. At the time of graduation, those evaluations are synthesized into an extensive narrative statement that documents the quality of the student’s undergraduate or graduate work. This narrative statement is an objective evaluation of the quality of the graduate’s performance in her program of study and is an integral part of each student’s official final transcript.

When a student has successfully demonstrated the required level of integration of knowledge and ability, she is awarded what we call a validation. The validations a student receives when she has successfully completed an assessment indicate that she has met the detailed rigorous standards set by the College. The record of courses taken, completed validations, 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.

Assessment may sound a little challenging. But along with the challenge comes support. In fact, students and faculty agree that assessment is one of the most powerful and helpful supports for learning they have ever experienced.

The Effects of Ability-Based Education After College
Considerable research has been conducted to determine the long-range effects of Alverno’s curriculum. That educational research, conducted by the college’s Educational Research and Evaluation department, shows that graduates consistently develop the abilities that are the goals of Alverno’s teaching. Moreover, graduates find that these abilities make
a positive difference in all aspects of their lives: home, community, and career.

Annually, about 89% of Alverno graduates are employed within six months of graduation, and the vast majority put their degrees to work in areas related to their college studies. About 16% of Alverno graduates have been admitted to or are attending a graduate or professional school within six months of earning their baccalaureate degree. They find that their abilities equip them well for the challenges of independent research and learning that are part of graduate-level education.

**Alverno’s 8 Core Abilities**

**Communication**
The effective communicator makes meaning by interacting with people, ideas, texts, media, and technology. She integrates a variety of communication abilities (reading, writing, speaking, and listening, as well as information technology and quantitative literacies) to meet the demands of increasingly complex communication situations.

**Analysis**
The competent analyzer is a clear, critical, and independent thinker. She combines data, experience, reason, and expertise to make and reexamine judgments.

**Problem Solving**
The competent problem solver defines problems and integrates a range of abilities and resources to reach decisions, make recommendations, or implement action plans.

**Valuing in Decision Making**
The responsible decision maker is reflective and empathic in approaching the value issues in her life. She habitually seeks to understand the moral dimensions of her decisions and accepts responsibility for the consequences of actions taken in all facets of her life. She understands and is sensitive to a variety of perspectives and experiences that impact decision making.

**Social Interaction**
The capable interactor works well with others to achieve goals, manage conflict, and build relationships. She understands how context and culture influence the ways in which she chooses to interact. She actively engages in one-on-one communication and in small- and large-group discussion, and she effectively uses conflict-management skills.

**Developing a Global Perspective**
Developing a global perspective involves gaining an understanding of multiple viewpoints through increasing knowledge of how questions and problems are informed by historical, political, economic, social, and cultural systems. A student demonstrates her global perspective by making informed judgments on issues of global concern, and by refining her own ideas using views and values held in diverse contexts.

**Effective Citizenship**
The effective citizen is an informed participant in civic life.

**Aesthetic Engagement**
The aesthetically engaged student makes informed artistic and interpretive choices. She integrates the intuitive and kinesthetic dimensions of her participation in the arts with broader social, cultural, and theoretical frameworks. She articulates the relationship between her aesthetic sensibilities and her experiences within and outside of the arts.

**Alverno and Its Curriculum Reflect Diversity**
One of the most exciting features of Alverno College is the diversity of cultures, backgrounds, and experiences reflected among students, faculty, and staff. Alverno faculty and staff have embraced the idea that the most meaningful teaching and learning experiences take place in an environment that respects and values the multiple perspectives that individuals bring to the Alverno community.

The Alverno curriculum is designed with an eye toward helping the student learn to live in a multiculturally diverse society. The eight abilities she must master help her to understand, communicate, and work effectively with persons of diverse cultural experiences. The broad liberal arts background required of each student enables her to look at the world from new and different perspectives.

Course offerings make explicit connections between today’s student and the world in which she lives. A recent course, for example, addressed the issue of hunger both locally and from a global perspective.

The Multicultural Advisory Council, composed of the Special Assistant to the Senior Vice President for Academic Affairs, Dean of Students, Associate Vice President for Academic Affairs, and other faculty and staff, consistently creates, implements, and reviews practices and programs within the college that are responsive to this diversity. In conjunction with others on campus, it sponsors campus events and serves as a resource and link to the internal Alverno community and to the external Milwaukee community. Along with the International & Intercultural Center, the Multicultural Advisory Council serves our diverse student body, made up of students from both the United States and around the world.

In every aspect of life, Alverno celebrates the rich cultural and ethnic diversity of our world, our nation, our city, and the Alverno College community.

**Degrees Offered**
Alverno College offers the following degrees:

- Bachelor of Arts
- Bachelor of Music
- Bachelor of Science
- Bachelor of Science in Education
- Bachelor of Science in Nursing
- Associate of Arts
- Master of Arts
- Master of Arts in Education
- Master of Business Administration
- Master of Science in Community Psychology
- Master of Science in Community Psychology
- Master of Science in Nursing

**Degree Requirements**
Alverno College offers undergraduate (p. 22) and graduate (p. 22) degrees. Undergraduate degrees are offered in traditional weekday classes, as well as Adult, Evening, and Online Programs (p. 22) for students looking for more flexibility in their studies.
Alverno does offer options for an Associate’s Degree (p. 22). For students who already have an Associate’s Degree, Alverno offers degree completion programs (p. 22) for those looking to complete a baccalaureate degree in business, Registered Nurses who wish to completed their BSN, and paraprofessionals who are seeking teacher licensure.

**Baccalaureate Degree**

The Alverno baccalaureate degree is awarded when a student has completed a program of learning that integrates her accomplishment in required areas of knowledge with her achievement of required levels of competence in all of the following eight areas:

- Communication
- Analysis
- Problem solving
- Valuing in decision making
- Social interaction
- Developing a global perspective
- Effective citizenship
- Aesthetic engagement

The degree is based on units gained by demonstrating ability, at general and specialized levels. For graduation from a baccalaureate program, each student is required to achieve a total of 40 units.

This includes 32 general units, four in each of the above eight areas. It also includes eight specialized or advanced units selected from the above eight areas to integrate with the student's major area of study.

The Weekday College student has several options available to her for completing the baccalaureate degree. The major defines which set of General Education Requirements a student follows, as well as if she requires a minor to compete the baccalaureate degree.

A student with a double major earns a single bachelor’s degree (bachelor of arts degree or bachelor of science degree). Contact the Registrar’s Office for appropriate degree awarded.

Materials that describe degree requirements in more detail are available from the academic departments and the Advising Office.

**Associate of Arts Degree**

The associate of arts degree in liberal studies requires a student to achieve the first four levels of each ability, or 32 general ability units.

The other two associate of arts degrees — early childhood paraprofessional and paraprofessional — have been designed to enable a student to develop the specialized abilities required in those areas as well. Specific course and competence degree requirements are described in supplementary materials.

**Adult Evening & Online**

Alverno’s Adult Evening & Online program is designed to help you earn a college degree in a marketable field while working full-time, tending to family needs, or pursuing other interests. Whether you choose to major in business, communication studies, or interdisciplinary studies, you get the best of our world-renowned ability-based curriculum, our outstanding faculty, and our extensive student support services, including academic assistance, professional advisors, financial aid advisors, career research librarians, counseling services, career support, and technical support.

For more information about Alverno’s Adult Evening & Online program, visit the Alverno website at alverno.edu, call 414-382-6100 or 800-933-3401, or email admissions@alverno.edu.

**Degree Completion Programs**

Alverno’s Degree Completion programs offer flexibility for working adults while providing the same high-quality education for which Alverno College is renowned. Classes integrate the best of online learning with critical in-classroom instruction, to bring you hybrid programs that make earning your bachelor’s degree more achievable and realistic than ever before. Students have the opportunity to expand two-year degrees into bachelor’s degrees (Associate to Bachelor’s in Business; Associate to Bachelor’s in Health Care Management; RN to BSN). Coursework can be completed in 18 months.

For more information about Alverno’s Degree Completion programs, visit the Alverno website at alverno.edu/advantage, call 414-382-6100 or 800-933-3401, or email admissions@alverno.edu.

**Graduate Programs**

Alverno also offers the following graduate degrees:

- Master of Arts in Education that focuses on teaching, learning, and assessment
- Master of Business Administration
- Master of Science in Community Psychology
- Master of Science in Nursing.

**Graduation**

Students who complete their degree requirements in the spring semester attend graduation in May. Students who complete their degree requirements during the summer or fall terms attend graduation in December.

Those students who excel in their academic achievements and in service to their communities and who, according to the judgment of the Honors Committee, have met the criteria for honors, receive a personal citation and graduate "with honors.”

For more information, visit the Alverno College website at alverno.edu.

**Options Following the Bachelor’s Degree**

Alverno offers programs of study in several areas for women and men who have completed their bachelor’s degrees but do not wish to pursue a graduate degree.

These programs are designed for individuals who seek to develop new knowledge and skills to meet the changing needs of the workplace, to expand their career opportunities, and to build on experience to increase their effectiveness in a specific area of study.

All courses in Alverno’s postbaccalaureate programs are taken with the College’s regular undergraduate students. The same attendance, class involvement, and work completion policies apply to postbaccalaureate programs as to undergraduate programs.
To help you determine which of the following options may be best for you, it is recommended that you schedule an individual appointment with a counselor in the Admissions Office (414-382-6100) to discuss your long-term goals.

Second Bachelor’s Degree Programs
(Open to Women)

Women who already hold a bachelor’s degree from Alverno College or from any other college are eligible to earn a second bachelor’s degree from Alverno. This option offers a more in-depth course of study than a major equivalency.

A student might choose a second degree as opposed to a major equivalency for the following reasons:

- For most major equivalencies, a student is not eligible for financial aid, including loans.
- Some employers do not reimburse tuition for major equivalency courses but do reimburse tuition for courses leading to a second bachelor’s degree.
- For promotion purposes, some employers do not recognize a major equivalency but do recognize a second bachelor’s degree.

Timeframes available to second-degree students match regular undergraduate timeframes.

All second-degree tuition is at regular Alverno tuition rates for the timeframe in which the student is enrolled. Students may apply for financial aid in the form of a student loan; no grants are awarded by the government for students who already hold a bachelor’s degree.

An evaluation of the student’s prior coursework is done for general education and major area requirements.

Requirements for a Second Degree

- Students who did not graduate from Alverno, or who graduated from Alverno before implementation of the ability-based curriculum:
  - complete a minimum of 30 credits at Alverno (the 30 credits include courses in the major)
  - demonstrate four developmental levels in each of Alverno’s eight abilities (communication, analysis, problem solving, valuing in decision making, social interaction, developing a global perspective, effective citizenship, and aesthetic engagement), equaling 32 ability-level units; they also complete 8 advanced ability-level units in their major, thereby fulfilling the 40-unit requirement for a baccalaureate degree
  - LA-230 or equivalent substitutes
  - complete courses needed for the major area of concentration
  - do not declare a minor
  - may pursue credit for prior learning assessment opportunities.

- Students who graduated from Alverno and have already demonstrated 40 ability units:
  - complete a minimum of 20 credits at Alverno (the 20 credits include courses in the major)
  - complete courses needed for the major area of concentration
  - demonstrate the advanced-level outcomes of the major
  - do not declare a minor
  - may pursue credit for prior learning assessment opportunities.

Postbaccalaureate Licensure (Weekday)
Licensure to Master of Arts in Education
(Weekend)
(Open to Women and Men)

Alverno offers a range of licensure programs for college graduates seeking teaching licensure and for teachers who want to upgrade their skills, renew licensure, or extend it to new areas. Licensure programs include early/middle childhood, middle childhood/early adolescence, early adolescence/adolescence education, and special education, as well as art education (PK-12).

Alverno offers a wide range of options in student teaching in public and private schools throughout the area. Some teachers qualify for on-the-job student teaching.

Before you enroll, the School of Education reviews your previous coursework and matches it to current state licensure requirements. A program is then designed expressly for you to meet unfulfilled requirements.

Please call the Graduate and Adult Admissions Office at 414-382-6100 for more information.
SERVICES AND RESOURCES

• Advising (p. 24)
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Advising

Planning for the Whole Person

One of our primary goals is for each student to become a self-directed learner who plans her own path of learning. But nobody starts there.

At first, any college is a new and unfamiliar territory. It has its own geography, its own people and languages, its own ways of doing things. At least at first, a person needs some help sorting out the confusion. So advising begins well before the student starts her first semester.

Professional advisors introduce her to the learning process at Alverno, its history and its purposes. She learns to use some of the special language of the college (terms like “assessment” and “feedback”). She also begins to work with planning and registration tools and the personalized matrix that will chart each ability level she demonstrates and completes.

She also learns to take an integrated approach in planning her future. She and her advisor look at her learning goals, at other time commitments and any built-in constraints (like a job or a long commute), and even at her physical health. This is probably the most important thing she will learn in the entire advising experience: to plan for herself as a whole person.

The student then applies what she is learning by working with her advisor to plan and register for future semesters.

The First Year and Beyond

In her first year, the student’s advisor, her instructors, and other staff members provide support and guidance. They encourage the student to ask questions and to problem solve during her first months at Alverno. She becomes acquainted with her learning style, career interests, social-interaction skills, and the wide array of opportunities on campus.

As the student continues to work with her professional advisor, she more deeply explores majors and career options that are related to her interests, strengths, and values. Advisor and student also collaborate to map out learning plans for the following semester and beyond.

By the end of her first year, the student has usually chosen a major area of study. She may be definitely committed to a particular profession. Or she may use the major to explore her career options and interests further. Generally, at this point she transfers from her professional advisor to a faculty member in the field in which she plans to study.

As she advances, the student takes increasing control of planning her academic career. She continues to integrate her learning goals, her courses, and other options, and the resources she will need. Her faculty advisor becomes less an advisor and more a mentor, as she becomes less an advisee and more a self-directed learner.

Alverno Early Learning Center

Childcare

The Alverno Early Learning Center provides high-quality care and education for children who range in age from six weeks through six years. The program incorporates the eight abilities of the college. The following philosophy undergirds the program:

• We believe that children grow and develop through active exploration in a warm and nurturing environment.
• We believe in the uniqueness of each child and strive to meet the individual needs of each child.
• We provide a variety of educational experiences that place emphasis on child involvement and decision making.
• Our activities are focused to enhance social, emotional, cognitive, and language development.

Five-Star Rating

The Alverno Early Learning Center earned a five-star rating from the State of Wisconsin YoungStar program, the quality rating program created by the Department of Children and Families to improve the quality of early care and education for Wisconsin children. A five-star program meets the highest levels of quality standards and receives the highest reimbursement rate for families participating in the Wisconsin Works program.

The Early Learning Center is also NAC-accredited.

Infant/Toddler Program

The infant/toddler program serves children from six weeks to two years of age. Activities promote social interaction and positive self-image; they are individualized to develop small- and large-muscle groups.

Preschool Program

In the preschool program, children create their own knowledge from their experiences and interactions with the world around them. Teachers foster children’s interest, growth, and strengths.

Staff

The staff of Alverno Early Learning Center is comprised of qualified teachers. Each teacher is certified in CPR and first aid, and a criminal background check is completed on each teacher.
Days and Hours
Alverno Early Learning Center is open Monday through Friday from 7:00 a.m. to 5:30 p.m. for children from six weeks through five years of age. The center is also open during the summer.

Payment
When a student enrolls a child in Alverno Early Learning Center, charges for the semester are added to the student’s tuition bill. Financial aid or grant funds can be used to pay for child care once tuition has been paid. State of Wisconsin W-2 payment is accepted. All payments must be made through the Business Office.

For more information or to arrange a tour of the child-care facilities, call Alverno Early Learning Center at 414-382-6076.

Athletics
The Alverno Inferno is heating things up on campus! The college features seven NCAA Division III teams that compete in the Northern Athletics Collegiate Conference (NACC) — basketball, cross-country, golf, soccer, softball, tennis, and volleyball. The campus features NCAA-regulation outdoor soccer and softball fields as well as a state-of-the-art fitness center that is free to members of the Alverno community.

Intercollegiate athletics functions as an integral part of the college and its mission by creating leadership opportunities for women through competition, challenging athletes to reach their potential as students and athletes, and providing opportunities to demonstrate positive interaction, citizenship, and fair play.

In order to compete, student-athletes must meet NCAA, NACC, and Alverno College eligibility requirements. There is also a tryout session for each sport.

In addition to Alverno, the highly competitive NACC includes Aurora University, Benedictine University, Concordia University Chicago, Concordia University Wisconsin, Dominican University, Edgewood College, Lakeland College, Marian University, Milwaukee School of Engineering, Rockford University, and Wisconsin Lutheran College.

Alverno has one of the most active Student Athlete Advisory Committees (SAAC) in the NACC. This committee is made up of student athletes who, as leaders, provide insight on the student-athlete experience. SAAC offers input on the rules, regulations, and policies that affect the welfare of student athletes. SAAC members are also highly involved in community service opportunities on and off campus, such as Adopt-a-Highway, Special Olympics events, and Goodwill Industries, to name a few.

Just the Facts!
Nickname: Inferno
Mascot: Blaze
Colors: Black, red, and white
Affiliation: NCAA Division III
Conference: Northern Athletics Collegiate Conference
Website: athletics.alverno.edu/

Campus Life

Student Affairs
It is the mission of the Division of Student Affairs to build a culture of success by engaging students in activities and educational opportunities designed to support and empower each student to reach her unique potential as an effective citizen and leader. We believe the Alverno educational experience extends beyond the classroom to students’ co-curricular involvement. Students who engage in student affairs programs, activities, and services will achieve personal, interpersonal and community learning outcomes in the areas of leadership, life skills, and multicultural development.

The Division of Student Affairs includes the Dean of Students Office, Campus Ministry, Campus Safety, Counseling & Health Services, the International & Intercultural Center, New Student & Family Programs, Residence Life, and Student Activities & Leadership. The Division of Student Affairs supports students and the Alverno Community by:

• Providing leadership opportunities for students
• Providing educational opportunities for students to use the skills they learn in the classroom
• Serving as a resource to students and families
• Communicating college policies and procedures
• Assisting with student grievances

The Division of Student Affairs prepares students personally and professionally for success at Alverno College and beyond. Students and their families are encouraged to take advantage of the various programs and services available to them on campus.

Student Activities & Leadership
Students can join one of more than 40 student organizations and interest groups and have an active voice in what happens on campus. Following are examples of student groups:

Academic and Professional
• Alverno College Student Nurses Association
• Alverno Women in Business
• Alverno Student WI Education Association
• Artourage (visual arts)
• Association for Women in Communication

Bookstore
Alverno College Bookstore has partnered with an online book vendor to offer students the widest variety of course materials in different price ranges and formats to best fit each student’s individual needs. Our vendor offers new and used books for purchase, new and used text rentals and digital copies of course materials. A limited selection of textbooks and workbooks printed on campus are also for sale in the A-Store.
• Club Clio (history)
• Global Studies Club
• Music Therapy Club
• Pre-Professional Women of Alverno
• Psych Forum
• Hispanic Professionals of Greater Milwaukee Student Chapter

Multicultural
• Black Student Alliance
• C.H.I.C.A. (Latina organization)
• Muslim Student Association
• Women of Asian Ethnicity
• World Languages Club
• Multicultural Women of Alverno

Special Interest
• Alverno College Democrats
• Alverno College Republicans
• Alverno Inferno Dance and Cheer Teams
• Circle K International
• Co-Exist
• Gay–Straight Alliance
• Creative Writers
• R.A.I.S.E. (builds awareness of homelessness)
• Team Green

Student Publications
• AlvernoINK (online creative writing magazine)

The Student Activities Board (SAB) works with Student Activities & Leadership to program events such as the Student Involvement Fair, Homecoming, weekly Funday Monday afternoon events, Wednesday Night Main Stage events, Community Service Day, Student Group Council, Alverno Idol, and a variety of family programs.

Students are encouraged to become involved in Alverno Student Government (ASG) through elected or volunteer positions. ASG works to represent the student voice on campus by developing different initiatives such as student organization funding and by sponsoring a variety of civic-minded events. Elections are held every fall and spring semester. Inquiries can be sent to asg@alverno.edu.

Students may also serve as Alverno College ambassadors, peer leaders, or community advisors. Ambassadors are student representatives who, under the auspices of the Admissions Office, work with prospective students during the recruitment process, primarily by giving campus tours. Peer leaders are current students who work with a campus committee to welcome and introduce new students to campus resources during orientation events throughout the summer and before each semester. They continue working during the academic year by serving as leaders in the First Year Seminar courses. Community advisors, sponsored by the Residence Life department, serve as resources, peer counselors, and program planners in the residence halls.

Relaxing and Gathering on Campus

There are a number of different locations on campus for students to gather, study, and relax. The Inferno Café is the perfect place to meet up with friends and enjoy top-quality lattes, espressos, and cappuccinos along with fresh bakery in a setting that includes comfortable seating and free Wi-Fi. The Inferno Café offers great grab-n-go food selections—or it can be a quiet place to sit before heading back to class or to the library.

In addition to the Inferno Café, there are other areas throughout campus that offer small meeting tables and chairs or other soft furniture for impromptu meetings or study sessions.

Developing Body as Well as Mind

Alverno has a strong focus on wellness. Each semester, one-credit wellness courses are offered, including yoga, meditation, leadership, developing stress resilience, and study skills. Wellness courses are also offered through other college departments, such as Dance and Theater Arts, and through the college’s continuing education program. These classes range from sculpting and painting to meditation, and from ballet, jazz, and tap to yoga and belly dancing.

The Alverno Fitness Center houses state-of-the-art FreeMotion equipment for weight training as well as cardiovascular equipment including elliptical machines and treadmills. Membership in the Fitness Center includes an equipment training session and use of locker room facilities.

Counseling and Health Services

The office of Counseling and Health Services assist students in assessing their personal, physical, and emotional needs and in making healthy life choices. They oversee the student health insurance plan and resident students’ immunization records. They provide wellness workshops and programs for all students. Many students also seek out the counselors and nurse for information on health-related topics for papers and class projects.

Counseling Services provides confidential individual counseling. Students seek counseling to help them deal with the challenges of life, such as adjusting to college life, depression and anxiety, relationship issues, time and stress management, and grief and loss. Counseling Services also provides consultations for special problems such as eating disorders, stress-related illnesses, and alcohol and substance abuse.

Health services are available to all students. The nurse can do assessments for illnesses such as bladder infections, strep throat, mononucleosis, upper respiratory tract infections, allergies, and rashes. When appropriate, she can give students over-the-counter medications and antibiotics for the most common illnesses. The nurse can administer immunizations, TB tests, flu shots, and some allergy shots.

Appointments are appreciated. Walk-ins are taken on a first-come, first-served basis.

Dining Services

Dining Services strives to prepare meals to meet a variety of tastes. Every day in the Hudson’s Servery, several different entrées, including health-conscious and vegetarian options, are available, and favorite sandwiches and appetizers are available from the grill. The made-to-order deli station includes various breads, wraps, deli meats, and salads. Hudson’s Servery also offers fresh-made soups, a create-your-own salad bar, and hot and cold beverages. The Commons is open late for studying and socializing. If you have special dietary needs, or if you have questions regarding dining services, feel free to contact the director of Dining Services at 414-382-6304.
Expanding into the Community

We believe that what you experience at Alverno is a classroom without walls. Your learning can happen on campus in Milwaukee and in another country if you choose to study abroad. Located on the shores of beautiful Lake Michigan, the city of Milwaukee offers a wide range of recreational and cultural activities. Milwaukee is the home of major league baseball and basketball teams, natural history and art museums, a ballet company, a symphony orchestra, numerous theater companies, wonderful restaurants, and beautiful parks.

Milwaukee is known for its clean and friendly communities and for its rich ethnic heritage. This diversity is celebrated throughout the year with many festivals and special events. All the benefits of one of the Great Lakes — strolling the beach, sailing, and fishing — are likewise available to students. A clean and convenient public transportation system enables the student to get to all these activities quickly and cost effectively. She will find unlimited opportunities to grow, play, and relax. (For additional information about Milwaukee, see the following websites: www.visitmilwaukee.org & www.onmilwaukee.com (http://www.onmilwaukee.com).)

Whether she lives on or off campus, the Alverno student’s life experience involves a network of men and women — students, staff, faculty, and administrators — who share her desire to achieve her goals and expand her horizons.

Career Education

A defining characteristic of the 21st-century workplace and job market is that they, like our challenging and rapidly changing world, are in a continual state of flux. The job landscape continually evolves as new technologies emerge. Jobs fade away, jobs change in unexpected ways, and new jobs emerge.

In the local and global workplace, educated women have more leadership opportunity and responsibility than ever before as increasingly our communities, our country, and our world require more from college graduates. The length of time people stay in a particular position, or even career field, has shortened, and it is likely that a new graduate will have several different careers during her work life. What will remain constant is her need to be determined, directed, and decisive as she navigates the world of work.

The root of the word career comes from a Latin word meaning “to move, to progress,” and at Alverno College, we view teaching the techniques and skills needed to manage and move careers forward as essential to our students. Career education at Alverno continues throughout all four years of a student’s education. It includes constant access to career counselors and resources, required career courses in most majors, résumé-writing workshops, and targeted career-skills presentations in discipline curricula. Each of these activities is designed to build a strong foundation of careering abilities so that a student graduates with confidence in her ability to direct her future.

The Career Education Center’s courses, workshops, events, and programs are unique in their integration in the Alverno curriculum. They prepare students to make informed career decisions, to establish appropriate goals, to create focused résumés and portfolios, and to be proactive in their approach to developing and managing their professional future.

Career Education Center

The Alverno Career Education Center is the College’s centralized resource for all career and job information. It is a self-paced resource center in which the student can explore her career options and learn careering strategies.

The Career Education Center includes resources for self-assessment, occupational and hiring projection research, résumé development, interview preparation, and professional lifestyle management. Its materials are available in a variety of formats to fit every learning style. The center offers dedicated computer terminals for online occupational research, self-assessments, and job searches, as well as print materials. Individualized counseling is available to all Alverno students.

Professional Seminar

In Professional Seminar (PCM-411/PS-411), an upper-level seminar, the student takes full charge of her career planning. She refines her personal work/life plan, and applies her careering abilities to confirming a career direction and securing a job.

She uses the Career Education Center’s resources and takes advantage of on-campus interview opportunities with employer representatives. Her growing personal network of contacts and her professional affiliations become resources for career networking. She creates a detailed self-presentation strategy, including constructing résumés. She outlines a strategy for positioning herself with her future employer and colleagues.

The full value of the career education program emerges over many years, as graduates move into their career fields and build their professional lives. Our survey of new graduates, conducted six months after graduation, shows that more than 90% of responding graduates are employed in positions related to their Alverno education and 16% are building their careers by enrollment in graduate programs.

Computer Center

As a student begins and progresses in her studies at Alverno College, she will want to use technology to support her learning. She can do this with the support and resources available through the Alverno College Computer Center. She can upload an assignment to the college learning management system, create a blog or a digital poster, check her email, update her ePortfolio, work collaboratively on a document or presentation with other group members, or participate in an online discussion with her classmates and instructor.

Located on the first floor of Alverno’s Sister Joel Read Center (RC), Alverno’s Computer Center is available for student use on average more than 100 hours per week during the semester. Computer Center hours are available online at the Technology Services website (available through alverno.edu) and as a flyer in the Computer Center. The Computer Center houses 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 are otherwise available to students as open-access rooms. In addition to the Read Center facilities, an open access lab is also available in Christopher Hall, close to Christopher and Alexia Hall classrooms.

Student lab assistants provide support during Computer Center hours. They can help students connect their personal devices to Alverno Wi-Fi and Alverno email. They also help students access the many technology resources available to them, including online registration and progress
Credit for Prior Learning

Alverno’s Credit for Prior Learning program gives you the opportunity to earn credit towards your degree. This could help you save money and time, and shorten your time to graduation by not having to take some classes for which you already have the necessary knowledge.

To earn credit for prior learning, you must be enrolled at Alverno. Also, you have to provide evidence that you have met learning outcomes for specific courses through comparable knowledge and experiences outside the classroom.

Initial Placement Assessments

Previous courses and work sometimes qualify you to take an assessment in an effort to receive credit for a course or a series of courses. If you are notified of this eligibility, you may contact the Assessment & Outreach Center to complete the assessment.

The following is a list of the current initial assessments available through the Credit for Prior Learning program:

- CM-120 / GECM-135 Communication Seminar I
- GEQL-160 Mathematical Connections
- QL-122 / GEQL-130 Quantitative Literacy in the Modern World
- QL-156 Mathematical Connections
- SC-118 Science I
- SC-119 Foundations of Chemistry
- SC-120 Foundations of Biology
- SLC-100 Spanish Language Placement Assessment
- SPI-100 Spanish/English Healthcare Interpretation Bilingual Proficiency Assessment

CPL Process

Brief Overview of CPL Process for Students

August, 2016

This process applies to Credit for Prior Learning (CPL) assessments that are not intended for initial class placement purposes.

Start the CPL Process

1. Student learns about CPL process via:
   - a. Assessment Center website and information sessions
   - b. Faculty referral
   - c. Admissions
   - d. Advising
   - e. Adult Evening Online program Orientation Session

2. Student completes the Student Interest Form that can be accessed on the Assessment Center website: www.alverno.edu/assessment. If a faculty member has been in discussion with a student about a particular CPL assessment or portfolio, that faculty can choose to start the CPL process by completing a Faculty Referral Form.

3. Completed form should be submitted to the Assessment Center office or at assessmentcenter@alverno.edu

4. When the Assessment Center receives a completed Student Interest Form:
   - a. A CPL coach will contact the student to gather more information such as a resume and/or list of courses the student thinks will fit her/his experience.
   - b. The coach will ask faculty for a decision regarding eligibility of the student to pursue CPL.

Establish the Criteria and CPL Requirements

5. If faculty agrees that the student should pursue CPL, faculty will determine the criteria for and the form of assessment that should be pursued by the student (e.g., portfolio assessment, course assessment, experiential essay, etc.).

6. Once faculty provide the requirements for the assessment, a CPL coach begins working more specifically with the student. (In a few special cases, faculty will work directly with students.) The coach will meet with the student to:
   - a. Explain the portfolio or assessment process
   - b. Help the student create an action plan, including a timeline for submitting work
   - c. Provide appropriate resources for the student
   - d. Continue to assist the student, as needed, during the time the student is working to complete the assessment via the method determined by faculty

7. The student agrees to:
   - a. Communicate proactively with the CPL coach on a consistent, professional basis
   - b. Work with CPL coach to determine a written timeline
   - c. Meet deadlines and expectations. If the timeline needs to be negotiated, the student promptly contacts the CPL coach to adjust the timeline
   - d. Submit her work to the coach for review

Evaluate Student Work

8. Once the student has submitted her work for review, the CPL coach determines whether the work is in an appropriate form to be submitted for evaluation. If so, the coach submits the work (e.g., portfolio, experiential essay, etc.) to the faculty evaluator.

9. Faculty will:
   - a. Assess student work to determine if the student has earned credits. (Faculty members also can request revisions.)
   - b. Complete an Assessor Evaluation Form that contains outcomes, criteria, feedback, and results, and submit it to the Assessment Center with appropriate portions of student work, especially the experiential essay.

10. The CPL coach will communicate the results to the student and to the Registrar’s office

Fees for Credit for Prior Learning:

$150 per portfolio submitted (a portfolio may address multiple courses; includes experiential essay)

$75 for internal performance assessment/experiential essay assessment
No fee Initial Credit for Prior Learning assessments used primarily for course placement purposes

Financial Aid

Please find all information related to financial aid including grants, scholarships, and loans for undergraduate weekday (p. 29), adult evening & online (p. ), and graduate (p. 30) students.

Undergraduate Weekday Students

Alverno College attempts to enable all qualified students to attend. Financial aid is available through scholarships, grants, loans, employment, and employer tuition reimbursement.

Applying for Financial Aid

Students should apply for financial aid as early as possible. A student can use the Alverno College website at alverno.edu (Academics/Resources for Students/Financial Aid/Applying for Financial Aid) to access all the information and documents necessary to process a financial aid application. The steps are:

• Obtain a Personal Identification Number (PIN) through www.pin.ed.gov (http://www.pin.ed.gov). This PIN allows a student to sign all federal forms, including loan applications, electronically. Parents of dependent students should also obtain a PIN.

• Complete the Free Application for Federal Student Aid (FAFSA) at www.fafsa.ed.gov (http://www.fafsa.ed.gov). Be sure to include Alverno’s Federal School Code — 003832 — when listing schools to which results are to be sent. Alverno receives the results of the FAFSA electronically. The results are used to determine a student’s need.

• Print, complete, and return to the Financial Aid Office the Alverno Financial Aid Annual Form. Obtain this form online at www.alverno.edu (Academics/Resources for Students/Financial Aid/Financial Aid Forms #Annual Form).

• Keep copies of all forms and respond to any follow-up requests for additional information from the Financial Aid Office.

Once all forms have been received, the Financial Aid Office determines a student’s eligibility for all federal, state, and institutional funds. An award letter is then sent to the student outlining her eligibility at that time. The student should be sure to follow all the directions in the award letter.

All financial information remains confidential and the amounts of financial aid given to students are not made public. Students must reapply for financial aid each year by March 1.

For financial aid questions, call the Financial Aid Office at 414-382-6046.

Alverno Scholarships for Weekday Students

Alverno awards millions of dollars in scholarship assistance each year to its students, due in part to the generosity of its many scholarship donors. Awards range from $22,000 to $46,000 ($5,500 to $11,500 per year). Some of the scholarships offered by Alverno include:

The Eleanor Roosevelt Community Service Scholarship

This scholarship is a four-year, renewable, full-tuition scholarship that is awarded to a first-year, full-time Weekday College student who has demonstrated commitment to community service. There is one recipient each year. Applications are available online the preceding fall.

$500 Alumnae Referral Scholarship

The offices of Admissions and Alumnae Relations ask alumnae for assistance in sharing their Alverno experience with a woman—traditional- or nontraditional-aged—who is interested in pursuing an undergraduate degree. The alumna should complete and mail the referral card before the deadline. If the referred student is accepted to Alverno, she automatically receives a $500-per-year Alumnae Referral Scholarship (ARS), renewable for four years. The ARS is not need-based, is over and above any merit scholarship, and is intended for incoming first-time freshmen, transfer, or new adult students. The referral card must be received by June 15 for the upcoming fall semester and by December 15 for the upcoming spring semester.

School Sisters of St. Francis Legacy Scholarship

A student who is a niece or grandniece of a School Sister of St. Francis (living or deceased) is eligible to receive a School Sisters of St. Francis Legacy Scholarship. This $2,500 scholarship is available to any niece or grandniece interested in pursuing an undergraduate degree. It is renewable for up to four years.

Clare Scholarship

This scholarship is for new high school graduates who graduated from an Archdiocese of Milwaukee high school. Students must have a GPA of 2.8 or higher. It is renewable for up to four years.

Grants

Grants are payments toward a student’s education made by either the state or federal government. The size of each grant is determined by each student’s financial situation. Students do not have to repay any of the grants listed below.

Pell Grant (Federal) — Amounts up to $5,730 (for 2014-15) are available to full- and part-time students based on financial need. To apply, the student must file the Free Application for Federal Student Aid (FAFSA).

Federal Supplemental Educational Opportunity Grant (SEOG) — This grant is available to full-time students based on financial need. To apply, the student must file the Free Application for Federal Student Aid (FAFSA).

Wisconsin Tuition Grant (WTG) — Amounts up to $2,900 (for 2014-15) are available to full- and part-time students from Wisconsin, based on financial need. To apply, the student must file the Free Application for Federal Student Aid (FAFSA) as early as possible after January 1 each year.

Talent Incentive Program Grant (TIP) — Amounts up to $1,800 are available to first-time freshman Wisconsin residents. This grant is renewable for three years. Students are certified as eligible by the Wisconsin Educational Opportunity Program Office. To apply, the student must file the Free Application for Federal Student Aid (FAFSA).

Loans

Most student loans do not require repayment until after graduation. Students must apply for financial aid and be enrolled at least half-time to be eligible for loan funding. Financial need is not required for some types of loans.

Federal Direct Loan — This is a low-interest loan for students. Some loans do not accrue interest while the student is enrolled. Repayment begins six months after the student leaves school, graduates, or becomes enrolled for fewer than 6 credits. The interest rate on a Federal Direct Loan is fixed at 4.66% for 2014-15. To apply, the student must file the
Free Application for Federal Student Aid (FAFSA) and complete a Federal Direct Loan Master Promissory Note (MPN).

**Federal Direct PLUS Loan (Parent Loan for Undergraduate Students)**
— This loan is available to parents of dependent students. Repayment begins within 60 days after the last disbursement. The interest rate is fixed at 7.21% for 2014-15. The amount borrowed may not exceed the student’s cost of attendance minus other financial aid received. To apply, the student must file the Free Application for Federal Student Aid (FAFSA) and the parent must complete a Federal Direct PLUS Loan Master Promissory Note (MPN).

**Federal Work-Study/Student Employment**
Students willing to work an average of fifteen hours per week on campus can earn approximately $2,500 during the school year. A list of job openings is available on Alverno LINKS (see alverno.edu/financialaid/jobsoncampus/).

**Graduate**
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 (http://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 Direct Federal Loan Master Promissory Note. Instructions are available online at http://www.alverno.edu/financialaid/studentloans/loancounseling. 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.

**Adult Evening & Online Program**

**Financial Aid**
The Alverno College Financial Aid Office is committed to helping students maximize financial resources to meet their educational goals and related expenses. Financial aid is available through government sources in the form of grants and loans. Employer tuition reimbursement may also be available.

**Grants**
Grants are offered to students who demonstrate financial need according to the federal need-analysis formula. Grants are considered gift aid and do not require repayment.

**Pell Grant (Federal)** — This grant is available to full- and part-time students based on financial need. To apply, the student must file the Free Application for Federal Student Aid (FAFSA).

**Federal Supplemental Educational Opportunity Grant (SEOG)** — This grant is available to full-time students (at least 12 credits) based on financial need. To apply, the student must file the Free Application for Federal Student Aid (FAFSA).

**Scholarships**
Scholarships, like grants, do not require repayment. The Alverno College Financial Aid Office maintains information and applications for scholarships offered by community, professional, and business organizations. Students are encouraged to check often because information changes frequently (see alverno.edu/scholarship).

**Work Programs**
Many departments on campus hire students to work in a variety of positions. Eligible students may be paid from either Federal Work Study or institutional funds. Students may work on campus up to 20 hours per week. Information regarding on-campus employment is available at alverno.edu/financialaid/jobsoncampus/.
Loans
Most student loans do not require repayment until after graduation. Students must apply for financial aid and be enrolled for at least 6 credits to be eligible for loan funding. Financial need is not required for some types of loans.

Federal Direct Stafford Loan
This is a low-interest loan for students. Some loans are not charged interest while the student is enrolled. Repayment begins six months after the student leaves school, graduates, or becomes enrolled for fewer than 6 credits. To apply, the student must file the Free Application for Federal Student Aid (FAFSA), complete entrance counseling, and complete a Direct Loan Master Promissory Note.

PLUS Loan (Parent Loan for Undergraduate Students)
This loan is available to parents of dependent students. Repayment begins within 60 days after disbursement. The amount borrowed may not exceed the student’s cost of attendance minus financial aid. To apply, the student and parent must complete a PLUS Loan application, available on the Alverno website.

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 Direct Loans. To apply, the applicant may work directly with the lender of choice or research a variety of lenders on the Alverno website.

Employer Tuition Reimbursement
Many employers assist their employees financially 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 (see above) to obtain some of the funds they need to begin their first semester. As reimbursement money is received, they use it to help pay for subsequent semesters. Upon graduation, they use the final reimbursement to pay down the Federal Direct Stafford Loan. Check with your employer to see if tuition reimbursement is available.

Applying for Financial Aid
Students should apply for financial aid as early as possible. A student can use the Alverno College website at alverno.edu to access all the information and documents necessary to process a financial aid application. The steps are:

• Complete the Free Application for Federal Student Aid (FAFSA) at www.fafsa.ed.gov (http://www.fafsa.ed.gov). Be sure to include Alverno's Federal School Code—003832—when listing schools to which results are to be sent. Alverno receives the results of the FAFSA electronically. The results are used to determine a student’s need.
• Keep copies of all forms completed by paper and on the Internet.

Once all forms have been received, the Financial Aid Office determines a student’s eligibility for all government grants and loans. An award letter is then sent to the student outlining her eligibility at that time. The student should be sure to follow all the directions in the award letter.

All financial information remains confidential and the amounts of financial aid given to students are not made public. Students must reapply for financial aid each year (after January 1).

Instructional Services
Instructional Services provides academic resources to assist students to achieve their educational goals. It creates a foundation for the curriculum by using the college’s teaching, learning, and assessment processes to build a bridge between a student’s abilities and coursework demands. Independent learning is promoted by assisting students to develop strategies and processes transferable to multiple contexts.

Classes in quantitative literacy, communication, and English as a second language provide a foundation for success in the curriculum. Students can access further support during their academic careers through the Communication Resource Center and the Daniel M. Soref Math & Science Resource Center, as well as through peer and instructor tutoring, course-based study groups, and workshops. Support services and accommodations for students with disabilities are also available. Students access these resources based on self-referral or referral from their advisor or instructors.

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 414-382-6026.

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

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

The IIC also coordinates Alverno short-term study-abroad courses. These courses, taught by Alverno faculty, include trips abroad of 10 to 14 days. In recent years, Alverno faculty have led groups to Brazil, China, England, Ireland, Italy, Jamaica, Japan, Korea, Mexico, and Paraguay, to name just a few.

Internships
Learning through Hands-on Experience in the Workplace
We believe that each student needs the kind of extended work-based learning opportunity that is traditionally given to nursing and education students in their clinical and field placements. Therefore, students in every major at Alverno College do at least one internship during which they work at a site off-campus for 8 to 12 hours a week for a semester, or 120 to 180 hours during the summer. Students attend a seminar on campus concurrently with the internship and receive academic credit for successfully completing both the seminar and the internship.

Alverno’s internship program has been in existence for more than 40 years and is highly regarded throughout the country. It was recognized by the National Society for Experiential Education with the “Experiential Program of the Year” award in 2001, and has been recognized by U.S. News & World Report as a “Program that really works — Internships/Co-ops” in the publication’s rankings of America’s Best Colleges. Unlike many college internship programs, Alverno integrates internships into the...
Alverno College is affiliated with many schools and programs across the United States and abroad, and students have the option of applying for a national or international internship. A student who wishes to do an international internship must work concurrently with the Internship Office and the Alverno International & Intercultural Center while making arrangements to go abroad.

The following is a sample of the college’s program affiliations:

- The Washington Center for Internships and Academic Seminars, Washington, D.C.
- University of the Sunshine Coast, Australia
- Beijing Institute of Asian Studies, University of Peking
- National Science Foundation, Research Experiences for Undergraduates (REU)
- University of Chester, UK.

### Library

**Discover. Learn. Create.**

The Alverno College Library helps students find and critically evaluate information. The library’s services, spaces, and collections support students as they complete assignments, prepare for assessments and create works in diverse formats.

The library offers a variety of materials, including online databases and journals and print and e-books. Students access the library on the second floor of Founders Hall or virtually (https://www.alverno.edu/library) at https://www.alverno.edu/library. Alverno College belongs to SWITCH, a consortium that includes 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. The library participates in a daily delivery system among the SWITCH libraries, and shares resources with thousands of libraries worldwide through an interlibrary loan service (a valid library barcode is required). The library maintains the college archives; archival research assistance is available by appointment.

Numerous fully networked computers are available for student use. A separate computer lab/classroom is available for student use and information literacy instruction. Wireless connectivity is available in the library, and laptops can be checked out. Four group study rooms are located in the library commons area outside the main entrance.

Research help is available in person and virtually. In addition, students can make an appointment with a librarian for a research consultation from the library webpage.

Librarians support intellectual freedom, fair use of copyrighted materials, and privacy of student records.

The Alverno College Library is committed to providing students engaging learning experiences.

### Media Hub

The Media Hub, located on the first floor of the Sister Joel Read Center, functions as a media production and resource center for students. Whether a student needs to video-record a speech, laminate a poster, borrow a digital camera to take photographs for a computer presentation,
check out a camcorder for a class project, or borrow a laptop or iPad, the Media Hub is there to assist her.

The Media Hub houses a multimedia lab and a Mac lab. The multimedia lab is equipped with 21 computers and a range of software (e.g., Photoshop, PowerPoint, InDesign) that students can use to create multimedia — including online — presentations. Several flat-bed document/photo/slide scanners and two color printers are likewise available for student use. Also located in the lab are three soundproof production suites that students can use for voice recording. AIFR, the college’s Internet-based radio station, is located in the fourth production suite. The production suites are equipped with Macs and enable students to edit their videos of classroom interaction or other activities.

The multimedia lab also houses 17 video/audio digitizing stations. The stations consist of a computer, software, DVD/VCR, video monitor, and a video converter that allows the student to digitize video or audio presentations and upload them to the Diagnostic Digital Portfolio (DDP).

The Mac lab houses 20 iMac computers, an instructor’s console with a computer, VCR/DVD, ceiling projector, and control system. This lab also serves as a classroom. Students are able to produce video and graphic presentations on Macintosh computers.

Studio B is equipped with tables that seat small groups for video-recording student presentations, discussions, or group assessments. A computer and LCD projector housed in the studio can be used by students in presentations.

In addition to maintaining and continuously upgrading its own facilities, the Media Hub oversees the creation and maintenance of “smart” classrooms across campus. Each of these classrooms includes video and computer projection with network connection.

The Media Hub’s facilities are available at no additional charge to students for course-related work. A friendly staff and cadre of student workers are available to provide assistance. Instruction in use of the equipment is likewise available for students — all you need to do is reserve time in advance.

For more information, stop in during open hours or call the Media Hub at 414-382-6170.

Research Center for Women and Girls

The Alverno College Research Center for Women and Girls generates and applies research, develops curricula, prepares evaluation tools, and conducts outreach for the purpose of supporting and inspiring initiatives to improve the lives of women and girls locally and nationally.

For more information, visit the Research Center website at alverno.edu/research.

Residence Halls

For the new student, the residence halls provide a home and community that can make the transition to college a much easier one. Many students choose to live on campus their entire time at Alverno. The residence hall staff are trained and available to help students adjust to college life, to offer advice, and to help make campus living an asset to their education. Life in the residence halls provides plenty of opportunities for lifelong friendships to develop.

The residence hall rooms are spacious; they are furnished with a vanity and sink, beds, a desk and chair, full closets with dressers, and a microfridge. Students share a lounge, showers, and a kitchenette with about 30 other students who live on the floor.

Students have many opportunities to have fun and to meet students from across campus. There are a variety of activities to choose from. Students on campus enjoy a large study space, a computer lab, storage, free parking, meeting rooms, laundry facilities, and a student lounge with large-screen TV and VCR/DVD player.

Safety

Alverno is located in one of the lowest crime areas of Milwaukee, and the Security staff are committed to providing a safe environment for students, faculty, staff, and guests of the college. They work with the Milwaukee Police Department to develop policies and proactive strategies to address campus safety issues. Campus Security is available to respond to security concerns; provide emergency first aid when needed; direct and assist visitors, students, faculty, and staff; escort individuals to their vehicles and to other buildings; enforce regulations and policies; and provide programming to encourage positive safety habits.

Spiritual Life

As an educational institution, Alverno provides opportunities to develop spirituality through its atmosphere of exploration and sharing as well as a variety of spiritual activities. Founded upon the Franciscan charisms of hospitality and inclusion, core values for the College’s approach to teaching and ministry, Alverno seeks to affirm a variety of spiritual expressions while embracing its Franciscan heritage.

Chapel of Mary Immaculate

Located in the heart of the Alverno campus, the Chapel of Mary Immaculate welcomes persons of all faiths for prayer and reflection. This quiet, calming space is open for solitary prayer and meditation as well as for Catholic liturgies and community prayer services.

Study Abroad

Through the International & Intercultural Center (IIC), Alverno offers students a wide variety of study-abroad options. You may study abroad for a semester, for a year, or for a shorter period — usually about ten days to two weeks. Almost 1,400 Alverno students have participated in some type of international study program to date. At Alverno, you may also experience our international connections in the classroom. Because the college actively encourages students from other countries to study at Alverno, students from almost 30 different countries — representing Asia, Africa, Europe, and Latin America — have enrolled here.

Student Exchange Programs — Semester or Yearlong

Alverno has established a wide and growing network of exchange agreements with universities in Europe, North and South America, and Asia. Through these agreements, Alverno students may spend a semester or academic year off campus. Currently we have multiple exchange partnerships with universities in the United Kingdom, France, Hong Kong, Japan, Korea, Chile, and Mexico. In addition to enrolling in coursework that contributes to graduation requirements, students may also complete internships, student teaching, or service-learning projects in many of the
universities. For example, Alverno students have taken part in service-learning projects in India and the Czech Republic; they have worked with children in England during summer internships; and they have done parliamentary internships in England and Wales.

Enrollment in Affiliated International Colleges and Universities
Alverno College regularly assists students to study in countries where we do not already have an established exchange relationship by helping them enroll in a college or university of their choice as a visiting student. We also assist students to study abroad through such study-abroad service providers as the Danish Institute for Study Abroad (DIS Copenhagen), Academic Programs International (API), and Semester at Sea, to name a few.

Short-Term Study-Abroad Courses
Alverno faculty have acquired a national reputation for special short-term travel courses organized around a variety of interest areas. These have included the study of coral-reef biology in the Bahamas and intercultural communication in France, Ireland, Jamaica, and Costa Rica. Alverno students have also studied business and economics in the Netherlands, Germany, Poland, Paraguay, and Brazil; art and religion in Latin America and China; education in Tanzania; Korean culture in Seoul; nursing in Jamaica and Japan; social sciences in Portugal; culture and society in Japan and Indonesia; Spanish interpretation in Ecuador; and arts and theater in Spain, Italy, and England. Watch for information about upcoming courses in Campus Newsnet, on campus bulletin boards, or by stopping by the IIC.

To obtain a full list of places you may study abroad, please stop by the International & Intercultural Center.
Alverno Administration

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.

Andrea J. Lee, IHM
President

Jeana Abromeit, PhD
Associate Vice President for Academic Affairs

Kathy Lake, PhD
Acting 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

Academic Services
Marlene Neises, MEd, Associate Vice President Assistant to the President for Special Projects

Advising Office
Kate Tisch, MS, Director

Alumnae Relations
Kim Muench, Director of Alumnae Engagement

Alverno College Institute for Educational Outreach
Judith Reisetter Hart, MS, Director

Assessment Center
Patti Miller, MA, Director

Athletics
Jessica Ott, Director

Campus Ministry
Connie Popp, EdD, Campus Minister

Career Education
Joanna Patterson, MS, Director

Counseling and Health Services
Meg Pledl, MS, Director

Dining Services
Lorrie Wanty, Director

Early Learning Center
Barbara Groshek, Coordinator

Human Resources
Mary Casey, Director

Information Services
Cindy Kreuzer, Manager

Information Systems
Jim Hilby, MS, Chief Information Officer

Instructional Services
Nancy Bornstein, MS, Director

Internship Office
Sue Leister, MA, Director

Library
Larry Duerr, MLIS, MA, Director

Marketing Communications
Becky Dubin Jenkins, Interim Director

Media Hub
Jerry Dutscheck, 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
Jill Desmond, Interim Executive Director

Residence Life
Ann Romei, Director

Student Activities & Leadership
Brooke Wegner, MA Director

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

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.

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Retired Executive Vice President, Enterprise Operations & Technology, Northwestern Mutual

Abigail J. Nash, Secretary
Retired Vice President, Journal Sentinel Inc.

Jacquelyn Fredrick, Treasurer
Retired President and CEO, BloodCenter of Wisconsin; President and CEO, Versiti Inc.

Andrea Lee, IHM
President

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Elaine Burke
Community Volunteer

Jovita Carranza H’11
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Chief Executive Officer, SysLogic, Inc.

Ricardo Diaz
Executive Director, United Community Center, Inc.

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Executive Director, Brewers Community Foundation

Mari-Anne Hechmann ’91
Community Volunteer

Katherine M. Hudson H’14
Retired Chairman of the Board, Brady Corporation

Barbara Kluka ’66
Community Volunteer

Barbara A. Kraemer, O.S.F. ’65
Faculty – School of Public Service, DePaul University

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Gerda Moehler, O.S.F., Psy.D. ’57
Independent Practice, Clinical Psychologist

Kristine Obrecht
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Paul E. Purcell
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Ajita Rajendra
President and Chief Executive Officer, AO Smith Corporation

Roy Reiman
Hexagon Investments, Reiman Family Foundation, Inc.

Mary C. Schneider, O.S.F., Psy.D. ’69
Independent Practice, Center for Grief Recovery

Marsha Sehler
Director of Business Development, Uihlein Wilson Architects

Barbaralie Stieffermann, O.S.F. ’64
Curator SSSF Art, St. Joseph Center

Theresa Thoenen, O.S.F. ’54
Volunteer, School Sisters of St. Francis, US Province

Robert Venable
President and COO, Charter Manufacturing

Barbara J. Wyatt Sibley ’82
Community Volunteer

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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.

| A     | Abromeit, Jeana                                      |
|       | PHD Sociology, University of Colorado Boulder        |
|       | MA Sociology                                         |
|       | Alt-Gehrman, Penny                                   |
|       | MSN Nursing, Marquette University                    |
|       | Archer, Joanne                                       |
|       | MSN Nursing, Marquette University                    |
|       | Athanasiou, Nancy                                    |
|       | ME Educ Computing, Cardinal Stritch University        |
|       | ME Education                                         |
| B     | Balistreri, Dawn                                     |
|       | MA Communication, UW-Milwaukee                       |
|       | Barrowman, Carole                                    |
|       | MA British History, Northern Illinois University      |
|       | Bell, Christy                                         |
|       | MS Geochemistry/Mineralogy, Pennsylvania St Univ Univ Park |
|       | Blom, Alex                                            |
|       | PHD Physcl Orgnc Computatnl Chem, Iowa State University |
|       | Bowne, Patricia                                       |
|       | PHD Zoology, University of Alberta                    |
|       | MS Bio Oceanography, Univ Miami                       |
|       | Brooker, Russell                                      |
|       | PHD Political Science, Univ Chicago                   |
|       | MA Political Science                                 |
|       | Brooker, David                                        |
|       | PHD Political Science, Miami Univ Oxford              |
|       | MA Political Science                                 |
|       | Bruce, Stephanie                                      |
|       | MSN Clinical Nurse Specialist, UW-Milwaukee           |
|       | Brumm-Larson, Jessica                                |
|       | PHD Ed Psych, UW-Milwaukee                            |
|       | MS Ed Psych                                           |
|       | Turnie, Michele                                       |
|       | MS Art Therapy, Mount Mary University                 |
|       | Burton, Rebecca                                       |
|       | PHD Biology, Kansas St. Univ Manhattan                |

| C     | Calhoun, Judith                                      |
|       | PHD Organic Chemistry, University of IL/Urbana-Champaign |
|       | Caruss, Dawn                                         |
|       | MS Adult Clinical Nurse Special, University of WI Madison |
|       | MS Adult Education Nursing                            |
|       | Crosby, Margaret                                      |
|       | PHD Spanish, University of New Mexico                 |
|       | MA Spanish, Ohio University                           |
|       | Czarnik, Marian                                       |
|       | PHD English, Indiana University                       |
|       | MA English, Oakland University                        |
| D     | Duffy, Diane                                          |
|       | PHD Political Science, University of Minnesota Minneapolis |
|       | PHD Public Policy                                     |
|       | MSN Clinical Nurse Specialist, Marquette University    |
|       | Dunn, Steven                                          |
|       | PHD Biblical Studies, Marquette University             |
| E     | Eastberg, Jodi                                       |
|       | PHD Modern European History, Marquette University      |
|       | MA Modern European History                           |
|       | El-Sheikh, Amal                                       |
|       | PHD Molecular Biology, Univ Louisville                 |
|       | PHD Cell Biology                                      |
|       | MD Doctor of Medicine, Moscow Academy of Medicine     |
|       | MS Biology, Univ Louisville                           |
|       | Emami, Zohreh                                        |
|       | PHD Economics, Michigan State University              |
|       | Engelmann, Donna                                      |
|       | PHD Philosophy, Marquette University                  |
|       | MA Philosophy                                         |
| F     | Factor, James                                        |
|       | PHD Mathematics, St. Louis University                 |
|       | Fehrenbach, Shari                                     |
|       | Flamboe, Jennifer                                    |
|       | MA Foreign Lang/Lit, UW-Milwaukee                     |
|       | Frey, Angela                                          |
|       | PHD Biology, University of Minnesota Minneapolis      |
|       | PHD Genetics                                          |
| G     | Gilbert, Kathryn                                      |
|       | PHD Ldrshp/Advmt/Lrng Service, Cardinal Stritch University |
MED Integ Studies, Cambridge College

Godley, Nathan
PHD History, University of Iowa
MA History, Universite Charles De Gaulle-Lille III

Graham, Sandra
PHD Ed Psych, Marquette University

Groshek, Jean
MA Communication, UW-Milwaukee

Guilbault, Lauralee
PHD Chemistry, Univ Tennessee Knoxville

Harness, Lindsey
MA Communication, Missouri State University

Hartje, Karen
MSN Nursing, Marian University

Henry, Leslie
MMUS Music, Colorado State University

Hollar, James
PHD Curriculum Inst, University of WI Madison

Johanson, Jennifer
MS Geological Science, UW-Milwaukee

Jutrzonka, Julie
MSN Nursing, University of Phoenix

Kailhofer, Lois
PHD Mathematics, UW-Milwaukee
MS Mathematics

Kilpatrick, Brenda
PHD Psychology, Wheaton College II
MA Theology
MA Psychology-Clinical

Kitten, Mary
MS Nursing, UW-Milwaukee

Kunz, Jennifer
PHD Psychology-Clinical, Marquette University
MS Psychology-Clinical

LaManna, Justin
PHD Environmental Biology, Univ Louisville
MS Biology

Larson, Dana
MFA Drawing/Prnt Mking, UW-Milwaukee

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

Lewis, Patricia
PHD Religious Studies, Marquette University
MA Theology

Lieberman, Dena
PHD Anthropology, University of WI Madison
MA Anthropology
MBA Finance, Marquette University
MBA Marketing

Little, Jonathan
PHD English, University of WI Madison
MA English Lit, Hunter College

Lucas, Pamela
PHD Urban Education, UW-Milwaukee
MS Curriculum Inst

Matre, Daniel
MBA Business Adm, UW-Milwaukee

McAdam, Edward
MS Physics, UW-Milwaukee

Mernitz, Heather
PHD Nutrit'l Biochem Metabolism, Tufts University
MS Human Nutrition

Moore, Jill
MA English Literature Comp., Eastern Michigan University
MFA Creative Writing, Goddard College

Nelson, Catherine
MSN Master of Science in Nursing, Alverno College

O'Brien-Hokanson, Robert
PHD English, University of WI Madison
MA English

Olszewski, Linda
MBA Master Business Administration, Alverno College

Perez-Guijo, Susana
PHD Ancient History, Universidad De Cordoba
MED Instructional Tech, Regis University

Pointer, Desiree
PHD Ed: Lang, Lit, and Culture, University of California-Berkeley
MA Ed: Lang, Lit, and Culture

Pustejovsky, Susan
PHD Mathematics, Marquette University
MA German Lang/Lit
MS Mathematics

Ray, Mikelene
PHD Psychology, Virginia Commonwealth Univ
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. More than 90% of our students find career work in their field within six months of graduation.

Today we have more than 14,000 members in the Alverno Alumnae Association. Our alumnae stay involved with their alma mater by recruiting new students, fundraising, assessing student performance, and volunteering in the classroom. Many alumnae offer their professional work settings as sites for student internships and make themselves available to students as career mentors.

Graduates of Alverno automatically become members of the Alverno Alumnae Association and receive several benefits as part of their membership—a 15% discount in the bookstore, use of the Computer Center, free library services for one year, use of the Career Education Center, and more.

The association organizes several events such as Homecoming, the Golden Guild anniversary celebrations, 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

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<th>Department</th>
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<td>Business Office</td>
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<td>Career Education</td>
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<td>Counseling Service</td>
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<tr>
<td>International Intercultural Center</td>
<td>6008</td>
</tr>
<tr>
<td>Dean of Students</td>
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<tr>
<td>Dining Services</td>
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<td>Early Learning Center</td>
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<td>Elizabeth Hall</td>
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<tr>
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<td>Fitness Center/Gym Corridor</td>
<td>6424</td>
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<tr>
<td>Graduate and Adult Admissions Office</td>
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<tr>
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<tr>
<td>Housekeeping</td>
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<td>Information Desk</td>
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<tr>
<td>Instructional Services</td>
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<td>International Intercultural Center</td>
<td>6008</td>
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<tr>
<td>Library</td>
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<td>Circulation</td>
<td>6060</td>
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<td>Reference Desk</td>
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<td>Reserve Desk</td>
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<td>Lost and Found</td>
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<td>Mail Services</td>
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<td>Marketing Communications</td>
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<td>Media Hub</td>
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<td>Pitman Theatre</td>
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<td>President’s Office</td>
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<td>Registrar’s Office</td>
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<td>Student Activities &amp; Leadership</td>
<td>6317</td>
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<td>Student Affairs</td>
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</table>

Emergency Phone Numbers

Life-threatening situation: Dial 911 from a cell phone or 9-911 from an office phone.

Non-life-threatening situation:
Call Campus Security at ext. 6911.

Addresses of Alverno Buildings

Alphonsa Hall
3441 South 39th Street

Austin Hall
3390 South 43rd Street

Christopher Hall
4100 West Morgan Avenue

Clare Hall
3333 South 39th Street

Corona Hall
3335 South 39th Street

Elizabeth Hall
3251 South 39th Street

Founder’s Hall
3401 South 39th Street

Sister Joel Read Center
3400 South 43rd Street
# ACADEMIC CALENDAR

## 2017-2018 Academic Year

### Fall

<table>
<thead>
<tr>
<th>Date</th>
<th>Event</th>
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</thead>
<tbody>
<tr>
<td>August 22</td>
<td>Degree Completion courses begin</td>
</tr>
<tr>
<td>August 30</td>
<td>Weekday classes begin</td>
</tr>
<tr>
<td>August 23</td>
<td>AEO Classes Begin</td>
</tr>
<tr>
<td>September 4</td>
<td>Labor Day: college closed</td>
</tr>
<tr>
<td>October 4</td>
<td>Community Day</td>
</tr>
<tr>
<td>October 12-15</td>
<td>“R” Weekend: no classes</td>
</tr>
<tr>
<td>November 22</td>
<td>Thanksgiving recess after last class</td>
</tr>
<tr>
<td>December 11-14</td>
<td>Final assessments</td>
</tr>
<tr>
<td>December 15-16</td>
<td>Graduation</td>
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### Spring

<table>
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<tr>
<th>Date</th>
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<tbody>
<tr>
<td>January 15</td>
<td>Martin Luther King Day: college closed</td>
</tr>
<tr>
<td>January 17</td>
<td>AEO Classes Begin</td>
</tr>
<tr>
<td>January 24</td>
<td>Weekday classes begin</td>
</tr>
<tr>
<td>Feb 26-March 2</td>
<td>Spring break</td>
</tr>
<tr>
<td>March 29-April 2</td>
<td>Easter recess</td>
</tr>
<tr>
<td>May 14-17</td>
<td>Final assessments</td>
</tr>
<tr>
<td>May 18-19</td>
<td>Graduation</td>
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### Summer

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<tr>
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<tbody>
<tr>
<td>July 4</td>
<td>Independence Day: college closed</td>
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### Graduate Weekend College Calendar

#### Fall 2017

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<td>August 25-26</td>
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<td>September 8-9</td>
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<td>September 22-33</td>
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<tr>
<td>October 6-7</td>
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<td>October 20-21</td>
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<td>November 3-4</td>
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<td>November 17-18</td>
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<td>December 1-2</td>
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#### Spring 2018

<table>
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<tr>
<td>January 19-20</td>
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<td>February 2-3</td>
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<td>February 16-17</td>
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<td>March 9-10</td>
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<tr>
<td>March 23-24</td>
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<tr>
<td>April 6-7</td>
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<tr>
<td>April 20-21</td>
<td></td>
</tr>
<tr>
<td>May 4-5</td>
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</tbody>
</table>
UNDERGRADUATE WEEKDAY COLLEGE

This section of the catalog presents information about Alverno’s Weekday majors and minors. Be sure to visit our website for information if this is your first year (https://www.alverno.edu/admissions/#firstyear) or if you are a transfer student (https://www.alverno.edu/admissions/#transfer).

For information about undergraduate education in a hybrid, online, or non-traditional timeframe, please look at the Adult, Evening, and Online section of the catalog.

For information about graduate-level education, please go to the Graduate & Licensure (p. 108) section of the catalog.
GENERAL EDUCATION

At the start of her Alverno education, a student can look ahead to two areas of learning:

- her general education, in which she acquires the basic knowledge and develops the abilities that all Alverno students must master
- her major and support area(s) (minor(s)), in which she adds the specialized knowledge and abilities related to her interests, civic responsibilities, and career plans.

A student explores each of these areas fully at Alverno, taking a wide range of required and elective courses. In her first few semesters, she begins building the foundation for her learning by concentrating primarily on the general education curriculum.

The General Education Curriculum

In general education, a student masters the eight abilities that form the core of Alverno's ability-based education. To accomplish this goal, a student needs a broad range of knowledge, ability to use technology, and systematic practice and critique. The courses that are part of Alverno's general education provide the means for all three.

Professions such as business, education, and health care, for example, count on basic insights about human motivation gained from a general knowledge of psychology, history, and philosophy. Decision makers in corporations or community groups rely on values formed in the study of the arts and humanities or analytic skills developed in mathematics and science. Such fields as biology and chemistry increasingly depend on other areas of knowledge to establish the context and significance of their discoveries.

Although all undergraduate students take these general education classes, the specific requirements are tied to the student's major and/or minor. These requirements are built into the program and are available on the student's academic evaluation. Please visit the specific major (p. 48) or minor (p. 84) page you have in mind to find which set of general education requirements is associated with that program. This broad base of general knowledge also becomes the foundation upon which a student adds the specialized knowledge associated with her major and support area.

The distinctive, ingenious aspect of Alverno's curriculum is that all courses have been structured so that as students acquire this essential general knowledge, they also practice and master the eight abilities. Knowledge and the abilities to apply it are learned simultaneously, one reinforcing the other.

While a student's general education continues throughout college, it is concentrated in her first few semesters. Since the general education program is the foundation for all the knowledge a student acquires and the specialized abilities she develops, it is a vitally important time in her education.

General Education in the First Year

In her first year, a student becomes familiar with Alverno's approach to learning knowledge and developing abilities hand-in-hand through disciplinary first-year courses.

A student takes two introductory arts and humanities courses that explore the ideas and viewpoints that have shaped history, philosophy, English literature, religious studies, and the visual and performing arts or fine arts. In them, she also begins developing her communication, analytical, valuing, and aesthetic engagement abilities.

A student is also required to take 7 or 8 credits of mathematics and/or the natural sciences, including at least one laboratory science course. There are a variety of courses from which she may select. These courses advance a student's understanding of the natural sciences and help her develop her communication, analytical, and problem-solving abilities. Introductory courses in psychology (PSY-110, social science (SSC-101), and behavioral science (BSC-215) are often taken in the first year to promote advancement of these abilities as well.

Many first-year students also take a course in mathematics and courses that integrate writing, speaking, and other communication abilities. These courses are vital, since they help students develop the skills and abilities that are needed for coursework throughout college and later as a lifelong learner. Occasionally, students qualify to be placed out of the initial mathematics and communication courses. Your admissions counselor, the Registrar's Office, and your advisor work together to identify students who are eligible for this. Also, it is possible for some students to take a Credit for Prior Learning Assessment (p. 28) to be placed out of the initial courses. Please contact your admissions counselor or advisor for more information on this process.

In all her courses, a student takes assessments to help gauge her progress. Assessments enable a student and her professors to judge whether she meets the criteria established for each level of the eight abilities. But assessments are also an integral part of the learning process. They serve as checkpoints that help the student understand what she knows and what she needs to know.

The Role of Advising in the First Year

College is usually the first time that a student is responsible for choosing her own course of study. In choosing it, she also encounters more scheduling and course options than ever before.

Alverno's Advising Office introduces a student to the Alverno curriculum and assists her to make choices. A student meets with her advisor at the beginning of her first semester. At first, she relies heavily on her advisor. However, her confidence in making course selections and scheduling grows rapidly in the first year as she becomes familiar with the system and her own learning goals.

General Education for Undeclared Majors

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credits</th>
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<tbody>
<tr>
<td>FSS-125</td>
<td>First Semester Seminar</td>
<td>2</td>
</tr>
<tr>
<td>or LA-230</td>
<td>Liberal Learning for Transfer Student</td>
<td></td>
</tr>
<tr>
<td>AC-151</td>
<td>Initial Social Interaction Assessment</td>
<td>0</td>
</tr>
<tr>
<td>CM-120</td>
<td>Communication Seminar 1</td>
<td>4</td>
</tr>
<tr>
<td>QL-122</td>
<td>Quantitative Literacy in Modern World</td>
<td>4</td>
</tr>
<tr>
<td>FA-110</td>
<td>Intro to the Arts</td>
<td>4</td>
</tr>
<tr>
<td>HUM-150</td>
<td>Express/Interpretn Human Experience</td>
<td>4</td>
</tr>
<tr>
<td>CM-125</td>
<td>Communication Seminar 2</td>
<td>3</td>
</tr>
<tr>
<td>QL-156</td>
<td>Mathematical Connections</td>
<td>3</td>
</tr>
<tr>
<td>CM-225</td>
<td>Communication Seminar 3</td>
<td>3</td>
</tr>
<tr>
<td>Take two HFA-210 courses 1</td>
<td>4</td>
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</tr>
<tr>
<td>Preprofessional Seminar</td>
<td></td>
<td></td>
</tr>
<tr>
<td>PPS-229</td>
<td>Career &amp; Internship Planning 2</td>
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</table>
General Education Math and Science for Undeclared Majors and Supports
Take 8 credits of Math or Science with at least one laboratory science

General Education Intermediate Standard Major
<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credits</th>
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<tr>
<td>BSC-215</td>
<td>Working in Diverse Groups</td>
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<td>ADV-299</td>
<td>Intermediate Level Event</td>
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</tr>
<tr>
<td>GEC-300</td>
<td>The Globally Effective Citizen</td>
<td>3</td>
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</table>

HFA-310 Course:
Take two HFA-310 courses.  
General Electives:
Take 6 elective credits outside of coursework required for major or support

1. Different areas of study required. HFA-250 counts as one HFA-210 and one HFA-310.
2. Art Majors take A-193C.

General Education for Standard Science Majors

<table>
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<th>Title</th>
<th>Credits</th>
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<tr>
<td>or LA-230</td>
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<tr>
<td>AC-151</td>
<td>Initial Social Interaction Assessment</td>
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<td>QL-122</td>
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<td>FA-110</td>
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<td>HUM-150</td>
<td>Express/Interpret Human Experience</td>
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<td>QL-156</td>
<td>Mathematical Connections</td>
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</tr>
<tr>
<td>CM-225</td>
<td>Communication Seminar 3</td>
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</table>

HFA-210 Courses:
Take two HFA-210 courses.  
Preprofessional Seminar:
PPS-229 | Career & Internship Planning | 1

General Education Math and Science:
Take two courses, each from a different group, from the following.

Group 1:
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<tr>
<td>MT-148</td>
<td>Functions &amp; Modeling</td>
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<tr>
<td>MT-152</td>
<td>Calculus 1</td>
<td></td>
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<tr>
<td>MT-221</td>
<td>Discrete Structures &amp; Algorithms</td>
<td></td>
</tr>
<tr>
<td>MT-253</td>
<td>Calculus 2</td>
<td></td>
</tr>
<tr>
<td>MT-254</td>
<td>Calculus 3</td>
<td></td>
</tr>
<tr>
<td>MT-255</td>
<td>Linear Algebra</td>
<td></td>
</tr>
<tr>
<td>MT-256</td>
<td>Probability and Statistics</td>
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</tr>
<tr>
<td>MT-267</td>
<td>Introduction to Programming:java</td>
<td></td>
</tr>
<tr>
<td>MT-268</td>
<td>Introduction to Programming: Python</td>
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<tr>
<td>MT-269</td>
<td>Introduction to Programming: C++</td>
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<td>MT-340</td>
<td>History of Mathematics</td>
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<td>Modern Algebra</td>
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<td>MT-350</td>
<td>Differential Equations</td>
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<td>MT-420</td>
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Group 2:
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<tr>
<td>SC-118</td>
<td>Human Biology</td>
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<tr>
<td>&amp; 118L</td>
<td>Human Biology Lab</td>
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<tr>
<td>SC-120</td>
<td>Foundations of Biology</td>
<td></td>
</tr>
<tr>
<td>&amp; 120L</td>
<td>Foundations of Biology Lab</td>
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<tr>
<td>BI-221</td>
<td>Biology of Plants</td>
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</table>
BI-222 Biology of Animals and Biology of Animals Lab 5
BI-303 Exercising Evolution
SC-112 Science and Women and Human Biology Lab 5

Group 3:
SC-117 Physical Science 5
GE-117 Foundations of Earth Science 5
SC-119 Foundations of Chemistry 5
CH-213 Chemistry of Bioorganic Molecules and Chemistry of Bioorganic Molecules Lab 5
PH-231 Algebra-Based Physics 1 or PH-241 Calculus-Based Physics 1

General Education Intermediate Standard Major
ADV-299 Intermediate Level Event 0
BSC-215 Working in Diverse Groups 2
GEC-300 The Globally Effective Citizen 3

HFA-310 Courses:
Take two HFA-310 courses 1 4

General Electives:
Take 6 elective credits outside of coursework required for major or support 6

1. Different areas of study required. HFA-250 counts as one HFA-210 and one HFA-310.
2. Art Majors take A-193C.
3. For Majors and supports that are not science, nursing, or music therapy.
4. Each from a different group. One course must be a laboratory science marked with 5.
5. Laboratory science course.

General Education for MUY Majors

<table>
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<tr>
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<th>Title</th>
<th>Credits</th>
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General Education Science for MUY Majors

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General Education Intermediate Mega Major

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<td>ADV-299</td>
<td>Intermediate Level Event</td>
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</tr>
<tr>
<td>GEC-300</td>
<td>The Globally Effective Citizen</td>
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HFA-310 Humanities & Fine Arts Elective (Student may also take an HFA-250 to count for HFA-210 and HFA-310)

General Education-Mega Majors-Science Related

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<td>CM-225</td>
<td>Communication Seminar 3</td>
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HFA-210 Courses:
Take two HFA-210 courses 1 4

General Education Science for N, MUY, SCI/SED Majors

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>SC-119</td>
<td>Foundations of Chemistry</td>
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General Education Intermediate - Mega Majors

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ADV-299</td>
<td>Intermediate Level Event</td>
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</tr>
<tr>
<td>BSC-215</td>
<td>Working in Diverse Groups</td>
<td>2</td>
</tr>
<tr>
<td>GEC-300</td>
<td>The Globally Effective Citizen</td>
<td>3</td>
</tr>
</tbody>
</table>

HFA-310 Courses:
Take two HFA-310 courses 1 4

1. Different areas of study required. HFA-250 counts as one HFA-210 and one HFA-310.

General Education-Mega Majors-Not Science Related

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
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<tr>
<td>FSS-125</td>
<td>First Semester Seminar</td>
<td>2</td>
</tr>
<tr>
<td>or LA-230</td>
<td>Liberal Learning for Transfer Student</td>
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<tr>
<td>AC-151</td>
<td>Initial Social Interaction Assessment</td>
<td>0</td>
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<tr>
<td>CM-120</td>
<td>Communication Seminar 1</td>
<td>4</td>
</tr>
<tr>
<td>QL-122</td>
<td>Quantitative Literacy in Modern World</td>
<td>4</td>
</tr>
<tr>
<td>FA-110</td>
<td>Intro to the Arts</td>
<td>4</td>
</tr>
<tr>
<td>HUM-150</td>
<td>Express/Interpret Human Experience</td>
<td>4</td>
</tr>
<tr>
<td>CM-125</td>
<td>Communication Seminar 2</td>
<td>3</td>
</tr>
<tr>
<td>QL-156</td>
<td>Mathematical Connections</td>
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<tr>
<td>CM-225</td>
<td>Communication Seminar 3</td>
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HFA-210 Courses:
Take two HFA-210 courses 1 4

General Education Science for Mega Major not Science

Take one lab science from the following:

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>SC-118</td>
<td>Human Biology</td>
<td>3</td>
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</table>
SC-120 & 120L Foundations of Biology and Foundations of Biology Lab
SC-117 Physical Science
SC-119 Foundations of Chemistry
SC-111 Science of Everyday Materials
BI-221 Biology of Plants
BI-222 & 222L Biology of Animals and Biology of Animals Lab
CH-213 & 213L Chemistry of Bioorganic Molecules and Chemistry of Bioorganic Molecules Lab
CH-TR & CH-LTR (physical science transfer)
BI-TR (biology science transfer)

General Education Intermediate - Mega Majors
ADV-299 Intermediate Level Event 0
BSC-215 Working in Diverse Groups 2
GEC-300 The Globally Effective Citizen 3
HFA-310 Courses:
Take two HFA-310 courses 1 4

1 Different areas of study required. HFA-250 counts as one HFA-210 and one HFA-310.

Declaring Major and Minor

Declaring a Major and Support Area
Many students come to college knowing the area in which they intend to major. Others are less sure. In either case, a first-year course called Preprofessional Seminar (PPS-129) helps a student declare a major confidently.

For a student who is reasonably sure of her intended major, Preprofessional Seminar helps her understand the course of study necessary for the major and the career options it creates. For a student who chooses not to declare a major in her first year, Preprofessional Seminar helps her investigate possibilities. Preprofessional Seminar also acquaints a student with Alverno’s career development program, which will help her sort out and prepare for her postcollege plans.

Occasionally, a student may find herself in the position of needing or wanting to change her major when she is well into her original major. She may elect to choose a different major, including the liberal studies major. This major allows the student to integrate what she has learned in her original major and support area(s) through IST-475, Advanced Seminar: Integrated Foundations: Building a Future. Working closely with faculty and professionals from career development, she discovers new ways of seeing herself and her future through the lens of having integrated her learning and gaining new perspectives on the role of both her education and her goals and abilities.

The "Undecided" Major

The “Undecided” Major
If a student is undecided about her major, it is better for her to explore her options fully before deciding. It generally does not slow her progress if she does not declare a major and support area in her first year. However, certain professional programs (e.g., nursing, education) can take longer due to the sequencing of courses. An “exploratory” student who is considering different majors can seek special assistance from the advising staff and Career Education Center to help her make her decision.

Transfer Students

As a transfer student, we know your first question is probably this: “Will my credits transfer?” Alverno works with you to ensure you receive credit for as much of your prior coursework as possible.

We will review unofficial transcripts to get an idea of how the coursework you have already completed at other colleges or universities will transfer into our program. Transfer credit is evaluated using several considerations:

• The educational quality of the learning experiences
• The comparability of the nature, content and level of the learning experiences
• The appropriateness and applicability of the learning experiences to the programs offered at Alverno College

We accept transfer credit from institutions that are regionally accredited or accredited by a body recognized by the Department of Education.

If you have completed a two-year Associate degree, we have various agreements with two-year colleges and universities for students who wish to earn a baccalaureate degree.

Our transfer counselors will work with you to determine how your credits will transfer to Alverno.

Contact us to be connected to a transfer admissions counselor:
414-382-6100
admissions@alverno.edu
MAJORS

• Art (major) (p. 48)
• Art Education (major) (p. 49)
• Art Education/Art Therapy (major) (p. 50)
• Art Therapy (major) (p. 51)
• Biology Majors (p. 51)
• Biology; Molecular and Chemistry (major) (p. 54)
• Business & Management (p. 55)
• Business and Management; Management Accounting (major) (p. 56)
• Chemistry (major) (p. 56)
• Communication (major) (p. 57)
• Creative Arts in Practice (major) (p. 58)
• Education Majors (p. 59)
• English (major) (p. 68)
• Environmental Science (major) (p. 68)
• Global Studies & International Affairs (major) (p. 69)
• Health Education (major) (p. 70)
• History (Major) (p. 71)
• Integrated Natural Science (major) (p. 71)
• Integrated Studies (major) (p. 72)
• Kinesiology (p. 72)
• Mathematics (major) (p. 73)
• Media Design (major) (p. 73)
• Music Therapy (major) (p. 74)
• Nursing (major) (p. 76)
• Pharmaceutical Science (major) (p. 78)
• Philosophy (major) (p. 78)
• Psychology (major) (p. 79)
• Religious Studies (major) (p. 80)
• Social Work (major) (p. 81)
• Sociology (major) (p. 81)
• Women’s and Gender Studies (major) (p. 82)

Art (major)

Throughout history, people of all cultures have used visual art to express themselves, their beliefs about the world around them, and their place within it. As an art major, you choose to join this common human endeavor. Through the creation and study of art you come to new understandings of the relationships of human beings to each other and to the world they inhabit.

As you work to interpret human experience, you express your creative visions and shape experiences for others. To do this, you, as artist, need to draw upon your command of the media you work with as well as several key abilities:

1. The ability to analyze. You must be readily able to enter into and understand works of art from any era or culture, and to understand what your contemporaries are creating.

2. The ability to solve complex problems. You need versatility as a problem solver. The artist’s perennial struggle is to give form to her visions: How can this idea take shape in this particular medium? This requires that you be a risktaker, with the courage to undertake what you imagine. And it requires that you be able frequently to assess how effective your work is, modifying and adapting it as you proceed.

3. The ability to engage fully with aesthetic experience. You continually refine your techniques, skills, and artistic perceptions. You do so in the activities of producing your own art and responding to the artistic work of others.

Alverno Difference

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Requirements

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<tr>
<th>Code</th>
<th>Title</th>
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<tbody>
<tr>
<td>A-100</td>
<td>Community Art Midsemester Assessment</td>
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<tr>
<td>A-121</td>
<td>Analytic Drawing</td>
<td>3</td>
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<tr>
<td>A-130</td>
<td>Aesthetic Engagement Ext Asssmt Lev 1</td>
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<tr>
<td>A-134</td>
<td>Studio Art 2: 2-D Design</td>
<td>3</td>
</tr>
<tr>
<td>A-189S</td>
<td>Form and Space</td>
<td>4</td>
</tr>
<tr>
<td>A-193C</td>
<td>Art in the Professions</td>
<td>2</td>
</tr>
<tr>
<td>AHS-210</td>
<td>Ancient to Byzantine Art</td>
<td>2</td>
</tr>
<tr>
<td>A-221</td>
<td>Beginning Figure Drawing</td>
<td>3</td>
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<tr>
<td>A-230</td>
<td>Aesthetic Engagement Ext Asssmt Lev 2</td>
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<tr>
<td>A-234</td>
<td>Studio Art 3: 3-D Design</td>
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</tr>
<tr>
<td>A-330</td>
<td>Aesthetic Engagement Ext Asssmt Lev 3</td>
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</table>

Art Major Intermediate

| A-100 | Community Art Midsemester Assessment ¹ | 0 |
| A-262 | Graphic Designs & Illustration         | 3 |
| AHS-252| Medieval to Modern                    | 4 |
| A-384 | Art Gallery Management                | 1 |
| MDIA-381 | Content Development Media Design    | 3 |
| A-395 | Ext Asssmtnt Aesthetic Engagement Lev 4 | 0 |
| A-399 | Formal Introduction to Advanced Work  | 0 |
| Art Electives—take 21 credits of 300 or 400 level Art Electives ² | 21 |
| A-147 | Grant Writing for Artists & Educators  | 1 |
| Art Workshop—take 1 credit of Art Workshop                | 1 |
| A-146 | Self Employment in the Arts            | 1 |

Art Major Advanced

| A-100 | Community Art Midsemester Assessment       | 0 |
| AHS Elective Take 2-4 credits of Art History Electives | 2-4 |
| INTERN-383 | Internship Seminar                  | 2 |
| or A-483 | Advanced Internship Seminar              | 2 |
| AHS-409 | Modern & Contemporary Art                | 3 |
You are guaranteed an individualized learning experience. With an average student to teacher ratio of peers and themselves. Our small class sizes ensure students receive grades, rather, they are assessed by faculty, community assessors, class and retain knowledge longer. Students do not receive traditional based approach to learning ensures our graduates will learn more in the world come to Alverno to learn how we teach. Alverno's abilities-

### Art Education (major)

#### What you will study

In order to teach art effectively, you first need to develop a solid base in studio art. Your studies focus on both the meaning and form of art. By actively creating works of your own, you are able to engage fully with aesthetic experience. By working with various media, you expand your ability to invent and experiment. Your program of studies includes an introduction to drawing and design and color theories. You learn the processes of ceramics, painting, metals, fibers, computer graphics, printmaking, and sculpture.

You also study art history and art from other cultures, since by studying the legacy of the past you come to better understand yourself and the work of contemporary artists. You analyze art in historical context, considering how factors such as politics, economics, religion, education, and technology impact the arts. You learn to make informed artistic judgments and to recognize the artistic relationships necessary to produce art.

In order to develop and refine your teaching ability, you take courses in psychology and education, integrated with the liberal arts curriculum. You learn to analyze the general and specific needs of particular age groups, and to relate these needs to artistic forms, manipulation of materials, and behavioral characteristics. Your art education fieldwork includes classroom observations and practice and culminates in student teaching. At the end of your course of studies, you are ready to teach art from kindergarten through twelfth grade.

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<tr>
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<td>Analytic Drawing</td>
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<tr>
<td>A-122</td>
<td>Expressive Drawing</td>
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<td>AE-130</td>
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<td>A-134</td>
<td>Studio Art 2: 2-D Design</td>
<td>3</td>
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<tr>
<td>A-189S</td>
<td>Form and Space</td>
<td>4</td>
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<tr>
<td>A-193C</td>
<td>Art in the Professions</td>
<td>2</td>
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<tr>
<td>A-210</td>
<td>Ancient to Byzantine Art</td>
<td>2</td>
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<tr>
<td>A-221</td>
<td>Beginning Figure Drawing</td>
<td>3</td>
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<td>A-234</td>
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<td>A-234</td>
<td>Studio Art 3: 3-D Design</td>
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<td>Medieval to Modern</td>
<td>4</td>
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<td>AE-222</td>
<td>Praxis and Principles</td>
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<td>AE-330</td>
<td>Aesthetic Engagement Ext Assesmnt Lev 3</td>
<td>0</td>
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<tr>
<td>Praxis I/Core</td>
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<td>PED-150</td>
<td>Human Development</td>
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<tr>
<td>A-100</td>
<td>Community Art Midsemester Assessment (Take in semesters 3 &amp; 4)</td>
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<tr>
<td>A-147</td>
<td>Grant Writing for Artists &amp; Educators</td>
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</tr>
<tr>
<td>A-262</td>
<td>Graphic Designs &amp; Illustration</td>
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<tr>
<td>A-399</td>
<td>Formal Introduction to Advanced Work</td>
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</tr>
<tr>
<td>Take 15 credits of 300 or 400 level Art Electives</td>
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<tr>
<td>AE-386</td>
<td>Media &amp; Methods in Art Therapy</td>
<td>3</td>
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<tr>
<td>AE-387</td>
<td>Adaptive Field Experience</td>
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<tr>
<td>AE-392</td>
<td>Art in Early Childhood &amp; Elementary Sch</td>
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<td>AE-393</td>
<td>Art in the Secondary School</td>
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<tr>
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<td>ED-220</td>
<td>Interview Assessment</td>
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<tr>
<td>HS-308</td>
<td>US History 1607-1900</td>
<td>4</td>
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<tr>
<td>or HS-309</td>
<td>US in 20th Century</td>
<td>0</td>
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<tr>
<td>PST-329</td>
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<td>AHS Elective–Take one Art History elective</td>
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<tr>
<td>A-409</td>
<td>Modern to Contemporary Art</td>
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<tr>
<td>A-491</td>
<td>Senior Art Seminar</td>
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<tr>
<td>AE-482</td>
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<td>ED-475</td>
<td>Student Teaching Seminar</td>
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<tr>
<td>A-480S &amp; AE-480S</td>
<td>Direct Obs &amp; Teaching Art/Secondary Sch</td>
<td>12</td>
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</table>

1. Take this mid-semester assessment for each semester 3, 4, 5.
2. 3 credits must be at 400 level.
This major does not require a minor and follows the general education requirements (p. 44) for mega majors-not science related.

**Art Education/Art Therapy (major)**

**What you will study**

In addition to learning the theory and practice described in the previous section on art education, you also study the ways art can be applied adaptively and therapeutically.

In order to use art effectively as therapy, you first need to develop a solid base in studio art. Your program of studies includes an introduction to drawing and design and color theories. By actively creating works of your own, you develop imagining, reflecting, seeing, and feeling in art. By working with various media, you expand your ability to invent and experiment. You learn the processes of ceramics, painting, metals, fibers, computer graphics, printmaking, and sculpture.

You also study art history and art from other cultures, since by studying the legacy of the past you can come to better understand yourself and the work of contemporary artists. You learn to make informed artistic judgments, and to recognize the artistic relationships necessary to produce art.

As an art education/art therapy major, you also need a broad background in art education, psychology, and adaptive education. You are introduced to the adaptive and therapeutic process through courses and on-site experiences. You learn to design programs to meet the changing needs of special-needs students of all ages using the diagnostic prescriptive method. You also learn to integrate art with music, dance, and/or theater techniques in the service of groups with special needs.

The culmination of the art education/art therapy major lies in successful completion of a student teaching experience in K-12 art education and adaptive education in art, which is required by the State of Wisconsin Department of Public Instruction for licensure. Upon graduation, you are licensed as a PK-12 art educator and PK-12 adaptive art specialist.

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<tbody>
<tr>
<td>AE-130</td>
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<td>A-134</td>
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<td>A-189S</td>
<td>Form and Space</td>
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<tr>
<td>A-193C</td>
<td>Art in the Professions</td>
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<tr>
<td>AHS-210</td>
<td>Ancient to Byzantine Art (Course offered fall term only)</td>
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<tr>
<td>A-221</td>
<td>Beginning Figure Drawing</td>
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<td>PSY-110</td>
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<td>Human Development</td>
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<td>Grant Writing for Artists &amp; Educators</td>
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<td>ED-396</td>
<td>Introduction to Exceptional Learner</td>
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<tr>
<td>HS-308</td>
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<tr>
<td></td>
<td>US in 20th Century</td>
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<tr>
<td>PSY-250</td>
<td>Abnormal Psychology</td>
<td>4</td>
</tr>
<tr>
<td>PST-329</td>
<td>Praxis II Prep Seminar</td>
<td>0</td>
</tr>
<tr>
<td>Praxis II</td>
<td></td>
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<tr>
<td>A-100</td>
<td>Community Art Midsemester Assessment ²</td>
<td>0</td>
</tr>
<tr>
<td>Art History Electives: Take 1 course</td>
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<tr>
<td>AHS-409</td>
<td>Modern &amp; Contemporary Art</td>
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<tr>
<td>A-419</td>
<td>Senior Art Seminar</td>
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<td>AE-400</td>
<td>Ext Assessmnt Aesthetic Engagement Lev 5</td>
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<tr>
<td>AE-450</td>
<td>Ext Assessmnt Aesthetic Engagement Lev 6</td>
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<tr>
<td>AE-482</td>
<td>Ext Assessmnt Effective Citizenship Lev4</td>
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<tr>
<td>ED-475</td>
<td>Student Teaching Seminar</td>
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</tr>
<tr>
<td>AE-480L</td>
<td>Direct Observ &amp; Teaching Art/Elem Sch</td>
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<tr>
<td>&amp; AE-480S</td>
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<td></td>
<td>Direct Obs &amp; Teaching Art/Secondary Sch</td>
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</tr>
<tr>
<td>AE-481</td>
<td>Directed Observ/Teaching in Art Therapy</td>
<td>6</td>
</tr>
</tbody>
</table>

¹ Take this mid-semester assessment for each semester 3, 4, 5.
² 3 credits must be at 400 level.

This major does not require a minor and follows the general education requirements (p. 44) for mega majors—not science related.
Art Therapy (major)

What you will study

In order to use art effectively while working with others, you first need to develop a solid basis in studio art. Through creating works of your own, you develop abilities in imagining, reflecting, seeing, and feeling in art. Your ability to invent, experiment, and elaborate expands through your experience with various media.

You also study art history and art from other cultures, since studying art and artmaking across time and cultures helps you better understand your own work and the work of others. Through reflecting on various aesthetic models, you learn to make valid artistic judgments, to recognize the artistic relationships necessary to produce art, and to appreciate the experience of artmaking as an expression of personal growth and wellness.

You are introduced to the theory and practice of art therapy, psychology, and creative art processes through courses and on-site experiences that are designed to address a variety of participant populations and settings. You explore the various creative/expressive art therapies and the ways in which they can be applied in various contexts. You gain a foundation in psychological understanding through a broad sample of coursework in the field as well as introductory experience with behavioral science research.

The culmination of your undergraduate study of art therapy lies in your successful completion of a practicum and the senior art seminar/exhibit. With this foundation of knowledge in multiple areas of study, you are prepared for work as a creative arts facilitator while also being well positioned to apply for graduate study if you choose to continue your education.

Alverno Difference

For 130 years, Alverno College has been dedicated to the education of women, preparing them for lives of personal and professional distinction and meaningful engagement with the world. Alverno extends this mission to men as well, through graduate and adult classes. We are a Catholic, liberal arts college with a curriculum so unique, educators from around the world come to Alverno to learn how we teach. Alverno’s abilities-based approach to learning ensures our graduates will learn more in class and retain knowledge longer. Students do not receive traditional grades, rather, they are assessed by faculty, community assessors, peers and themselves. Our small class sizes ensure students receive uncommon access to faculty. With an average student to teacher ratio of 10:1, you are guaranteed an individualized learning experience.

Requirements

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credits</th>
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<tbody>
<tr>
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<td>Community Art Midsemester Assessment</td>
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<td>A-121</td>
<td>Community Art Midsemester Assessment</td>
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<tr>
<td>A-122</td>
<td>Community Art Midsemester Assessment</td>
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<td>Community Art Midsemester Assessment</td>
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<td>A-134</td>
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<td>A-193C</td>
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<thead>
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<th>Title</th>
<th>Credits</th>
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<tbody>
<tr>
<td>A-210</td>
<td>Ancient to Byzantine Art</td>
<td>2</td>
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<tr>
<td>A-221</td>
<td>Beginning Figure Drawing</td>
<td>3</td>
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<tr>
<td>AT-230</td>
<td>Aesthetic Engagement Ext Assessmnt Lev 2</td>
<td>0</td>
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<tr>
<td>A-234</td>
<td>Aesthetic Engagement Ext Assessmnt Lev 2</td>
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<tr>
<td>A-241</td>
<td>Aesthetic Engagement Ext Assessmnt Lev 2</td>
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<tr>
<td>A-262</td>
<td>Aesthetic Engagement Ext Assessmnt Lev 2</td>
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<td>AT-210</td>
<td>Aesthetic Engagement Ext Assessmnt Lev 2</td>
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<td>AT-285</td>
<td>Aesthetic Engagement Ext Assessmnt Lev 2</td>
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<tr>
<td>AT-330</td>
<td>Aesthetic Engagement Ext Assessmnt Lev 2</td>
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<tr>
<td>PSY-110</td>
<td>Aesthetic Engagement Ext Assessmnt Lev 2</td>
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Art Therapy Major Intermediate

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<tr>
<td>DA-115</td>
<td>Fundamentals of Voice &amp; Movement</td>
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<tr>
<td>A-147</td>
<td>Fundamentals of Voice &amp; Movement</td>
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<td>A-221</td>
<td>Fundamentals of Voice &amp; Movement</td>
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<tr>
<td>A-309</td>
<td>Fundamentals of Voice &amp; Movement</td>
<td>2</td>
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<tr>
<td>A-310</td>
<td>Fundamentals of Voice &amp; Movement</td>
<td>2</td>
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<tr>
<td>A-399</td>
<td>Formal Introduction to Advanced Work</td>
<td>0</td>
</tr>
<tr>
<td>Art Electives—Take 12 credits of 300 or 400 level Art Electives</td>
<td>12</td>
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<tr>
<td>AT-386</td>
<td>Media &amp; Methods in Art Therapy</td>
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<tr>
<td>AT-387</td>
<td>Adaptive Field Experience</td>
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<td>AT-395</td>
<td>Ext Assessmnt Aesthetic Engagement Lev 4</td>
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<tr>
<td>BSC-255</td>
<td>Behavioral Science Research Methods</td>
<td>4</td>
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<tr>
<td>AT-396</td>
<td>Art Therapy &amp; Practical Application</td>
<td>3</td>
</tr>
<tr>
<td>AT-482</td>
<td>Ext Assessmnt Effective Citizenship Lev4</td>
<td>0</td>
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<tr>
<td>PSY-250</td>
<td>Abnormal Psychology</td>
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Art Therapy Major Advanced

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<td>A-409</td>
<td>Modern to Contemporary Art</td>
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<td>A-491</td>
<td>Modern to Contemporary Art</td>
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<td>A-492</td>
<td>Modern to Contemporary Art</td>
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<tr>
<td>AT-410</td>
<td>Modern to Contemporary Art</td>
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<tr>
<td>AT-485</td>
<td>Modern to Contemporary Art</td>
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<tr>
<td>AT-400</td>
<td>Modern to Contemporary Art</td>
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<tr>
<td>AT-450</td>
<td>Modern to Contemporary Art</td>
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<tr>
<td>PSY Electives: Take 8 credits of upper level PSY electives</td>
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</tbody>
</table>

This major does not require a minor and follows the general education requirements (p. 44) for mega majors—not science related.

Biology Majors

What makes biology exciting is its diversity. A biologist might gather field samples for the environmental impact statements, study the responses of whole organisms to stress, or insert new genes into a microbe. Biologists seek to unravel the mystery of living organisms from molecules to ecosystems. Alverno’s biology curriculum is constantly evolving to make sure you have the knowledge and up-to-date skills to participate effectively in this fast-paced field.

You can focus your studies in one of several core areas leading to a variety of careers in fields like teaching, industry, health care, or research. You can also apply your biological knowledge to careers outside the traditional, like science writing or environmental law. If you are a student...
whose interests lie in biotechnology, forensic science, or molecular medicine, you may wish to specialize in molecular biology (p. 53).

Please visit the following pages to find out more about the individual biology majors that Alverno offers:

- Biology & Secondary Education (major) (p. 52)
- Biology (major) (p. 52)
- Biology; Molecular (major) (p. 53)

### Biology & Secondary Education (major)

#### Requirements

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
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<tbody>
<tr>
<td>SC-120</td>
<td>Foundations of Biology</td>
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<td>&amp; 120L</td>
<td>and Foundations of Biology Lab</td>
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<tr>
<td>BI-221</td>
<td>Biology of Plants</td>
<td>3-4</td>
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<td>BI-222</td>
<td>Biology of Animals</td>
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<tr>
<td>BI-223</td>
<td>Natural History of North America</td>
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<tr>
<td>MT-123</td>
<td>College Algebra</td>
<td>3-4</td>
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<tr>
<td>MT-148</td>
<td>Functions &amp; Modeling</td>
<td></td>
</tr>
<tr>
<td>MT-152</td>
<td>Calculus 1</td>
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<tr>
<td>MT-124</td>
<td>Trigonometry</td>
<td>2</td>
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<tr>
<td>BI-231</td>
<td>Human Anatomy &amp; Physiology</td>
<td>4</td>
</tr>
<tr>
<td>&amp; 231L</td>
<td>and Human Anatomy &amp; Physiology Lab</td>
<td></td>
</tr>
<tr>
<td>BI-251</td>
<td>Microbiology</td>
<td>4</td>
</tr>
<tr>
<td>&amp; 251L</td>
<td>and Microbiology Lab</td>
<td></td>
</tr>
<tr>
<td>BI-325</td>
<td>Cellular Biology</td>
<td>4</td>
</tr>
<tr>
<td>&amp; 325L</td>
<td>and Cellular Biology Lab</td>
<td></td>
</tr>
<tr>
<td>BI-341</td>
<td>Ecology</td>
<td>4</td>
</tr>
<tr>
<td>BI-361</td>
<td>Genetics Lecture</td>
<td>3</td>
</tr>
<tr>
<td>BI-399</td>
<td>Formal Introduction to Advanced Work</td>
<td>0</td>
</tr>
<tr>
<td>MT-256</td>
<td>Probability and Statistics</td>
<td>4</td>
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<tr>
<td>PH-231</td>
<td>Algebra-Based Physics I</td>
<td>4</td>
</tr>
<tr>
<td>or PH-241</td>
<td>Calculus-Based Physics I</td>
<td></td>
</tr>
<tr>
<td>PH-232</td>
<td>Algebra-Based Physics 2</td>
<td>4</td>
</tr>
<tr>
<td>or PH-242</td>
<td>Calculus-Based Physics 2</td>
<td></td>
</tr>
<tr>
<td>CH-213</td>
<td>Chemistry of Bioorganic Molecules</td>
<td>4</td>
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<tr>
<td>&amp; 213L</td>
<td>and Chemistry of Bioorganic Molecules Lab</td>
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#### Biology Major with SED Intermediate

<table>
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<tr>
<th>Code</th>
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<tbody>
<tr>
<td>ED-220</td>
<td>Interview Assessment</td>
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<tr>
<td>ED-321</td>
<td>Middle School Teaching &amp; Field</td>
<td>4</td>
</tr>
<tr>
<td>ED-396</td>
<td>Introduction to Exceptional Learner</td>
<td>3</td>
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<tr>
<td>ED-399</td>
<td>Formal Introduction to Advanced Work</td>
<td>0</td>
</tr>
<tr>
<td>HS-308</td>
<td>US History 1607-1900</td>
<td>4</td>
</tr>
<tr>
<td>or HS-309</td>
<td>US in 20th Century</td>
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</table>

#### Secondary Education Major Intermediate

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credits</th>
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</thead>
<tbody>
<tr>
<td>ED-315S</td>
<td>Immersion in Tchg, Learng &amp; Assess-SED</td>
<td>4</td>
</tr>
<tr>
<td>PST-329</td>
<td>Praxis II Prep Seminar</td>
<td>0</td>
</tr>
<tr>
<td>Praxis II</td>
<td></td>
<td></td>
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<tr>
<td>ED-420</td>
<td>Portfolio/Interview Assessment</td>
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<td>ED-455A</td>
<td>Directed Observation Teaching High Sch</td>
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</tr>
<tr>
<td>&amp; ED-455EA</td>
<td>Directed Obsrv/Teaching Middle Sch</td>
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<tr>
<td>ED-475</td>
<td>Student Teaching Seminar</td>
<td>0</td>
</tr>
<tr>
<td>ED-477</td>
<td>Tchg Science/Middle-Secondary Schl</td>
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</tr>
</tbody>
</table>

This major does not require a minor and follows the general education requirements (p. 44) for mega majors-science related.

### Alverno Difference

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### Biology (major)

#### What you will study

Biology, the study of living organisms and life processes, is the most all-encompassing of the sciences. Understanding basic life processes requires working in many areas in an integrated way.

We want you to be able to use science effectively. You take part in both individual and group investigative laboratories as part of the first two science courses. You develop a real sense of all the planning, the work, the frustration, the excitement — the reality of doing science.

As you progress and refine and build upon these basic abilities, you continue to design and perform experiments in the laboratory and in the field. You learn to use your investigative projects to engage in the more complex work of making relationships and perceiving patterns.

In intermediate courses, you ask more in-depth questions. You build and evaluate scientific models, showing how different biological concepts fit together — and you subject those models to testing, practicing professional methods of data gathering and record keeping. You strengthen your abilities through self-assessment, learning to be an independent judge of your progress.
This self-assessment leads you into advanced work, where you become responsible for your own learning strategies, your goals in long-term projects, and your actions in the internship. You decide what laboratory methods are appropriate for the problems you are investigating and what statistical tests should be applied to your data. And you analyze the role of science in society and develop your own code of scientific ethics, preparing yourself for your future as a professional biologist.

**Alverno Difference**

Alverno classes are small and interactive. Students cooperate in learning communities to work on case studies, analyze actual data, and carry out projects. Integrated within their course work students apply science content to critically analyze varied values to current global and local issues. Our students participate in research through class experiments and special programs. Internships give students the opportunity to explore careers, work with cutting-edge technology, and make connections that often result in job offers before graduation. Students can also collaborate with faculty by attending professional conferences, working on faculty research or doing independent research with faculty guidance.

Students who plan to attend professional school can participate in a series of workshops on topics like preparing for entrance exams, creating letters of recommendation, and making connections that often result in job offers before graduation. Opportunities to explore careers, work with cutting-edge technology, and make connections that often result in job offers before graduation.

**Requirements**

<table>
<thead>
<tr>
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<th>Credits</th>
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<td><strong>Biology Major Beginning</strong></td>
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<tr>
<td>Take one of the following:</td>
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<tr>
<td>MT-123</td>
<td>College Algebra</td>
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<tr>
<td>MT-148</td>
<td>Functions &amp; Modeling</td>
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<td>MT-152</td>
<td>Calculus I</td>
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<td>MT-124</td>
<td>Trigonometry</td>
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<tr>
<td><strong>Biology Major Intermediate</strong></td>
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<tr>
<td>CH-213</td>
<td>Chemistry of Bioorganic Molecules</td>
<td>4</td>
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<tr>
<td>&amp; 213L</td>
<td>and Chemistry of Bioorganic Molecules Lab</td>
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<tr>
<td>Take one of the following:</td>
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<tr>
<td>BI-221</td>
<td>Biology of Plants</td>
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<tr>
<td>BI-222</td>
<td>Biology of Animals</td>
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</tr>
<tr>
<td>BI-223</td>
<td>Natural History of North America</td>
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</tr>
<tr>
<td>BI-231</td>
<td>Human Anatomy &amp; Physiology</td>
<td>4</td>
</tr>
<tr>
<td>&amp; 231L</td>
<td>and Human Anatomy &amp; Physiology Lab</td>
<td></td>
</tr>
<tr>
<td>BI-251</td>
<td>Microbiology</td>
<td>4</td>
</tr>
<tr>
<td>&amp; 251L</td>
<td>and Microbiology Lab</td>
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</tr>
<tr>
<td>BI-341</td>
<td>Ecology</td>
<td>4</td>
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<tr>
<td>BI-325</td>
<td>Cellular Biology</td>
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<td>and Cellular Biology Lab</td>
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<tr>
<td>BI-361</td>
<td>Genetics Lecture</td>
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<td>&amp; 361L</td>
<td>and Genetics Lab</td>
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<td>INTERN-383</td>
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<td>BI Assessment in Effective Citizenship</td>
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<td>BI-399</td>
<td>Formal Introduction to Advanced Work</td>
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<td>MT-256</td>
<td>Probability and Statistics</td>
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<td>or PH-242</td>
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<tr>
<td>Take 6-7 credits of Biology Electives</td>
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</table>

This major does not require a minor and follows the general education requirements (p. 44) for standard majors-science related.

**Biology; Molecular (major)**

**What you will study**

DNA is the master molecule of living things. To understand how the most basic processes of life work, molecular biologists study DNA from many different perspectives in an integrated way. As an Alverno molecular biology student, you take a select program of biology and physical science courses that introduce you to a variety of theories and techniques that can be applied to DNA.

Your beginning courses follow the sequence of the biology major. They lay the foundation of biology and chemistry principles, and introduce the real world of laboratory experiments. You begin to develop the analytical and problem-solving skills of a practicing scientist, and you learn to work both independently and as part of a laboratory team.

As you move into the intermediate courses of the program, your studies become more focused on the fields of science that gave rise to molecular biology, and the disciplines of biology that intensively use molecular technology today. You learn to ask and answer more complex scientific questions. You work with scientific models to show how different concepts fit together, and you learn to build, test, and refine models through laboratory work. Progressing through the intermediate coursework, you appreciate how different disciplines of biology and chemistry reveal the molecular basis of life, and how molecular science supports all disciplines of biology.

In your advanced work, you become increasingly independent in learning through laboratory experiences, the scientific literature, and critical thinking about scientific questions. Your courses examine the scientific concepts that are critical to understanding how DNA makes up genes, how DNA controls cells, and how the knowledge of DNA can be used to change living organisms. You explore laboratory techniques that are routinely used in molecular biology research, and you learn how to adapt and combine those techniques to solve sophisticated laboratory problems. In the capstone course, you bring the diverse perspectives of your prior work together and examine molecular biology as a unique discipline within biology.

**Alverno Difference**

Alverno classes are small and interactive. Students cooperate in learning communities to work on case studies, analyze actual data, and carry out projects. Integrated within their course work students apply science content to critically analyze varied values to current global and local issues. Our students participate in research through class experiments and special programs. Internships give students the opportunity to explore careers, work with cutting-edge technology, and make connections that often result in job offers before graduation. Students can also collaborate with faculty by attending professional conferences, working on faculty research or doing independent research with faculty guidance.
conferences, working on faculty research or doing independent research with faculty guidance.

Students who plan to attend professional school can participate in a series of workshops on topics like preparing for entrance exams, creating successful applications, and getting letters of recommendation.

### Requirements

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>BI-221</td>
<td>Biology of Plants</td>
<td></td>
</tr>
<tr>
<td>BI-222</td>
<td>Biology of Animals</td>
<td></td>
</tr>
<tr>
<td>BI-223</td>
<td>Natural History of North America</td>
<td></td>
</tr>
<tr>
<td>CH-213</td>
<td>Chemistry of Bioorganic Molecules</td>
<td></td>
</tr>
<tr>
<td>&amp; 213L</td>
<td>and Chemistry of Bioorganic Molecules Lab</td>
<td></td>
</tr>
<tr>
<td>CH-221</td>
<td>Organic Chemistry 1</td>
<td></td>
</tr>
<tr>
<td>&amp; 221L</td>
<td>and Organic Chemistry 1 - Lab</td>
<td></td>
</tr>
</tbody>
</table>

Take one of the following: 3-4

- MT-123 College Algebra
- MT-148 Functions & Modeling
- MT-152 Trigonometry

### Biology Molecular Spec Major Intermediate

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
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<tbody>
<tr>
<td>BI-251</td>
<td>Microbiology</td>
<td>4</td>
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<tr>
<td>&amp; 251L</td>
<td>and Microbiology Lab</td>
<td></td>
</tr>
<tr>
<td>BI-328</td>
<td>Biochemistry</td>
<td>4</td>
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</table>

or CH-328 Biochemistry

<table>
<thead>
<tr>
<th>Code</th>
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<th>Credits</th>
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<tbody>
<tr>
<td>BI-361</td>
<td>Genetics Lecture</td>
<td>4</td>
</tr>
<tr>
<td>&amp; 361L</td>
<td>and Genetics Lab</td>
<td></td>
</tr>
<tr>
<td>BI-325</td>
<td>Cellular Biology</td>
<td>3</td>
</tr>
<tr>
<td>BI-374</td>
<td>BI Assessment in Effective Citizenship</td>
<td>1</td>
</tr>
<tr>
<td>BI-399</td>
<td>Formal Introduction to Advanced Work</td>
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Take 5 credits of Biology Electives (one course at the 300 or 400 level) 5

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credits</th>
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<tbody>
<tr>
<td>CH-234</td>
<td>Analytical Chemistry/Quantitative Analys</td>
<td>4</td>
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<tr>
<td>&amp; 234L</td>
<td>and Analytical Chem-Quant Analysis Lab</td>
<td></td>
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<tr>
<td>MT-256</td>
<td>Probability and Statistics</td>
<td>4</td>
</tr>
<tr>
<td>PH-231</td>
<td>Algebra-Based Physics I</td>
<td>4</td>
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<tr>
<td>or PH-241</td>
<td>Calculus-Based Physics 1</td>
<td></td>
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<tr>
<td>PH-232</td>
<td>Algebra-Based Physics 2</td>
<td>4</td>
</tr>
<tr>
<td>or PH-242</td>
<td>Calculus-Based Physics 2</td>
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### Biology Molecular Spec Major Advanced

<table>
<thead>
<tr>
<th>Code</th>
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<th>Credits</th>
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</thead>
<tbody>
<tr>
<td>INTERN-383</td>
<td>Internship Seminar</td>
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<tr>
<td>BI-491</td>
<td>Senior Environmental Seminar</td>
<td>3</td>
</tr>
<tr>
<td>BI-425</td>
<td>Molecular Biology</td>
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<tr>
<td>&amp; 425L</td>
<td>and Molecular Biology Lab</td>
<td></td>
</tr>
<tr>
<td>BI-452</td>
<td>Immunology</td>
<td>3</td>
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</tbody>
</table>

This major does not require a minor and follows the general education requirements (p. 44) for standard majors-science related.
problem-solving skills to off-campus and applied research situations. As an advanced student, you integrate and apply your analytic and interpersonal skills. This information helps you measure progress and plan further activities. Organizations offer a valuable opportunity to apply your knowledge in an organizational setting and develop and practice your communication and interpersonal behavior, provides the context for you to learn to analyze relationships, make decisions, solve problems, and interact effectively in group situations.

Finally, because you seldom face situations in which you have all the necessary information or are in complete control of all the resources, you are helped to practice decision making in the face of these risks.

Alverno Difference

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Business & Management (major)

The business and management program is designed to help you develop fundamental skills in areas such as accounting, marketing, and finance. Each of these functional areas, along with courses in small-group interaction and organizational behavior, provides the context for you to learn to analyze relationships, make decisions, solve problems, and interact effectively in group situations.

We emphasize active learning in our program — case studies, simulations, videotaping, and “in-basket” exercises. In addition, internships and fieldwork in business, industry, and not-for-profit institutions offer a valuable opportunity to apply your knowledge in an organizational setting and develop and practice your communication and interpersonal skills.

As you progress through the program, you are able to identify more comprehensively the problems and opportunities that can develop at work. You also become more skillful in gathering and interpreting financial and research information available to businesses and other organizations. This information helps you measure progress and plan further activities.

As an advanced student, you integrate and apply your analytic and problem-solving skills to off-campus and applied research situations.

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Requirements

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credits</th>
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<tbody>
<tr>
<td>SSC-101</td>
<td>Introduction to Social Science</td>
<td>4</td>
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<tr>
<td>or PSY-110</td>
<td>Life Span Development</td>
<td></td>
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<tr>
<td>MGT-100</td>
<td>Introduction to Business &amp; Mgt</td>
<td>3</td>
</tr>
<tr>
<td>MGT-201</td>
<td></td>
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<tr>
<td>MGT-202</td>
<td>Managerial Accounting &amp; Decision Making</td>
<td>3</td>
</tr>
<tr>
<td>MGT-210</td>
<td>Economic Environment</td>
<td>3</td>
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<tr>
<td>MGT-211</td>
<td>Microeconomics</td>
<td>3</td>
</tr>
<tr>
<td>MGT-212</td>
<td>Business Math</td>
<td>3</td>
</tr>
<tr>
<td>MGT-279</td>
<td>Business Communication</td>
<td>3</td>
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<tr>
<td>PPS-229</td>
<td>Career &amp; Internship Planning</td>
<td>1</td>
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<tr>
<td>MGT-216</td>
<td>Information Technology</td>
<td>3</td>
</tr>
<tr>
<td>MGT-221</td>
<td>Managing in Organizations</td>
<td>3</td>
</tr>
<tr>
<td>MGT-250</td>
<td>Business Models &amp; Quantitative Methods</td>
<td>3</td>
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<tr>
<td>MGT-300</td>
<td>Marketing Principles &amp; Management</td>
<td>3</td>
</tr>
<tr>
<td>MGT-310</td>
<td>Finance</td>
<td>3</td>
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<tr>
<td>MGT-314</td>
<td>Operations and Logistics</td>
<td>3</td>
</tr>
<tr>
<td>MGT-370</td>
<td>Human Resource Management</td>
<td>3</td>
</tr>
<tr>
<td>MGT-380</td>
<td>Business Law</td>
<td>3</td>
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<tr>
<td>INTERN-383</td>
<td>Internship Seminar</td>
<td></td>
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<tr>
<td>MGT-399</td>
<td>Formal Introduction to Advanced Work</td>
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<tr>
<td>MGT-400</td>
<td>Small Business Mgt/Decision Making</td>
<td>3</td>
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<tr>
<td>MGT-410</td>
<td>Business Policy &amp; Strategy</td>
<td>3</td>
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<tr>
<td>MGT-412</td>
<td>Business Practicum</td>
<td>3</td>
</tr>
<tr>
<td>MGT-483</td>
<td>Advanced Internship Seminar</td>
<td>2</td>
</tr>
<tr>
<td>MGT Electives: Take 9 credits of MGT electives</td>
<td>9</td>
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</tr>
</tbody>
</table>

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This major does not require a minor and follows the general education requirements (p. 44) for standard majors—not science related.

**Business and Management; Management Accounting (major)**

**What you will study**

Because accounting is a popular area of study, most American colleges offer an accounting program.

However, few are as unique as the management accounting curriculum at Alverno College. The Alverno management accounting curriculum provides students with the learning they need to take a strategic and integrated approach to accounting issues. Today, management accountants are more involved in decision making, in directing management teams, and in strategic planning. An Alverno degree in management accounting prepares students for a variety of opportunities in the world of financial administration, whether in the corporate, not-for-profit, or government sector.

By grounding the management accounting major in a broad-based liberal arts and business curriculum, this program helps students develop the necessary skills to compete in an ever-changing business environment.

When you choose a management accounting major, you learn:

1. To integrate principles from accounting and management theory with liberal arts learning to interpret and analyze business situations and to effectively communicate with others in a variety of contexts
2. To use accounting frameworks to initiate and implement problem solving and process improvement in organizational contexts
3. To use management theory to interact effectively in professional contexts that require leadership of groups or other types of interpersonal interactions
4. To respond to management and accounting issues in a manner consistent with personal and professional codes of conduct.

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**Requirements**

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>MGMT-100</td>
<td>Introduction to Business &amp; Mgt</td>
<td>3</td>
</tr>
</tbody>
</table>

**Chemistry (major)**

**What you will study**

As a chemistry major at Alverno, you will learn to not only know the answers to chemical problems, but also be able to develop a deep understanding of your solutions. In your learning you will have many opportunities to communicate this deep understanding in both written and spoken word, and you will gain skills in speaking on your feet to audiences with a wide variety of scientific backgrounds about real-world chemical issues and misconceptions. A chemistry major provides the skills and knowledge to be an informed citizen, effective advocate and community leader in addressing community health and environmental issues.

In our laboratory courses you not only learn the basic skills and knowledge inherent to chemistry, but also design, implement and evaluate your own investigations. This is true across the curriculum from the 100 to 400 level. You will have hands on experience with state of the art instrumentation such as nuclear magnetic resonance spectroscopy, Infrared, ultraviolet, fluorescence and visible spectroscopy, gas and high performance liquid chromatography and mass spectrometry. Chemistry majors have strong mentor relationships with faculty. And, chemistry majors at Alverno are interns across the Milwaukee area and beyond, applying their knowledge and abilities in a variety of settings. These internships lead to networking opportunities and in many cases employment in chemistry right out of college.
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**Requirements**

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credits</th>
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<tbody>
<tr>
<td><strong>Chemistry Major Beginning</strong></td>
<td></td>
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<tr>
<td>CH-213</td>
<td>Chemistry of Bioorganic Molecules</td>
<td>4</td>
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<td>&amp; 213L</td>
<td>and Chemistry of Bioorganic Molecules Lab</td>
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<tr>
<td>MT-152</td>
<td>Calculus 1</td>
<td>4</td>
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<tr>
<td><strong>Chemistry Major Intermediate</strong></td>
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<tr>
<td>MT-253</td>
<td>Calculus 2</td>
<td>4</td>
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<tr>
<td>CH-221</td>
<td>Organic Chemistry 1</td>
<td>4</td>
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<td>&amp; 221L</td>
<td>and Organic Chemistry 1 - Lab</td>
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<tr>
<td>CH-234</td>
<td>Analytical Chemistry/Quantitative Analys</td>
<td>4</td>
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<td>&amp; 234L</td>
<td>and Analytical Chem-Quant Analysis Lab</td>
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<td>CH-260</td>
<td>Chemistry of Inorganic Materials</td>
<td>4</td>
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<td>&amp; 260L</td>
<td>and Chemistry/Inorganic Materials - Lab</td>
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<tr>
<td>CH-328</td>
<td>Biochemistry</td>
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<td>and Biochemistry - Lab</td>
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<td>CH-322</td>
<td>Organic Chemistry 2</td>
<td>4</td>
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<td>&amp; 322L</td>
<td>and Organic Chemistry 2 Lab</td>
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<td>CH-374</td>
<td>CH Assessment in Effective Citizenship</td>
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<td>CH-399</td>
<td>Formal Introduction to Advanced Work</td>
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<tr>
<td>PH-241</td>
<td>Calculus-Based Physics 1</td>
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<td>PH-242</td>
<td>Calculus-Based Physics 2</td>
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<tr>
<td>CH-337</td>
<td>Instrumental Methods of Analysis Lab</td>
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<tr>
<td>or CH-395</td>
<td>Biochemistry of Micronutrients</td>
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<td><strong>Chemistry Major Advanced</strong></td>
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<tr>
<td>INTERN-383</td>
<td>Internship Seminar</td>
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<tr>
<td>or CH-483</td>
<td>Advanced Internship Seminar</td>
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<tr>
<td>CH-441</td>
<td>Physical Chemistry 1</td>
<td>3</td>
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<tr>
<td>CH-442</td>
<td>Physical Chemistry 2</td>
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<td>CH-450L</td>
<td>Physical Chemistry Lab</td>
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<tr>
<td>CH-414</td>
<td>Chemistry Professional Portfolio</td>
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</table>

1 MT-123, MT-124 and/or MT-148 are prerequisites for Calculus and some chemistry courses. Check with advisor.

This major does not require a minor and follows the general education requirements (p. 44) for standard majors-science related.

**Communication (major)**

Do you love to pin it, post it or tweet it? Are teachers routinely praising your writing style? Do you use videos to share what’s on your mind? If so, a Communication degree may be right for you.

Alverno’s Communication major will prepare you to imagine, create and deliver innovative communication using emerging technologies and effective strategies. You will gain essential, current knowledge while enjoying hands-on learning.

This major blends core communication theory and tools with the latest digital production techniques to prepare graduates for success in a dynamic and growing field.

**Requirements**

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credits</th>
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<tbody>
<tr>
<td><strong>Communication Major Beginning</strong></td>
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<tr>
<td>COMM-200</td>
<td>Communication Foundations</td>
<td>3</td>
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<tr>
<td>COMM-220</td>
<td>Listening and Mindfulness</td>
<td>3</td>
</tr>
<tr>
<td>COMM-230</td>
<td>Production Lab 1: Visual Communication</td>
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<td>or COMM-231</td>
<td>Production Lab 1: Information Technology</td>
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<tr>
<td><strong>Communication Major Intermediate</strong></td>
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<tr>
<td>COMM-300</td>
<td>Communication Strategies</td>
<td>3</td>
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<tr>
<td>COMM-320</td>
<td>Media Studies</td>
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<td>COMM-330</td>
<td>Production Lab II: Emerging Technologies</td>
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<tr>
<td>COMM-340</td>
<td>Persuasion and Advocacy</td>
<td>3</td>
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<td><strong>Communication Major Advanced</strong></td>
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<tr>
<td>COMM-360</td>
<td>Logic &amp; Argumentation</td>
<td>3</td>
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<td>COMM-380</td>
<td>Project Management</td>
<td>3</td>
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<td>COMM-490</td>
<td>Communication Capstone</td>
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<td>INTERN-383</td>
<td>Internship Seminar</td>
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<tr>
<td>Take 6 credits from Production Labs II</td>
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<tr>
<td>COMM-370</td>
<td>Production Lab III: Advanced Workshop</td>
<td>3</td>
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<tr>
<td>COMM-371</td>
<td>Prod Lab III: Adv Audio&amp;Internet radio</td>
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</tr>
<tr>
<td>COMM-372</td>
<td>Production Lab III:Adv Photography</td>
<td></td>
</tr>
<tr>
<td>COMM-374</td>
<td>Prod Lab III:Adv Digital Publishing</td>
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<tr>
<td>COMM-376</td>
<td>Prod Lab III:Advanced Web Design</td>
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</tr>
<tr>
<td>COMM-378</td>
<td>Prod Lab III:Advanced Digital Video</td>
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</tr>
<tr>
<td>COMM-379</td>
<td>Prod Lab III:Advanced Social Media</td>
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<tr>
<td>Take 6 credits from COMM-300/400 level</td>
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</table>

This major requires one minor (p. 84) and follows the general education requirements (p. 44) for standard majors-not science related.

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peers and themselves. Our small class sizes ensure students receive uncommon access to faculty. With an average student to teacher ratio of 10:1, you are guaranteed an individualized learning experience.

Creative Arts in Practice (major)

This major is perfect for students who desire a career in the arts but want to have expertise in multiple areas in order to meet the changing demands of organizations who need multi-disciplined artists and creative thinkers. Students will also learn strategies and entrepreneurial skills necessary to execute and fund their own creative projects.

Students will select two different creative arts tracks, or focus areas, to complement the core work within the major. These tracks include:

- Creative Studies in Writing
- Media Design
- Visual Arts
- Film
- Music
- Theater/Dance

Within this major, students learn to apply and evaluate theories of creativity and problem-solving models within a range of arts experiences and productions. These experiences and productions span cultures and communities as the students creatively and skillfully explore, plan, develop, respond, and reflect on the diversity and interconnectedness of Creative Arts in Practice. Students apply principles of arts entrepreneurship, including funding, business models, branding, and creative renewal within their chosen tracks. As a final showcase of their creative expertise, voice, and professional skills, students create a multiple arts portfolio within a final Creative Arts performance, production, or publication that synthesizes their artistic work in a collaborative setting.

Requirements

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>A-146</td>
<td>Self Employment in the Arts</td>
<td>1</td>
</tr>
<tr>
<td>A-147</td>
<td>Grant Writing for Artists &amp; Educators</td>
<td>1</td>
</tr>
<tr>
<td>CA-250</td>
<td>Kick Start Creativity</td>
<td>4</td>
</tr>
<tr>
<td>CA-299</td>
<td>Formal Introduction to Intermediate Work</td>
<td>0</td>
</tr>
<tr>
<td>Take one of the following:</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>MGT-100</td>
<td>Introduction to Business &amp; Mgt</td>
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</tr>
<tr>
<td>MGT-361</td>
<td>Understanding Personl&amp; Professional Selling</td>
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<tr>
<td>CLD-437</td>
<td>Fundraising &amp; Grantwriting:Princ &amp; Prac</td>
<td></td>
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<tr>
<td>CA-300</td>
<td>Creativity and Careers</td>
<td>4</td>
</tr>
<tr>
<td>CA-399</td>
<td>Formal Introduction to Advanced Work</td>
<td>1</td>
</tr>
<tr>
<td>INTERN-383</td>
<td>Internship Seminar</td>
<td>2</td>
</tr>
<tr>
<td>Choose two 11-12 credit tracks for your areas of focus:</td>
<td>22-24</td>
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</tr>
<tr>
<td>EN-251</td>
<td>Introduction to Creative Writing</td>
<td></td>
</tr>
<tr>
<td>EN-343</td>
<td>Creative Writing II</td>
<td></td>
</tr>
<tr>
<td>EN-453</td>
<td>From Printout to Publication</td>
<td></td>
</tr>
<tr>
<td>EN-252</td>
<td>Fiction Into Film</td>
<td></td>
</tr>
<tr>
<td>EN-344</td>
<td>Great Films</td>
<td></td>
</tr>
<tr>
<td>EN-398</td>
<td>Film Around the World</td>
<td></td>
</tr>
<tr>
<td>A-148</td>
<td>The Art of Creative Video</td>
<td></td>
</tr>
<tr>
<td>MDIA-262</td>
<td>Graphic Designs &amp; Illustration</td>
<td></td>
</tr>
<tr>
<td>MDIA-359</td>
<td>Digital Art for MDIA Majors</td>
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<tr>
<td>MDIA-381</td>
<td>Content Development Media Design</td>
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<tr>
<td>MDIA-401</td>
<td>New Media</td>
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<tr>
<td>FA-114</td>
<td>Intro to the Arts: Music Focus</td>
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</tr>
<tr>
<td>MU-210</td>
<td>Improvisational Music</td>
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<tr>
<td>MU-276</td>
<td>Music Technology</td>
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<tr>
<td>MU-130</td>
<td>Alverno College Choir</td>
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<tr>
<td>MUE-105</td>
<td>Group Piano 1</td>
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<tr>
<td>TA-115</td>
<td>Fundamentals of Voice &amp; Movement</td>
<td></td>
</tr>
<tr>
<td>TA-210</td>
<td>Improvisation:creative Approach Perform</td>
<td></td>
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<tr>
<td>TA-265</td>
<td>Fundmntls of Acting On-Stage and Off</td>
<td></td>
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<tr>
<td>TA-307</td>
<td>Selected Topics in Theatre</td>
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<tr>
<td>TA-340</td>
<td>Introduction to Directing</td>
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<tr>
<td>DA-115</td>
<td>Fundamentals of Voice &amp; Movement</td>
<td></td>
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<tr>
<td>DA-230</td>
<td>Contemporary Dance Technique 2</td>
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<tr>
<td>DA-232</td>
<td>Ballet Technique 2</td>
<td></td>
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<tr>
<td>DA-310</td>
<td>Contemp Dance-Amer:Movement &amp; Meaning</td>
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<tr>
<td>DA-340</td>
<td>Dance Composition and Performance 1</td>
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<tr>
<td>DA-134</td>
<td>Yoga</td>
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<tr>
<td>A-121</td>
<td>Analytic Drawing</td>
<td>3</td>
</tr>
<tr>
<td>or A-134</td>
<td>Studio Art 2: 2-D Design</td>
<td></td>
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<tr>
<td>or A-122</td>
<td>Expressive Drawing</td>
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</tr>
<tr>
<td>or A-221</td>
<td>Beginning Figure Drawing</td>
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</tr>
<tr>
<td>or A-262A</td>
<td>Graphic Designs&amp;Illustrtn-Non Art Maj</td>
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</tr>
<tr>
<td>or A-234</td>
<td>Studio Art 3: 3-D Design</td>
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<tr>
<td>AHS-210</td>
<td>Ancient to Byzantine Art (or various Art Workshops)</td>
<td>2</td>
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<tr>
<td>or AHS-311</td>
<td>Art Topics:</td>
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<tr>
<td>or AHS-409</td>
<td>Modern &amp; Contemporary Art</td>
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<tr>
<td>or AHS-250</td>
<td>Asian Art</td>
<td></td>
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<tr>
<td>Select two studio electives from:</td>
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<tr>
<td>A-352A</td>
<td>Painting</td>
<td></td>
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<tr>
<td>A-366A</td>
<td>Ceramics for Non-Art Majors</td>
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<tr>
<td>A-376A</td>
<td>Sculpture for Non-Art Majors</td>
<td></td>
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<tr>
<td>A-363A</td>
<td>Beginning Fibers for Non-Art Majors</td>
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<tr>
<td>A-364A</td>
<td>Digital Photography for Non-Art Maj</td>
<td></td>
</tr>
<tr>
<td>A-371A</td>
<td>Metalwork for Non-Art Majors</td>
<td></td>
</tr>
<tr>
<td>A-380A</td>
<td>Enameling/Glass Forming/Non-Art Maj</td>
<td></td>
</tr>
</tbody>
</table>

This major does not require a minor and follows the general education requirements (p. 44) for standard majors-not science related.
Education Majors

There are various options for students wishing to pursue a degree and/or licensure in education. A student may choose to work with early and middle childhood students for the ELC major (p. 62), middle childhood and early adolescence for the ELM major (p. 63), or may choose to work with secondary education students with a double major in a certifiable area (see options below). For students interested in gaining Montessori license, Alverno offers a major (p. 62) in Educational Studies in conjunction with the Montessori Institute of Milwaukee (MIM) for Montessori licensure (p. 62).

In addition, there are also ways to achieve teacher licensure outside of weekday college. Please visit the sections on post-baccalaureate teacher licensure (p. 123) and licensure to Master of Arts (LTM) (p. 123) for students who currently have a bachelor’s degree and are looking to become teachers. Students currently as a working paraprofessional qualify for our paraprofessional to teacher licensure (https://catalog.alverno.edu/adult-evening-online/paratolicensure) degree completion program.

- Broadfield Science & Secondary Education (major) (p. 59)
- Broadfield Social Studies & Secondary Education (major) (p. 60)
- Chemistry & Secondary Education (major) (p. 61)
- Education: English Language Learner Minor (p. 62)
- Educational Studies Major with Montessori Licensure (p. 62)
- Elementary Education/Early Childhood (major) (p. 62)
- Elementary Education/Middle Childhood (major) (p. 63)
- English Language Arts & Secondary Ed (major) (p. 63)
- English Language Arts for Early Childhood (minor) (p. 64)
- English Language Arts for Middle Childhood (minor) (p. 65)
- Mathematics & Secondary Education (major) (p. 65)
- Mathematics for Early Childhood (minor) (p. 66)
- Mathematics for Middle Childhood (minor) (p. 66)
- Science for Teachers (minor) (p. 66)
- Social Studies for Early Childhood (minor) (p. 67)
- Social Studies for Middle Childhood (minor) (p. 67)

A word from the faculty

At Alverno College, the teacher preparation programs prepare educators 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.

As an education student, you develop knowledge, skills, and dispositions essential to providing overall quality education and effective practical applications in your particular teaching field(s).

The Alverno School of Education believes that the future of the teaching profession depends upon educators who are committed to the success of each and every learner, are able to act on that commitment, and are courageous enough to do so. Therefore, the Alverno teacher preparation programs are designed to prepare educators who will go forth with the knowledge, skills, and behaviors to meet the challenges of today and tomorrow and the hope to sustain themselves as they shape the future.

Our program stresses abilities that are important to teachers:

1. Conceptualization is the integration of content knowledge with educational frameworks and a broadly based understanding of the liberal arts to plan and implement instruction. Teachers use their conceptualization skills when they plan lessons and units to meet both current and future needs of learners. Among the conceptual challenges you will face as a teacher are to plan activities that meet the needs of the individual as well as the group and to understand the system within which you work as an educator.

2. Diagnosis involves relating observed behavior to relevant frameworks in order to determine and implement learning prescriptions. Diagnosis relates to the teacher’s ability to analyze and solve problems. Teachers need to be able to move flexibly between seeing a group of students as a group and seeing the group as a collection of individuals with varying characteristics, needs, and talents. As a teacher, you must have a working knowledge of the appropriate developmental, pedagogical, and subject area frameworks with which to interpret the behavior of learners so that you can determine how to structure learning appropriately.

3. Coordination is managing resources effectively to support learning goals. As a teacher you must identify, allocate, organize, and manage resources as they relate to the total learning environment. Such resource management involves time, space, materials, the teacher as a tool of learning, other educators, professional literature, and the institution as a learning environment.

4. Communication requires using verbal, nonverbal, and media modes of communication to establish the environment of the classroom and to structure and reinforce learning. Lesson presentation, room arrangement, motivation, and reinforcement are examples of communication within the classroom; parent conferences and professional presentations are examples outside the classroom.

5. Integrative interaction means acting with professional values as a situational decision maker, adapting to the changing needs of the environment in order to develop students as learners. This ability requires a sensitivity to all students, manifested in the way that you create relationships between yourself and students and among the students in a class. It is the ability that brings together all of the above. As a teacher, you use the abilities involved in integrative interaction when you direct learning by guiding interstudent discussion, model learning by making explicit what you are doing, and encourage individual participation while effectively directing a group activity.

Broadfield Science & Secondary Education (major)

What you will learn

When you choose a broadfield science major, you combine studies in science with a teaching concentration. For teaching requirements, see the entry under Education – Early Adolescence/Adolescence Education.

You begin your major work with 8 credits of introductory chemistry and biology. This experience emphasizes the interconnectedness of science concepts and how one learns and does science. Your program of studies is designed to illustrate basic science principles and how they are applied across disciplines; teach you the significant theoretical frameworks of scientific thought; introduce you to laboratory, field, descriptive, and experimental modes of data collection and analysis; and enable you to learn experimental design strategies. The program places emphasis on the development of solid inquiry skills and on active and reflective learning — the kind of learning that nurtures the natural curiosity of the learner.
In the course of your studies you develop several key abilities:

1. **The ability to analyze.** You learn to observe the natural world and draw inferences and meaning from the interplay of living and nonliving matter. You then learn to apply concepts of science to a range of examples.

2. **The ability to solve problems.** You design and carry out experiments to expand your knowledge and experience. You develop critical-thinking skills in the effective use of scientific methodologies, data retrieval, charts, graphs, models, and computer simulations and in the analysis of data.

3. **The ability to deal responsibly with environmental and global issues.** You explore the contexts in which scientists work. These may include the goals and values of your colleagues and students, or the conflicting needs and beliefs of whole cultures.

### Requirements

**Broadfield Science Major Beginning**

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credits</th>
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<tbody>
<tr>
<td>SC-120</td>
<td>Foundations of Biology</td>
<td>4</td>
</tr>
<tr>
<td>&amp; 120L</td>
<td>and Foundations of Biology Lab</td>
<td></td>
</tr>
<tr>
<td>CH-213</td>
<td>Chemistry of Bioorganic Molecules</td>
<td>4</td>
</tr>
<tr>
<td>&amp; 213L</td>
<td>and Chemistry of Bioorganic Molecules Lab</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Take one of the following:</td>
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</tr>
<tr>
<td>BI-221</td>
<td>Biology of Plants</td>
<td>4</td>
</tr>
<tr>
<td>BI-222</td>
<td>Biology of Animals</td>
<td></td>
</tr>
<tr>
<td>&amp; 222L</td>
<td>and Biology of Animals Lab</td>
<td></td>
</tr>
<tr>
<td>BI-223</td>
<td>Natural History of North America</td>
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**Broadfield Science Major Intermediate**

<table>
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<tr>
<th>Code</th>
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<tbody>
<tr>
<td>BI-251</td>
<td>Microbiology</td>
<td>4</td>
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<tr>
<td>&amp; 251L</td>
<td>and Microbiology Lab</td>
<td></td>
</tr>
<tr>
<td>BI-399</td>
<td>Formal Introduction to Advanced Work</td>
<td>0</td>
</tr>
<tr>
<td>or CH-399</td>
<td>Formal Introduction to Advanced Work</td>
<td></td>
</tr>
<tr>
<td>CH-221</td>
<td>Organic Chemistry</td>
<td>3</td>
</tr>
<tr>
<td>or CH-234</td>
<td>Analytical Chemistry/Quantitative Analys</td>
<td></td>
</tr>
<tr>
<td>CH-260</td>
<td>Chemistry of Inorganic Materials</td>
<td>4</td>
</tr>
<tr>
<td>&amp; 260L</td>
<td>and Chemistry of Inorganic Materials - Lab</td>
<td></td>
</tr>
<tr>
<td>GE-220</td>
<td>Earth Science</td>
<td>4</td>
</tr>
<tr>
<td>PH-231</td>
<td>Algebra-Based Physics I</td>
<td>4</td>
</tr>
<tr>
<td>or PH-241</td>
<td>Calculus-Based Physics 1</td>
<td></td>
</tr>
<tr>
<td>PH-232</td>
<td>Algebra-Based Physics 2</td>
<td>4</td>
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<tr>
<td>or PH-242</td>
<td>Calculus-Based Physics 2</td>
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</tr>
<tr>
<td>MT-256</td>
<td>Probability and Statistics</td>
<td>4</td>
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<tr>
<td></td>
<td>Take one of the following:</td>
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<tr>
<td>CH-328</td>
<td>Biochemistry</td>
<td>3-5</td>
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<tr>
<td>&amp; 328L</td>
<td>and Biochemistry - Lab</td>
<td></td>
</tr>
<tr>
<td>CH-337</td>
<td>Instrumental Methods of Analysis Lab</td>
<td></td>
</tr>
<tr>
<td>CH-395</td>
<td>Biochemistry of Micronutrients</td>
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**Broadfield Science Major Advanced**

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<tbody>
<tr>
<td>BI-341</td>
<td>Ecology</td>
<td>4</td>
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<tr>
<td>GE-410</td>
<td>Environmental Geology</td>
<td>4</td>
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<td></td>
<td>Advanced Elective: Take one BI or CH advanced elective course at the 300 or 400 level</td>
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<tr>
<td>BI-491</td>
<td>Senior Environmental Seminar</td>
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or ENV-491 Integrated Environmental Seminar

**Secondary Education Major Beginning**

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<tr>
<td>ED-116</td>
<td>Human Relations Workshop</td>
<td>3</td>
</tr>
<tr>
<td>ED-201S</td>
<td>Foundations Tchg, Lrng &amp; Assess-SED</td>
<td>4</td>
</tr>
<tr>
<td>PED-150</td>
<td>Human Development</td>
<td>4</td>
</tr>
<tr>
<td>or PSY-110</td>
<td>Life Span Development</td>
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**Secondary Education Major Intermediate**

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<tr>
<td>ED-220</td>
<td>Interview Assessment</td>
<td>0</td>
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<tr>
<td>ED-321</td>
<td>Middle School Teaching &amp; Field</td>
<td>4</td>
</tr>
<tr>
<td>ED-396</td>
<td>Introduction to Exceptional Learner</td>
<td>3</td>
</tr>
<tr>
<td>ED-399</td>
<td>Formal Introduction to Advanced Work</td>
<td>0</td>
</tr>
<tr>
<td>HS-308</td>
<td>US History 1607-1900</td>
<td>4</td>
</tr>
<tr>
<td>or HS-309</td>
<td>US in 20th Century</td>
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</table>

**Secondary Education Support Advanced**

<table>
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<tr>
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<th>Title</th>
<th>Credits</th>
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<tbody>
<tr>
<td>ED-315S</td>
<td>Immersion in Tchg, Learng &amp; Assess-SED</td>
<td>4</td>
</tr>
<tr>
<td>ST-329</td>
<td>Praxis II Prep Seminar</td>
<td>0</td>
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<tr>
<td>ED-420</td>
<td>Portfolio/Interview Assessment</td>
<td>0</td>
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<tr>
<td>ED-455A</td>
<td>Directed Observation Teaching High Sch</td>
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<tr>
<td>&amp; ED-455EA</td>
<td>and Directed Observ/Teaching Middle Sch</td>
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<tr>
<td>ED-475</td>
<td>Student Teaching Seminar</td>
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<tr>
<td>ED-477</td>
<td>Tchg Science/Middle-Secondary Schl</td>
<td>4</td>
</tr>
</tbody>
</table>

1. Must be at least two credits.

### Alverno Difference

For 130 years, Alverno College has been dedicated to the education of women, preparing them for lives of personal and professional distinction and meaningful engagement with the world. Alverno extends this mission to men as well, through graduate and adult classes. We are a Catholic, liberal arts college with a curriculum so unique, educators from around the world come to Alverno to learn how we teach. Alverno’s ability-based approach to learning ensures our graduates will learn more in class and retain knowledge longer. Students do not receive traditional grades, rather, they are assessed by faculty, community assessors, peers and themselves. Our small class sizes ensure students receive uncommon access to faculty. With an average student to teacher ratio of 10:1, you are guaranteed an individualized learning experience.

**Broadfield Social Studies & Secondary Education (major)**

### Requirements

**Social Studies History Major Beginning**

<table>
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<th>Title</th>
<th>Credits</th>
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<tr>
<td>GLS-200</td>
<td>Introduction to Global Studies</td>
<td>3</td>
</tr>
<tr>
<td>MGT-210</td>
<td>Economic Environment</td>
<td>3</td>
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**Social Studies History Major Intermediate**

<table>
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<tr>
<th>Code</th>
<th>Title</th>
<th>Credits</th>
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<tr>
<td>BSC-255</td>
<td>Behavioral Science Research Methods</td>
<td>4</td>
</tr>
<tr>
<td>HS-250</td>
<td>Ancient World Cultures &amp; Civilizations</td>
<td>4</td>
</tr>
<tr>
<td>or HS-251</td>
<td>Making of the Modern World</td>
<td></td>
</tr>
</tbody>
</table>
Alverno Difference

For 130 years, Alverno College has been dedicated to the education of women, preparing them for lives of personal and professional distinction and meaningful engagement with the world. Alverno extends this mission to men as well, through graduate and adult classes. We are a Catholic, liberal arts college with a curriculum so unique, educators from around the world come to Alverno to learn how we teach. Alverno's abilities-based approach to learning ensures our graduates will learn more in class and retain knowledge longer. Students do not receive traditional grades, rather, they are assessed by faculty, community assessors, peers and themselves. Our small class sizes ensure students receive uncommon access to faculty. With an average student to teacher ratio of 10:1, you are guaranteed an individualized learning experience.

Chemistry & Secondary Education (major)

### Requirements

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<thead>
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<th>Code</th>
<th>Title</th>
<th>Credits</th>
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</thead>
<tbody>
<tr>
<td>SC-120</td>
<td>Foundations of Biology &amp; 120L &amp; Foundations of Biology Lab</td>
<td>4</td>
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<tr>
<td>CH-213</td>
<td>Chemistry of Bioorganic Molecules &amp; 213L &amp; Chemistry of Bioorganic Molecules Lab</td>
<td>4</td>
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<tr>
<td>MT-152</td>
<td>Calculus 1 1</td>
<td>4</td>
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<tr>
<td>MT-253</td>
<td>Calculus 2</td>
<td>4</td>
</tr>
<tr>
<td>CH-234</td>
<td>Analytical Chemistry/Quantitative Analysis &amp; 234L &amp; Analytical Chem-Quant Analysis Lab</td>
<td>4</td>
</tr>
<tr>
<td>CH-221</td>
<td>Organic Chemistry 1 &amp; 221L &amp; Organic Chemistry 1 - Lab</td>
<td>4</td>
</tr>
<tr>
<td>CH-328</td>
<td>Biochemistry &amp; 328L &amp; Biochemistry - Lab</td>
<td>4</td>
</tr>
<tr>
<td>CH-399</td>
<td>Formal Introduction to Advanced Work</td>
<td>0</td>
</tr>
<tr>
<td>PH-241</td>
<td>Calculus-Based Physics 1 &amp; 241L &amp; Calculus-Based Physics 2</td>
<td>4</td>
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<tr>
<td>CH-337</td>
<td>Instrumental Methods of Analysis Lab</td>
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<td>CH-395</td>
<td>Biochemistry of Micronutrients</td>
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<td>CH-414</td>
<td>Chemistry Professional Portfolio</td>
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<tr>
<td>CH-441</td>
<td>Physical Chemistry 1</td>
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<tr>
<td>CH-442</td>
<td>Physical Chemistry 2</td>
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<tr>
<td>HS-308</td>
<td>US History 1607-1900</td>
<td>4</td>
</tr>
<tr>
<td>HS-309</td>
<td>US in 20th Century</td>
<td>4</td>
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<tr>
<td>ED-315S</td>
<td>Immersion in Tchg, Learn &amp; Assess-SED</td>
<td>4</td>
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<td>PED-150</td>
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<tr>
<td>PST-329</td>
<td>Praxis II Prep Seminar</td>
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<tr>
<td>PED-150</td>
<td>Human Development</td>
<td>4</td>
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<tr>
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Education: English Language Learner Minor

This is a certifiable minor will lead to an English as a Second Language teaching license. This is a minor for early childhood and elementary majors and, as well as secondary education students and teachers adding a license. Students learn to address the developmental, social, political and cultural contexts of their students’ lives and educational experiences. Also, students learn to recognize the importance of situating support programs for English language learners within the context of the school and community to ensure their academic success.

### Requirements

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<td>ED-317</td>
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### Alverno Difference

Alverno has a long history and connection with the Montessori Institute of Milwaukee (MIM). Previously, the only path to becoming a Montessori licensed teacher was to obtain a bachelor’s degree and then join the Montessori training program. However, Alverno has extended the relationship with MIM to offer this on the undergraduate level—students can earn a bachelor’s degree along with the Montessori training necessary for their licensure.

This program prepares students to serve in public school districts, charter schools, and private Montessori schools as elementary teachers. Milwaukee metropolitan area boasts the largest public Montessori program in the world, so students will be prepared to work right here in the community!

Elementary Education/Early Childhood (major)

### Requirements

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<td>Human Development</td>
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<td>or PSY-110</td>
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<td>ED-225</td>
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<td>ED-325</td>
<td>Literacy in Middle Childhood I-ELC</td>
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<td>ED-338</td>
<td>Early Childhood Curriculum &amp; Field</td>
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<td>Fundamental Concepts/Mathematics 1</td>
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<td>MT-244</td>
<td>Fundamental Concepts/Mathematics 2</td>
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<td>ED-344</td>
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### Elementary Education/Early Child Advanced

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<td>ED-475</td>
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**Elementary Education/Middle Childhood (major)**

**What you will study**

While the coursework you study in English goes far beyond what you will be teaching in the elementary and middle school grades, it is coursework that provides the personal grounding that supports your work in teaching reading, writing, speaking, listening, thinking, literature, and so on.

You learn to analyze literary works from various cultures and genres. You study the basic assumptions and approaches of literary criticism, and integrate your own insights and judgments through effective writing and oral communication with your peers.

You study the structure and history of language and linguistic development. Finally, you design learning and assessment experiences appropriate to the elementary/middle school environments.

Your coursework includes courses in English, professional communication, and education.

### Requirements

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<td>ED-445MC</td>
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<td>ED-455EA</td>
<td>Directed Observ/Teaching Middle Sch</td>
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**English Language Arts & Secondary Ed (major)**

**What you will study**

Required courses in the English language arts major prepare you to teach Shakespeare; American, British, and world literature; writing and grammar; journalism; and speech. A strong focus on literacy instruction at the middle level prepares you to teach middle school reading and language arts as well.

In addition, you have the opportunity to choose advanced English courses from a wide range of literary topics, such as the Harlem Renaissance, Victorian novel, British modernism, and African American literature.

Studying English language arts at Alverno goes beyond reading a body of literature. You also acquire the critical-thinking skills and strategies that enhance your personal and professional life. In your beginning-level courses, you learn close-reading and close-viewing strategies, becoming more attentive to patterns in language, imagery, and metaphor in literature and film. Intermediate courses emphasize the application of literary criticism. By becoming adept at using historical, reader-response, psychoanalytical, feminist, and other literary critical approaches, you deepen your understanding of and experiences with literature and film.

In advanced courses, you explore the impact of literary studies on your professional development, your interactions with others, and your perceptions of the world.

Throughout your work you have the opportunity to assess your progress and to reflect on your learning by building an electronic sampler of your work in the Diagnostic Digital Portfolio.

Courses in the English language arts program help you develop proficiency in the following outcomes:

- Reads and interprets diverse cultural expressions in works of literature, film, and other media
- Communicates an understanding of literary criticism, questions its assumptions, and uses its frameworks to analyze and evaluate works
Engages personally, intellectually, and creatively in the expanding discourse of the discipline of English

Collaborates in aesthetic communities by articulating how literary studies affect professional choices and public life

Writes coherently and creatively, making conscious and sophisticated stylistic choices in language and structure

Demonsrates an understanding of the structure and history of the language, linguistic development in England and America, and major grammatical systems

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<td>Life Love Literature/Making Choices</td>
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<td>EN-252</td>
<td>Fiction Into Film</td>
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<td>EN-340</td>
<td>Eng Grammar: Understng Form &amp; Function</td>
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<td>EN-343</td>
<td>Creative Writing II</td>
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<td>EN-343</td>
<td>Creative Writing II</td>
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<td>EN-350</td>
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<td>EN-399</td>
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<td>TA-310</td>
<td>Cont Theatre: Silenced Voices Heard</td>
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<td>South Asia Civilization</td>
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<td>HUM-353</td>
<td>Latin American Civilizations</td>
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Take one 400-level English course above EN-450

These 4 credits will count as one HFA-210 and one HFA-210.

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### English Language Arts for Middle Childhood (minor)

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### Mathematics & Secondary Education (major)

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**Math Support for Elem/Early Child Advanced**

Math Course:

- MT-152 Calculus 1
- MT-221 Discrete Structures & Algorithms
- MT-255 Linear Algebra
- MT-256 Probability and Statistics
- PH-231 Algebra-Based Physics I
- MT-340 History of Mathematics
- MT-345 College Geometry
- MT-445 Advanced Topics-Math Elementary Tchg

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**Mathematics for Middle Childhood (minor)**

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>MT-148</td>
<td>Functions &amp; Modeling</td>
<td>3</td>
</tr>
<tr>
<td>MT-152</td>
<td>Calculus 1 and Calculus 1 Lab</td>
<td>4</td>
</tr>
<tr>
<td>MT-256</td>
<td>Probability and Statistics</td>
<td>4</td>
</tr>
<tr>
<td>MT-340</td>
<td>History of Mathematics</td>
<td>2</td>
</tr>
<tr>
<td>MT-345</td>
<td>College Geometry</td>
<td>3</td>
</tr>
<tr>
<td>MT-445</td>
<td>Advanced Topics-Math Elementary Tchg</td>
<td>3</td>
</tr>
</tbody>
</table>

**Science for Teachers (minor)**

**What you will study**

In this support area, you use inquiry skills, active learning strategies, and reflective logs to develop the kind of teaching skills that nurture the natural curiosity of children. The study of mathematics is integrated to emphasize measurement and other quantitative and analytic skills. Computer programs assist in data gathering, data analysis, and graphic display.

With this support area, and a major in early/middle childhood education or in middle childhood/early adolescence education, you can work as a science education resource person for other science teachers at the elementary or middle school level. You might also serve as a leader in developing and selecting curricular materials and related assessments that are standards-based. You will be more aware of the importance of science as one of the “ways of knowing.”

The program includes coursework in biology, chemistry, physics, and earth science.
Requirements

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>BI-221</td>
<td>Biology of Plants</td>
<td>3-4</td>
</tr>
<tr>
<td>BI-222</td>
<td>Biology of Animals</td>
<td></td>
</tr>
<tr>
<td>BI-223</td>
<td>Natural History of North America</td>
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</tr>
</tbody>
</table>

Science Support for Teachers Intermediate

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>CH-213</td>
<td>Chemistry of Bioorganic Molecules</td>
<td>4</td>
</tr>
<tr>
<td>&amp; 213L</td>
<td>and Chemistry of Bioorganic Molecules Lab</td>
<td></td>
</tr>
<tr>
<td>GE-220</td>
<td>Earth Science</td>
<td>4</td>
</tr>
</tbody>
</table>

Science Support for Teachers Advanced

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>PH-231</td>
<td>Algebra-Based Physics I</td>
<td>4</td>
</tr>
</tbody>
</table>

Take one additional BI or CH course at the 200/300 level

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Social Studies for Middle Childhood (minor)

What you will study

The student of social studies learns to identify culturally grounded assumptions that have influenced the perception and behavior of people in the past; she can also identify those that influence her own perceptions and behavior. She studies and critiques the theories, concepts, and assumptions that historians and social scientists have used to create interpretations of the past.

Through her coursework she learns to use theories and frameworks to organize, synthesize, and communicate her own interpretation of history and society. Finally, she designs learning and assessment experiences appropriate to elementary/middle school students.

Students in social studies take courses from the areas of history, sociology, and education.

Requirements

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>GLS-200</td>
<td>Introduction to Global Studies</td>
<td>3</td>
</tr>
<tr>
<td>HS-308</td>
<td>US History 1607-1900</td>
<td>4</td>
</tr>
<tr>
<td>HS-309</td>
<td>US in 20th Century</td>
<td>4</td>
</tr>
<tr>
<td>HS-250</td>
<td>Ancient World Cultures &amp; Civilizations or HS-251 Making of the Modern World</td>
<td>4</td>
</tr>
<tr>
<td>POL-225</td>
<td>American Politics</td>
<td>4</td>
</tr>
</tbody>
</table>

Social Studies Elem Ed-Middle School Advanced

Take one of the following:

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credits</th>
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</thead>
<tbody>
<tr>
<td>HUM-351</td>
<td>Chinese Civilization &amp; Cultures</td>
<td></td>
</tr>
<tr>
<td>HUM-352</td>
<td>South Asia Civilization</td>
<td></td>
</tr>
<tr>
<td>HUM-353</td>
<td>Latin American Civilizations</td>
<td></td>
</tr>
<tr>
<td>HUM-355</td>
<td>Japan: Studies in Civilizations &amp; Culture</td>
<td></td>
</tr>
<tr>
<td>HUM-357</td>
<td>The Two Koreas</td>
<td></td>
</tr>
<tr>
<td>HUM-358</td>
<td>Middle Eastern Civilization</td>
<td></td>
</tr>
<tr>
<td>GLS-370</td>
<td>World Geography: People, Places &amp; Change</td>
<td>3</td>
</tr>
</tbody>
</table>

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Social Studies for Early Childhood (minor)

Requirements

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</thead>
<tbody>
<tr>
<td>GLS-200</td>
<td>Introduction to Global Studies</td>
<td>3</td>
</tr>
<tr>
<td>HS-308</td>
<td>US History 1607-1900</td>
<td>4</td>
</tr>
<tr>
<td>HS-309</td>
<td>US in 20th Century</td>
<td>4</td>
</tr>
<tr>
<td>HS-250</td>
<td>Ancient World Cultures &amp; Civilizations or HS-251 Making of the Modern World</td>
<td>4</td>
</tr>
<tr>
<td>POL-225</td>
<td>American Politics</td>
<td>4</td>
</tr>
</tbody>
</table>

Social Studies Elem Ed-Middle School Beginning

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credits</th>
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<tbody>
<tr>
<td>HUM-351</td>
<td>Chinese Civilization &amp; Cultures</td>
<td></td>
</tr>
<tr>
<td>HUM-352</td>
<td>South Asia Civilization</td>
<td></td>
</tr>
<tr>
<td>HUM-353</td>
<td>Latin American Civilizations</td>
<td></td>
</tr>
<tr>
<td>HUM-355</td>
<td>Japan: Studies in Civilizations &amp; Culture</td>
<td></td>
</tr>
<tr>
<td>HUM-357</td>
<td>The Two Koreas</td>
<td></td>
</tr>
<tr>
<td>HUM-358</td>
<td>Middle Eastern Civilization</td>
<td></td>
</tr>
<tr>
<td>GLS-370</td>
<td>World Geography: People, Places &amp; Change</td>
<td>3</td>
</tr>
</tbody>
</table>

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**English (major)**

**What you will study**

Studying English at Alverno means building your program of study to match your professional goals and personal passions. As a major in English choose your courses from the following tracks – Literary Studies, Film Studies, Creative Studies in Writing. Or focus your minor on one area for a more intensive experience. If teaching is your goal, the English Language Arts programs prepare you to be a successful K-12 educator.

**Literary Studies**

Books matter and the people who read them develop a set of sought after critical abilities—excellent communication, creative thinking, strong close reading, sharp synthesizing and a keen understanding of the role of the language and literature in the world. Whether you’re participating in a mock trial on moral dilemmas in a class on the novel or reading and writing memoirs, literary studies prepares you for a variety of traditional careers and any number of emerging ones.

**Film Studies**

Explore the history and techniques of film and engage in creative personal and cultural interpretations and analysis in this exciting program. Core courses explore fiction into film, influential genre films, and world film while also introducing you to storyboarding and the basics of film production and editing. This program gives you the opportunity to respond to film at a highly informed and active personal level.

**Creative Studies in Writing**

Whether you want to write creative non-fiction, fiction, poetry, comics or Manga, this program nurtures your creative thinking, heightens your distinctive voice and style, while developing your narrative skills and a sophisticated use of language. The program also teaches you how to navigate the challenging world of publishing if your interests are in that area.

**Requirements**

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credits</th>
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</thead>
<tbody>
<tr>
<td>EN-251</td>
<td>Fiction Into Film</td>
<td>4</td>
</tr>
<tr>
<td>EN-300</td>
<td>Imagination &amp; Identity in Literary Stds</td>
<td>4</td>
</tr>
<tr>
<td>EN-399</td>
<td>Formal Introduction to Advanced Work</td>
<td>0</td>
</tr>
<tr>
<td>EN-430</td>
<td>External Assessment for Majors</td>
<td>1</td>
</tr>
<tr>
<td>EN-330</td>
<td>Imagination &amp; Identity in Literary Stds</td>
<td>4</td>
</tr>
<tr>
<td>EN-399</td>
<td>Formal Introduction to Advanced Work</td>
<td>0</td>
</tr>
<tr>
<td>Take two English Courses above EN-330</td>
<td>9-12</td>
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</table>

**English Major Advanced**

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>HUM-351</td>
<td>Chinese Civilization &amp; Cultures</td>
<td>4</td>
</tr>
<tr>
<td>HUM-352</td>
<td>South Asia Civilization</td>
<td></td>
</tr>
<tr>
<td>HUM-353</td>
<td>Latin American Civilizations</td>
<td></td>
</tr>
<tr>
<td>HUM-355</td>
<td>Japan: Studies in Civilizations &amp; Culture</td>
<td></td>
</tr>
<tr>
<td>HUM-357</td>
<td>The Two Koreas</td>
<td></td>
</tr>
<tr>
<td>HUM-358</td>
<td>Middle Eastern Civilization</td>
<td></td>
</tr>
<tr>
<td>Take one upper level Humanities course (320 and above) from subjects EN, HS, HUM, PL, RL or SLC</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Take one 400-level English course above EN-450</td>
<td></td>
<td></td>
</tr>
<tr>
<td>EN-430</td>
<td>External Assessment for Majors</td>
<td>1</td>
</tr>
</tbody>
</table>

1 These 4 credits will count as one HFA-210 and one HFA-310.

This major requires one minor (p. 84) and follows the general education requirements (p. 44) for standard majors—not science related.

**Alverno Difference**

Whether your professional goals are in publishing, marketing, new media, business, journalism, technical writing or teaching, Alverno’s programs offer a rigorous foundation on which you can build your career – and a degree in English can also lead to success in graduate and professional schools. In Alverno’s English programs, you’ll receive one-on-one guidance from a full-time faculty member through your coursework and career planning. Using a hands-on digital portfolio process that includes publication and production possibilities in AlvernoINK, the college’s online literary site, faculty will mentor your development as a reader, writer and creative communicator.

**Environmental Science (major)**

**What you will study**

As a student of environmental science, you work toward three advanced program outcomes: data gathering/analysis, effective communication/listening and persuasion, and problem management/adaptive strategies.

In the practice of data gathering/analysis, you have opportunities to demonstrate proficiency in inquiry-based search strategies in collecting data on environmental topics. You are asked to use appropriate data to perform risk assessments and to propose reasonable action as an effective citizen. You integrate frameworks drawn from multiple disciplines to analyze environmental issues and practices and accurately identify the strengths and limitations of your analysis.

In practicing effective communication/listening and persuasion, you respond to ideas from various perspectives and formulate viable approaches to environmental issues. You communicate your environmental research findings to various audiences using language, technology, concepts, models, and strategies appropriate to the discipline. Effective visual communication of numerical, spatial, and temporal data is especially important.

In working to develop problem management/adaptive strategies, you design and conduct environmental research using appropriate...
technology and laboratory and field data. You explore the complexity and interconnected nature of environmental issues and articulate a contextualized and pragmatic response to the selected issue. Finally, you professionally apply your discipline-based learning in one or more off-campus settings.

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### Requirements

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credits</th>
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<tbody>
<tr>
<td>MGT-210</td>
<td>Economic Environment</td>
<td>3</td>
</tr>
<tr>
<td>MT-123</td>
<td>College Algebra</td>
<td>3</td>
</tr>
<tr>
<td>MT-124</td>
<td>Trigonometry</td>
<td>2</td>
</tr>
<tr>
<td>CH-213</td>
<td>Chemistry of Bioorganic Molecules</td>
<td>4</td>
</tr>
<tr>
<td>&amp; 213L</td>
<td>and Chemistry of Bioorganic Molecules Lab</td>
<td></td>
</tr>
<tr>
<td>GE-220</td>
<td>Earth Science</td>
<td>4</td>
</tr>
<tr>
<td>MT-148</td>
<td>Functions &amp; Modeling</td>
<td></td>
</tr>
<tr>
<td>MT-152</td>
<td>Calculus 1</td>
<td></td>
</tr>
<tr>
<td>MT-253</td>
<td>Calculus 2</td>
<td></td>
</tr>
<tr>
<td>PH-231</td>
<td>Algebra-Based Physics I</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Take a minimum of four Science electives courses from Biology or Chemistry</td>
<td>12</td>
</tr>
<tr>
<td>ENV-341</td>
<td>Geographical Information Systems</td>
<td>3</td>
</tr>
<tr>
<td>INTERN-383</td>
<td>Internship Seminar</td>
<td>2</td>
</tr>
<tr>
<td>ENV-399</td>
<td>Formal Introduction to Advanced Work</td>
<td>0</td>
</tr>
<tr>
<td>ENV-374</td>
<td>ENV Assessment in Effective Citizenship</td>
<td>0</td>
</tr>
<tr>
<td></td>
<td>Take one GLS course of the following:</td>
<td>3-4</td>
</tr>
<tr>
<td>GLS-330</td>
<td>United Nations &amp; the World</td>
<td></td>
</tr>
<tr>
<td>GLS-370</td>
<td>World Geography: People, Places &amp; Change</td>
<td></td>
</tr>
<tr>
<td>GLS-396</td>
<td>International Economics</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Take two ENV electives for a minimum of 6 credits</td>
<td>6</td>
</tr>
<tr>
<td>GE-410</td>
<td>Environmental Geology</td>
<td>4</td>
</tr>
<tr>
<td>ENV-491</td>
<td>Integrated Environmental Seminar</td>
<td>3</td>
</tr>
<tr>
<td>ENV-414</td>
<td>ENV Professional Portfolio</td>
<td>0</td>
</tr>
</tbody>
</table>

1 Must take at least one course in BI and one course in CH and at least one course must be at the 300 or 400 level.

### Global Studies & International Affairs (major)

#### What you will study

The program starts with an introductory course in global studies, in which the basic concepts and issues of global culture, international economics, and international politics are covered. After the introductory course, you begin taking courses from the various disciplines that are part of the global studies program: economics, geography, history, and political science. You then bring together the perspectives, concepts, and issues from these various courses in the Global Studies Senior Seminar, taken during your final year.

All students who major in global studies are required to pass two semesters of a foreign language. You then have the choice of taking a second year of that language or two courses in behavioral science research methods (BSC-255, Behavioral Science Research Methods, and BSC-256, Probability & Statistics).

Global studies students are expected to develop an ability to learn about the world on their own.

Language skills and research skills are a way for you to do this, and you are given a choice between focusing on language skills and balancing between research and language skills.

### Requirements

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>GLS-399</td>
<td>Formal Introduction to Advanced Work</td>
<td>0</td>
</tr>
<tr>
<td>HUM-350 Course:</td>
<td>Take one HUM-350 course from the following:</td>
<td>4</td>
</tr>
<tr>
<td>HUM-351</td>
<td>Chinese Civilization &amp; Cultures</td>
<td></td>
</tr>
<tr>
<td>HUM-352</td>
<td>South Asia Civilization</td>
<td></td>
</tr>
<tr>
<td>HUM-353</td>
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<tr>
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<td></td>
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<td>HUM-358</td>
<td>Middle Eastern Civilization</td>
<td></td>
</tr>
<tr>
<td>GLS-330</td>
<td>United Nations &amp; the World</td>
<td>4</td>
</tr>
<tr>
<td>GLS-370</td>
<td>World Geography: People, Places &amp; Change</td>
<td>3</td>
</tr>
<tr>
<td>INTERN-383</td>
<td>Internship Seminar</td>
<td>2</td>
</tr>
<tr>
<td>GLS-396</td>
<td>International Economics</td>
<td>3</td>
</tr>
<tr>
<td>GLS-410</td>
<td>Comparative Politics</td>
<td>4</td>
</tr>
</tbody>
</table>
health-related nonprofit organizations such as the American Cancer Society and Arthritis Foundation, hospitals and health care organizations, senior living communities, and more. Alverno’s Internship Office, which is connected to more than 2,000 partner sites, can help you find the right opportunity to advance your personal and professional goals.

How you can use your degree

Many people think of health educators working directly in health care, but your Health Education degree can take you so many places — from government posts to wellness programs at Fortune 500 companies and college campuses to positions in the nonprofit sector. It’s also excellent preparation for graduate work in public health, nursing, medicine, adult education or leadership.

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Health Education (major)

Collaborating with community leaders on a health coalition, delivering a presentation on drug use, educating people about health via social media, working on proposed legislation. As a health educator, your workday could include all that and more as you use your knowledge and passion for wellness to help entire communities live healthier lives.

As more businesses, organizations and communities focus on wellness and prevention, skilled health educators are sought after and in high demand. The versatile Health Education major is a great choice if you’re a strong, creative communicator and collaborator and want to use your skills to improve health. It’s the only program of its kind in Milwaukee, and you are guaranteed an internship before you graduate.

Become a leader

Working as a health educator involves more than just giving a compelling presentation or providing health coaching. Today’s health educators are also engaged in policy work, leading coalitions of community stakeholders to make real social change. You’ll feel good about your work knowing that you’re a trusted community resource who is making a difference.

Internships for the Health Education major

Because Alverno is based in Wisconsin’s biggest city, you’ll have easy access to many potential internship and job sites, including local health departments (more than a dozen in Milwaukee County alone), major corporations, health-related nonprofit organizations such as the American Cancer Society and Arthritis Foundation, hospitals and health care organizations, senior living communities, and more. Alverno’s Internship Office, which is connected to more than 2,000 partner sites, can help you find the right opportunity to advance your personal and professional goals.

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Alverno Difference

The skills you need to succeed

Whatever the challenge, Alverno’s abilities-based curriculum will give you an edge because you’ll have mastered skills such as communication, analysis, teamwork and problem solving — skills that will help you stand out and lead. Our curriculum will also prepare you to sit for the Certified Health Education Specialist examination, a national credential preferred by many employers.

Get connected

Although the Health Education major is new, Alverno’s Nursing and Education programs have long traditions of excellence and deep connections in the community. Those connections will help when it’s time to look for an internship or job. You may also choose to get involved with faculty research, attend a professional public health conference or join a health-related student organization.

A campus committed to wellness

Alverno takes wellness seriously — so seriously, in fact, that The Daily Beast and Cosmopolitan ranked us as one of the healthiest colleges in the nation (we were also the first campus in Wisconsin to go completely tobacco-free). You’ll find regular fitness and wellness classes and programs, on-site wellness coaching, and many other campus resources. This makes Alverno a terrific place to live and practice wellness, as well as study it.

Requirements

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credits</th>
</tr>
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<tbody>
<tr>
<td>SC-120</td>
<td>Foundations of Biology</td>
<td>4</td>
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<tr>
<td>&amp; 120L</td>
<td>and Foundations of Biology Lab</td>
<td></td>
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<tr>
<td>HED-201</td>
<td>Role of the Health Educator</td>
<td>4</td>
</tr>
<tr>
<td>CH-213</td>
<td>Chemistry of Bioorganic Molecules</td>
<td>4</td>
</tr>
<tr>
<td>&amp; 213L</td>
<td>and Chemistry of Bioorganic Molecules Lab</td>
<td></td>
</tr>
<tr>
<td>HED-210</td>
<td>Foundations Health Ed &amp; Health Behavior</td>
<td>4</td>
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<tr>
<td>BI-231</td>
<td>Human Anatomy &amp; Physiology</td>
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<td>&amp; 231L</td>
<td>and Human Anatomy &amp; Physiology Lab</td>
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<tr>
<td>RL-252</td>
<td>Medical Ethics</td>
<td>4</td>
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<tr>
<td>or PL-252</td>
<td>Medical Ethics</td>
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<tr>
<td>POL-225</td>
<td>American Politics</td>
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Health Education Major Intermediate

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<tr>
<td>BSC-255</td>
<td>Behavioral Science Research Methods</td>
<td>4</td>
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<tr>
<td>BSC-257</td>
<td>Statistics for Health Professionals</td>
<td>4</td>
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<tr>
<td>HED-310</td>
<td>Health Policy and Advocacy</td>
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<tr>
<td>BI-338</td>
<td>Physiological Mechanisms Disease</td>
<td>4</td>
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<tr>
<td>CLD-338</td>
<td>Program Evaluation</td>
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<tr>
<td>INTERN-383</td>
<td>Internship Seminar</td>
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Health Education Major Advanced

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<tr>
<td>HED-320</td>
<td>Assessment of Population Health</td>
<td>3</td>
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<tr>
<td>HED-330</td>
<td>Contemporary Health Issues</td>
<td>4</td>
</tr>
<tr>
<td>PSY-335</td>
<td>Psychology of the Adult Learner</td>
<td>3-4</td>
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</tbody>
</table>
History (Major)

To study history is to ask important questions about how our past influences who we are today. At Alverno, we teach history as a way of knowing, a way of thinking about and encountering the world. We believe this is best accomplished when our students experience a wide variety of historical times and regions, including the histories of the United States, Latin America, Europe, Asia, Gender, and Native Peoples from ancient to modern times.

As a student of history you will participate in lively classroom discussions with fellow students and engage in hands-on work with documents, ideas, and artifacts of the past. And as you progress in the program you will have a chance to put your learning to practice with an off-campus experience at one of the hundreds of internship opportunities available to you. Whether you want to teach, go on to graduate school, or step into one of the many private and public jobs available to history graduates, learning about the past will help you prepare for the future. As you explore our Web pages you will see some of our students “doing history.” We hope you will join them.

Integrated Natural Science (major)

Students who have a broad interest in the sciences find the Integrated Natural Sciences major a great fit with many possible career paths after graduation. Within the major, students learn to communicate effectively about scientific phenomena, analyze quantitative and qualitative data, and apply frameworks from various fields of natural science. Students work to solve problems through scientific investigation with accuracy and safety and to work as professionals within the scientific community.

Requirements

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credits</th>
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<td></td>
<td>Integrated Natural Science Major Beginning</td>
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<td>MT-123</td>
<td>College Algebra</td>
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<tr>
<td>MT-148</td>
<td>Functions &amp; Modeling</td>
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<tr>
<td>MT-152</td>
<td>Calculus 1</td>
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<td>Take one of the following:</td>
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<td>CH-213</td>
<td>Chemistry of Bioorganic Molecules</td>
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<td>&amp; 213L</td>
<td>and Chemistry of Bioorganic Molecules Lab</td>
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<tr>
<td>CH-221</td>
<td>Organic Chemistry 1</td>
<td></td>
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<tr>
<td>&amp; 221L</td>
<td>and Organic Chemistry 1 - Lab</td>
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<tr>
<td></td>
<td>Integrated Natural Science Major Intermediate</td>
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<tr>
<td>BI-221</td>
<td>Biology of Plants</td>
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<td>BI-222</td>
<td>Biology of Animals</td>
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<td>&amp; 222L</td>
<td>and Biology of Animals Lab</td>
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<td>BI-223</td>
<td>Natural History of North America</td>
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<td>CH-234</td>
<td>Analytical Chemistry/Quantitative Analysis</td>
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<td>&amp; 234L</td>
<td>and Analytical Chem-Quan Analysis Lab</td>
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<tr>
<td>MGT-211</td>
<td>Microeconomics (or a 200 level course from BI, CH, ENV, or MT)</td>
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<td>MT-256</td>
<td>Probability and Statistics</td>
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<tr>
<td>PH-231</td>
<td>Algebra-Based Physics I</td>
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<tr>
<td>or PH-241</td>
<td>Calculus-Based Physics 1</td>
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<td></td>
<td>Integrated Natural Science Major Advanced</td>
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<tr>
<td>CH-322</td>
<td>Organic Chemistry 2</td>
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<td>CH-374</td>
<td>CH Assessment in Effective Citizenship</td>
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<td>INTERN-383</td>
<td>Internship Seminar</td>
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<tr>
<td></td>
<td>Take 6 upper level electives at the 300 or 400 level from BI, CH, ENV, or MT</td>
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Integrated Studies (major)

Requirements

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<tbody>
<tr>
<td>IST-475</td>
<td>Adv Sem: Integrate Foundatio/Bldg Future</td>
<td>2-4</td>
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</table>

Complete 120 credits including advanced level work in least one area of study.

Alverno Difference

For 130 years, Alverno College has been dedicated to the education of women, preparing them for lives of personal and professional distinction and meaningful engagement with the world. Alverno extends this mission to men as well, through graduate and adult classes. We are a Catholic, liberal arts college with a curriculum so unique, educators from around the world come to Alverno to learn how we teach. Alverno’s abilities-based approach to learning ensures our graduates will learn more in class and retain knowledge longer. Students do not receive traditional grades, rather, they are assessed by faculty, community assessors, peers and themselves. Our small class sizes ensure students receive uncommon access to faculty. With an average student to teacher ratio of 10:1, you are guaranteed an individualized learning experience.

Kinesiology

Kinesiology is the study of human movement. Studying Kinesiology at Alverno College prepares students to improve health outcomes or work in sports leadership. From helping a patient in rehabilitation to working in the business side of sports, students will complete core work in the sciences and humanities, then focus in on their chosen track.

This program offers two tracks:

- Kinesiology; Physical Therapy (major) (p. 72)
- Kinesiology; Sports Management (major) (p. 73)

The pre-physical therapy track is for students who want to examine how the body can function better, which is excellent preparation for pursuing a doctoral degree in physical therapy. The sport management track is for students who want to work in the business side of sports.

Internship opportunities

You’ll have access to many potential internship and job sites, including hospitals and health care organizations, major corporations, health-related nonprofit organizations, minor and major league sports organizations, and more. Alverno’s Internship Office is connected to more than 2,000 partner sites and can help you find the right opportunity to advance your personal and professional goals.

Alverno Difference

Whatever the challenge, Alverno’s abilities-based curriculum will give you an edge because you’ll have mastered skills such as communication, analysis and problem solving — skills that will help you stand out and lead. Our curriculum for the physical therapy track will prepare you for doctoral studies, ensuring you have the clinical knowledge you need to treat people in a variety of settings.

Kinesiology; Physical Therapy (major)

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<tr>
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<th>Title</th>
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<td>MT-123</td>
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<td>MT-124</td>
<td>Trigonometry</td>
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<tr>
<td>CH-213 &amp; 213L</td>
<td>Chemistry of Bioorganic Molecules &amp; Chemistry of Bioorganic Molecules Lab</td>
<td>4</td>
</tr>
<tr>
<td>BI-231 &amp; 231L</td>
<td>Human Anatomy &amp; Physiology &amp; Human Anatomy &amp; Physiology Lab</td>
<td>4</td>
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<tr>
<td>CH-221 &amp; 221L</td>
<td>Organic Chemistry 1 &amp; Organic Chemistry 1 - Lab</td>
<td>4</td>
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<td>BSC-257</td>
<td>Statistics for Health Professionals</td>
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<td>PSY-250</td>
<td>Abnormal Psychology</td>
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<td>PH-231</td>
<td>Algebra-Based Physics I</td>
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<tr>
<td>PH-232</td>
<td>Algebra-Based Physics 2</td>
<td>4</td>
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<td>KIN-300</td>
<td>Biomechanics</td>
<td>4</td>
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<td>KIN-320</td>
<td>Exercise Physiology/Anatomy</td>
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<td>KIN-383</td>
<td>Kinesiology Internship-PT</td>
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<tr>
<td>Bi-325 &amp; 325L</td>
<td>Cellular Biology &amp; Cellular Biology Lab</td>
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<td>CH-395 &amp; 395L</td>
<td>Biochemistry of Micronutrients or Biochemistry of Micronutrients</td>
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<tr>
<td>KIN-410</td>
<td>Anatomy &amp; Physiology for Exercise Physio</td>
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Kinesiology; Sports Management (major)

Requirements

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<td>MGT-201D</td>
<td>Financial Accounting &amp; Analysis</td>
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<td>COMM-200</td>
<td>Communication Foundations</td>
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<td>CH-213</td>
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<td>&amp; 213L</td>
<td>and Chemistry of Bioorganic Molecules Lab</td>
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<tr>
<td>BI-231</td>
<td>Human Anatomy &amp; Physiology</td>
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<td>&amp; 231L</td>
<td>and Human Anatomy &amp; Physiology Lab</td>
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<td>MGT-221</td>
<td>Managing in Organizations</td>
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<td>KIN-260</td>
<td>Intro to Sport Management</td>
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<tr>
<td>MGT-300</td>
<td>Marketing Principles &amp; Management</td>
<td>3</td>
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<tr>
<td>MGT-370</td>
<td>Human Resource Management</td>
<td>3</td>
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<tr>
<td>COMM-340</td>
<td>Persuasion and Advocacy</td>
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<td>KIN-300</td>
<td>Biomechanics</td>
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<td>KIN-320</td>
<td>Exercise Physiology/Anatomy</td>
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<td>KIN-384</td>
<td>Kinesiology Internship-Sport Mgt</td>
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<td>MGT-300</td>
<td>Marketing Principles &amp; Management</td>
<td>3</td>
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<td>MGT-370</td>
<td>Human Resource Management</td>
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<td>COMM-340</td>
<td>Persuasion and Advocacy</td>
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<tr>
<td>KIN-400</td>
<td>Advanced Sport Management</td>
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<tr>
<td>KIN-484</td>
<td>Advanced Internship-Sport Mgt</td>
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</table>

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Mathematics (major)

Mathematics majors are highly valued for their analytical thinking and problem solving abilities. Alverno’s mathematics faculty are dedicated to helping you make clear connections between mathematics theory and real world applications. Class sizes and pedagogical design allow for continuous student-faculty interaction, making Alverno an ideal place to study mathematics.

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Media Design (major)

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Media Design (major)

Good design is at the heart of effective communication, especially in today’s distraction-laden world. As a Media Design major, you’ll learn to express your creativity through graphic design, text, photography, video, digital illustration and animation – and how to integrate these elements into impressive multimedia communication that captures attention and engages users. This exciting field is ideal for inventive, tech-savvy women who love to communicate through digital media.

Customize your studies

This flexible interdisciplinary major allows you to blend courses in art, communication and media, and there’s room to customize further based on your career interests. For example, you might minor in business if you want to work in e-marketing or content development, history if you want
to work with museums, political science if you want to get involved in political campaigns or math if you plan to focus on infographics.

**Beautiful and useful**

You'll master the fundamentals of design and learn how to make beautiful, technically sophisticated digital media using creative tools from the Adobe Creative Cloud and other applications. But because this major is rooted in communication, you'll also learn how to develop communication strategies to ensure that your work is as effective as it is beautiful. Your knowledge of media theory will help you understand your audience and meet the communication needs of diverse clients.

**How you can use your degree**

This versatile major prepares you for a variety of career paths. Depending on your area of interest, you might develop websites, create web content, work on a video production team, document special events through photography or run a social media campaign. Some of our graduates work for advertising agencies or marketing and communication departments of major companies and nonprofit organizations, while others freelance for a variety of clients.

**Alverno Difference**

**The skills you need to succeed**

Thanks to Alverno’s unique abilities-based curriculum, you’ll develop excellent communication, leadership and problem-solving skills. These skills will serve you well in the workplace, where clients will ask you to identify communication problems and find their solutions. And because our students work on projects for actual clients, you’ll have experience solving real-world communication challenges before you even graduate. Many of our Media Design majors also sharpen their skills through other on-campus activities by designing websites and print marketing pieces for student organizations.

**Internships for the Media Design major**

You’ll find no shortage of internship opportunities in Milwaukee, the media hub of the state. Alverno’s Internship Office, which is connected to more than 2,000 partner sites, can help you find the right internship to advance your goals. Past students have interned at advertising agencies, work for advertising agencies or marketing and communication departments of major companies and nonprofit organizations, while others freelance for a variety of clients.

**Requirements**

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credits</th>
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<tbody>
<tr>
<td><strong>Media Design Major Beginning</strong></td>
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<tr>
<td>A-100</td>
<td>Community Art Midsemester Assessment</td>
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<td>MDIA-193C</td>
<td>MDIA in the Professions</td>
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<td>A-189S or FA-112</td>
<td>Intro to the Arts: Digital Art</td>
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<tr>
<td>A-146</td>
<td>Self Employment in the Arts</td>
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<td>A-121</td>
<td>Analytic Drawing</td>
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<td>A-134</td>
<td>Studio Art 2: 2-D Design</td>
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<td>A-147</td>
<td>Grant Writing for Artists &amp; Educators</td>
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<td>AHS-251</td>
<td>Pages Through Time: Art of the Book</td>
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<td>A-262</td>
<td>Graphic Designs &amp; Illustration</td>
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<td>MDIA-130</td>
<td>Aesthetic Engagement Ext Assessmnt Lev 1</td>
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<td>MDIA-230</td>
<td>Aesthetic Engagement Ext Assessmnt Lev 2</td>
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<td><strong>Media Design Major Intermediate</strong></td>
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<td>MDIA-381</td>
<td>Content Development Media Design</td>
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<td>MDIA-359</td>
<td>Digital Art for MDIA Majors</td>
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<td>COMM Production Labs: Take 6 credits of COMM Production Labs of the following:</td>
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<td>COMM-230</td>
<td>Production Lab 1: Visual Communication</td>
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<td>COMM-231</td>
<td>Production Lab 1: Information Technology</td>
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<td>COMM-370</td>
<td>Production Lab III: Advanced Workshop</td>
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<td>COMM-374</td>
<td>Prod Lab III:Adv Digital Publishing</td>
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<td>COMM-376</td>
<td>Prod Lab III:Advanced Web Design</td>
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<tr>
<td>COMM-378</td>
<td>Prod Lab III:Advanced Digital Video</td>
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<tr>
<td>COMM-379</td>
<td>Prod Lab III:Advanced Social Media</td>
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<td>COMM Core: Take one COMM core from the following:</td>
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<td>COMM-300</td>
<td>Communication Strategies</td>
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<td>COMM-320</td>
<td>Media Studies</td>
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<td>COMM-340</td>
<td>Persuasion and Advocacy</td>
<td>3</td>
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<td>COMM-360</td>
<td>Logic &amp; Argumentation</td>
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<td>COMM-380</td>
<td>Project Management</td>
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<td>Art Electives: Take any 300/400 level Art elective</td>
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<tr>
<td>MDIA-330</td>
<td>Aesthetic Engagement Ext Assessmnt Lev 3</td>
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<td>MDIA-395</td>
<td>Ext Assessmnt Aesthetic Engagement Lev 4</td>
<td>0</td>
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<tr>
<td><strong>Media Design Major Advanced</strong></td>
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<tr>
<td>A-100</td>
<td>Community Art Midsemester Assessment</td>
<td>0</td>
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<tr>
<td>MDIA-482</td>
<td>Ext Asmnt of Effective Citizenship lvl 4</td>
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<tr>
<td>INTERN-383</td>
<td>Internship Seminar</td>
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<tr>
<td>MDIA-399</td>
<td>Formal Introduction to Advanced Work</td>
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<tr>
<td>MDIA-401</td>
<td>New Media</td>
<td>3</td>
</tr>
<tr>
<td>AHS-409</td>
<td>Modern &amp; Contemporary Art</td>
<td>3</td>
</tr>
<tr>
<td>A-384</td>
<td>Art Gallery Management</td>
<td>1</td>
</tr>
<tr>
<td>MDIA-491</td>
<td>Media Design Senior Art Semina</td>
<td>1</td>
</tr>
<tr>
<td>A-459</td>
<td>Advanced Digital Art</td>
<td>3</td>
</tr>
<tr>
<td>Take 12-15 credits of MDIA electives:</td>
<td>12-15</td>
<td></td>
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<tr>
<td>MDIA-400</td>
<td>Ext Assessmnt Aesthetic Engagement Lev 5</td>
<td>0</td>
</tr>
<tr>
<td>MDIA-450</td>
<td>Ext Assessmnt Aesthetic Engagement Lev 6</td>
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</table>

1. Take 1st and 2nd semester.
2. May also count as FA-110 for General Education requirements.
3. May also count as one HFA-210 and one HFA-310.
4. Take 3rd, 4th and 5th semesters.
5. Take 6th and 7th semesters.

**Music Therapy (major)**

**What you will study**

Alverno’s music therapy program is based on the belief that music is a form of human behavior that is characterized by experience in structure, self-organization, and relating to others. It has been developed on the conviction that the music therapist can use music as a tool to attain desirable nonmusical behavioral objectives in varied health-care settings.
In order to use music effectively as a tool in music therapy, you need to develop a broad base of music skills. These include knowledge of music theory and history; basic skills in improvisation; competency in using basic music technology; and functional proficiency on a variety of instruments.

Because the management of nonmusical behaviors is your main objective in therapy, you also need to study the natural and behavioral sciences, including anatomy and physiology, psychology, and sociology. The Alverno curriculum is structured to facilitate the development of these basic skills and understandings.

You begin in-depth study in your profession in the first semester, through classroom study and by being an observer-participant in on-campus music therapy clinical settings.

You are required to complete 1,200 hours of clinical work prior to graduation with at least 15% (180 hours) in pre-internship experiences and at least 75% (900 hours) in internship experiences. While many students choose to fulfill this requirement during a six-month internship after on-campus courses have been completed, you have the opportunity to design an internship compatible with your personal needs and lifestyle. Alverno facilitates your internship and monitors your progress. Graduation follows successful completion of the internship. After receiving your degree, you are eligible to take the board certification examination. Successful completion of the examination allows you to use the credential of Music Terapist–Board Certified (MT-BC).

Alverno offers both a bachelor’s degree program and an equivalency program in music therapy, the latter for students who already possess a degree in another field.

### Requirements

**Music Therapy Major Beginning**

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credits</th>
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<tbody>
<tr>
<td>SC-120</td>
<td>Foundations of Biology &amp; Lab Experience</td>
<td>4</td>
</tr>
<tr>
<td>MU Ensembles: Take 6 semesters of MU Ensembles 1</td>
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</tr>
<tr>
<td>MU-102</td>
<td>Understanding Music Fundamentals</td>
<td>2</td>
</tr>
<tr>
<td>MU-151</td>
<td>Musicianship 1</td>
<td>3</td>
</tr>
<tr>
<td>MU-152</td>
<td>Musicianship 2</td>
<td>3</td>
</tr>
<tr>
<td>MU-130</td>
<td>Improvisational Music</td>
<td>1</td>
</tr>
<tr>
<td>MUA-275</td>
<td>External Assessment for MUA Lessons</td>
<td>0</td>
</tr>
<tr>
<td>MUE-105</td>
<td>Group Piano 1</td>
<td>1</td>
</tr>
<tr>
<td>MUE-106</td>
<td>Group Piano 2</td>
<td>1</td>
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<tr>
<td>MUE-107</td>
<td>Group Piano 3</td>
<td>1</td>
</tr>
<tr>
<td>MUE-119</td>
<td>Intermediate Guitar Class</td>
<td>1</td>
</tr>
<tr>
<td>MUE-219</td>
<td>Music Preprofessional Seminar</td>
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<tr>
<td>MUE-129</td>
<td>Orientation in Music Therapy</td>
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<tr>
<td>MUE-160</td>
<td>Clinical &amp; Lab Experience 1/GERIATRICS</td>
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**Music Therapy Major Intermediate**

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<tr>
<td>MUA-275</td>
<td>External Assessment for MUA Lessons</td>
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<tr>
<td>MUE-105</td>
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<tr>
<td>MUE-106</td>
<td>Group Piano 2</td>
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<tr>
<td>MUE-107</td>
<td>Group Piano 3</td>
<td>1</td>
</tr>
<tr>
<td>MUE-119</td>
<td>Beginning Guitar Class</td>
<td>1</td>
</tr>
<tr>
<td>MUE-219</td>
<td>Music Preprofessional Seminar</td>
<td>1</td>
</tr>
<tr>
<td>MUE-129</td>
<td>Orientation in Music Therapy</td>
<td>2</td>
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<tr>
<td>MUE-160</td>
<td>Clinical &amp; Lab Experience 1/GERIATRICS</td>
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**Music Therapy Major Advanced**

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<td>MUA-175</td>
<td>External Assessment for MUA Lessons</td>
<td>0</td>
</tr>
<tr>
<td>MUA-275</td>
<td>External Assessment for MUA Lessons</td>
<td>0</td>
</tr>
<tr>
<td>MUE-105</td>
<td>Group Piano 1</td>
<td>1</td>
</tr>
<tr>
<td>MUE-106</td>
<td>Group Piano 2</td>
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<td>MUE-107</td>
<td>Group Piano 3</td>
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<tr>
<td>MUE-119</td>
<td>Beginning Guitar Class</td>
<td>1</td>
</tr>
<tr>
<td>MUE-219</td>
<td>Music Preprofessional Seminar</td>
<td>1</td>
</tr>
<tr>
<td>MUE-129</td>
<td>Orientation in Music Therapy</td>
<td>2</td>
</tr>
<tr>
<td>MUE-160</td>
<td>Clinical &amp; Lab Experience 1/GERIATRICS</td>
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### Table

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
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<tbody>
<tr>
<td>MUA-175</td>
<td>External Assessment for MUA Lessons</td>
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<tr>
<td>MUA-275</td>
<td>External Assessment for MUA Lessons</td>
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<td>MUE-105</td>
<td>Group Piano 1</td>
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<tr>
<td>MUE-106</td>
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<tr>
<td>MUE-107</td>
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<td>MUE-119</td>
<td>Beginning Guitar Class</td>
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<td>MUE-219</td>
<td>Music Preprofessional Seminar</td>
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<tr>
<td>MUE-129</td>
<td>Orientation in Music Therapy</td>
<td>2</td>
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<tr>
<td>MUE-160</td>
<td>Clinical &amp; Lab Experience 1/GERIATRICS</td>
<td>2</td>
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</tbody>
</table>

1. All vocalists are required to take a minimum of 6 semesters of MU-130. All instrumentalists are required to take a minimum of 4 semesters of MU-130. The other two semesters can be other ensemble offerings.
Alverno Difference

For 130 years, Alverno College has been dedicated to the education of women, preparing them for lives of personal and professional distinction and meaningful engagement with the world. Alverno extends this mission to men as well, through graduate and adult classes. We are a Catholic, liberal arts college with a curriculum so unique, educators from around the world come to Alverno to learn how we teach. Alverno’s abilities-based approach to learning ensures our graduates will learn more in class and retain knowledge longer. Students do not receive traditional grades, rather, they are assessed by faculty, community assessors, peers and themselves. Our small class sizes ensure students receive uncommon access to faculty. With an average student to teacher ratio of 10:1, you are guaranteed an individualized learning experience.

Nursing (major)

What you will study

The baccalaureate nursing degree prepares you for practice and decision making in diverse health-care settings. The study of the liberal arts gives you a wide perspective on people, on the human condition, and on life, so that you are able to understand and relate to people from diverse cultures. Study in your minor allows you to focus on an area of interest to gain more in-depth knowledge and a competitive “edge” among peers.

Nursing courses enable you to learn the discipline of nursing and the behavioral and natural sciences as well as to gain technical skills. You learn also about the nurse’s roles in patient advocacy and in influencing health care. Throughout the curriculum, you have opportunities to explore research, demonstrate leadership, and develop abilities within specialized areas of nursing practice. You integrate all of your learning and beliefs to articulate your own philosophy of nursing.

Alverno’s liberal arts professional nursing curriculum is designed so that you, the learner, can choose a pace that matches your needs. The curriculum is designed for either full-time or part-time study. Your clinical practice occurs in multiple community-based and acute-care clinical settings with diverse populations; you also participate in on-campus seminars and other classroom sessions. You conclude your coursework by participating in an intense integrating course in which you are precepted in an area of interest. In addition, you take part in required assessments to show that you can integrate and transfer your knowledge and abilities to new situations, as you will be expected to do in actual nursing practice. Alverno prepares you to function effectively in health care settings where you may be the main health care practitioner or you are one of a team of providers.

Alverno offers a bachelor of science in nursing degree to prepare students to take the National Council Licensing Examination (NCLEX; also called State Boards) to become a registered nurse. The program also prepares you effectively for graduate study in nursing.

Requirements

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credits</th>
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<tbody>
<tr>
<td>SC-120</td>
<td>Foundations of Biology</td>
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<tr>
<td>&amp; 120L</td>
<td>and Foundations of Biology Lab</td>
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<tr>
<td>AC-120</td>
<td>Nursing Diagnostic Assessment ^1</td>
<td>0</td>
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<tr>
<td>CH-213</td>
<td>Chemistry of Bioorganic Molecules</td>
<td>4</td>
</tr>
<tr>
<td>&amp; 213L</td>
<td>and Chemistry of Bioorganic Molecules Lab</td>
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<tr>
<td>PSY-110</td>
<td>Life Span Development</td>
<td>4</td>
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<tr>
<td>N-120</td>
<td>Introduction to Nursing Professional</td>
<td>3</td>
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<tr>
<td>N-125</td>
<td>Concepts of Health/Wellness</td>
<td>2</td>
</tr>
<tr>
<td>Bi-231</td>
<td>Human Anatomy &amp; Physiology</td>
<td>4</td>
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<tr>
<td>&amp; 231L</td>
<td>and Human Anatomy &amp; Physiology Lab</td>
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<tr>
<td>N-220</td>
<td>Pharmacology: Nursing Connections</td>
<td>3</td>
</tr>
<tr>
<td>N-225</td>
<td>Physical Assessment &amp; Clinical Skills</td>
<td>4</td>
</tr>
<tr>
<td>N-320</td>
<td>Theories of Holistic Nursing Mgt A</td>
<td>2</td>
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<tr>
<td>N-321</td>
<td>Theories of Holistic Nursing Mgt B</td>
<td>2</td>
</tr>
<tr>
<td>N-325</td>
<td>Clinical Nursing Practice 1</td>
<td>4</td>
</tr>
<tr>
<td>N-330</td>
<td>Theories of Holistic Nursing C</td>
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<tr>
<td>N-335</td>
<td>Nursing Management of Aging Adults</td>
<td>2</td>
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<tr>
<td>N-340</td>
<td>Nursing Management: Women &amp; Children</td>
<td>3</td>
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<tr>
<td>N-345</td>
<td>Clinical Nursing Practice II</td>
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<td>N-400</td>
<td>Nursing Management: Complex Clients</td>
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<tr>
<td>N-420</td>
<td>Nursing in Complex Communities</td>
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<td>N-425</td>
<td>Advanced Nursing Science Application 1</td>
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<tr>
<td>N-430</td>
<td>Nursing Health Seminar Series</td>
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<tr>
<td>N-435</td>
<td>Advanced Nursing Science Application II</td>
<td>5</td>
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<tr>
<td>N-440</td>
<td>Transition to Professional Nursing Roles</td>
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<tr>
<td>N-445</td>
<td>Advanced Nursing Leadership &amp; Policy</td>
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</table>

^1 If you are unsuccessful on this assessment, you will be required to take PN-120.

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## 4 Year Plan

<table>
<thead>
<tr>
<th>Course</th>
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<tr>
<td></td>
<td>Fall</td>
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<tr>
<td>AC-151</td>
<td>Initial Social Interaction Assessment</td>
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<tr>
<td>FSS-125</td>
<td>First Semester Seminar</td>
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<td>CM-120</td>
<td>Communication Seminar 1</td>
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</tr>
<tr>
<td>QL-122</td>
<td>Quantitative Literacy in Modern World</td>
<td>4</td>
</tr>
<tr>
<td>SC-119</td>
<td>Foundations of Chemistry</td>
<td>4</td>
</tr>
<tr>
<td>AC-120 or AC-121</td>
<td>Nursing Diagnostic Assessment or Nursing Diagnostic Assessment</td>
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<tr>
<td>N-120</td>
<td>Introduction to Nursing Professional</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>Spring</td>
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<tr>
<td>CH-213</td>
<td>Chemistry of Bioorganic Molecules and Chemistry of Bioorganic Molecules Lab</td>
<td>4</td>
</tr>
<tr>
<td>QL-156</td>
<td>Mathematical Connections</td>
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<td>CM-125</td>
<td>Communication Seminar 2</td>
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<tr>
<td>PN-120</td>
<td>Preparation for Nursing Success</td>
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<td>Concepts of Health/Wellness</td>
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<td>HFA-210</td>
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<td>CM-225</td>
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<td>Abnormal Psychology</td>
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<tr>
<td>N-321</td>
<td>Theories of Holistic Nursing Mgt B</td>
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<td>N-325</td>
<td>Clinical Nursing Practice I</td>
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<td>Spring</td>
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<tr>
<td>N-330</td>
<td>Theories of Holistic Nursing C</td>
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<td>Nursing Management of Aging Adults</td>
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<td>Nursing Management: Women &amp; Children</td>
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<tr>
<td>N-345</td>
<td>Clinical Nursing Practice II</td>
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</table>
Pharmaceutical Science (major)

This major is an exciting collaboration between Alverno College and Concordia University Wisconsin (CUW) School of Pharmacy. At Alverno, students complete 86 credits in six semesters, then apply to the CUW’s Doctor of Pharmacy (PharmD) program. Upon successful completion of two semesters at CUW, students will receive a Bachelor of Science in Pharmaceutical Science from Alverno and continue on in their studies at CUW! There are also various options for students who do not enroll or continue at CUW.

Pharmaceutical science requires students to communicate effectively, using language, concepts, and models of chemistry and biology as foundations for their work. The methodologies of chemistry, biology, and pharmaceutical science help students define and solve problems independently and collaboratively. Students are in the lab, using a wide variety of techniques with accuracy, precision, safety, and an attention to local and global implications of laboratory and professional practice in this major. Within their courses, students learn to critique data, strategies, and models of natural science, as well as use values and scientific information to make responsible decisions about the use of chemical materials. Throughout this collaboration, students develop a professional identity and apply their learning in professional settings.

Requirements

<table>
<thead>
<tr>
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<tr>
<td>PHM-152</td>
<td>Calculus 1</td>
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<td>MGT-210</td>
<td>Economic Environment</td>
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<tr>
<td>CH-213 &amp; 213L</td>
<td>Chemistry of Bioorganic Molecules &amp; Chemistry of Bioorganic Molecules Lab</td>
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Pharmaceutical Science Major Intermediate

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<tr>
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<tr>
<td>PPS-229</td>
<td>Career &amp; Internship Planning</td>
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</tr>
<tr>
<td>CH-221 &amp; 221L</td>
<td>Organic Chemistry 1 &amp; Organic Chemistry 1 - Lab</td>
<td>4</td>
</tr>
<tr>
<td>CH-234 &amp; 234L</td>
<td>Analytical Chemistry/Quantitative Analysis &amp; Analytical Chem-Quant Analysis Lab</td>
<td>4</td>
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<tr>
<td>MT-256</td>
<td>Probability and Statistics</td>
<td>4</td>
</tr>
<tr>
<td>PH-231</td>
<td>Algebra-Based Physics I</td>
<td>4</td>
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<tr>
<td>or PH-241</td>
<td>Calculus-Based Physics 1</td>
<td>4</td>
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<tr>
<td>Take one of the following:</td>
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<tr>
<td>BI-221</td>
<td>Biology of Plants</td>
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<tr>
<td>BI-222</td>
<td>Biology of Animals</td>
<td>4</td>
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<tr>
<td>BI-223</td>
<td>Natural History of North America</td>
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Pharmaceutical Science Majors Advanced

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<tr>
<td>CH-322</td>
<td>Organic Chemistry 2</td>
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<td>CH-374</td>
<td>CH Assessment in Effective Citizenship</td>
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<tr>
<td>Take two advanced BI or CH electives from levels 300 or 400</td>
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Philosophy (major)

What you will study

If you choose philosophy as a major or support area, you study the ideas and questions of many kinds of thinkers, from philosophers and novelists to poets and artists.

Philosophers throughout the ages and in our own time have explored the quality, meaning, and significance of human life. In studying philosophy, you join them in this exploration. Through your study of philosophy and the other humanities disciplines, you acquire tools for applying the thoughts of philosophers, artists, and other thinkers to issues and practical decisions in your everyday life.

As a student of philosophy, you explore such issues as the meaning of life, the basis and justification of knowledge, relationships of love and friendship, and the roots and consequences of evil. You are encouraged to consider how your views of these issues have been shaped by the culture around you, and how responses to these issues might differ from culture to culture. You also consider a variety of answers that have been proposed to the question of how to live a good life, and how humans
ought to act in the world. By responding critically and thoughtfully to these issues, you develop your own philosophy of life and your own standards for living. You learn to continue seeking out new ways of thinking that might challenge and enlarge your own view of the world.

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### Requirements

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td><em>Philosophy Major Beginning</em></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Take one group from the following:</td>
<td>6</td>
<td></td>
</tr>
<tr>
<td>Group 1 (take two):</td>
<td></td>
<td></td>
</tr>
<tr>
<td>PL-210</td>
<td>Search for Meaning</td>
<td></td>
</tr>
<tr>
<td>PL-310</td>
<td>Philosophy of Love and Friendship</td>
<td></td>
</tr>
<tr>
<td>PL-311</td>
<td>Themes in Philosophy:Confronting Evil</td>
<td></td>
</tr>
<tr>
<td>Group 2:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>PL-250</td>
<td>Thinking &amp; Knowing</td>
<td></td>
</tr>
<tr>
<td>PL-251</td>
<td>Philosophy of Food</td>
<td></td>
</tr>
<tr>
<td>PL-252</td>
<td>Medical Ethics</td>
<td></td>
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<tr>
<td><em>Philosophy Major Intermediate</em></td>
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<td>Take one group from the following:</td>
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<td>Group 1:</td>
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<td>Search for Meaning</td>
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<td>PL-310</td>
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<tr>
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<tr>
<td>Group 2:</td>
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</tr>
<tr>
<td>PL-250</td>
<td>Thinking &amp; Knowing</td>
<td></td>
</tr>
<tr>
<td>PL-310</td>
<td>Philosophy of Love and Friendship</td>
<td></td>
</tr>
<tr>
<td>Group 3:</td>
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<td></td>
</tr>
<tr>
<td>PL-250</td>
<td>Thinking &amp; Knowing</td>
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</tr>
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<td>PL-310</td>
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<td>Group 4:</td>
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<td>PL-251</td>
<td>Philosophy of Food</td>
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<td>PL-310</td>
<td>Philosophy of Love and Friendship</td>
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<td>Group 5:</td>
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<tr>
<td>PL-251</td>
<td>Philosophy of Food</td>
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<tr>
<td>PL-311</td>
<td>Themes in Philosophy:Confronting Evil</td>
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<tr>
<td>Group 6:</td>
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<tr>
<td>PL-252</td>
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<tr>
<td>PL-310</td>
<td>Philosophy of Love and Friendship</td>
<td></td>
</tr>
</tbody>
</table>

1 These courses will fulfill one HFA-210 and one HFA-310 for general education.

### Psychology (major)

**What you will study**

The Alverno Psychology Department has organized its courses and experiences to develop student mastery of concepts, theory, and methods of psychology. Beginning students learn how to observe behavior scientifically and understand basic concepts and theories in psychology. Intermediate students are introduced to practicum experiences in client care and research design. These require an understanding of various psychological theories and frameworks in which to base decision making. Advanced students learn to integrate theory and experience in sophisticated attempts to understand the complexity of human behavior.

Psychological perspectives, such as developmental, cognitive, physiological, environmental, cross-cultural, and psychopathological, serve as foundations for individual courses. These courses become analytical tools in the study of complex psychological issues. You learn to apply both scientific methodology and psychological theory in situations encountered in actual professional settings.

### Requirements

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credits</th>
</tr>
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<tbody>
<tr>
<td><em>Psychology Major Beginning</em></td>
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</tr>
<tr>
<td>PSY-110</td>
<td>Life Span Development</td>
<td>4</td>
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<tr>
<td><em>Psychology Major Intermediate</em></td>
<td></td>
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<tr>
<td>BSC-255</td>
<td>Behavioral Science Research Methods</td>
<td>4</td>
</tr>
<tr>
<td>PSY-250</td>
<td>Abnormal Psychology</td>
<td>4</td>
</tr>
</tbody>
</table>
Religious Studies (major)

What you will study

As a religious studies student, you study religious tradition and issues in contemporary theology. You also engage in the processes of examining your own value and belief systems, of articulating your understanding of the nature of religious experience in relation to other dimensions of human experience, and of analyzing artistic and literary religious works and making judgments regarding their moral and ethical meaning and significance.

You examine world religious traditions for their historical significance as well as for their implications for the religious beliefs, practices, and institutions of contemporary life. You develop the ability to make clear and to affirm the content of your own faith. You use the data of theology and of relevant scientific and humanistic disciplines to address religious issues.

By a continuous process of identifying and refining religious questions for investigation, and of using carefully designed approaches to solving problems and making decisions in collaboration with others, you achieve the abilities essential for theological inquiry.

Your coursework is enhanced by an internship component and independent research best suited to your professional and personal objectives.

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Religious Studies Major Advanced

INTERN-383 Internship Seminar 2
PSY-483 Advanced Internship Seminar 2
or PSY-492 Applied Psychological Science 2
PSY-491 Senior Seminar 2

Requirements

Take one group of the following: 8

Group 1:
- RL-210 Control of Life & Death
- RL-214 Images of Jesus: Past & Present
- RL-310 Religious Experience/Myth & Symbol
- RL-313 Moral Theology

Group 2:
- RL-210 Control of Life & Death
- RL-310 Religious Experience/Myth & Symbol
- RL-250 Judaism, Christianity, Islam

Group 3:
- RL-210 Control of Life & Death
- RL-310 Religious Experience/Myth & Symbol
- RL-251 Asian Religions

Group 4:
- RL-210 Control of Life & Death
- RL-313 Moral Theology
- RL-250 Judaism, Christianity, Islam

Group 5:
- RL-210 Control of Life & Death
- RL-313 Moral Theology
- RL-251 Asian Religions

Group 6:
- RL-214 Images of Jesus: Past & Present
- RL-310 Religious Experience/Myth & Symbol
- RL-250 Judaism, Christianity, Islam

Group 7:
- RL-214 Images of Jesus: Past & Present
- RL-310 Religious Experience/Myth & Symbol
- RL-251 Asian Religions

Group 8:
- RL-214 Images of Jesus: Past & Present
- RL-313 Moral Theology
- RL-250 Judaism, Christianity, Islam

Group 9:
- RL-214 Images of Jesus: Past & Present
- RL-313 Moral Theology
- RL-251 Asian Religions
Social Work (major)

Alverno prepares students who seek a Bachelors in Social Work to use their knowledge and skills to provide social services to individuals, families, groups, communities, organizations, and the broader society. According to the National Association of Social Workers (http://www.socialworkers.org/practice/intl/definitions.asp), graduates from accredited programs help people increase their capacities for problem solving and coping, obtain needed resources, facilitate interactions between individuals and between people and their environments, make organizations responsible to people, and influence social policies. Social workers may work directly with clients addressing individual, family and community issues, or they may work at a systems level on regulations and policy development, or as administrators and planners of a large social services system.

Requirements

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credits</th>
</tr>
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<tbody>
<tr>
<td>SW-200</td>
<td>Social Welfare Policies &amp; Services</td>
<td>3</td>
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<tr>
<td>SOC-220</td>
<td>Social Movements &amp; Social Change</td>
<td>4</td>
</tr>
<tr>
<td>PSY-250</td>
<td>Abnormal Psychology</td>
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</tr>
<tr>
<td>BSC-255</td>
<td>Behavioral Science Research Methods</td>
<td>4</td>
</tr>
<tr>
<td>BSC-256</td>
<td>Probability &amp; Statistics</td>
<td>4</td>
</tr>
<tr>
<td>GLS-200</td>
<td>Introduction to Global Studies</td>
<td>3</td>
</tr>
<tr>
<td>or SOC-398</td>
<td>Community Power &amp; Change</td>
<td></td>
</tr>
<tr>
<td>SW-300</td>
<td>Soc Wrk Prac Meth: Individuals</td>
<td>3</td>
</tr>
<tr>
<td>PSY-365</td>
<td>Social Psy: Cross Cultural Perspectives</td>
<td>4</td>
</tr>
<tr>
<td>PSY-390</td>
<td>Case Management</td>
<td>4</td>
</tr>
<tr>
<td>SOC-306</td>
<td>Race &amp; Ethnicity in American Life</td>
<td>4</td>
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<tr>
<td>CLD-338</td>
<td>Program Evaluation</td>
<td>3</td>
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<tr>
<td>INTERN-383</td>
<td>Internship Seminar</td>
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Social Work Major Advanced

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credits</th>
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</thead>
<tbody>
<tr>
<td>SW-400</td>
<td>Soc Wrk Prac Meth: Groups &amp; Family</td>
<td>3</td>
</tr>
<tr>
<td>SW-483</td>
<td>Advanced Internship</td>
<td>2</td>
</tr>
</tbody>
</table>

Alverno Difference

A social work major aligns with Alverno’s values and with the needs of the community here in Milwaukee. The Council on Social Work Education indicates that a BSW must teach and assess for nine “competences,” which match with Alverno’s eight abilities. Alverno has a strong history with teaching psychology, sociology, global studies and international affairs, as well as community leadership and development. A BSW education at Alverno is multi-faceted, well-rounded, and perfectly prepares students for a future Masters of Social Work.

Sociology (major)

What you will study

The sociology program is organized by different threads or dimensions:

- First are foundational courses that give you a basic overview of the field and some initial experience applying sociological ideas to work on specific features of our way of life. Here you see how sociology applies in all facets of human experience, from figuring out how people act and think online to how people from different social classes or cultural groups see each other. Some courses you take are Introduction to Social Science, Small Group Behavior, and Social Movements and Social Change.
- Next is the core in political economics. Some of the most important forces shaping how a society works are the society's economic and political systems. Because these are so central to what happens in society, you need to learn a lot about them. You are concerned about how people make their livings, where our economy is heading, who gets elected to office, and why political decisions are made. Courses here include American Politics and Economic Environment.
- You also focus a great deal on research and practice in the discipline. Sociology emphasizes the use of valid and reliable data to inform its discussions: this is a big part of what makes a sociologist different from others who may have social concerns but are not as aware of the facts needed to explore them carefully. You take courses in Behavioral Science Research Methods and Probability and Statistics, employing the latest computer technologies. You can even learn how to use data to create geographic maps to help others understand social trends, like crime rates, voting patterns, and changing attitudes and values. In various courses you learn interviewing skills. You also do a mentored internship at a site related to the discipline and your career goals, where you can practice using your sociological observation and analytical skills to meet your internship learning goals and gain experience in seeing how to apply sociology in the workplace. You also learn how to translate your sociological skills into running programs to tackle social issues, through courses like Fundraising and Grant Writing or Program Evaluation. The Alverno research and practice curriculum is very strong and often helps graduates get jobs or enter graduate school.
- You take a variety of topic courses that you choose to enhance your individual interests. You choose the ones most interesting to you and most relevant to your life. Some courses from which to choose are The Family, Criminology, Case Management, Community Development, American Political Behavior, Comparative Social Policy, Cross-Cultural Social Psychology, and several others.
Women’s and Gender Studies (major)

What you will study

As a student of Women's and Gender Studies at Alverno College, you examine human experience through the lens of gender, develop valuable abilities and skills to engage and collaborate with others, and explore and develop effective opportunities for making positive changes in the world around you. You acquire an ability to analyze how social, political, economic, psychological, philosophical, artistic, and scientific influences shape your own and others’ positions in the world, developing a grasp of the contribution of gender to your own perspective and attitudes.

In your program of study, as you explore issues related to women and gender, you undertake an additional major discipline of study or two support areas (minors) to enhance your understanding of Women’s and Gender Studies and to enlist disciplinary frameworks of particular interest to you. You apply a variety of interdisciplinary perspectives to analyze issues related to women and gender. You deepen your understanding of the value of gender analysis to disciplinary frameworks and assess the significance of the study of women and gender for multiple areas of study. You analyze the relationship between systemic forms of prejudice and privilege and their impact on organizations and communities, building a complex conceptual grasp of organizations and systems that impact the communities around you.

Hands-on learning opportunities are available in the form of both research and organizational involvement. Depending on your areas of interest, you may intern, for example, on a research project related to issues in the lives of women and girls or with a local nonprofit organization that focuses on the advancement of the lives of women. You develop strong leadership abilities, become skilled in methods of leadership, and learn to apply your knowledge in real-world situations.

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Women's and Gender Studies (major) Requirements

### Sociology Major Intermediate

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credits</th>
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<tbody>
<tr>
<td>CLD-220</td>
<td>Social Movements &amp; Social Change</td>
<td>4</td>
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<tr>
<td>or SOC-220</td>
<td>Social Movements &amp; Social Change</td>
<td></td>
</tr>
<tr>
<td>BSC-255</td>
<td>Behavioral Science Research Methods</td>
<td>4</td>
</tr>
<tr>
<td>BSC-256</td>
<td>Probability &amp; Statistics</td>
<td>4</td>
</tr>
<tr>
<td>MGT-210</td>
<td>Economic Environment</td>
<td>3</td>
</tr>
<tr>
<td>POL-225</td>
<td>American Politics</td>
<td>4</td>
</tr>
<tr>
<td>SOC-399</td>
<td>Formal Introduction to Advanced Work</td>
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### Sociology Major Advanced

Take one of the following: 3

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<tr>
<th>Code</th>
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<tr>
<td>CLD-338</td>
<td>Program Evaluation</td>
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<tr>
<td>CLD-437</td>
<td>Fundraising &amp; Grantwriting:Princ &amp; Prac</td>
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<tr>
<td>SOC-341</td>
<td>Geographical Information Systems</td>
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<td>SOC-301</td>
<td>Social Theory</td>
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<tr>
<td>SOC-320</td>
<td>Sociology of Families</td>
<td>4</td>
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<tr>
<td>or SOC-321</td>
<td>Criminology &amp; Justice</td>
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<tr>
<td>INTERN-383</td>
<td>Internship Seminar</td>
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<tr>
<td>SOC Electives: Take 6 credits of 300/400 level Sociology electives</td>
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<tr>
<td>SOC-491</td>
<td>Advanced Seminar in Sociology</td>
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</table>

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### Women's and Gender Studies Intermediate

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<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credits</th>
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<tbody>
<tr>
<td>WGS-200</td>
<td>Intro to Women's &amp; Gender Studies</td>
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<td>SOC-220</td>
<td>Social Movements &amp; Social Change</td>
<td>4</td>
</tr>
<tr>
<td>or COMM-340</td>
<td>Persuasion &amp; Advocacy</td>
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<tr>
<td>HS-213</td>
<td>U S. Women's Rights &amp; Lives</td>
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<tr>
<td>Take one from the following: 2-4</td>
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<tr>
<td>A-241</td>
<td>Art History 2/Renaissance</td>
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<tr>
<td>COMM-320</td>
<td>Media Studies</td>
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<tr>
<td>COMM-340</td>
<td>Persuasion &amp; Advocacy</td>
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<tr>
<td>COMM-360</td>
<td>Logic &amp; Argumentation</td>
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<tr>
<td>MGT-395</td>
<td>Topics-Management:Women &amp; Economy</td>
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<td>PSY-360</td>
<td>Psychology of Gender</td>
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<td>INTERN-383</td>
<td>Internship Seminar</td>
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<tr>
<td>WGS-399</td>
<td>Formal Introduction to Advanced Work</td>
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### Women's and Gender Studies Advanced

<table>
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<tr>
<th>Code</th>
<th>Title</th>
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<tr>
<td>HS-451</td>
<td>Crit Prsp/Early Modern World, 1350-1750</td>
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<td>PL-410</td>
<td>Philosophy Perspectives &amp; Methods</td>
<td>4</td>
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<tr>
<td>WGS-491</td>
<td>Senior Seminar</td>
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<tr>
<td>Take one course of WGS electives (see IOL for options)</td>
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<tr>
<td>Take one of the following:</td>
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<tr>
<td>COMM-360</td>
<td>Logic &amp; Argumentation</td>
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<tr>
<td>PSY-335</td>
<td>Psychology of the Adult Learner</td>
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<td>N-384</td>
<td>Women's Health</td>
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<td>Course Code</td>
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<tr>
<td>MGT-405</td>
<td>Women &amp; Leadership</td>
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<tr>
<td>HUM-364</td>
<td>Confronting the Holocaust</td>
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<tr>
<td>GEC-322</td>
<td>Glbl Ct: Access to Ed: Women Around Wld</td>
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<tr>
<td>WGS-483</td>
<td>Advanced Internship Seminar</td>
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</table>

Independent Study (see advisor)
MINORS

- Adult Education (minor) (p. 84)
- Art (minor) (p. 84)
- Art History (minor) (p. 85)
- Asian Studies (minor) (p. 86)
- Biology (minor) (p. 86)
- Business Analytics (minor) (p. 87)
- Business and Management (minor) (p. 88)
- Chemistry (minor) (p. 88)
- Chemistry; with Molecular Biology (minor) (p. 88)
- Communication (minor) (p. 89)
- Creative Arts (minor) (p. 89)
- Creative Arts in Practice (minor) (p. 90)
- Creative Studies in Writing (minor) (p. 90)
- Dance and Theater (minor) (p. 91)
- Elective Studies Option (minor) (p. 91)
- English (minor) (p. 92)
- Environmental Science (minor) (p. 92)
- Film Studies (minor) (p. 93)
- Global Studies (minor) (p. 93)
- History (minor) (p. 94)
- Mathematics (minor) (p. 95)
- Media Design (minor) (p. 95)
- Music Cultures & History (minor) (p. 96)
- Music Performance (minor) (p. 96)
- Philosophy (minor) (p. 96)
- Politics (minor) (p. 97)
- Psychology (minor) (p. 97)
- Religious Studies (minor) (p. 98)
- Sociology (minor) (p. 99)
- Spanish Language and Cultures (minor) (p. 99)
- Spanish/English Healthcare Interpretation (minor) (p. 100)
- Women’s and Gender Studies (minor) (p. 100)

Adult Education (minor)

What you will study

The adult education support area prepares you to teach adults. In this support area, you learn about adult development and learning in conjunction with methods of teaching adult learners.

This program is a support area to a variety of disciplines, including professional communication, business and management, psychology, nursing, and religious studies. It prepares you for careers in which a high quality of effective interaction with adults is required, whether in formal classroom settings, as corporate trainers, or informally as supervisors in the business world. You are also exposed to advanced technology that enhances your ability to work with adults.

Requirements

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Adult Education Beginning</td>
<td></td>
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</tbody>
</table>
## Requirements

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>A-189S</td>
<td>Form and Space</td>
<td>1</td>
</tr>
<tr>
<td>or FA-110</td>
<td>Intro to the Arts</td>
<td>4</td>
</tr>
</tbody>
</table>

### Art Support Beginning

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>AHS-210</td>
<td>Ancient to Byzantine Art</td>
<td>2</td>
</tr>
<tr>
<td>AHS-311</td>
<td>Art Topics</td>
<td></td>
</tr>
<tr>
<td>AHS-409</td>
<td>Modern &amp; Contemporary Art</td>
<td>3</td>
</tr>
<tr>
<td>INS-300</td>
<td>International Studies</td>
<td>4</td>
</tr>
<tr>
<td>AHS-252</td>
<td>Medieval to Modern</td>
<td>4</td>
</tr>
<tr>
<td>CA-250</td>
<td>Kick Start Creativity</td>
<td>4</td>
</tr>
<tr>
<td>CA-300</td>
<td>Creativity and Careers</td>
<td>4</td>
</tr>
<tr>
<td>A-141</td>
<td>Discovering Your Creative Source</td>
<td>4</td>
</tr>
<tr>
<td>AHS-144</td>
<td>Art in the Museum</td>
<td>4</td>
</tr>
<tr>
<td>A-147</td>
<td>Grant Writing for Artists &amp; Educators</td>
<td>4</td>
</tr>
<tr>
<td>A-148</td>
<td>The Art of Creative Video</td>
<td>4</td>
</tr>
<tr>
<td>A-149</td>
<td>Discovery World-Laser Cut &amp; 3 D</td>
<td>4</td>
</tr>
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</table>

### Art Support Intermediate

Take 4 credits from the following:

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>AHS-250</td>
<td>Asian Art</td>
<td>4</td>
</tr>
<tr>
<td>AHS-251</td>
<td>Pages Through Time: Art of the Book</td>
<td>4</td>
</tr>
<tr>
<td>AHS-144</td>
<td>Art in the Museum</td>
<td>4</td>
</tr>
<tr>
<td>AHS-250</td>
<td>Asian Art</td>
<td>4</td>
</tr>
<tr>
<td>AHS-251</td>
<td>Pages Through Time: Art of the Book</td>
<td>4</td>
</tr>
<tr>
<td>AHS-311</td>
<td>Art Topics:</td>
<td>4</td>
</tr>
<tr>
<td>EN-250</td>
<td>Oprah's Books</td>
<td>4</td>
</tr>
<tr>
<td>CA-250</td>
<td>Kick Start Creativity</td>
<td>4</td>
</tr>
<tr>
<td>CA-300</td>
<td>Creativity and Careers</td>
<td>4</td>
</tr>
<tr>
<td>A-384</td>
<td>Art Gallery Management</td>
<td>4</td>
</tr>
<tr>
<td>A-484</td>
<td>Advanced Art Gallery Management</td>
<td>4</td>
</tr>
<tr>
<td>MDIA-401</td>
<td>New Media</td>
<td>4</td>
</tr>
<tr>
<td>INS-300</td>
<td>International Studies</td>
<td>4</td>
</tr>
</tbody>
</table>

### Art Minor Advanced

Take 9 credits of Art electives

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>A-352</td>
<td>Painting</td>
<td>2</td>
</tr>
<tr>
<td>A-356</td>
<td>Printmaking</td>
<td>2</td>
</tr>
<tr>
<td>A-363</td>
<td>Beginning Fibers</td>
<td>2</td>
</tr>
<tr>
<td>A-364</td>
<td>Digital Photography</td>
<td>2</td>
</tr>
<tr>
<td>A-221</td>
<td>Beginning Figure Drawing</td>
<td>2</td>
</tr>
<tr>
<td>A-359</td>
<td>Digital Art for Art Majors</td>
<td>2</td>
</tr>
<tr>
<td>A-371</td>
<td>Metalwork</td>
<td>2</td>
</tr>
<tr>
<td>A-376</td>
<td>Sculpture</td>
<td>2</td>
</tr>
<tr>
<td>A-380</td>
<td>Enameling/Glass Forming</td>
<td>2</td>
</tr>
<tr>
<td>A-366</td>
<td>Ceramics</td>
<td>2</td>
</tr>
<tr>
<td>A-351</td>
<td>Pages in Time: Art of the Book</td>
<td>2</td>
</tr>
<tr>
<td>A-493</td>
<td>Graduation Event for Support Areas</td>
<td>2</td>
</tr>
</tbody>
</table>

Total Credits: 17

1. Double counts as general education requirement FA-110.
2. Can count as HFA 210 or HFA 310 elective
3. Counts as GE 300
4. Can count as HFA 210 and HFA 310

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## Art History (minor)

### What you will study

With a support (minor) in art history, you engage with art historical topics and critical frameworks as you explore ancient to contemporary art history. You develop an understanding of materials, concepts, and local and global art styles as well as themes, vocabulary, and frameworks of criticism that are relevant to the production, display, and audience reception of art across time and culture. You encounter artworks and theories that arise from social circumstances in a range of global communities, arts organizations, and media venues. Through texts, electronic venues, and attendance at art events, along with the option of international travel, you begin to communicate your personal aesthetic viewpoints and critical valuing positions.

### Requirements

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>AHS-210</td>
<td>Ancient to Byzantine Art</td>
<td>2</td>
</tr>
</tbody>
</table>

### Art History Support Beginning

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>AHS-252</td>
<td>Medieval to Modern</td>
<td>4</td>
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</table>

Take 7-8 credits of the following:

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>AHS-144</td>
<td>Art in the Museum</td>
<td>4</td>
</tr>
<tr>
<td>AHS-250</td>
<td>Asian Art</td>
<td>4</td>
</tr>
<tr>
<td>AHS-251</td>
<td>Pages Through Time: Art of the Book</td>
<td>4</td>
</tr>
<tr>
<td>AHS-311</td>
<td>Art Topics:</td>
<td>4</td>
</tr>
<tr>
<td>EN-250</td>
<td>Oprah’s Books</td>
<td>4</td>
</tr>
<tr>
<td>CA-250</td>
<td>Kick Start Creativity</td>
<td>4</td>
</tr>
<tr>
<td>CA-300</td>
<td>Creativity and Careers</td>
<td>4</td>
</tr>
<tr>
<td>A-384</td>
<td>Art Gallery Management</td>
<td>4</td>
</tr>
<tr>
<td>A-484</td>
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</tr>
<tr>
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<td>New Media</td>
<td>4</td>
</tr>
<tr>
<td>INS-300</td>
<td>International Studies</td>
<td>4</td>
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</table>

### Art History Support Intermediate

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>AHS-409</td>
<td>Modern &amp; Contemporary Art</td>
<td>3</td>
</tr>
<tr>
<td>AHS-494</td>
<td>Portfolio Assessment for Art History</td>
<td>0</td>
</tr>
</tbody>
</table>

1. Art Majors may elect to complete an Art History minor by completing A 494 and an additional 4-6 credits from the electives list, excluding A 384 and MDIA 401 for Studio Art majors

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peers and themselves. Our small class sizes ensure students receive uncommon access to faculty. With an average student to teacher ratio of 10:1, you are guaranteed an individualized learning experience.

**Asian Studies (minor)**

**What you will study**

Asian Studies at Alverno College is designed to be a flexible support that allows you to develop your interests in Asia. To begin, you are required to take an introductory course to become acquainted with the region and to help you meet other Asianists at Alverno. You also take two semesters of an East Asian language.

At the intermediate and advanced levels, you choose from a variety of courses, including Asian art, religion, literature, history, dance and movement, politics, business, psychology, and marketing. You also have the opportunity to engage in a cultural immersion experience through travel to Asia during a short-term study-abroad course or during a summer, semester, or academic year of study in Asia. You are also encouraged and assisted in fulfilling an internship requirement with a company or nonprofit organization that focuses on Asia.

Taking an Asian language is option for this support. Language courses may be taken at one of the language consortium schools. If taken, language credits may count as Asian Studies electives.

**Requirements**

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Asian Studies Support Beginning</td>
<td>Asian language ¹</td>
<td></td>
</tr>
<tr>
<td>Asian Studies Support Intermediate</td>
<td>AS-200 Introduction to Asian Studies</td>
<td>3</td>
</tr>
<tr>
<td>or GLS-200 Introduction to Global Studies</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Take two of the following:</td>
<td>HUM-351 Chinese Civilization &amp; Cultures</td>
<td>8</td>
</tr>
<tr>
<td>Take two of the following:</td>
<td>HUM-352 South Asia Civilization</td>
<td></td>
</tr>
<tr>
<td>Take two of the following:</td>
<td>HUM-355 Japan: Studies in Civilizations &amp; Culture</td>
<td></td>
</tr>
<tr>
<td>Take 8 credits of Asian Studies electives (see IOL for options)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Asian Studies Support Advanced</td>
<td>Optional immersion experience ³</td>
<td></td>
</tr>
</tbody>
</table>

¹ Taking an Asian language is option for this support. Language courses may be taken at one of the language consortium schools. If taken, language credits may count as Asian Studies electives.

² Search on IOL.

³ Asian Studies support students may take an optional immersion experience. This could be an Asian focused internship/practicum, or an Asian travel course, or study abroad in Asia. Contact the Asian studies program director for more information.

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**Biology (minor)**

**What you will study**

Biology, the study of living organisms and life processes, is the most all-encompassing of the sciences. Understanding basic life processes requires working in many areas in an integrated way.

We want you to be able to use science effectively. You take part in both individual and group investigative laboratories as part of the first two science courses. You develop a real sense of all the planning, the work, the frustration, the excitement — the reality of doing science.

As you progress and refine and build upon these basic abilities, you continue to design and perform experiments in the laboratory and in the field. You learn to use your investigative projects to engage in the more complex work of making relationships and perceiving patterns.

In intermediate courses, you ask more in-depth questions. You build and evaluate scientific models, showing how different biological concepts fit together — and you subject those models to testing, practicing professional methods of data gathering and record keeping. You strengthen your abilities through self-assessment, learning to be an independent judge of your progress.

This self-assessment leads you into advanced work, where you become responsible for your own learning strategies, your goals in long-term projects, and your actions in the internship. You decide what laboratory methods are appropriate for the problems you are investigating and what statistical tests should be applied to your data. And you analyze the role of science in society and develop your own code of scientific ethics, preparing yourself for your future as a professional biologist.

**Requirements**

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>CH-213 &amp; 213L</td>
<td>Chemistry of Bioorganic Molecules and Chemistry of Bioorganic Molecules Lab</td>
<td>4</td>
</tr>
<tr>
<td>BI-251 &amp; 251L</td>
<td>Microbiology and Microbiology Lab</td>
<td>4</td>
</tr>
<tr>
<td>BI-325 or BI-361</td>
<td>Cellular Biology and Genetics Lecture</td>
<td>3</td>
</tr>
<tr>
<td>BI-231 &amp; 231L</td>
<td>Human Anatomy &amp; Physiology and Human Anatomy &amp; Physiology Lab</td>
<td>4</td>
</tr>
<tr>
<td>BI-221</td>
<td>Biology of Plants</td>
<td>4</td>
</tr>
</tbody>
</table>
demonstrate their thinking, research and solutions. Throughout their studies, Alverno students build online portfolios that teach them how to collect data, verify accuracy and report their findings. Industry tools, and are immersed in real-life technological situations that prepares women to thrive in these fields – in fact, we prepare women fields growing three times faster than jobs in other fields. Alverno You've heard about Science, Technology, Engineering and Math (STEM) Developing women for making business decisions from A Business Analytics minor from Alverno. information? Do you want to help drive business decisions? You can with how people are using these systems and how you can harness that processes? Do social media posts and tweets make you wonder Do you look at data and see potential improvements in systems or decisions and you'll develop basic data literacy and an analytic mindset you will learn how data analysts describe, predict, and inform business qualified data scientists. At Alverno, minoring in Business Analytics, becomes more acute, rapidly increasing demand for Big Data skills and By now you have definitely heard about data analytics and big data; each day, our society creates 2.5 quintillion bytes of data (that’s 2.5 followed by 18 zeros). With this flood of data the need to unlock actionable value becomes more acute, rapidly increasing demand for Big Data skills and qualified data scientists. At Alverno, minoring in Business Analytics, you will learn how data analysts describe, predict, and inform business decisions and you'll develop basic data literacy and an analytic mindset that will help you make strategic decisions based on data. Do you look at data and see potential improvements in systems or processes? Do social media posts and tweets make you wonder how people are using these systems and how you can harness that information? Do you want to help drive business decisions? You can with a Business Analytics minor from Alverno. Developing women for making business decisions from big data You've heard about Science, Technology, Engineering and Math (STEM) fields growing three times faster than jobs in other fields. Alverno prepares women to thrive in these fields — in fact, we prepare women in STE(A)M because we include the Arts. Students work with the latest industry tools, and are immersed in real-life technological situations that teach them how to collect data, verify accuracy and report their findings. Throughout their studies, Alverno students build online portfolios that demonstrate their thinking, research and solutions.

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### Business Analytics (minor)

By now you have definitely heard about data analytics and big data; each day, our society creates 2.5 quintillion bytes of data (that’s 2.5 followed by 18 zeros). With this flood of data the need to unlock actionable value becomes more acute, rapidly increasing demand for Big Data skills and qualified data scientists. At Alverno, minoring in Business Analytics, you will learn how data analysts describe, predict, and inform business decisions and you’ll develop basic data literacy and an analytic mindset that will help you make strategic decisions based on data. Do you look at data and see potential improvements in systems or processes? Do social media posts and tweets make you wonder how people are using these systems and how you can harness that information? Do you want to help drive business decisions? You can with a Business Analytics minor from Alverno.

#### Developing women for making business decisions from big data

You've heard about Science, Technology, Engineering and Math (STEM) fields growing three times faster than jobs in other fields. Alverno prepares women to thrive in these fields — in fact, we prepare women in STE(A)M because we include the Arts. Students work with the latest industry tools, and are immersed in real-life technological situations that teach them how to collect data, verify accuracy and report their findings. Throughout their studies, Alverno students build online portfolios that demonstrate their thinking, research and solutions.

### Build your own toolkit

Business analytics are used in every industry: health care, advertising and marketing, education, sports and recreation, manufacturing, business and more. Your education has never been more transferable and highly sought after, and with this minor you will have the tools to approach and solve problems within any framework.

#### The real world comes to you

At Alverno, you’ll have opportunities to interact with business executives from enterprise companies like Rockwell, GE, Northwestern Mutual, Kohl’s, We Energies, Johnson Controls and others. Professionals participate as part of your learning in the classroom, and pose problems for you to solve that they are also working on. This will give you the opportunity to work on a current business problem for a company and offering a solution based on the data. Through experiences like these, you’ll strengthen your strategic thinking and develop the tactical hands-on methodology skills that you’ll actually use in the workforce.

#### Internships for Business Analytics

Every Alverno student completes at least one internship in her major, where she can take her learning from the classroom and apply it to a larger, real-world context. Our students have had internships with companies such as We Energies, Franklin Energies and Walt Disney. We have partnerships with over 2,000 organizations, which allows you to find an internship in your specific field of interest.

#### Faculty connections

Our Business Analytics faculty includes entrepreneurs, accountants, business owners and more, so you’ll learn from people who are experts in their fields and bring real-world experience to every class. Plus, our small classes are designed for the unique way women learn, which means you’ll receive the support and mentorship you need to reach your greatest potential in college and after graduation.

### Requirements

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>MGT-255</td>
<td>Program Fund: From Data to Information</td>
<td>3</td>
</tr>
<tr>
<td>MGT-280</td>
<td>Intro to Database: Mgt Organizing Data</td>
<td>3</td>
</tr>
<tr>
<td>MT-268</td>
<td>Introduction to Programming: Python</td>
<td>4</td>
</tr>
<tr>
<td>or MGT-470</td>
<td>Advanced Database</td>
<td></td>
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Business and Management (minor)

The business and management minor is designed to help you develop fundamental skills in areas such as accounting, marketing, and finance. Each of these functional areas, along with courses in small-group interaction and organizational behavior, provides the context for you to learn to analyze relationships, make decisions, solve problems, and interact effectively in group situations.

Chemistry (minor)

What you will study

As a chemistry minor at Alverno, you become well grounded in the conceptual and practical knowledge that you need to do pure and applied research.

In the classroom, you examine the essential concepts of chemistry and begin building them into larger theoretical models. You gain solid technical and theoretical knowledge about the composition, structure, function, and properties of substances and the changes that they undergo.

In the laboratory, you learn to manipulate and analyze matter. You investigate and control various chemical reactions in organic and inorganic chemistry. You identify, quantify, and separate substances in quantitative and instrumental analysis. You apply all these techniques to the larger, more complex molecules in biochemistry. You compare your experimental results with the prediction of models and equations in physical chemistry.

Chemistry; with Molecular Biology (minor)

Requirements

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>CH-414</td>
<td>Chemistry Professional Portfolio</td>
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</tbody>
</table>

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Communication (minor)

BUILD A PLATFORM THAT'S PERSONAL AND POWERFUL
Do you love to pin it, post it or tweet it? Are teachers routinely praising your writing style? Do you use videos to share what’s on your mind? If so, a Communication degree may be right for you.

Alverno’s Communication minor will prepare you to imagine, create and deliver innovative communication using emerging technologies and effective strategies. You will gain essential, current knowledge while enjoying hands-on learning.

This minor blends core communication theory and tools with the latest digital production techniques to prepare graduates for success in a dynamic and growing field.

Requirements

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credits</th>
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<tbody>
<tr>
<td>COMM-200</td>
<td>Communication Foundations</td>
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</tr>
<tr>
<td>Take one additional COMM Core from the following:</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>COMM-220</td>
<td>Listening and Mindfulness</td>
<td></td>
</tr>
<tr>
<td>COMM-300</td>
<td>Communication Strategies</td>
<td></td>
</tr>
<tr>
<td>COMM-320</td>
<td>Media Studies</td>
<td></td>
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<tr>
<td>COMM-340</td>
<td>Persuasion and Advocacy</td>
<td></td>
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<tr>
<td>COMM-360</td>
<td>Logic &amp; Argumentation</td>
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</tr>
<tr>
<td>COMM-380</td>
<td>Project Management</td>
<td></td>
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<tr>
<td>COMM-490</td>
<td>Communication Capstone</td>
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</table>

Communication Support Intermediate

Take a total of 6 credits from Production Labs I, II, or III: 6

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credits</th>
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<tbody>
<tr>
<td>COMM-230</td>
<td>Production Lab 1: Visual Communication</td>
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</tr>
<tr>
<td>COMM-231</td>
<td>Production Lab 1: Information Technology</td>
<td></td>
</tr>
<tr>
<td>COMM-330</td>
<td>Production Lab II: Emerging Technologies</td>
<td></td>
</tr>
<tr>
<td>COMM-370</td>
<td>Production Lab III: Advanced Workshop</td>
<td></td>
</tr>
<tr>
<td>COMM-371</td>
<td>Prod Lab III: Adv Audio&amp;Internet radio</td>
<td></td>
</tr>
<tr>
<td>COMM-372</td>
<td>Producation Lab III:Adv Photography</td>
<td></td>
</tr>
<tr>
<td>COMM-374</td>
<td>Prod Lab III:Ad Digital Publishing</td>
<td></td>
</tr>
<tr>
<td>COMM-376</td>
<td>Prod Lab III:Advanced Web Design</td>
<td></td>
</tr>
<tr>
<td>COMM-378</td>
<td>Prod Lab III:Advanced Digital Video</td>
<td></td>
</tr>
<tr>
<td>COMM-379</td>
<td>Prod Lab III:Advanced Social Media</td>
<td></td>
</tr>
</tbody>
</table>

Electives:

Take 6 credits from 300/400 level 1

1 Elective options or any additional core option and/or any additional Production Labs and/or Capstone.

Creative Arts (minor)

What you will study

You take courses at the beginning and developing levels that assist you to enhance your presentation and interaction style through creative approaches developed in the performing arts. You also have the opportunity to engage the technology of the arts to further your personal, creative, or career goals.

Requirements

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>DA-115</td>
<td>Fundamentals of Voice &amp; Movement</td>
<td>2</td>
</tr>
<tr>
<td>or TA-115</td>
<td>Fundamentals of Voice &amp; Movement</td>
<td></td>
</tr>
<tr>
<td>A-135</td>
<td>Studio Art 1:Art Fundamentals</td>
<td>2</td>
</tr>
<tr>
<td>DA Course:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Take one from the following:</td>
<td>2</td>
<td></td>
</tr>
<tr>
<td>DA-130</td>
<td>Contemporary Dance Technique 1</td>
<td></td>
</tr>
<tr>
<td>DA-132</td>
<td>Ballet Technique</td>
<td></td>
</tr>
<tr>
<td>DA-133</td>
<td>Jazz Techniques</td>
<td></td>
</tr>
<tr>
<td>DA-134</td>
<td>Yoga</td>
<td></td>
</tr>
</tbody>
</table>

Creative Arts Support Intermediate

Take one from the following: 1 2

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>DA-210</td>
<td>Improvisation:Creative Approach Perform</td>
<td></td>
</tr>
<tr>
<td>MU-210</td>
<td>Improvisational Music</td>
<td></td>
</tr>
<tr>
<td>TA-210</td>
<td>Improvisation:creative Approach Perform</td>
<td></td>
</tr>
<tr>
<td>Take one from the following:</td>
<td>4</td>
<td></td>
</tr>
<tr>
<td>DA-250</td>
<td>Musical Theatre:on Stage &amp; Screen</td>
<td></td>
</tr>
<tr>
<td>TA-250</td>
<td>Musical Theatre:on Stage &amp; Screen</td>
<td></td>
</tr>
<tr>
<td>MU-250</td>
<td>Musical Theatre:on Stage &amp; Screen</td>
<td></td>
</tr>
<tr>
<td>A-310</td>
<td>Art History 4/20th Century</td>
<td></td>
</tr>
<tr>
<td>MU-310</td>
<td>Rock &amp; Roll History</td>
<td></td>
</tr>
<tr>
<td>TA-310</td>
<td>Cont Theatre:Silenced Voices Heard</td>
<td></td>
</tr>
<tr>
<td>DA-315</td>
<td>Dance in Cultures</td>
<td></td>
</tr>
</tbody>
</table>

Art Course:

Take one from the following: 3

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>A-221</td>
<td>Beginning Figure Drawing</td>
<td></td>
</tr>
<tr>
<td>A-234</td>
<td>Studio Art 3: 3-D Design</td>
<td></td>
</tr>
<tr>
<td>A-262</td>
<td>Graphic Designs &amp; Illustration</td>
<td></td>
</tr>
<tr>
<td>A-352A</td>
<td>Painting</td>
<td></td>
</tr>
<tr>
<td>A-366A</td>
<td>Ceramics for Non-Art Majors</td>
<td></td>
</tr>
<tr>
<td>A-376</td>
<td>Sculpture</td>
<td></td>
</tr>
<tr>
<td>TA-265</td>
<td>Fundmits of Acting On-Stage and Off</td>
<td>2</td>
</tr>
</tbody>
</table>

For 130 years, Alverno College has been dedicated to the education of women, preparing them for lives of personal and professional distinction and meaningful engagement with the world. Alverno extends this mission to men as well, through graduate and adult classes. We are a Catholic, liberal arts college with a curriculum so unique, educators from around the world come to Alverno to learn how we teach. Alverno’s abilities-based approach to learning ensures our graduates will learn more in class and retain knowledge longer. Students do not receive traditional grades, rather, they are assessed by faculty, community assessors, peers and themselves. Our small class sizes ensure students receive uncommon access to faculty. With an average student to teacher ratio of 10:1, you are guaranteed an individualized learning experience.
Creative Arts Support Advanced

Take one from the following:

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>DA-340</td>
<td>Dance Composition and Performance 1</td>
<td>3</td>
</tr>
<tr>
<td>TA-340</td>
<td>Introduction to Directing</td>
<td></td>
</tr>
<tr>
<td>TA-355</td>
<td>Creative Drama</td>
<td></td>
</tr>
</tbody>
</table>

1 210 counts as HFA-210; 250 counts as HFA-250.

2 210/215 counts as HFA-210; 250 counts as HFA-250.

Alverno Difference

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Creative Arts in Practice (minor)

This minor is perfect for students who desire a career in the arts but want to have expertise in multiple areas in order to meet the changing demands of organizations who need multi-disciplined artists and creative thinkers. Students will also learn strategies and entrepreneurial skills necessary to execute and fund their own creative projects.

Students will select classes from two different creative arts tracks, or focus areas, to complement the core work within the minor. These tracks include:

- Creative Studies in Writing
- Media Design
- Visual Arts
- Film
- Music
- Theater/Dance

Requirements

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credit</th>
</tr>
</thead>
<tbody>
<tr>
<td>Creative Arts in Practice Minor Beginning</td>
<td>A-146</td>
<td>Self Employment in the Arts</td>
</tr>
<tr>
<td></td>
<td>CA-250</td>
<td>Kick Start Creativity</td>
</tr>
<tr>
<td>Creative Arts in Practice Minor Intermediate</td>
<td>CA-300</td>
<td>Creativity and Careers</td>
</tr>
<tr>
<td>Select 8-9 credits from two different creative arts tracks: Creative Writing</td>
<td></td>
<td></td>
</tr>
<tr>
<td>EN-251</td>
<td>Introduction to Creative Writing</td>
<td>4</td>
</tr>
<tr>
<td>EN-343</td>
<td>Creative Writing II</td>
<td></td>
</tr>
<tr>
<td>EN-453</td>
<td>From Printout to Publication</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credit</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Creative Studies in Writing (minor)</td>
<td></td>
</tr>
</tbody>
</table>

What you will study

The Creative Studies in Writing (CSW) program is broad-based, interdisciplinary, and practical in its approach. It has two overarching goals: to foster your development in the art and craft of writing so that you may become a more creative and engaging writer, and to prepare you to successfully meet the challenges of writing for traditional publishing outlets, new media environments, and the demands of your profession.

To this end, the program introduces you to a variety of genres, including (but not limited to) fiction, script writing for multiple platforms, creative
nonfiction, children’s literature, and memoir, from which you choose an area to deepen your practice.

The program requires three core writing courses (11 credits). The remainder of the program is yours to design from a variety of electives based on your personal, professional, and creative goals.

### Requirements

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>EN-251</td>
<td>Introduction to Creative Writing</td>
<td>4</td>
</tr>
<tr>
<td>EN-343</td>
<td>Creative Writing II</td>
<td>3</td>
</tr>
<tr>
<td>EN-453</td>
<td>From Printout to Publication</td>
<td>4</td>
</tr>
<tr>
<td></td>
<td>Take 6-8 credits of Creative Studies in Writing Electives</td>
<td>6-8</td>
</tr>
</tbody>
</table>

1 See IOL for CSW elective options.

### Alverno Difference

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### Elective Studies Option (minor)

A student who qualifies for the Elective Studies option in lieu of a support area completes a total of 18-21 credits from a variety of areas of study based on her own individual interests.

### Dance and Theater (minor)

**What you will study**

In the early courses in the curriculum, you study fundamental approaches to vocal production and movement coordination. In addition, you have beginning experiences with dance/movement and acting. Concurrent with these production-related classes, you explore the ways that theater and dance function in various cultural and historical contexts.

These experiences provide the basis for your later choices to specialize in either creating a dance or directing a play for public performance. As a choreographer or director, you make interpretive and artistic choices to demonstrate your emerging worldview, your personal creativity, and your learning in the arts.

### Requirements

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>DA/TA 115</td>
<td>Fundamentals of Voice &amp; Movement</td>
<td>2</td>
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</table>

### Dance Class:

Take 2 credits of Dance Techniques Class from the following:

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>DA/TA 210</td>
<td>Improvisation: Creative Approach Perform</td>
<td>2-4</td>
</tr>
<tr>
<td>DA/TA 250</td>
<td>Musical Theatre: on Stage &amp; Screen</td>
<td></td>
</tr>
<tr>
<td>TA-265</td>
<td>Fundamentals of Acting On-Stage and Off</td>
<td>2</td>
</tr>
</tbody>
</table>

### Elective Studies Option (minor)

To fulfill the elective requirements, the student may use a variety of courses at Alverno and/or appropriate transfer credits. This option is primarily for transfer students who have a number of credits that do not necessarily apply to one particular major or support.

As part of the 18-21 credits, the student is required to take one 300- or 400-level course at Alverno College that serves as an advanced-level elective.

### Requirements

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Take minimum 18 credits, with one Advanced Level Course outside your major taken at Alverno.</td>
<td>18</td>
</tr>
</tbody>
</table>
Alverno Difference

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English (minor)

What you will study

Studying English at Alverno means building your program of study to match your professional goals and personal passions. As a major in English choose your courses from the following tracks – Literary Studies, Film Studies, Creative Studies in Writing. Or focus your minor on one area for a more intensive experience. If teaching is your goal, the English and Film Studies, Creative Studies in Writing. Or focus your minor on one area for a more intensive experience. If teaching is your goal, the English Language Arts programs prepare you to be a successful K-12 educator.

Literary Studies

Books matter and the people who read them develop a set of sought after critical abilities – excellent communication, creative thinking, strong close reading, sharp synthesizing and a keen understanding of the role of the language and literature in the world. Whether you’re participating in a mock trial on moral dilemmas in a class on the novel or reading and writing memoirs, literary studies prepares you for a variety of traditional careers and any number of emerging ones.

Film Studies

Explore the history and techniques of film and engage in creative personal and cultural interpretations and analysis in this exciting program. Core courses explore fiction into film, influential genre films, and world film while also introducing you to storyboarding and the basics of film production and editing. This program gives you the opportunity to respond to film at a highly informed and active personal level.

Creative Studies in Writing

Whether you want to write creative non-fiction, fiction, poetry, comics or Manga, this program nurtures your creative thinking, heightens your distinctive voice and style, while developing your narrative skills and a sophisticated use of language. The program also teaches you how to navigate the challenging world of publishing if your interests are in that area.

Requirements

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>EN-250</td>
<td>Oprah’s Books</td>
<td></td>
</tr>
<tr>
<td>EN-251</td>
<td>Introduction to Creative Writing</td>
<td></td>
</tr>
<tr>
<td>Group 5:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>EN-252</td>
<td>Fiction Into Film</td>
<td></td>
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</tbody>
</table>

English Support Intermediate

Take one group from the following:

<table>
<thead>
<tr>
<th>Group 1:</th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>EN-210</td>
<td>Perspectives on Literature</td>
<td></td>
</tr>
<tr>
<td>EN-310</td>
<td>Life Love Literature/Making Choices</td>
<td></td>
</tr>
<tr>
<td>Group 2:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>EN-211</td>
<td>The Graphic Novel</td>
<td></td>
</tr>
<tr>
<td>EN-310</td>
<td>Life Love Literature/Making Choices</td>
<td></td>
</tr>
<tr>
<td>Group 3:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>EN-250</td>
<td>Oprah’s Books</td>
<td></td>
</tr>
<tr>
<td>Group 4:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>EN-251</td>
<td>Introduction to Creative Writing</td>
<td></td>
</tr>
<tr>
<td>Group 5:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>EN-252</td>
<td>Fiction Into Film</td>
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English Support Advanced

Take one of the following:

<table>
<thead>
<tr>
<th>Group 1:</th>
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</thead>
<tbody>
<tr>
<td>HUM-351</td>
<td>Chinese Civilization &amp; Cultures</td>
<td></td>
</tr>
<tr>
<td>HUM-352</td>
<td>South Asia Civilization</td>
<td></td>
</tr>
<tr>
<td>HUM-353</td>
<td>Latin American Civilizations</td>
<td></td>
</tr>
<tr>
<td>HUM-355</td>
<td>Japan: Studies in Civilizations&amp; Culture</td>
<td></td>
</tr>
<tr>
<td>HUM-357</td>
<td>The Two Koreas</td>
<td></td>
</tr>
<tr>
<td>HUM-358</td>
<td>Middle Eastern Civilization</td>
<td></td>
</tr>
<tr>
<td>EN-330</td>
<td>Imagination &amp; Identity in Literary Stds</td>
<td></td>
</tr>
<tr>
<td>Take one 300-level English Course above EN-330</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Take one 400-level course above EN 450</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

1 These courses count as one HFA-210 and one HFA-310

Environmental Science (minor)

What you will study

As a student of environmental science, you work toward three advanced program outcomes: data gathering/analysis, effective communication/listening and persuasion, and problem management/adaptive strategies.

In the practice of data gathering/analysis, you have opportunities to demonstrate proficiency in inquiry-based search strategies in collecting data on environmental topics. You are asked to use appropriate data to perform risk assessments and to propose reasonable action as an effective citizen. You integrate frameworks drawn from multiple disciplines to analyze environmental issues and practices and accurately identify the strengths and limitations of your analysis.
In practicing effective communication/listening and persuasion, you respond to ideas from various perspectives and formulate viable approaches to environmental issues. You communicate your environmental research findings to various audiences using language, technology, concepts, models, and strategies appropriate to the discipline. Effective visual communication of numerical, spatial, and temporal data is especially important.

In working to develop problem management/adaptive strategies, you design and conduct environmental research using appropriate technology and laboratory and field data. You explore the complexity and interconnected nature of environmental issues and articulate a contextualized and pragmatic response to the selected issue. Finally, you professionally apply your discipline-based learning in one or more off-campus settings.

**Requirements**

Science courses: general education courses SC-119 and SC-120 are the prerequisites for the upper level courses in the ENV support. These should be taken to fulfill the general education science requirements.

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>MT-123</td>
<td>College Algebra 1</td>
<td>3</td>
</tr>
<tr>
<td>CH-213</td>
<td>Chemistry of Bioorganic Molecules</td>
<td>4</td>
</tr>
<tr>
<td></td>
<td>and Chemistry of Bioorganic Molecules Lab</td>
<td></td>
</tr>
<tr>
<td>GE-220</td>
<td>Earth Science</td>
<td>4</td>
</tr>
<tr>
<td>BI-251</td>
<td>Microbiology</td>
<td></td>
</tr>
<tr>
<td></td>
<td>and Microbiology Lab</td>
<td></td>
</tr>
<tr>
<td>BI-223</td>
<td>Natural History of North America</td>
<td></td>
</tr>
<tr>
<td>CH-234</td>
<td>Analytical Chemistry/Quantitative Analys</td>
<td></td>
</tr>
<tr>
<td></td>
<td>and Analytical Chem-Quant Analysis Lab</td>
<td></td>
</tr>
<tr>
<td>ENV-341</td>
<td>Geographical Information Systems</td>
<td>3</td>
</tr>
<tr>
<td>BI-301</td>
<td>Adv Topics in Biology:</td>
<td></td>
</tr>
<tr>
<td>BI-341</td>
<td>Ecology</td>
<td></td>
</tr>
<tr>
<td>CH-337</td>
<td>Instrumental Methods of Analysis Lab</td>
<td></td>
</tr>
<tr>
<td>GE-410</td>
<td>Environmental Geology</td>
<td></td>
</tr>
<tr>
<td>ENV-414</td>
<td>ENV Professional Portfolio</td>
<td>0</td>
</tr>
</tbody>
</table>

1 MT-123 or equivalent is a prerequisite for the upper level courses. If you place out of MT-123, or if MT-123 is a requirement for your major or for another support, it is not required for your ENV support.

2 If CH 213 is required for your major, it is not required for your ENV support.

**Film Studies (minor)**

Explore the history and techniques of film and engage in creative personal and cultural interpretations and analysis in this exciting program. Core courses explore fiction into film, influential genre films, and world film while also introducing you to storyboarding and the basics of film production and editing. This program gives you the opportunity to respond to film at a highly informed and active personal level.

**Requirements**

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>A-148</td>
<td>The Art of Creative Video</td>
<td>1</td>
</tr>
<tr>
<td>EN-252</td>
<td>Fiction Into Film</td>
<td>4</td>
</tr>
<tr>
<td>EN-344</td>
<td>Great Films</td>
<td>3</td>
</tr>
<tr>
<td>or HUM-344</td>
<td>Great Films</td>
<td></td>
</tr>
<tr>
<td>EN-398</td>
<td>Film Around the World</td>
<td>3</td>
</tr>
<tr>
<td>or HUM-398</td>
<td>Cross-Clt Exp: Film Around the World</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Take 6-8 credits of Film Studies electives</td>
<td>6-8</td>
</tr>
</tbody>
</table>

**Global Studies (minor)**

**What you will study**

The program starts with an introductory course in global studies, in which the basic concepts and issues of global culture, international economics, and international politics are covered. After the introductory course, you begin taking courses from the various disciplines that are part of the global studies program: economics, geography, history, and political science. You then bring together the perspectives, concepts, and issues from these various courses in the Global Studies Senior Seminar, taken during your final year.

All students who major in global studies are required to pass two semesters of a foreign language. You then have the choice of taking
a second year of that language or two courses in behavioral science research methods (BSC-255, Behavioral Science Research Methods, and BSC-256, Probability and Statistics). Global studies students are expected to develop an ability to learn about the world on their own. Language skills and research skills are a way for you to do this, and you are given a choice between focusing on language skills and balancing between research and language skills.

All global studies majors take two semesters of a foreign language and participate in an immersion experience in another culture, either here in the United States or abroad.

### Requirements

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>GLS-200</td>
<td>Introduction to Global Studies</td>
<td>3</td>
</tr>
<tr>
<td>MGT-210</td>
<td>Economic Environment</td>
<td>3</td>
</tr>
<tr>
<td>GLS-330</td>
<td>United Nations &amp; the World</td>
<td>4</td>
</tr>
<tr>
<td>GLS-370</td>
<td>World Geography: People, Places &amp; Change</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>Take one from the following:</td>
<td>4</td>
</tr>
<tr>
<td>HUM-351</td>
<td>Chinese Civilization &amp; Cultures</td>
<td></td>
</tr>
<tr>
<td>HUM-352</td>
<td>South Asia Civilization</td>
<td></td>
</tr>
<tr>
<td>HUM-353</td>
<td>Latin American Civilizations</td>
<td></td>
</tr>
<tr>
<td>HUM-354</td>
<td>Japan: Studies in Civilizations &amp; Culture</td>
<td></td>
</tr>
<tr>
<td>HUM-355</td>
<td>The Two Koreas</td>
<td></td>
</tr>
<tr>
<td>HUM-357</td>
<td>Middle Eastern Civilization</td>
<td></td>
</tr>
<tr>
<td>GLS-396</td>
<td>International Economics</td>
<td></td>
</tr>
</tbody>
</table>

### Alverno Difference

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### History (minor)

#### What you will study

As a student of history at Alverno College, you learn that history is not just a matter of learning a set of facts about the past. Instead, you come to understand how historians and students of history take various kinds of evidence about how people once lived and create meaningful interpretations of the past that are relevant to life today. By seeing how people in the past made choices that impact us today, you better understand how your choices contribute to change, now and in the future.

By studying history in its relationship to the other humanities, you explore the connections among people, ideas, works of art, and customs from many different cultures and eras of human history. You identify enduring questions about human value and meaning as you respond to ideas, events, and creative expressions of human experience. The links you make between your own and others’ lives lead you to a deeper consideration of what it means to be human.

At the same time, the study of history encourages you to raise critical questions about the universality of human experiences. You examine the behavior, ideas, and creative expressions of people within the specific contexts of different times and different societies. You practice suspending judgments of people from the past according to contemporary standards and instead try to understand their behavior in terms of their own underlying assumptions about life.

By undertaking the study of history in this way, you begin to search for more complex explanations of human differences and for the common humanity that can bridge those differences.

### History Support Beginning

Take 4 credits from one of the following groups:¹

**Group 1:**
- HS-211 Studies in US Culture & Society
- HS-212 Studies in European Culture & Society
- HS-213 U.S. Women’s Rights & Lives

**Group 2:**
- HS-310 Ideology and Creativity
- HS-312 Native American Experience

**Group 3:**
- HS-250 Ancient World Cultures & Civilizations or HS-251 Making of the Modern World

### History Support Intermediate

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credits</th>
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</thead>
<tbody>
<tr>
<td>HS-308</td>
<td>US History 1607-1900</td>
<td>4</td>
</tr>
<tr>
<td>or HS-309</td>
<td>US in 20th Century</td>
<td></td>
</tr>
</tbody>
</table>

### History Support Advanced

**HUM-350 Series:**

Take one of the following:

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>HUM-351</td>
<td>Chinese Civilization &amp; Cultures</td>
<td>4</td>
</tr>
<tr>
<td>HUM-352</td>
<td>South Asia Civilization</td>
<td></td>
</tr>
<tr>
<td>HUM-353</td>
<td>Latin American Civilizations</td>
<td></td>
</tr>
<tr>
<td>HUM-355</td>
<td>Japan: Studies in Civilizations &amp; Culture</td>
<td></td>
</tr>
<tr>
<td>HUM-357</td>
<td>The Two Koreas</td>
<td></td>
</tr>
<tr>
<td>HUM-358</td>
<td>Middle Eastern Civilization</td>
<td></td>
</tr>
<tr>
<td>HS-355</td>
<td>Critical Perspectiv on the American Past</td>
<td>4</td>
</tr>
<tr>
<td>HS-375</td>
<td>Historical Analysis</td>
<td>4</td>
</tr>
<tr>
<td>HS-451</td>
<td>Crit Prsp/Early Modern World, 1350-1750</td>
<td>4</td>
</tr>
</tbody>
</table>

¹ These classes will count as one HFA-210 and one HFA-310.


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Mathematics (minor)

What you will study

The study of functions is foundational to all your work in mathematics. You analyze the behavior of functions from multiple perspectives, including graphical, numeric, and symbolic, employing computational tools such as graphing calculators and mathematical software as appropriate. Central to your coursework is the investigation of problems.

Introductory courses in the mathematics sequence build the foundation for understanding functions as models of relationships in realistic problems.

Intermediate courses introduce you to mathematical theorems and methods of proof.

In upper-level courses you expand your analytic thinking through the study of abstract systems. You integrate your knowledge and skills as you work with more advanced concepts and engage in research.

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<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>MT-123</td>
<td>College Algebra</td>
<td>3</td>
</tr>
<tr>
<td>MT-124</td>
<td>Trigonometry</td>
<td>2</td>
</tr>
<tr>
<td>MT-148</td>
<td>Functions &amp; Modeling</td>
<td>3</td>
</tr>
</tbody>
</table>

Math Support Prerequisites

1 Required as prerequisites for future courses in the support if student does not have necessary math background.

2 At least one course at the 300 level or higher taken at Alverno

Media Design (minor)

Customize your studies

This flexible interdisciplinary minor allows you to blend courses in art, communication and media, and there’s room to customize further based on your career interests in conjunction with your major.

Beautiful and useful

You’ll master the fundamentals of design and learn how to make beautiful, technically sophisticated digital media using creative tools from the Adobe Creative Cloud and other applications. But because this minor is rooted in communication, you’ll also learn how to develop communication strategies to ensure that your work is as effective as it is beautiful. Your knowledge of media theory will help you understand your audience and meet the communication needs of diverse clients.

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<tbody>
<tr>
<td>FA-112</td>
<td>Intro to the Arts: Digital Art</td>
<td>4</td>
</tr>
<tr>
<td>or A-189S</td>
<td>Form and Space</td>
<td></td>
</tr>
<tr>
<td>A-134</td>
<td>Studio Art 2: 2-D Design</td>
<td>3</td>
</tr>
<tr>
<td>A-262</td>
<td>Graphic Designs &amp; Illustration</td>
<td>3</td>
</tr>
<tr>
<td>MDIA-359</td>
<td>Digital Art for MDIA Majors</td>
<td>3</td>
</tr>
<tr>
<td>MDIA-381</td>
<td>Content Development Media Design</td>
<td>3</td>
</tr>
</tbody>
</table>
Music Cultures & History (minor)

What you will study

If you want to expand your knowledge of all kinds of music — popular styles, ethnic traditions (including African American and Latin American), and European classical music — the Music History and Cultures minor is designed for you.

You choose courses in the above areas, learn about music fundamentals, and have the opportunity to participate in a music ensemble or learn about digital recording techniques.

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</tr>
</thead>
<tbody>
<tr>
<td>MU-102</td>
<td>Understanding Music Fundamentals</td>
<td>2</td>
</tr>
<tr>
<td></td>
<td>Take 2 credits of music ensembles and/or music lessons</td>
<td>2</td>
</tr>
<tr>
<td>MU-210</td>
<td>Improvisational Music &amp; Rock &amp; Roll History</td>
<td>4</td>
</tr>
<tr>
<td>MU-250</td>
<td>Musical Theatre: on Stage &amp; Screen</td>
<td></td>
</tr>
<tr>
<td>MU-261</td>
<td>Origins of Music/Many Cultures</td>
<td>3</td>
</tr>
<tr>
<td>MU-262</td>
<td>Favorite Classical Music</td>
<td></td>
</tr>
<tr>
<td>MU-276</td>
<td>Music Technology</td>
<td>2</td>
</tr>
<tr>
<td>MU-372</td>
<td>Contemporary Music</td>
<td>2-3</td>
</tr>
<tr>
<td></td>
<td>1 No lab is required</td>
<td></td>
</tr>
<tr>
<td>MU-382</td>
<td>Music Across Cultures: Milwaukee</td>
<td></td>
</tr>
</tbody>
</table>

Music Performance (minor)

What you will study

If you love to sing or play an instrument, the Music Performance and Musicianship minor allows you to take private lessons to improve your performance, play or sing in ensembles, and study the fundamentals of music. The coursework stresses performance-related activities that help expand your musicianship, while classes in basic music theory and history broaden your knowledge of this art form.

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<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>MU-102</td>
<td>Understanding Music Fundamentals</td>
<td>2</td>
</tr>
<tr>
<td></td>
<td>Take 4 credits of music lessons in your performance area</td>
<td>4</td>
</tr>
</tbody>
</table>

Philosophy (minor)

What you will study

If you choose philosophy as a minor, you study the ideas and questions of many kinds of thinkers, from philosophers and novelists to poets and artists.

Philosophers throughout the ages and in our own time have explored the quality, meaning, and significance of human life. In studying philosophy, you join them in this exploration. Through your study of philosophy and the other humanities disciplines, you acquire tools for applying the thoughts of philosophers, artists, and other thinkers to issues and practical decisions in your everyday life.

As a student of philosophy, you explore such issues as the meaning of life, the basis and justification of knowledge, relationships of love and friendship, and the roots and consequences of evil. You are encouraged to consider how your views of these issues have been shaped by the culture around you, and how responses to these issues might differ from culture to culture. You also consider a variety of answers that have been
proposed to the question of how to live a good life, and how humans ought to act in the world. By responding critically and thoughtfully to these issues, you develop your own philosophy of life and your own standards for living. You learn to continue seeking out new ways of thinking that might challenge and enlarge your own view of the world.

What you will study

What you will study

Politics (minor)

What you will study

Politics (minor)

What you will study

Psychology (minor)

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behavior scientifically and understand basic concepts and theories in psychology. Intermediate students are introduced to practicum experiences in client care and research design. These require an understanding of various psychological theories and frameworks in which to base decision making. Advanced students learn to integrate theory and experience in sophisticated attempts to understand the complexity of human behavior.

Psychological perspectives, such as developmental, cognitive, physiological, environmental, cross-cultural, and psychopathological, serve as foundations for individual courses. These courses become analytical tools in the study of complex psychological issues. You learn to apply both scientific methodology and psychological theory in situations encountered in actual professional settings.

### Requirements

<table>
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<tr>
<th>Code</th>
<th>Title</th>
<th>Credits</th>
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<tbody>
<tr>
<td>PSY-110</td>
<td>Life Span Development</td>
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</tr>
<tr>
<td>PSY-250</td>
<td>Abnormal Psychology</td>
<td>4</td>
</tr>
<tr>
<td>BSC-255</td>
<td>Behavioral Science Research Methods</td>
<td>4</td>
</tr>
<tr>
<td>RL-210</td>
<td>Control of Life &amp; Death</td>
<td>4</td>
</tr>
<tr>
<td>RL-214</td>
<td>Images of Jesus: Past &amp; Present</td>
<td></td>
</tr>
<tr>
<td>RL-250</td>
<td>Judaism, Christianity, Islam</td>
<td></td>
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<tr>
<td>RL-251</td>
<td>Asian Religions</td>
<td></td>
</tr>
<tr>
<td>RL-310</td>
<td>Religious Experience/Myth &amp; Symbol</td>
<td></td>
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<tr>
<td>RL-313</td>
<td>Moral Theology</td>
<td></td>
</tr>
<tr>
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### Religious Studies (minor)

**What you will study**

As a religious studies student, you study religious tradition and issues in contemporary theology. You also engage in the processes of examining your own value and belief systems, of articulating your understanding of the nature of religious experience in relation to other dimensions of human experience, and of analyzing artistic and literary religious works and making judgments regarding their moral and ethical meaning and significance.

You examine world religious traditions for their historical significance as well as for their implications for the religious beliefs, practices, and institutions of contemporary life. You develop the ability to make clear and to affirm the content of your own faith. You use the data of theology and of relevant scientific and humanistic disciplines to address religious issues.

By a continuous process of identifying and refining religious questions for investigation, and of using carefully designed approaches to solving problems and making decisions in collaboration with others, you achieve the abilities essential for theological inquiry.

Your coursework is enhanced by an internship component and independent research best suited to your professional and personal objectives.

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Sociology (minor)
What you will study
The sociology program is organized by different threads or dimensions:

- First are foundational courses that give you a basic overview of the field and some initial experience applying sociological ideas to work on specific features of our way of life. Here you see how sociology applies in all facets of human experience, from figuring out how people act and think online to how people from different social classes or cultural groups see each other. Some courses you take are Introduction to Social Science, Small Group Behavior, and Social Movements and Social Change.

- Next is the core in political economics. Some of the most important forces shaping how a society works are the society’s economic and political systems. Because these are so central to what happens in society, you need to learn a lot about them. You are concerned about how people make their livings, where our economy is heading, who gets elected to office, and why political decisions are made. Courses here include American Politics and Economic Environment.

- You also focus a great deal on research and practice in the discipline. Sociology emphasizes the use of valid and reliable data to inform its discussions: this is a big part of what makes a sociologist different from others who may have social concerns but are not as aware of the facts needed to explore them carefully. You take courses in Behavioral Science Research Methods and Probability and Statistics, employing the latest computer technologies. You can even learn how to use data to create geographic maps to help others understand social trends, like crime rates, voting patterns, and changing attitudes and values. In various courses you learn interviewing skills. You also do a mentored internship at a site related to the discipline and your career goals, where you can practice using your sociological observation and analytical skills to meet your internship learning goals and gain experience in seeing how to apply sociology in the workplace. You also learn how to translate your sociological skills into running programs to tackle social issues, through courses like Fundraising and Grant Writing or Program Evaluation. The Alverno research and practice curriculum is very strong and often helps graduates get jobs or enter graduate school.

- You take a variety of topic courses that you choose to enhance your individual interests. You choose the ones most interesting to you and most relevant to your life. Some courses from which to choose are The Family, Criminology, Case Management, Community Development, American Political Behavior, Comparative Social Policy, Cross-Cultural Social Psychology, and several others.

Requirements

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credits</th>
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<tbody>
<tr>
<td>CLD-220</td>
<td>Social Movements &amp; Social Change</td>
<td>4</td>
</tr>
<tr>
<td>or MGT-210</td>
<td>Economic Environment</td>
<td>3</td>
</tr>
<tr>
<td>POL-225</td>
<td>American Politics</td>
<td>4</td>
</tr>
<tr>
<td>SOC-320</td>
<td>Sociology of Families</td>
<td>4</td>
</tr>
<tr>
<td>or SOC-321</td>
<td>Criminology &amp; Justice</td>
<td></td>
</tr>
</tbody>
</table>

Take 6 credits of 300/400 level SOC electives

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Spanish Language and Cultures (minor)
What you will study
The Spanish Language and Cultures (SLC) minor consists of five foundational language courses (15 credits) that focus on listening comprehension, grammar, and communication, as well as a capstone course (2-4 credits) that allows you to develop your writing skills in Spanish or to study Hispanic literature, culture, and history in greater depth.

Throughout your coursework, you have the opportunity to participate in service-learning projects and other community immersion experiences that enable you to use your Spanish in authentic contexts. You are also strongly encouraged to participate in an immersion experience in a Spanish-speaking country. This might be a study-away program for a summer or a semester, an internship, or one of the short-term travel courses to Spain or Latin America taught by Alverno faculty. SLC support students have studied Spanish in Spain, Chile, Ecuador, and Costa Rica. Wherever you want to study Spanish, there is a program that will meet your needs.

Requirements

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credits</th>
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<tbody>
<tr>
<td>SLC-100</td>
<td>Spanish Language Placement Assessment</td>
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<tr>
<td>SLC-103</td>
<td>Beginning Spanish I</td>
<td>3</td>
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<tr>
<td>SLC-104</td>
<td>Beginning Spanish II</td>
<td>3</td>
</tr>
<tr>
<td>SLC-203</td>
<td>Intermediate Spanish I</td>
<td>3</td>
</tr>
<tr>
<td>SLC-204</td>
<td>Intermediate Spanish II</td>
<td>3</td>
</tr>
<tr>
<td>SLC-303</td>
<td>Conversation &amp; Composition</td>
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<tr>
<td>SLC-304</td>
<td>Spanish/Reading &amp; Conversation</td>
<td></td>
</tr>
<tr>
<td>SLC-318</td>
<td>Spanish for Business</td>
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<tr>
<td>SLC-325</td>
<td>Introduction to Hispanic Linguistics</td>
<td>3</td>
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<tr>
<td>or SLC-330</td>
<td>Introduction to Hispanic Literature</td>
<td></td>
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</table>
**Capstone Experience:**

Take one from the following: 3-4

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>HUM-356</td>
<td>Latin American Civilizations-In Spanish</td>
</tr>
<tr>
<td>SLC-403</td>
<td>Advanced Grammar &amp; Composition</td>
</tr>
<tr>
<td>SLC-420</td>
<td>Spanish &amp; Latin American Cinema</td>
</tr>
<tr>
<td>SLC-466</td>
<td>Hispanic Civilization</td>
</tr>
</tbody>
</table>

*Only needed if student has prior Spanish experience or learning and wishes to assess into a higher level course and receive credit for prior learning. Any student testing out of SLC-103, SLC-104, SLC-203, SLC-204, SLC-303, SLC-304 is required to take SLC-403 and one additional capstone.*

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**Spanish/English Healthcare Interpretation (minor)**

**What you will study**

Throughout your coursework, you become skilled in basic technical aspects of interpreting, including the acquisition or expansion of a specialized vocabulary, the prevalent modes of interpreting in the health care field, and effective listening and memory retention, as well as other abilities necessary for effective communication in interpreter-assisted encounters. You examine the Culturally and Linguistically Appropriate Standards in Health Care (CLAS), discuss diversity and immigration in the United States, and study issues in transcultural communication. You are trained in sight, consecutive, and simultaneous interpreting drills from English to Spanish and vice versa; you refine your writing skills in Spanish and English to overcome common translation pitfalls; and you review the historical and legal implications surrounding the profession as you prepare for the significant ethical challenges that you will encounter in your practice.

Finally, you achieve a professional level of interpreting ability through an extensive internship with one of our partnering health care institutions. The internship enables you to first observe interpreting sessions and then later act as an interpreter under the guidance and supervision of qualified staff interpreters. This is your chance to apply what you have learned, demonstrate your skills, and excel in a professional work environment.

This 16-credit support area complements several majors, and once learned, these skills can transfer into any specialized field or discipline; however, the support area has been specifically designed to coordinate with the complex schedule of nursing majors. There are also opportunities to participate in short-term study-abroad courses, with travel to Ecuador (Latin America), for example, to improve language skills and increase knowledge of common cultural values and health care practices and beliefs among Latinos. Given the nature of the coursework, students must pass a bilingual proficiency assessment prior to admission to the program.

**Requirements**

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credits</th>
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<tbody>
<tr>
<td>SPI-100</td>
<td>Bilingual Proficiency Assessment</td>
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</tr>
<tr>
<td>SPI-210</td>
<td>Intro Spanish/Eng Hlth Care Interpretation</td>
<td>3</td>
</tr>
<tr>
<td>SPI-310</td>
<td>Cultural Competence in Health Care</td>
<td>2</td>
</tr>
<tr>
<td>SPI-320</td>
<td>Spanish/Eng Interp Practice/Hlth Care</td>
<td>3</td>
</tr>
<tr>
<td>SPI-350</td>
<td>Ethics of Health Care Interpretation</td>
<td>3</td>
</tr>
<tr>
<td>SPI-360</td>
<td>Written Translation/Hlth Care Interpret</td>
<td>3</td>
</tr>
<tr>
<td>SPI-483</td>
<td>Health Care Interpreter Intern</td>
<td>2</td>
</tr>
</tbody>
</table>

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**Women's and Gender Studies (minor)**

**What you will study**

As a student of Women’s and Gender Studies at Alverno College, you examine human experience through the lens of gender, develop valuable abilities and skills to engage and collaborate with others, and explore and develop effective opportunities for making positive changes in the world around you. You acquire an ability to analyze how social, political, economic, psychological, philosophical, artistic, and scientific influences shape your own and others’ positions in the world, developing a grasp of the contribution of gender to your own perspective and attitudes.

You apply a variety of interdisciplinary perspectives to analyze issues related to women and gender. You deepen your understanding of the value of gender analysis to disciplinary frameworks and assess the significance of the study of women and gender for multiple areas of study. You analyze the relationship between systemic forms of prejudice and privilege and their impact on organizations and communities, building a complex conceptual grasp of organizations and systems that impact the communities around you.
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Requirements

<table>
<thead>
<tr>
<th>Code</th>
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<th>Credits</th>
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<tr>
<td><strong>Women and Gender Studies Support Intermediate</strong></td>
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</tr>
<tr>
<td>HS-213</td>
<td>U.S. Women’s Rights &amp; Lives</td>
<td>2</td>
</tr>
<tr>
<td>WGS-200</td>
<td>Intro to Women’s &amp; Gender Studies</td>
<td>4</td>
</tr>
<tr>
<td><strong>Women and Gender Studies Support Advanced</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>PL-410</td>
<td>Philosophy Perspectives &amp; Methods</td>
<td>4</td>
</tr>
<tr>
<td>Take one from the following:</td>
<td>3-4</td>
<td></td>
</tr>
<tr>
<td></td>
<td>MGT-395 Topics-Management:Women &amp; Economy</td>
<td></td>
</tr>
<tr>
<td></td>
<td>HS-451 Crit Prsp/Early Modern World, 1350-1750</td>
<td></td>
</tr>
<tr>
<td></td>
<td>PSY-360 Psychology of Gender</td>
<td></td>
</tr>
<tr>
<td>Take 6-8 credits of WGS Electives</td>
<td>6-8</td>
<td></td>
</tr>
</tbody>
</table>
Alverno’s Adult Evening & Online program is designed to help you earn a college degree in a marketable field while working full-time, tending to family needs, or pursuing other interests. Whether you choose to major in business (p. 103) or communication studies (p. 104), or bring your existing credits to an interdisciplinary degree (p. 105), you get the best of our world-renowned ability-based curriculum, our outstanding faculty, and our extensive student support services, including academic assistance, professional advisors, financial aid advisors, career research librarians, counseling services, career support, and technical support.

Along with learning in your major, throughout the curriculum you find a strong focus on developing your leadership skills in order to enhance your professional performance to meet your career goals. In addition, you have the opportunity to explore areas outside your discipline through electives, including short-term travel courses. Our goal is to make sure that you develop the expertise to soar in the field you choose.

The one-night-a-week hybrid format offers you the opportunity to complete a degree in four years — or sooner, if you accelerate with summer courses and transfer credits. Classes meet in-person on Wednesday evenings, or are held fully online. Each course is 4 credits and meets for eight weeks, so it is possible for you to take two courses concurrently for two consecutive eight-week sessions in order to complete 16 credit hours each semester. This format provides you frequent contact with your professors and classmates while allowing you the independence to work online during the hours you have available.

At Alverno, we value what you have accomplished before you come to us, so we accept most transfer credit and can award credit for Prior Learning (CPL (p. 28)). Your admissions counselor and academic advisor work with you to make the most of what you already know and can do.

Nationally Acclaimed Curriculum

- National publications and organizations have rated Alverno as an exceptional education with a unique commitment to student success.
- Alverno’s ability-based curriculum enables students to advance on two fronts, both in knowledge of their chosen discipline and in eight key abilities critical to the application of their knowledge in work and life.
- Projects, research papers, and presentations help students gain experience in communication, analysis, problem solving, and other areas pertinent to career advancement.
- Assessment is a powerful learning tool that, through detailed feedback, helps students know how to apply knowledge to real-life situations.
- Instead of grades, students receive thorough feedback on their strengths and areas needing improvement.

Campus Environment

- Alverno’s Adult Evening & Online program provides a complete collegiate experience.
- Small classes guarantee individual student attention from faculty.
- Networking opportunities are often available through special speakers, through an array of campus organizations available to students, and in ongoing classes.
- Free and ample parking is available on campus.

Services and Resources

Extensive support services and resources are available to all Adult Evening & Online students:

- Library
- Financial Aid Office
- Student Affairs
- Business Office
- Academic Advising Office
- Career and Professional Development Center
- Media Hub
- Computer Center
- Instructional Services
- Tutoring and study groups
- Communication Resource Center
- Daniel M. Soref Science and Mathematics Learning Resource Center
- English as a second language services
- Access for students with disabilities
- Dining Services
- A-Store

For more information about Alverno’s Adult Evening & Online program, visit the Alverno website at alverno.edu, call 414-382-6100 or 800-933-3401, or email admissions@alverno.edu.
### BUSINESS (ADULT EVENING & ONLINE)

#### Requirements

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credits</th>
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</thead>
<tbody>
<tr>
<td>LDR-150</td>
<td>Women’s History, Women’s Leadership</td>
<td>4</td>
</tr>
<tr>
<td>LDR-250</td>
<td>Leading Effective Teams</td>
<td>4</td>
</tr>
<tr>
<td>LDR-300</td>
<td>Building Career: Leadership Context 1</td>
<td>4</td>
</tr>
<tr>
<td>LDR-400</td>
<td>Building Career: Leadership Context 2</td>
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#### General Education Courses

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<tr>
<th>Code</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>GEAC-151</td>
<td>AEO Social Interaction Assessment</td>
<td>0</td>
</tr>
<tr>
<td>GEB-150</td>
<td>Learning, Education &amp; Training/Digital Era</td>
<td>4</td>
</tr>
<tr>
<td>GECM-135</td>
<td>Communication Ability Seminar 1</td>
<td>4</td>
</tr>
<tr>
<td>GECM-135</td>
<td>Communication Ability Seminar 1</td>
<td>4</td>
</tr>
<tr>
<td>GECM-450</td>
<td>Adv Gen Ed Research &amp; Communic Project</td>
<td>4</td>
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</table>

#### Business Major Adult Evening & Online

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<tr>
<th>Code</th>
<th>Title</th>
<th>Credits</th>
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</thead>
<tbody>
<tr>
<td>BUS-105</td>
<td>Business: Connecting Principles &amp; Practice</td>
<td>4</td>
</tr>
<tr>
<td>BUS-205</td>
<td>Marketing &amp; Creativity</td>
<td>4</td>
</tr>
<tr>
<td>BUS-225</td>
<td>Organizational Leadership</td>
<td>4</td>
</tr>
<tr>
<td>BUS-230</td>
<td>Information Systems</td>
<td>4</td>
</tr>
<tr>
<td>BUS-235</td>
<td>Financial Accounting &amp; Analysis</td>
<td>4</td>
</tr>
<tr>
<td>BUS-345</td>
<td>Managerial Accounting &amp; Decision Making</td>
<td>4</td>
</tr>
<tr>
<td>BUS-355</td>
<td>Principles of Operations Management</td>
<td>4</td>
</tr>
<tr>
<td>BUS-365</td>
<td>Economics &amp; Resources</td>
<td>4</td>
</tr>
<tr>
<td>BUS-445</td>
<td>Managerial Finance</td>
<td>4</td>
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<tr>
<td>BUS-450</td>
<td>Business Development</td>
<td>4</td>
</tr>
<tr>
<td>BUS-455</td>
<td>Project Management</td>
<td>4</td>
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<tr>
<td>BUS-465</td>
<td>Global Business Environment</td>
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<table>
<thead>
<tr>
<th>Electives:</th>
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<tbody>
<tr>
<td>Take 20 credits of electives</td>
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#### 120 Credits Required

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## COMMUNICATION STUDIES (ADULT ALVERNO EVENING & ONLINE)

### Requirements

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credits</th>
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<tbody>
<tr>
<td><strong>Leadership Courses</strong></td>
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<td></td>
</tr>
<tr>
<td>LDR-150</td>
<td>Women's History, Women's Leadership</td>
<td>4</td>
</tr>
<tr>
<td>LDR-250</td>
<td>Leading Effective Teams</td>
<td>4</td>
</tr>
<tr>
<td>LDR-300</td>
<td>Building Career: Leadership Context 1</td>
<td>4</td>
</tr>
<tr>
<td>LDR-400</td>
<td>Building Career: Leadership Context 2</td>
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</tr>
<tr>
<td><strong>General Education Courses</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>GEAC-151</td>
<td>AEO Social Interaction Assessment</td>
<td>0</td>
</tr>
<tr>
<td>GEB-150</td>
<td>Learning, Education &amp; Training/Digital Era</td>
<td>4</td>
</tr>
<tr>
<td>GECM-135</td>
<td>Communication Ability Seminar 1</td>
<td>4</td>
</tr>
<tr>
<td>GEQL-130</td>
<td>Quantitative Literacy in Women's Lives</td>
<td>4</td>
</tr>
<tr>
<td>GEQL-160</td>
<td>Making Meaning With Data</td>
<td>4</td>
</tr>
<tr>
<td>GEA-200</td>
<td>Creativity Through the Arts</td>
<td>4</td>
</tr>
<tr>
<td>GECM-235</td>
<td>Communication Ability Seminar II</td>
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</tr>
<tr>
<td>GES-250</td>
<td>The Sciences &amp; Women</td>
<td>4</td>
</tr>
<tr>
<td>GEH-350</td>
<td>Multicultural Societies</td>
<td>4</td>
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<tr>
<td>GECM-450</td>
<td>Adv Gen Ed Research &amp; Communic Project</td>
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<tr>
<td><strong>Communication Studies Major Adult Evening &amp; Online</strong></td>
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<tr>
<td>CMS-101</td>
<td>Introduction to Communication Studies</td>
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</tr>
<tr>
<td>CMS-170</td>
<td>Visual Literacies</td>
<td>4</td>
</tr>
<tr>
<td>CMS-200</td>
<td>Digital Storytelling</td>
<td>4</td>
</tr>
<tr>
<td>CMS-220</td>
<td>Listening With Intention</td>
<td>4</td>
</tr>
<tr>
<td>CMS-230</td>
<td>Emerging Technologies</td>
<td>4</td>
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<tr>
<td>CMS-250</td>
<td>Writing for Change</td>
<td>4</td>
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<tr>
<td>CMS-320</td>
<td>Media Studies</td>
<td>4</td>
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<tr>
<td>CMS-340</td>
<td>Influence &amp; Advocacy (or CMS Elective)</td>
<td>4</td>
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<tr>
<td>CMS-360</td>
<td>Argumentation &amp; Logic</td>
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<tr>
<td>CMS-400</td>
<td>Communicating Across Cultures (or CMS Elective)</td>
<td>4</td>
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<tr>
<td>CMS-499</td>
<td>Communication Studies Capstone (or CMS Elective)</td>
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<td>Take 24 credits of electives</td>
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### 120 Credits Required

### Alverno Difference

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INTERDISCIPLINARY STUDIES  
(ADULT EVENING & ONLINE)

Requirements

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<td>LDR-150</td>
<td>Women's History, Women's Leadership</td>
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<td>LDR-250</td>
<td>Leading Effective Teams</td>
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<td>Communication Ability Seminar 1</td>
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<tr>
<td>GECM-450</td>
<td>Adv Gen Ed Research &amp; Communic Project</td>
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DEGREE COMPLETION PROGRAMS

Why a Degree Completion Program?
Alverno’s Degree Completion programs offer flexibility for working adults while providing the same high-quality education for which Alverno College is renowned. Classes integrate the best of online learning with critical in-classroom instruction, to bring you hybrid programs that make earning your bachelor’s degree more achievable and realistic than ever before.

Program Highlights
• Students have the opportunity to expand two-year degrees into bachelor’s degrees (Associate to Bachelor’s in Business (https://catalog.alverno.edu/adult-evening-online/business-management); Paraprofessional to Teacher Licensure (https://catalog.alverno.edu/adult-evening-online/paratolicensure), RN to BSN (https://catalog.alverno.edu/adult-evening-online/nursing)).
• Programs can be completed in 18 months.
• Hybrid model blends online and in-classroom learning.
• Integrated programs value experiential learning.
• Earn 36 credits through nine eight-week course blocks.
• By taking just one course at a time, you can focus more deeply on your learning rather than juggling multiple courses and their demands.
• Experience the advantage of small classes and full-time, dedicated faculty.
• Convenient, flexible, and affordable option for working adults.

Nationally Acclaimed Curriculum
• National publications and organizations have rated Alverno as an exceptional education with a unique commitment to student success.
• Alverno’s ability-based curriculum enables students to advance on two fronts, both in knowledge of their chosen discipline and in eight key abilities critical to the application of their knowledge in work and life.
• Projects, research papers, and presentations help students gain experience in communication, analysis, problem solving, and other areas pertinent to career advancement.
• Assessment is a powerful learning tool that, through detailed feedback, helps students know how to apply knowledge to real-life situations.
• Instead of grades, students receive thorough feedback on their strengths and areas needing improvement.

Campus Environment
• Alverno’s Degree Completion programs provide a complete collegiate experience.
• Small classes guarantee individual student attention from faculty.
• Networking opportunities are often available through special speakers, through an array of campus organizations available to students, and in ongoing classes.
• Free and ample parking is available on campus.

Services and Resources
Extensive support services and resources are available to all degree completion students:
• Library
• Financial Aid Office
• Student Affairs
• Business Office
• Academic Advising Office
• Career and Professional Development Center
• Media Hub
• Computer Center
• Instructional Services
  • Tutoring and study groups
  • Communication Resource Center
  • Daniel M. Soref Science and Mathematics Learning Resource Center
  • English as a second language services
  • Access for students with disabilities
• Dining Services
• A-Store

For more information about Alverno’s Degree Completion programs, visit the Alverno website at alverno.edu/advantage, call 414-382-6100 or 800-933-3401, or email admissions@alverno.edu.
GRADUATE & LICENSURE

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 (p. 109) program as its first graduate offering. Now, a Master of Business Administration (p. 112), a Master of Science in Community Psychology for Licensed Professional Counselors (p. 115), a Master of Science in Nursing (p. 114), Master of Music Therapy (p. 113), Master of Organizational Leadership & Development (p. 113), Master of Instructional Design (p. 113) and a Doctorate of Nursing Practice (p. 109) 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 evening and 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.
GRADUATE DEGREE PROGRAMS

- Doctorate of Nursing Practice (p. 109)
- Master of Arts in Education Programs (p. 109)
- Master of Business Administration (major; M.B.A.) (p. 112)
- Master of Instructional Design (p. 113)
- Master of Music Therapy (p. 113)
- Master of Organizational Leadership & Development (p. 113)
- Master of Science in Nursing Programs (p. 114)
- Masters of Community Psychology: Licensed Professional Counselor (p. 115)

Doctorate of Nursing Practice

This program allows post-master’s students to pursue a higher level of nursing leadership, increase their marketability, and maximize their potential for career growth. It can be completed within 18 months in full-time attendance, with twelve courses offered in a flexible hybrid format that blends online and classroom education. These classes are taken year-round in eight-week blocks, which students can take as full or part time enrollment.

There are two possible tracks for the Doctorate of Nursing Practice at Alverno:

- Direct Care, Doctorate of Nursing Practice (p. 109)
- Leadership, Doctorate of Nursing Practice (p. 109)

Benefits of the Alverno DNP

- One of the state’s premier nursing programs built on the college’s tradition of ensuring student success at all levels
- Access to the expertise and resources you need to take your leadership skills to the next level
- A vibrant network to keep you connected throughout your nursing career

Where will your DNP take you?

Nurses with a DNP will be prepared to assume leadership roles in complex clinical environments, lead the development of health care policy, translate research into practice, and serve as expert clinicians in health care. The American Association of Colleges of Nursing reported substantial growth in DNP programs between 2006-13 to meet the needs of the demanding and ever-changing health care system of tomorrow.

Direct Care, Doctorate of Nursing Practice

Requirements

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<td>DNP-850</td>
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<td>DNP-930</td>
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Leadership, Doctorate of Nursing Practice

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<tr>
<td>DNP-960</td>
<td>Scholarly Project II</td>
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</table>

Master of Arts in Education Programs

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.
Each of these programs develops the individual through theory-based learning and hands-on, clinical and practicum experiences. These experiences vary from program to program, but each contains at least one semester (16 weeks) of practicum opportunities.

For information on Licensure to Master’s specializations, initial teacher licensure, and additional licenses for teacher-leaders, please visit the Graduate Education Licensure (p. 117) section of the catalog.

- Administrative Leadership- Director of Instruction (major, MA) (https://catalog.alverno.edu/graduate-licensure/graduate-degree-programs/ma-education/director-instruction)
- Administrative Leadership-Principal (major; M.A.) (p. 110)
- Administrative Leadership: Principal & Director of Instruction (major; M.A.) (p. 110)
- Professional Development (major; M.A.) (p. 110)
- Professional Development (major; M.A.) (p. 111)
- Reading Specialist (major; Master of Arts in Education) (p. 111)
- Teach for America (major; Master of Arts in Education) (p. 112)

### Administrative Leadership-Principal (major; M.A.)

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<td>ED &amp; Hum Dev II: scholrship of Teaching</td>
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<tr>
<td>TLA-641</td>
<td>Learning Organization &amp; Social Change</td>
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<td>DI-645</td>
<td>Mentoring: Strength Profissionl Practice</td>
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<td>DI-665</td>
<td>Educat in Democracy: Equity &amp; Diversity</td>
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<td>DI-666</td>
<td>Leadership/School &amp; Community Engagmement</td>
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<td>DI-667</td>
<td>Frameworks for Curriculum Development</td>
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<td>Frameworks for Assessment Practice</td>
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<td>Legal Aspects of Administration</td>
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<td>AL-673</td>
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<td>AL/DI 754</td>
<td>Administration Standrds-Prelim Portfolio</td>
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### Professional Development (major; M.A.)

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Reading Specialist (major; Master of Arts in Education)

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<td>TLA-651</td>
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Professional Development Specialization

DI-668 Frameworks for Assessment Practice 1 3

Take 4-6 courses of the student’s choice in a content area

1 Required for K-12 Teachers only.

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Professional Development (major; M.A.)

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<th>Code</th>
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| MA Core Courses-Beginning
  TLA-611 Ed & Hum Dev I: Understanding Learner | 3       |
  TLA-612 Ed & Hum Dev II: scholarship of Teaching | 3       |
| MA Core Courses-Intermediate
  TLA-641 Learning Organization & Social Change | 3       |
  TLA-651 Educational Inquiry: Research in Action | 3       |
  or AL-673 Business Strategies & Performance Mgt |       |
| MA Core Courses-Advanced
  TLA-750 Practicum | 3       |
  AC-753 Graduate External Assessment 3 | 0       |

Professional Develop-Other Specialization

Take six courses of the student’s choice in a content area

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Teach for America (major; Master of Arts in Education)

In collaboration with Teach for America, Alverno also offers a path to licensure and a master’s degree through the Teach for America License 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.

Please find more information about the licensure portion here (p. 122).

**Requirements**

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**Master of Business Administration (major; M.B.A.)**

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:

- 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.

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<td>Assess Self, Organization &amp; Operating Envir</td>
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Master of Business Administration Foundations (major; M.B.A.)

Requirements

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<tr>
<td>MGT-605</td>
<td>Introduction to Accounting</td>
<td>2</td>
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<tr>
<td>MGT-606</td>
<td>Business Models &amp; Quantitative Analysis</td>
<td>2</td>
</tr>
<tr>
<td>MGT-607</td>
<td>Marketing Principles &amp; Mgt</td>
<td>2</td>
</tr>
<tr>
<td>MGT-608</td>
<td>Finance</td>
<td>2</td>
</tr>
</tbody>
</table>
| MBA Courses
| MGT-600 | Integrated Management                     | 6       |
| MGT-610 | Assess Self, Organization& Opertng Envr   | 6       |
| MGT-620 | Bldg Processes, Relationships& Resource    | 6       |
| MGT-630 | Acting W/Innovation, Creativity& Imagina   | 6       |
| MGT-640 | Creating Agility in Dynamic Environments  | 6       |
| Take 6 credits of 600 level MGT electives |         | 6       |

Alverno Difference

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Master of 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.

Requirements

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<tr>
<td>OD-600</td>
<td>Organizational Behavior</td>
<td>3</td>
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<tr>
<td>OD-611</td>
<td>Adult Learning&amp; Assmnt in Workplace Comp</td>
<td>3</td>
</tr>
<tr>
<td>OD-651</td>
<td>Inquiry and Statistics</td>
<td>3</td>
</tr>
<tr>
<td>OD-657</td>
<td>Facilitating Organizational Change</td>
<td>3</td>
</tr>
<tr>
<td>OD-667</td>
<td>Managing the Consulting Process</td>
<td>3</td>
</tr>
<tr>
<td>OD-677</td>
<td>Group &amp; Team Facilitation</td>
<td>3</td>
</tr>
<tr>
<td>OD-678</td>
<td>Evaluation Process/Instructional Design</td>
<td>3</td>
</tr>
<tr>
<td>OD-687</td>
<td>Tools &amp; Processes for Org Intervention</td>
<td>3</td>
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<tr>
<td>OD-688</td>
<td>Social Entrepreneurship</td>
<td>3</td>
</tr>
<tr>
<td>OD-700</td>
<td>Leadership Culture &amp; Change</td>
<td>3</td>
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</table>

Master of Music Therapy

This program invites students to select courses that will enhance their current music therapy practice, whether to maintain a board certification, or to continue from a bachelor’s prepared music therapy program. A common core of music therapy specific courses form the basis for the program. Electives provide the opportunity for students to choose a concentration best suited to their personal and professional development and will focus on Developing Private Practice (business) or Developing Clinical Skills (counseling). The curriculum is designed for 36 credit hours.

This program is in a hybrid format, with courses meeting online and in-person on weekends and throughout the summer. Certain electives may be offered on weeknights as well.

Master of Organizational Leadership & 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.

Requirements

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<tr>
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<th>Credits</th>
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<td>OD-687</td>
<td>Tools &amp; Processes for Org Intervention</td>
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<td>OD-688</td>
<td>Social Entrepreneurship</td>
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<tr>
<td>OD-700</td>
<td>Leadership Culture &amp; Change</td>
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</table>
Master of Science in Nursing Programs

Alverno College offers four majors within the Master of Science in Nursing Degree:

- Adult Geriatrics Nurse Practitioner (MSN) (p. 114)
- Clinical Nurse Specialist (major; M.S.N.) (p. 114)
- Family Nurse Practitioner (M.S.N.) (p. 114)
- Nurse Practitioner; Mental Health (major; M.S.N.) (p. 115)

Alverno College also offers various post-Master options (p. 125) for students who have already completed an MSN degree.

Adult Geriatrics Nurse Practitioner (MSN)

Requirements

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<td>MSN-603</td>
<td>Health Care System: Org. Econ &amp; Politics</td>
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<td>MSN-615</td>
<td>Adv Practice Roles &amp; Nursing Theory</td>
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<td>MSN-616</td>
<td>Ethics for Advanced Practice Nurse</td>
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<td>MSN-617</td>
<td>Population Based Health</td>
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<tr>
<td>MSN-621</td>
<td>Advanced Physiology &amp; Pathophysiology</td>
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<tr>
<td>MSN-622</td>
<td>Advanced Health &amp; Physical Assessment</td>
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<td>MSN-623</td>
<td>Advanced Pharmacotherapeutics</td>
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</tr>
<tr>
<td>MSN-644</td>
<td>Adv Practice in Adult-Gero 1</td>
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<tr>
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<td>Adv Practice in Adult Gero 1 Practicum</td>
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<td>Adv Practice in Adult-Gero 2 Theory</td>
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Clinical Nurse Specialist (major; M.S.N.)

Requirements

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Family Nurse Practitioner (M.S.N.)

Requirements

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<td>Nursing, Inquiry, Research &amp; Scholarshp</td>
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<td>MSN-603</td>
<td>Health Care System: Org. Econ &amp; Politics</td>
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<td>MSN-625</td>
<td>Adv Primary Care/Women, Infants &amp; Child</td>
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Alverno Difference

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Nurse Practitioner; Mental Health (major; M.S.N.)

Requirements

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Masters of Community Psychology: Licensed Professional Counselor

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 weekdays (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.

Requirements

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<td>MCP-611</td>
<td>Human Development in Community Contexts</td>
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<td>MCP-620</td>
<td>Helping Rel: Prevention, Intervnt &amp; Syst</td>
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<td>MCP-625</td>
<td>Clin Mntl Hlth Cnsl: Diagnosis&amp; Treatmnt</td>
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<td>Trauma Counseling</td>
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<td>Couples, Partners &amp; Family Counseling</td>
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<td>MCP-651</td>
<td>Research, Evaluation &amp; Statistics Method</td>
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<td>MCP-655</td>
<td>Group Dynamics Processing &amp; Counseling</td>
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<td>Individual Appraisal, Assmnt&amp; Measuremnt</td>
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<td>Substance Abuse Counseling</td>
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<td>Counseling Theory: Ind, Group &amp; Family</td>
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<td>MCP-688</td>
<td>Professional Ethics &amp; Legal Issues</td>
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<td>Grant Writing</td>
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<td>MCP-771</td>
<td>Supervised Substance Abuse Intern</td>
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TEACHER LICENSURE AND POST-MASTER'S MSN CERTIFICATES

Please find below Alverno’s non-degree seeking opportunities at the graduate level, for both teacher licensure and additional certificates for students with an MSN degree.

- Graduate Education Licensure Programs (p. 117)
- License to Master’s Post Baccalaureate Teacher Licensure (p. 123)
- MSN Post Master’s Options (p. 125)

Graduate Education Licensure Programs

- Administrative Leadership & Director of Licensure (major; Graduate License) (p. 117)
- Administrative Leadership (major; Graduate License) (p. 118)
- Biology with Secondary Ed (major; License to Master’s) (p. 118)
- Broadfield Science with Secondary Education (major; License to Master’s) (p. 118)
- Chemistry with Secondary Ed (major; License to Master’s) (p. 119)
- Director of Instruction (major; Graduate License) (p. 119)
- License to Master’s (major; License to Master’s) (p. 120)
- Reading Specialist (major, Graduate License) (p. 120)
- Reading Teacher (major, Graduate License) (p. 120)
- Social Studies/History Minor (LTM) (p. 121)
- Special Education for Early Adolescence/Adolescence Major (LTM) (p. 121)
- Special Education for Middle Childhood/Early Adolescence Major (LTM) (p. 122)
- Teach for America Major (LTM) (p. 122)
- Teacher Adding License (major; Graduate License) (p. 122)

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.

Each of these programs develops the individual through theory-based learning and hands-on, clinical and practicum experiences. These experiences vary from program to program, but each contains at least one semester (16 weeks) of practicum opportunities.

Gainful Employment Program Disclosures

- Administrative Leadership (Graduate License) (http://www.alverno.edu/academics/certificatelicensureprograms/administrativeleadership/Gedt.html)
- Administrative Leadership/Instructional Leadership (http://www.alverno.edu/academics/certificatelicensureprograms/administrativeleadershipinstructionalleadership/Gedt.html)
- Adult Education & Organizational Development Certificate (http://www.alverno.edu/academics/certificatelicensureprograms/adulteducationorganizationaldevelopment/Gedt.html)
- Instructional Leadership (Graduate License) (http://www.alverno.edu/academics/certificatelicensureprograms/instructionalleadership/Gedt.html)

Administrative Leadership & Director of Licensure (major; Graduate License)

Alverno Difference

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Requirements

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
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<tr>
<td>TLA-611</td>
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<td>ED &amp; Hum Dev II: scholarship of Teaching</td>
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<tr>
<td>AL-645</td>
<td>Mentoring: Strength Professional Practice</td>
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<tr>
<td>AL-665</td>
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<td>AL-667</td>
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## Administrative Leadership (major; Graduate License)

### Requirements

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<td>Human Anatomy &amp; Physiology</td>
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<td>and Human Anatomy &amp; Physiology Lab</td>
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<td>BI-251</td>
<td>Microbiology</td>
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<td>and Microbiology Lab</td>
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<td>and Cellular Biology Lab</td>
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<td>Ecology</td>
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<td>BI-361</td>
<td>Genetics Lecture</td>
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<td>&amp; 361L</td>
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Take 7 credits of Biology electives at the 300/400 level

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<tr>
<td>PH-231</td>
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<tr>
<td>or PH-241</td>
<td>Calculus-Based Physics 1</td>
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<td>Algebra-Based Physics 2</td>
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<tr>
<td>or PH-242</td>
<td>Calculus-Based Physics 2</td>
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<tr>
<td>MT-123</td>
<td>College Algebra</td>
<td>3</td>
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<td>MT-124</td>
<td>Trigonometry</td>
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<td>Tchg Science/Middle-Secondary Schl</td>
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<tr>
<td>or LTM-622</td>
<td>Content Area Methods</td>
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</tr>
<tr>
<td>BI-491</td>
<td>Senior Environmental Seminar</td>
<td>3</td>
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## Biology with Secondary Ed (major; License to Master's)

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<tr>
<td>SC-120</td>
<td>Foundations of Biology</td>
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<td>&amp; 120L</td>
<td>and Foundations of Biology Lab</td>
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<tr>
<td>BI-221</td>
<td>Biology of Plants</td>
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<td>BI-222</td>
<td>Biology of Animals</td>
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<tr>
<td>&amp; 222L</td>
<td>and Biology of Animals Lab</td>
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<tr>
<td>BI-223</td>
<td>Natural History of North America</td>
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<tr>
<td>CH-213</td>
<td>Chemistry of Bioorganic Molecules</td>
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<tr>
<td>&amp; 213L</td>
<td>and Chemistry of Bioorganic Molecules Lab</td>
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<tr>
<td>BI-231</td>
<td>Human Anatomy &amp; Physiology</td>
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<td>&amp; 231L</td>
<td>and Human Anatomy &amp; Physiology Lab</td>
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<tr>
<td>BI-251</td>
<td>Microbiology</td>
<td>4</td>
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<tr>
<td>&amp; 251L</td>
<td>and Microbiology Lab</td>
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<td>BI-325</td>
<td>Cellular Biology</td>
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<td>&amp; 325L</td>
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<td>BI-341</td>
<td>Ecology</td>
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<tr>
<td>BI-361</td>
<td>Genetics Lecture</td>
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<td>&amp; 361L</td>
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Take 9 credits from the following:

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<tbody>
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<td>Calculus-Based Physics 1</td>
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<td>PH-232</td>
<td>Algebra-Based Physics 2</td>
<td>4</td>
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<tr>
<td>or PH-242</td>
<td>Calculus-Based Physics 2</td>
<td></td>
</tr>
<tr>
<td>MT-123</td>
<td>College Algebra</td>
<td>3</td>
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<tr>
<td>MT-124</td>
<td>Trigonometry</td>
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<tr>
<td>MT-256</td>
<td>Probability and Statistics</td>
<td>4</td>
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<tr>
<td>ED-477</td>
<td>Tchg Science/Middle-Secondary Schl</td>
<td>4</td>
</tr>
<tr>
<td>or LTM-622</td>
<td>Content Area Methods</td>
<td></td>
</tr>
<tr>
<td>BI-491</td>
<td>Senior Environmental Seminar</td>
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## Broadfield Science with Secondary Education (major; License to Master's)

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<td>&amp; 120L</td>
<td>and Foundations of Biology Lab</td>
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<tr>
<td>BI-221</td>
<td>Biology of Plants</td>
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<td>BI-222</td>
<td>Biology of Animals</td>
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<td>&amp; 222L</td>
<td>and Biology of Animals Lab</td>
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<tr>
<td>BI-223</td>
<td>Natural History of North America</td>
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</tr>
<tr>
<td>CH-213</td>
<td>Chemistry of Bioorganic Molecules</td>
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<tr>
<td>&amp; 213L</td>
<td>and Chemistry of Bioorganic Molecules Lab</td>
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<td>BI-231</td>
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<tr>
<td>BI-251</td>
<td>Microbiology</td>
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<td>and Microbiology Lab</td>
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<td>BI-325</td>
<td>Cellular Biology</td>
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<td>Genetics Lecture</td>
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<td>or PH-242</td>
<td>Calculus-Based Physics 2</td>
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<td>MT-124</td>
<td>Trigonometry</td>
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<td>Tchg Science/Middle-Secondary Schl</td>
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<tr>
<td>or LTM-622</td>
<td>Content Area Methods</td>
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<tr>
<td>BI-491</td>
<td>Senior Environmental Seminar</td>
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Chemistry with Secondary Ed (major; License to Master’s)

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<td>CH-234</td>
<td>Analytical Chemistry/Quantitative Analys</td>
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<td>CH-221</td>
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<td>PH-232</td>
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Take one BI or CH course at the 300/400 level at least 2 credits 2

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<td>or ENV-491</td>
<td>Integrated Environmental Seminar</td>
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<tr>
<td>TLA-612</td>
<td>ED &amp; Hum Dev II: scholarship of Teaching</td>
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</tr>
<tr>
<td>TLA-641</td>
<td>Learning Organization &amp; Social Change</td>
<td>3</td>
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</table>
the world come to Alverno to learn how we teach. Alverno’s abilities-based approach to learning ensures our graduates will learn more in class and retain knowledge longer. Students do not receive traditional grades, rather, they are assessed by faculty, community assessors, peers and themselves. Our small class sizes ensure students receive uncommon access to faculty. With an average student to teacher ratio of 10:1, you are guaranteed an individualized learning experience.

### Reading Teacher (major, Graduate License)

**Requirements**

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<thead>
<tr>
<th>Code</th>
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<tr>
<td>ED-600</td>
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<td>ED-683</td>
<td>Integrating Literacy Development II</td>
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<td>ED-684</td>
<td>Content Area Reading Strategies</td>
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<td>ED-696</td>
<td>Adapting Strategies for Inclusive Settings</td>
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<tr>
<td>ED-686</td>
<td>Literature in the K-12 Setting</td>
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<tr>
<td>ED-687</td>
<td>Early Literacy Success I</td>
<td>3</td>
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<tr>
<td>or ED-691</td>
<td>Adolescent Literacy Practicum 1</td>
<td>3</td>
</tr>
<tr>
<td>ED-688</td>
<td>Early Literacy Success II</td>
<td>3</td>
</tr>
<tr>
<td>or ED-692</td>
<td>Adolescent Literacy Practicum 2</td>
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<tr>
<td></td>
<td>Foundations of Reading Test</td>
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</tr>
<tr>
<td>ED-752</td>
<td>Reading Teacher Portfolio</td>
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### Reading Specialist (major, Graduate License)

**Requirements**

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<td>ED-600</td>
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<td>ED-689</td>
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<td></td>
<td>Foundations of Reading Test</td>
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<td>ED-751</td>
<td>Practicum: Guiding &amp; Directing K-12 Reading Program</td>
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<tr>
<td>ED-755</td>
<td>Reading Teacher/Specialist Portfolio</td>
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</table>

### Alverno Difference

For 130 years, Alverno College has been dedicated to the education of women, preparing them for lives of personal and professional distinction and meaningful engagement with the world. Alverno extends this mission to men as well, through graduate and adult classes. We are a Catholic, liberal arts college with a curriculum so unique, educators from around the world come to Alverno to learn how we teach. Alverno’s abilities-based approach to learning ensures our graduates will learn more in class and retain knowledge longer. Students do not receive traditional grades, rather, they are assessed by faculty, community assessors, peers and themselves. Our small class sizes ensure students receive uncommon access to faculty. With an average student to teacher ratio of 10:1, you are guaranteed an individualized learning experience.
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Special Education for Early Adolescence/Adolescence Major (LTM)

Requirements

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<thead>
<tr>
<th>Code</th>
<th>Title</th>
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<tr>
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<tr>
<td>SC-117</td>
<td>Physical Science</td>
<td></td>
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<tr>
<td>SC-118</td>
<td>Human Biology</td>
<td></td>
</tr>
<tr>
<td>&amp; 118L</td>
<td>and Human Biology Lab</td>
<td></td>
</tr>
<tr>
<td>HS-308</td>
<td>US History 1607-1900</td>
<td>4</td>
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<tr>
<td>HS-309</td>
<td>US in 20th Century</td>
<td>4</td>
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</table>

Take one of the following:

- SPE-611 Human Learning & Development 3
- SPE-612 Gen Methods of Teaching Special Educat 4
- SPE-614 Foundations of Special Education 4
- SPE-615 Charac, Assmnt-Lrnrs With Disabilities 3
- AC-636 A Vision of Teaching 0
- ED-682 Integrating Literacy Development I 3
- or EDT-608 Literacy in Middle Childhood
- Praxis I/Core
- AC-640 Portfolio Assessment 0
- SPE-641 Student Teaching 9

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Special Education for Middle Childhood/Early Adolescence Major (LTM)

Requirements

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<tr>
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<th>Title</th>
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<tbody>
<tr>
<td>SC-117</td>
<td>Physical Science</td>
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<tr>
<td>SC-118</td>
<td>Human Biology &amp; Human Biology Lab</td>
<td></td>
</tr>
<tr>
<td>HS-308</td>
<td>US History 1607-1900</td>
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Special Ed Middle Childhood/Early Adolescence

Praxis I/Core

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<tr>
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<td>Gen Methods of Teaching Special Educat</td>
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<tr>
<td>SPE-614</td>
<td>Foundations of Special Education</td>
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<tr>
<td>SPE-615</td>
<td>Charac, Assmnt-Lrnrs With Disabilities</td>
<td>3</td>
</tr>
<tr>
<td>AC-636</td>
<td>A Vision of Teaching</td>
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</tr>
<tr>
<td>ED-682</td>
<td>Integrating Literacy Development I</td>
<td>3</td>
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<tr>
<td>or EDT-608</td>
<td>Literacy in Middle Childhood</td>
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Praxis II

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<td>SPE-641</td>
<td>Student Teaching</td>
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Alverno Difference

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Teach for America Major (LTM)

In collaboration with Teach for America, Alverno also 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.
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License to Master’s Post Baccalaureate Teacher Licensure

- Elementary/ Middle Childhood Major (LTM) (p. 123)
- Elementary/Early Childhood Education Major (LTM) (p. 123)
- Emotional Behavior Disabilities Minor (LTM) (p. 124)
- English Language Arts Major (p. 124)
- Intellectual Disabilities Minor (p. 124)
- Mathematics for Early Adolescence/Adolescence Minor (p. 124)
- Mathematics for Elementary/Middle Minor (p. 124)
- Science for Teachers Minor (LTM) (p. 124)
- Specific Learning Disabilities Minor (LTM) (p. 125)

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.

Elementary/ Middle Childhood Major (LTM)

Requirements

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credits</th>
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<tbody>
<tr>
<td>SC-117</td>
<td>Physical Science</td>
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<tr>
<td>SC-118</td>
<td>Human Biology</td>
<td>4</td>
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<tr>
<td>&amp; 118L</td>
<td>and Human Biology Lab</td>
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<tr>
<td>HS-308</td>
<td>US History 1607-1900</td>
<td>4</td>
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LTM Elementary Program

<table>
<thead>
<tr>
<th>Praxis I</th>
<th>Human Learning &amp; Development</th>
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<tbody>
<tr>
<td>LTM-612</td>
<td>General Methods of Teaching</td>
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<tr>
<td>ED-321A</td>
<td>Middle School Teaching &amp; Field</td>
<td>4</td>
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<tr>
<td>LTM-621</td>
<td>Lit in Early Adolescence/Adolescence</td>
<td>4</td>
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<tr>
<td>LTM-631</td>
<td>Teaching Exceptional Learners</td>
<td>3</td>
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<td>LTM-632</td>
<td>Curriculum, Instruction &amp; Assessment</td>
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Praxis II

Reading Foundations

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<td>&amp; LTM-641B</td>
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Middle Childhood/ Early Adolescence

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<td>ED-325A</td>
<td>Literacy in Middle Childhood I-ELM</td>
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<td>ED-353A</td>
<td>Arts &amp; Movement in Elementary Curriculum</td>
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<tr>
<td>MT-243</td>
<td>Fundamental Concepts/Mathematics 1</td>
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<tr>
<td>MT-244</td>
<td>Fundamental Concepts/Mathematics 2</td>
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A minor in a certifiable content area is required. Contact your advisor for options.

Elementary/Early Childhood Education Major (LTM)

Requirements

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<td>HS-308</td>
<td>US History 1607-1900</td>
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LTM Elementary Program

<table>
<thead>
<tr>
<th>Praxis I</th>
<th>Human Learning &amp; Development</th>
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</thead>
<tbody>
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<td>LTM-612</td>
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<tr>
<td>LTM-621</td>
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Emotional Behavior Disabilities Minor (LTM)

Requirements

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<td>SPE-620</td>
<td>Lang &amp; Literacy Dev/Students W/Disabilit</td>
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<tr>
<td>SPE-635A</td>
<td>Community Envir W/Learning Disabilities</td>
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<td>SPE-635B</td>
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Intellectual Disabilities Minor

Requirements

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<td>SPE-634C</td>
<td>Tchg Adapt-Stds W/Cognitive Disabilities</td>
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<tr>
<td>SPE-635C</td>
<td>Community Envir W/Cognitive Disabilities</td>
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Mathematics for Early Adolescence/Adolescence Minor

Requirements

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<tr>
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<tr>
<td>MT-253</td>
<td>Calculus 2</td>
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<tr>
<td>MT-221</td>
<td>Discrete Structures &amp; Algorithms</td>
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<tr>
<td>MT-255</td>
<td>Linear Algebra</td>
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<tr>
<td>MT-256</td>
<td>Probability and Statistics</td>
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<td>MT-345</td>
<td>College Geometry</td>
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<td>MT-340</td>
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<tr>
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Mathematics for Elementary/Middle Minor

Requirements

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<tr>
<td>MT-152</td>
<td>Calculus 1</td>
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<td>MT-253</td>
<td>Calculus 2</td>
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<tr>
<td>MT-221</td>
<td>Discrete Structures &amp; Algorithms</td>
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</tr>
<tr>
<td>MT-255</td>
<td>Linear Algebra</td>
<td>4</td>
</tr>
<tr>
<td>MT-256</td>
<td>Probability and Statistics</td>
<td>4</td>
</tr>
<tr>
<td>MT-345</td>
<td>College Geometry</td>
<td>3</td>
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<tr>
<td>MT-340</td>
<td>History of Mathematics</td>
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<tr>
<td>ED-473</td>
<td>Tchg Mathematics/Middle-Secondary Sch</td>
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Science for Teachers Minor (LTM)

Requirements

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<td>BI-221</td>
<td>Biology of Plants</td>
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<tr>
<td>BI-222</td>
<td>Biology of Animals</td>
<td>3</td>
</tr>
<tr>
<td>BI-223</td>
<td>Natural History of North America</td>
<td>3</td>
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<tr>
<td>GE-220</td>
<td>Earth Science</td>
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</table>
CH-213  Chemistry of Bioorganic Molecules  4
& 213L  and Chemistry of Bioorganic Molecules Lab  4
PH-231  Algebra-Based Physics I  4

Take one BI or CH course at the 200-300 level

Specific Learning Disabilities Minor (LTM)

Requirements

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credits</th>
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<tbody>
<tr>
<td>SPE-620</td>
<td>Lang &amp; Literacy Dev/Students W/Disabilit</td>
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<td>Community Envir W/ Learning Disabilities</td>
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</table>

MSN Post Master's Options

For nursing professionals who have a Master of Science in Nursing degree, Alverno College offers exciting opportunities to further develop skills and qualifications with the following post-master's options:

- Clinical Nurse Specialist; Post Master's (major; MSN) (p. 125)
- Family Nurse Practitioner; Post Master's (p. 125)
- Nurse Educator Certificate; Post Master's (p. 126)
- Post-Master's Psychiatric Mental Health Nurse Practitioner Certificate (p. 126)

Alverno College also offers a Doctorate of Nursing Practice (p. 109).

Gainful Employment Program Disclosures

- Clinical Nurse Specialist (http://www.alverno.edu/academics/ certificatelicensureprograms/clinicalnursespecialist/Gedt.html)
- Family Nurse Practitioner Certificate (http://www.alverno.edu/academics/ certificatelicensureprograms/familynursepracticert/Gedt.html)
- Nurse Educator Certificate (http://www.alverno.edu/academics/ certificatelicensureprograms/nurseeducatorcert/Gedt.html)
- Psychiatric Mental Health Nurse Practitioner (Graduate) (http://www.alverno.edu/academics/certificatelicensureprograms/ psychiatricmentalhealthnursepracticert/Gedt.html)

Clinical Nurse Specialist; Post Master's (major; MSN)

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 certificate 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.

Requirements

<table>
<thead>
<tr>
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<tr>
<td>MSN-600A</td>
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<td>MSN-700P</td>
<td>CNS Practicum 1</td>
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<td>MSN-701</td>
<td>Advanced Practice Nursing 1</td>
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<td>MSN-701P</td>
<td>CNS Practicum 2</td>
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<td>MSN-730</td>
<td>Adv Prac Nrsng: Ldrshp System Improvemnt</td>
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<td>MSN-730P</td>
<td>CNS Practicum 3</td>
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</table>

Alverno Difference

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Family Nurse Practitioner; Post Master’s

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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Nurse Educator Certificate; Post Master’s

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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Requirements

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credits</th>
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<tbody>
<tr>
<td>MSN-615</td>
<td>Adv Practice Roles &amp; Nursing Theory</td>
<td>3</td>
</tr>
<tr>
<td>MSN-621</td>
<td>Advanced Physiology &amp; Pathophysiology</td>
<td>3</td>
</tr>
<tr>
<td>MSN-622</td>
<td>Advanced Health &amp; Physical Assessment</td>
<td>2</td>
</tr>
<tr>
<td>MSN-623</td>
<td>Advanced Pharmacotherapeutics</td>
<td>3</td>
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</table>

Code Title Credits

Family Nurse Practitioner Prerequisites

The following courses are required for entry into the program:

<table>
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<tr>
<th>Code</th>
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<tbody>
<tr>
<td>MSN-600A</td>
<td>Post MSN FNP/MHNP/CNS/NE</td>
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<tr>
<td>MSN-611M</td>
<td>Post-Master's Psychiatric Mental Health Nurse Practitioner Certificate</td>
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</tr>
<tr>
<td>MSN-674</td>
<td>FNP Practicum 2</td>
<td>2</td>
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<tr>
<td>MSN-675</td>
<td>FNP Practicum 3</td>
<td>2</td>
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<tr>
<td>MSN-676</td>
<td>Adv Primary Care Mgt/Vulnerable Populati</td>
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</tr>
<tr>
<td>MSN-621P</td>
<td>FNP Practicum 1</td>
<td>2</td>
</tr>
<tr>
<td>MSN-623P</td>
<td>FNP Practicum 3</td>
<td>2</td>
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<tr>
<td>MSN-626</td>
<td>Adv Primary Care/Women, Infants &amp; Child</td>
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<tr>
<td>MSN-625</td>
<td>Adv Pharmacotherapeutics</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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<td>Advanced Pharmacotherapeutics</td>
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</tr>
<tr>
<td>Code</td>
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<td>Credits</td>
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<tr>
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<td>Post MSN FNP/MHNP/CNS/NE</td>
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<tr>
<td>MSN-630</td>
<td>Advanced Psychopharmacology</td>
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<tr>
<td>MSN-634</td>
<td>Adv Primary Mental Health Care-Adults</td>
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<tr>
<td>MSN-634P</td>
<td>MHNP Practicum 1</td>
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<tr>
<td>MSN-635</td>
<td>Adv Prim Mntl Hlth Cre-Bipolar Spectrum</td>
<td>3</td>
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<tr>
<td>MSN-635P</td>
<td>MHNP Practicum 2</td>
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<tr>
<td>MSN-636</td>
<td>Adv Prim Mntl Hlth Cr-Chron&amp; Serious Mnt</td>
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</tr>
<tr>
<td>MSN-636P</td>
<td>MHNP Practicum 3</td>
<td>2</td>
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**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 initiatives 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 initiatives within a collaborative, nurturing, environment. They also explore links to evaluation/supervision.

**AL-665 Educat 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 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 Standards-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.
ADULT EDUCATION (AED)

AED-335 Psychology of the Adult Learner (4 credits)
The student learns about the contributions of psychological theories to the development of the body of knowledge about adult learners. She studies various interdisciplinary frameworks including both historical and contemporary approaches. The focus is on various developmental issues of adult learners. Several experiential assessment activities allow the student to apply her understanding of the principles of adult learning.
Prerequisite(s): PSY-110 or LA 284 completed. For WGS Majors/Supports: WGS-200 & PSY-110 completed and HS-211 or PL-310 or PL-311 or EN-310 or RL-310 completed.

AED-354 Adult Ed HR Principles& Philosophy Trng (3 credits)
Using varied frameworks for observation in adult-education settings, the student identifies and reflects on components of instructional design. In the seminar held on campus, she uses skills of analysis, valuing, and social interaction in her development of the theory and practice of teaching adults.
Prerequisite(s): PSY-110 or PED-150 or LA 284 or MGT-221 or CLD-220 or COMM-200 completed or permission of instructor.

AED-488 Adult Education HR Program Training (3 credits)
In this course the student learns the educational principles, methods, and strategies to effect human-resource development programs in her specific profession. By implementing these concepts into practical adult-development programs, she enhances her management and supervisory skills and her training and teaching competence. She analyzes how she applies her social interaction, communication, problem-solving, and analytical abilities to supervisory and training situations.
Prerequisite(s): AED-354 completed. Must be taken in last 3 semesters before graduation.

AED-490 Adult Education HR Practicum Training (3 credits)
The student integrates her knowledge of adult education with her major area of study. In extended teaching experiences, she applies the abilities of analysis, valuing, and social interaction to learning environments for adults.
Prerequisite(s): For AED Supports only. AED-488 completed or permission of instructor.

AED-497 Independent Study (2 credits)
Under the approval and direction of a faculty member, independent study is available to students.
ADULT, EVENING & ONLINE (AEO)

AEO-252 Print Into Film (4 credits)
In this course the student reads works of literature and views film adaptations of them, comparing the ways that authors and directors tell stories, make meaning and elicit audience responses. She is introduced to film theory and develops an understanding of basic technical film elements such as camera work, lighting, and sound. Additionally, she will be introduced to certain schools of literary theory such as formalism, reader response, historicism, and feminism. During the course she considers definitions of genre as she views film adaptations of a wide variety of genres: the short story, children’s literature, the romance novel, and the realist novel. In addition, exploring two versions of the same story deepens her understanding of the relationship between genre and the expression of human experience, offering her the opportunity to practice her skills as a literary and film critic.

Prerequisite(s): For Adult Evening & Online Students only. GEB-150 completed; One Communication Level 3 ICM completed.

AEO-264 Photography & Digital Imaging (4 credits)
In this four-credit hybrid elective course, students learn technical and aesthetic aspects of digital photography and imaging while they explore historical, social, political, environmental, and ethical aspects of photography and image manipulation. Students learn to use digital cameras on manual settings and work with both commercial and open source post-processing software. Students also are introduced to studio work including lighting techniques for portrait and still life photography. In-class time will focus on composition theory, image analysis, examination and evaluation of known and emerging photographers, professional codes of ethics, and hands-on post-processing. Online work will focus on learning to shoot and edit images with the assistance of multiple video tutorials, print resources, forum discussions, and critiques.

Prerequisite(s): GEC 150 and LDR-150 completed

AEO-265 Social Justice Photography (4 credits)
In this course, students examine the role of images in social movements and analyze their role in effecting change for social justice. Students learn technical and aesthetic aspects of digital photography and imaging while they explore historical, social, political, environmental, and ethical aspects of photography and image manipulation.

Prerequisite(s): GEB-150 & LDR-150 completed.

AEO-301 World Spiritualities: Theory & Practice (4 credits)
In this course, students access and use concepts and philosophies about the nature of human spirituality to confront and make meaningful their experiences as professionals. The implications of spiritual practices for professional and personal ethics are an integral dimension of the course. A special emphasis will be placed on meditative and ritual practices across world religions, including Christianity, Buddhism, Hinduism and Native American. Students will have the opportunity to practice making sense of human experience by applying what they learn about spirituality to select works from the humanities, including literature, film and other art expressions. Students will be introduced to a variety of resources on spirituality on websites and libraries that they will apply to their professional context. Assessments will provide the opportunity to practice and develop communication, valuing, and social interaction skills, both in person and through effective use of online tools. Online technologies will place a marked emphasis on continuing collaborative experiences outside of the classroom.

Prerequisite(s): For Adult Evening & Online Students only. GEB-150 & LDR-150 completed; One Communication Level 3 ICM completed.
**ADVISING (ADV)**

**ADV-PS1 Martha Promise Scholars Group (0 credits)**
Group sessions for students in the Promise Scholars Program.

**ADV-PS2 Kimberly Promise Scholars Group (0 credits)**
Group sessions for students in the Promise Scholars Program.

**ADV-299 Intermediate Level Event (0 credits)**
The Intermediate Level Event marks a significant point in a student’s academic career. An intermediate level student is ready to deepen her exploration of the perspectives and practices of her chosen discipline and is therefore assigned to a faculty advisor in her major department. The faculty advisor replaces the professional advisor who guided her through her beginning level studies. For most students, this transition is connected to her reaching a certain level in specific abilities. Her professional advisor will direct her to register for this experience when she has demonstrated the appropriate abilities. During this mid-semester event, she will be formally assigned to her new faculty advisor, learn about the expectations of her major department and participate in a celebration of this academic milestone.

*Prerequisite(s):* Completion of Level 2 of Analysis and Aesthetic Engagement. For Nursing Majors: concurrent registration in N-260. For Education Majors: successful completion of 2 parts of the PPST-Praxis 1/ Core exam.
APPLIED MUSIC (MUA)

**MUA-BN1 Bassoon Lessons (1 credit)**
Bassoon Lessons
Prerequisite(s): Accepted Music Majors and officially declared Music supports may only enroll in Music lessons and labs. Registration for these lessons and labs need to be done 1 week prior to the start of the semester. , Take MUA-090L

**MUA-BR1 Baritone Horn Lessons (1 credit)**
Baritone Horn Lessons
Prerequisite(s): Accepted Music Majors and officially declared Music supports may only enroll in Music lessons and labs. Registration for these lessons and labs need to be done 1 week prior to the start of the semester. Also register for MUA-175, MUA-275 or MUA-375., Take MUA-090L

**MUA-CL1 Clarinet Lesson (1 credit)**
Clarinet Lesson
Prerequisite(s): Accepted Music Majors and officially declared Music supports may only enroll in Music lessons and labs. Registration for these lessons and labs need to be done 1 week prior to the start of the semester. Also register for MUA-175, MUA-275 or MUA-375., Take MUA-090L

**MUA-DB1 Double Bass Lessons (1 credit)**
Double Bass Lessons
Prerequisite(s): Accepted Music Majors and officially declared Music supports may only enroll in Music lessons and labs. Registration for these lessons and labs need to be done 1 week prior to the start of the semester. Also register for MUA-175, MUA-275 or MUA-375., Take MUA-090L

**MUA-FH1 French Horn Lessons (1 credit)**
French Horn Lessons
Prerequisite(s): Take MUA-090L

**MUA-FL1 Flute Lesson (1 credit)**
Flute Lesson
Prerequisite(s): Accepted Music Majors and officially declared Music supports may only enroll in Music lessons and labs. Registration for these lessons and labs need to be done 1 week prior to the start of the semester. Also register for MUA-175, MUA-275 or MUA-375., Take MUA-090L

**MUA-GT1 Guitar Lesson (1 credit)**
Guitar Lesson
Prerequisite(s): MUE-119 & MUE-219 completed or assessment of intermediate guitar skills required. Accepted Music Majors and officially declared Music supports may only enroll in Music lessons and labs. Registration for these lessons and labs need to be done 1 week prior to the start of the semester. Also register for MUA-175, MUA-275 or MUA-375., Take MUA-090L

**MUA-HA1 Harp Lessons (1 credit)**
Harp Lessons
Prerequisite(s): Accepted Music Majors and officially declared Music supports may only enroll in Music lessons and labs. Registration for these lessons and labs need to be done 1 week prior to the start of the semester. , Take MUA-090L

**MUA-OB1 Oboe Lesson (1 credit)**
Oboe Lesson
Prerequisite(s): Accepted Music Majors and officially declared Music supports may only enroll in Music lessons and labs. Registration for these lessons and labs need to be done 1 week prior to the start of the semester. , Take MUA-090L

**MUA-OR1 Organ Lesson (1 credit)**
Organ Lesson
Prerequisite(s): Accepted Music Majors and officially declared Music supports may only enroll in Music lessons and labs. Registration for these lessons and labs need to be done 1 week prior to the start of the semester.

**MUA-PO1 Piano Lesson (1 credit)**
Piano Lesson
Prerequisite(s): Accepted Music Majors and officially declared Music supports may only enroll in Music lessons and labs. Registration for these lessons and labs need to be done 1 week prior to the start of the semester.

**MUA-PR1 Percussion Lesson (1 credit)**
Percussion Lesson
Prerequisite(s): Accepted Music Majors and officially declared Music supports may only enroll in Music lessons and labs. Registration for these lessons and labs need to be done 1 week prior to the start of the semester.

**MUA-SX1 Saxophone Lessons (1 credit)**
Saxophone lessons
Prerequisite(s): Accepted Music Majors and officially declared Music supports may only enroll in Music lessons and labs. Registration for these lessons and labs need to be done 1 week prior to the start of the semester.

**MUA-TB1 Trombone Lesson (1 credit)**
Trombone Lesson
Prerequisite(s): Accepted Music Majors and officially declared Music supports may only enroll in Music lessons and labs. Registration for these lessons and labs need to be done 1 week prior to the start of the semester. , Take MUA-090L

**MUA-TP1 Trumpet Lesson (1 credit)**
Trumpet Lesson
Prerequisite(s): Accepted Music Majors and officially declared Music supports may only enroll in Music lessons and labs. Registration for these lessons and labs need to be done 1 week prior to the start of the semester. , Take MUA-090L

**MUA-VB1 Viola Lesson (1 credit)**
Viola Lesson
Prerequisite(s): Accepted Music Majors and officially declared Music supports may only enroll in Music lessons and labs. Registration for these lessons and labs need to be done 1 week prior to the start of the semester.

**MUA-VC1 Cello Lesson (1 credit)**
Cello Lesson
Prerequisite(s): Accepted Music Majors and officially declared Music supports may only enroll in Music lessons and labs. Registration for these lessons and labs need to be done 1 week prior to the start of the semester. , Take MUA-090L
MUA-VN1 Violin Lesson (1 credit)

Violin Lesson
Prerequisite(s): Accepted Music Majors and officially declared Music supports may only enroll in Music lessons and labs. Registration for these lessons and labs need to be done 1 week prior to the start of the semester. Also register for MUA-175, MUA-275 or MUA-375. Take MUA-090L

MUA-VO1 Voice Lesson (1 credit)

Voice Lesson
Prerequisite(s): Accepted Music Majors and officially declared Music supports may only enroll in Music lessons and labs. Registration for these lessons and labs need to be done 1 week prior to the start of the semester. Also register for MUA-175, MUA-275 or MUA-375. Take MUA-080L

MUA-080L Voice Performance Lab (0 credits)

The performance lab is required of all applied music students (major performance area). Opportunities to perform compositions studied during the semester are provided. Discussion and critiquing of the performance follow.
Prerequisite(s): Required of students with voice as first performance corequisite with MUA VO__.

MUA-090L Instrumental Performance Lab (0 credits)

The performance lab is required of all applied music students (major performance area). Opportunities to perform compositions studied during the semester are provided. Discussion and critiquing of the performance follow.
Prerequisite(s): Required of students with piano, strings, woodwind or brass instruments as first performance area; corequisite with music lessons

MUA-175 External Assessment for Mua Lessons (0 credits)

External Assessment for MUA Lessons.
Prerequisite(s): Required concurrent registration with all applied lessons for Majors & Supports.

MUA-275 External Assessment for Mua Lessons (0 credits)

External Assment for MUA Lessons
Prerequisite(s): Required concurrent registration with all applied lessons for Majors & Supports.

MUA-375 External Assessment for Mua Lessons (0 credits)

This external assessment for music majors is taken at the end of the student's junior year. It provides her with the opportunity to demonstrate knowledge in the areas of music theory, history, and literature. There are two parts to the assessment. Part I consists of a simulation exercise in which students collaborate in the design and organization of a concert. Part II involves analyzing scores, both visually and aurally, in order to identify composers and historical periods. Bachelor of music students take both parts of the assessment; bachelor of arts in music students take Part I only.
Prerequisite(s): Required concurrent registration with all applied lessons for Majors & Supports.
ART (A)

A-100 Community Art Midsemester Assessment (0 credits)
Each semester during Mid-Semester Assessment Days, the entire Art Department completes an assessment. All art majors are "required" to be present and participate, except student teachers/interns. The topic of the assessment changes each semester. Past assessments have covered contemporary exhibitions, women in art history, women in contemporary art, the creative process, artmaking in the environment and collaborative murals. The assessments normally allow students to make an artwork independent of courses and to experiment with ideas outside of their current artmaking focus. Students receive notification of the assessment early in the semester through the Student E-Mail. Participation in this assessment is a prerequisite for participation in Art department external assessments.

A-121 Analytic Drawing (3 credits)
Offered Spring Term only. The student explores basic approaches to representational drawing, practicing the use of various drawing materials and techniques and studying the relationships between the object, the subject, and the technique of her drawings. She also learns to present, analyze, and evaluate her work.
Prerequisite(s): For Art Majors only: A-189S completed. A-193C completed or concurrent registration.

A-122 Expressive Drawing (3 credits)
Offered Fall Term only. The student builds upon her knowledge of representational drawing to develop an understanding of pictorial space, composition of the picture plane, portrait study, and the development of expressive intent.
Prerequisite(s): A-189S & A-193C & QL-156 completed.

A-130 Aesthetic Engagement Ext Assessmnt Lev 1 (0 credits)
The student use 4-5 works of her own art from the semester to analyze her personal process of growth and understanding as related to her use of the creative domains of artmaking, her understanding of the Art Frameworks (Content-Form-Intent, Intent-Form-Content, Constructionist, and Community Arts Framework), the ways in which her art making reflects the nature of her aesthetic responsiveness while reflecting or connecting to her values.
Prerequisite(s): A-189S completed or concurrent registration.

A-134 Studio Art 2: 2-D Design (3 credits)
The student learns the basic principles of two-dimensional design and how to take the design process from preliminary idea to finished piece. She learns composition and color theory and integrates technique with a domain focus and problem-solving theory.
Prerequisite(s): A-189S or FA-111 or FA-112 completed. A-193C or MDIA-193C completed or concurrent

A-135 Studio Art 1: Art Fundamentals (2 credits)
The student explores a variety of art materials and both two-and-three dimensional artmaking processes. She develops her understanding of what it means to be an artmaker by going through the process of learning about art and making it herself. Analytical and problem solving skills are used to understand why and how the student chooses to express her idea through the visual arts.

A-140 Creativity, Cultures & Symbols (1 credit)
Combine personal interests and creative materials to explore meaning-making through myth, symbol & cultural identity
A-149 Discovery World–Laser Cut & 3D (1 credit)
This workshop held at Discovery World will provide and introduction to laser cutting technology and 3-D printing. Students need no prior experience to explore the computer image making that is applied to laser cutting on many materials from wood board to paper to leather. The laser cuts can then be used to make prints, sculptures or paper art. Demonstrations on the possibilities of 3-D printing will also be a part of the learning.
Prerequisite(s): Class is held at Discovery World Meets Friday 9 am-12:30 pm (4 times tba)

A-189S Form and Space (4 credits)
The student explores fundamental art experiences in a variety of two-and-three dimensional media to understand the concepts, potentialities, and processes involved in visual art.

A-193C Art in the Professions (2 credits)
The student gains current, accurate information about visual arts professions for studio, education, and therapy. She conducts field research by interviewing professionals working in her areas of interest. She engages in study, discussion, and activities that detail her interests, patterns of interaction, and career options.

A-210 Ancient to Byzantine Art (2 credits)
In this course, the student explores cultural artifacts classified as art and identified and/or collected and studied as “art history.” This courses examines the visual arts, including the built environment, from approximately 35,000 BCE to 1400 CE in Africa, the Americas, Asia, and Europe, emphasizing analysis of historical and cultural contexts for artmaking.
Prerequisite(s): FA-110 or LA-230 & HUM-150 completed; CM-125 completed. A Majors: A-193C completed.

A-221 Beginning Figure Drawing (3 credits)
Offered Spring Term only. The student applies the principles of the visual arts to special concepts, techniques, and materials focusing on figure drawing and basic anatomical study.
Prerequisite(s): Open to all students. Majors must have A-121, A-122, A-193C and QL-156 completed. Non Art Majors/Supports contact the Registrar’s Office to register.

A-230 Aesthetic Engagement Ext Assessmnt Lev 2 (0 credits)
The student attends a Level 2 External Assessment and provides feedback to the participating Level 1 students on their strengths and areas needing improvement as they discuss their use of the art elements and principles of design, their applications of the creative domains/models of art making and their ability to analyze their applications of the visual arts frameworks.
Prerequisite(s): A-130 completed.

A-234 Studio Art 3: 3-D Design (3 credits)
Offered Spring Term only. The student explores and applies art elements and design principles in space through the use of multiple materials, techniques, and approaches to develop relief and freestanding three-dimensional objects.
Prerequisite(s): Open to other majors/supports with no prerequisites. For Art Majors: A-134, A-193C & QL-156 completed. Offered Spring Term only. Non Art Majors contact the Registrar to register.

A-241 Art History 2/Renaissance (2 credits)
Offered Spring Term only. The student studies visual artworks from the Renaissance to 1750, analyzing the historical context in which artmaking took place. Study includes Europe, Asia, Africa, and the Americas.
Prerequisite(s): Open to all students as an HFA-210 elective. Majors must have completed A-210 or A-240 and A-193C & QL-156. Offered Spring Term only.

A-250 Asian Art History (4 credits)
This course introduces students to the long and rich art historical culture of China. The course will focus on an integration of learning about art history and culture and hands-on art making. Chinese architecture and Buddhist practice, Buddhism and particular related imagery, philosophy and religious thought, and a variety of beliefs concerning social organization will be explored. Study of changing styles and purposes for art media such as ceramics, calligraphy, sculpture, painting, lacquerware, jade work, silk, and items made for varied purposes and social classes will be examined in context of time and place. Students will analyze how art, geography, politics, economics, philosophy and religion intersect in a variety of historical contexts in China.
Prerequisite(s): FA-110 or LA-230 completed; HUM-150 completed; CM-125 completed.

A-251 Pages in Time: Art of the Book (4 credits)
The student explores the physical nature of books through analysis and application of technology, compositional structure, typography, and production and distribution methods. She applies her personal stories and media experience to collaboratively generate a text for the course. She expands her active reading skills by visiting book exhibitions and collections, and she investigates the social and cultural contexts of creativity that influence the development of contemporary artist's books. Research and class discussions include such topics as the invention of paper and movable type, the do-it-yourself (DIY) publishing movement, and the electronic book.
Prerequisite(s): FA-110 or LA-230 compl; HUM-150 completed. CM-125 completed.

A-262 Graphic Designs & Illustration (3 credits)
Offered in Spring Term only. Design & technology rapidly combine in this third millennium marketplace to create new, dynamic hybrids which impact the sensory world we experience daily. This new media course will explore visual design, methods for innovation using digital tools and the important distinctions between Art & Design. Students will learn to apply basic design principles to their own work through observation & analysis of images & type used in visual media such as advertisements, posters, web sites and animations. Using Adobe Illustrator, Photoshop & InDesign, students will gain an understanding of vector vs. raster methods of visual creation, image enhancement, typography and page layout challenges. The result will be an understanding of design and how it affects the reasons and methods we humans use when creating and rearranging that which surrounds us.
Prerequisite(s): For Art Majors: A-134, A-193C and QL-156 completed. Offered in Spring Term only.

A-262A Graphic Designs & Illustratin-Non Art Maj (3 credits)
Open only for Non-Art majors. Offered in Spring Term only. Design & technology rapidly combine in this third millennium marketplace to create new, dynamic hybrids which impact the sensory world we experience daily. This new media course will explore visual design, methods for innovation using digital tools and the important distinctions between Art & Design. Students will learn to apply basic design principles to their own work through observation & analysis of images & type used in visual media such as advertisements, posters, web sites and animations. Using Adobe Illustrator, Photoshop & InDesign, students will gain an understanding of vector vs. raster methods of visual creation, image enhancement, typography and page layout challenges. The result will be an understanding of design and how it affects the reasons and methods we humans use when creating and rearranging that which surrounds us.
Prerequisite(s): For Non-Art Majors; no prerequisites
A-309 Art History 3/19th Century (2 credits)
Offered Fall Term only. The student studies the development and historical context of Western Art from early 1900 to the present. The focus is on developing an understanding of artistic styles and trends and their impact on contemporary art. 
Prerequisite(s): One Communication Level 3 ICM completed; one course in HFA-210 elective completed; QL-156 completed. Art Majors: A-193C completed.

A-310 Art History 4/20th Century (2 credits)
Offered Spring Term only. The student studies the history of Western art from early 1900 to the present. The focus is on developing an understanding of artistic styles and trends and their impact on contemporary art. 
Prerequisite(s): Open to all students. One Communication Level 3 ICM completed; one course in HFA-210 elective completed. Preference given to students required to take this course if enrollment exceeds limit. Offered Spring Term only.

A-311 Understanding Contemporary Art (2 credits)
The student explores a variety of philosophical stances, movements, and practices in art from 1970 to the present. The focus is on developing and articulating an understanding of coexistent and contemporary artmaking practices in historical context. 
Prerequisite(s): One Communication Level 3 ICM completed; one course in HFA-210 elective completed. Preference given to students required to take this course if enrollment exceeds limit. Students should expect some classes to meet at local arts agencies & may need to pay some admission prices.

A-321 Intermediate Figure Drawing (3 credits)
The student applies the principles of the visual arts to special concepts, techniques and materials focusing on figure drawing and basic anatomical study. Summer: Student will apply the principles of the visual arts to special concepts, techniques and materials focusing on basic anatomical study and figure drawing of clothed models. Experiences include explorations of the relationship between the human figure, the expressive use of drapery and clothing, and the dynamic potential of this form of figurative expression. 
Prerequisite(s): A-221 completed.

A-330 Aesthetic Engagement Ext Assessmnt Lev 3 (0 credits)
The student applies her knowledge of the creative domains in the context of art frameworks for interpretation (critical/analytical, constructionist, deconstructionist or Formal) and engagement (content-form-intent, intent-form-content, Community Arts) and the aesthetic models to the art works of others as she articulates the role and responsibility of the students in their Level 4 Aesthetic Engagement External Assessment.
Prerequisite(s): A-230 completed.

A-351 Pages in Time: Art of the Book (4 credits)
The student explores the physical nature of books through analysis and application of technology, compositional structure, typography, and production and distribution methods. She applies her personal stories and media experience to collaboratively generate a text for the course. She expands her active reading skills by visiting book exhibitions and collections, and she investigates the social and cultural contexts of creativity that influence the development of contemporary artist’s books. Research and class discussions include such topics as the invention of paper and movable type, the do-it-yourself (DIY) publishing movement, and the electronic book.
Prerequisite(s): For Studio Art Majors: A-395 or AE-395 or AET 395 or AT-395 completed.

A-352 Painting (3 credits)
The student begins to integrate her knowledge of art elements and art principles in the painting process. She explores various subjects, approaches, and techniques. As she becomes aware of the artmaking process, she begins to make independent decisions, to express her viewpoint in her work and to meet advanced-level outcomes as an artmaker. She analyzes historical and contemporary art and theory to inform her artmaking.
Prerequisite(s): A-395 or AT-395 or AE-395 completed.

A-352A Painting (3 credits)
The student begins to integrate her knowledge of art elements and art principles in the painting process. She explores various subjects, approaches, and techniques. As she becomes aware of the artmaking process, she begins to make independent decisions, to express her viewpoint in her work and to meet advanced-level outcomes as an artmaker. She analyzes historical and contemporary art and theory to inform her artmaking.

A-356 Printmaking (3 credits)
The student develops graphic-arts skills through her introduction to printmaking history and techniques: monoprint, stencil, and relief techniques. 
Prerequisite(s): For Art Majors only: A-395 or AE-395 or AT-395 completed.

A-356A Printmaking for Non-Art Majors (3 credits)
The student develops graphic-arts skills through her introduction to printmaking history and techniques: monoprint, stencil, and relief techniques.
Prerequisite(s): Open to Non Art majors only. No prerequisite.

A-359A Digital Art for Non-Art Majors (3 credits)
This course offers the opportunity to learn how to use Adobe creative design suite Photoshop program to create print and animated projects.
Prerequisite(s): A-395 or AE-395 or AET 395 or AT-395 or MDIA-395 (Level 4 External Assessment) completed.

A-359 Digital Art for Art Majors (3 credits)
This course will introduce tools, concepts and techniques utilizing the computer as a creative tool in the visual arts. The students will learn how to use Adobe’s creative design suite Photoshop program to create print and animated projects.
Prerequisite(s): A-395 or AE-395 or AET 395 or AT-395 or MDIA-395 (Level 4 External Assessment) completed.

A-359A Digital Art for Non-Art Majors (3 credits)
This course offers the opportunity to learn how to use Adobe creative design suite software program and Photoshop to create print and animated projects.
Prerequisite(s): For Non Art Majors/Supports: A-262 completed or permission from instructor.

A-363 Beginning Fibers (3 credits)
This course focuses on the collection, preparation, and technical manipulation of natural and synthetic fibers. The student explores art elements through the construction of two-and-three dimensional artworks. She analyzes fiber-art history through the traditional/functional and contemporary/aesthetic expressions of fiber artists. She explores Western papermaking and surface design as well as fiber construction to create an expressive interpretation of global fiber approaches.
Prerequisite(s): A-395 or AE-395 or AT-395 completed.

A-363A Beginning Fibers for Non-Art Majors (3 credits)
This course focuses on the collection, preparation, and technical manipulation of natural and synthetic fibers. The student explores art elements through the construction of two-and-three dimensional artworks. She analyzes fiber-art history through the traditional/functional and contemporary/aesthetic expressions of fiber artists. She explores Western papermaking and surface design as well as fiber construction to create an expressive interpretation of global fiber approaches.
A-364 Digital Photography (3 credits)
Phones, iPads, and cameras, oh my! This course is designed to develop an understanding and working knowledge of the fundamentals of the art of digital photography using everyday photo tools. Students will learn about technology, light, and composition, through fun and foundational experiences. The students will engage in the processes of planning, photographing, and creating meaningful photographs and images (they are not the same!), analyzing the influence and history of fine art and commercial photography on contemporary digital photography; considering the opportunities and constraints of technology in taking and printing photographs; and an understanding of the foundational importance of considering aesthetic components in analyzing and creating a series of successful, meaningful, creative photographs and images.
Prerequisite(s): A-395 or AE-395 or AT-395 completed.

A-364A Digital Photography for Non-Art Maj (3 credits)
Phones, iPads, and cameras, oh my! This course is designed to develop an understanding and working knowledge of the fundamentals of the art of digital photography using everyday photo tools. Students will learn about technology, light, and composition, through fun and foundational experiences. The students will engage in the processes of planning, photographing, and creating meaningful photographs and images (they are not the same!), analyzing the influence and history of fine art and commercial photography on contemporary digital photography; considering the opportunities and constraints of technology in taking and printing photographs; and an understanding of the foundational importance of considering aesthetic components in analyzing and creating a series of successful, meaningful, creative photographs and images.
Prerequisite(s): A-395 or AE-395 or AT-395 completed.

A-366 Ceramics (3 credits)
The student learns and applies introductory linear hand building and wheel-thrown techniques as well as basic surface treatments and decoration. She is responsible for documenting processes, firing procedures, and basic clay and glaze chemistry. She learns the different methods, capabilities, and limitations of the medium while developing visual three-dimensional objects.
Prerequisite(s): For Art Majors only. A-395 or AE-395 or AT-395 completed.

A-366A Ceramics for Non-Art Majors (3 credits)
This course is for non Art Majors or Supports only. The student learns and applies introductory linear hand building and wheel-thrown techniques as well as basic surface treatments and decoration. She is responsible for documenting processes, firing procedures, and basic clay and glaze chemistry. She learns the different methods, capabilities, and limitations of the medium while developing visual three-dimensional objects.

A-371 Metalwork (3 credits)
Metalwork applies to all work that uses metal as a material by which to create an object. The student learns aluminum and bronze casting, steel welding, cutting, and copper enameling. She takes part in class discussions of historical and contemporary metalwork, processes used in fabrication, use of metalwork as a very distinct part of the decorative arts, and the sculptural arts. In the advanced metalwork course, she uses the varied techniques learned in A-371 to design and create more complex art.
Prerequisite(s): For Art Majors only: A-395 or AE-395 or AT-395. Offered Fall Term only.

A-371A Metalwork for Non-Art Majors (3 credits)
Metalwork applies to all work that uses metal as a material by which to create an object. The student learns aluminum and bronze casting, steel welding, cutting, and copper enameling. She takes part in class discussions of historical and contemporary metalwork, processes used in fabrication, use of metalwork as a very distinct part of the decorative arts, and the sculptural arts. In the advanced metalwork course, she uses the varied techniques learned in A-371 to design and create more complex art.
Prerequisite(s): For Non Art Majors only. No prerequisites.

A-376 Sculpture (3 credits)
Offered Fall Term only. The student increases her ability to conceptualize, produce, and display three-dimensional art. She is introduced to a variety of tools and materials for woodworking, bronze and aluminum casting, clay molding, welding processes, and cast pewter. In the advanced sculpture course, she uses the techniques learned in A-376 to design and create more complex artwork.
Prerequisite(s): A-395 or AE-395 or AT-395 completed.

A-376A Sculpture for Non-Art Majors (3 credits)
Offered Fall Term only. The student increases her ability to conceptualize, produce, and display three-dimensional art. She is introduced to a variety of tools and materials for woodworking, bronze and aluminum casting, clay molding, welding processes, and cast pewter. In the advanced sculpture course, she uses the techniques learned in A-376 to design and create more complex artwork.

A-380 Enameling/Glass Forming (3 credits)
The student investigates glass fusion (the joining together of glass by the application of heat), glass slumping (the controlled bending of glass), glass casting (the pouring of molten glass from a crucible into a mold), and glass enameling (the art of painting on glass with finely crushed glass).
Prerequisite(s): For Art Majors only. A-193C, A-234 & QL-156. Preference will be given to Art Major/Support students if enrollment exceeds limit.

A-380A Enameling/Glass Forming/Non-Art Maj (3 credits)
The student investigates glass fusion (the joining together of glass by the application of heat), glass slumping (the controlled bending of glass), glass casting (the pouring of molten glass from a crucible into a mold), and glass enameling (the art of painting on glass with finely crushed glass).
Prerequisite(s): For Non-Art Majors/Supports only. No prerequisites.

A-384 Art Gallery Management (1 credit)
The student learns the behind-the-scenes aspects of managing visual-art exhibition spaces. She learns about gallery installation, storage, contracts, shipping, and the care and handling of artworks.
Prerequisite(s): Open to all students. Art Majors must complete semester prior to taking A-491.

A-395 Ext Assessmnt Aesthetic Engagement Lev 4 (0 credits)
The student demonstrates integration of discipline domains, frameworks and models in her own work to an external audience.

A-397 Independent Study (3 credits)
Under the approval and direction of a faculty member, independent study is available to students with interests in special areas of art.
A-399 Formal Introduction to Advanced Work (0 credits)
The Advanced-Level Event marks a significant accomplishment for each student as she proceeds into the work of her major department. When a department determines that a student is ready for advanced work within a discipline, the student is invited to participate in a ceremony that is both a celebration and an explanation of future requirements of the major and support areas. She registers for this experience at a point determined by her major department: for most majors the registration is connected to the taking of a particular course. Students and faculty gather for an afternoon during Mid-semester Assessment Days. Following a general program, students meet in departmental sessions with their faculty to discuss advanced outcomes, department courses, advising procedures, and so on.
Prerequisite(s): A-193C, QL-156, A-395 or AE-395 or AT-395 completed or concurrent. Core/Praxis I requirement met for Education Majors.

A-400 Ext Assessmnt Aesthetic Engagement Lev 5 (0 credits)
The student assembles her work to date in a portfolio and presents it to an audience of peers and faculty.
Prerequisite(s): Required for all A Majors. A-395 or AE-395 or AT-395 or MDIA-395 completed.

A-409 Modern to Contemporary Art (3 credits)
The student studies contemporary art historical theory and artmaking to increase her understanding of the current context for artmaking. She explores a broad variety of philosophical stances, movements, and practices from 1970 to the present. Understanding of contemporary art is linked to the student’s developing awareness of self as artmaker in studio art classes.

A-421 Drawing 5 (3 credits)
The student applies the principles of the visual arts to special concepts, techniques and materials focusing on figure drawing and basic anatomical study. Summer: Student will apply the principles of the visual arts to special concepts, techniques and materials focusing on basic anatomical study and figure drawing of clothed models. Experiences include explorations of the relationship between the human figure, the expressive use of drapery and clothing, and the dynamic potential of this form of figurative expression.
Prerequisite(s): A-321 completed.

A-450 Ext Assessmnt Aesthetic Engagement Lev 6 (0 credits)
The student uses feedback from her level 5 portfolio assessment and upper-level course frameworks to develop a significant body of advanced arts research for public gallery presentation.
Prerequisite(s): Required for all A Majors. A-400 or AE-400 or AT-400 or MDIA-400 completed.

A-452 Advanced Painting (3 credits)
The student develops a refined understanding of painting materials and practices employed in the production of contemporary painting. She analyzes and critiques her own working procedures and ideas. In addition, she examines, researches, and considers current and historical artworks that reflect her personal painting goals.
Prerequisite(s): A-352 or A-352A completed.

A-456 Advanced Printmaking (3 credits)
The student expands upon and combines printmaking techniques of monoprint and relief with the intaglio process (etching, calligraphy, artist’s book) in order to achieve technically complex aesthetic expressions.
Prerequisite(s): A-356 completed.

A-459 Advanced Digital Art (3 credits)
This course will introduce tools, concepts and techniques utilizing the computer as a creative tool in the visual arts. The students will learn how to use Adobe’s creative design suite Photoshop program to create print and animated projects.
Prerequisite(s): A-359 or A-359A completed.

A-463 Advanced Fibers (3 credits)
In this course the student focuses on her independent development of combined techniques and mixed-media applications. She identifies specific areas of theoretical or technical fiber-art research and relates what she learns in creating two-dimensional and three-dimensional fiber artworks. She expands her intercultural media knowledge.
Prerequisite(s): A-363 or A-363A completed

A-464 Advanced Digital Photography (3 credits)
This course builds on the foundational learning of the Art of Digital Photography: Technology, Light, and Composition: Fun & Fundamentals (A-364). In this advanced course, students will explore and experiment with the processes of planning, photographing, and creating meaningful photographs, using a variety of camera tools, including DSLR camera. They will develop creative images by exploring and applying advanced uses of photo software to enhance, alter, and combine photographs. The student will research an historical or contemporary photographer and her/his influence on contemporary work; explore the importance that aesthetic components have in analyzing and creating a cohesive portfolio of successful, meaningful, creative photographs and images; and develop, present, and evaluate her own portfolio.
Prerequisite(s): A-364 completed.

A-466 Advanced Ceramics (3 credits)
The advanced student emphasizes the principles of three-dimensional design while developing a body of work through research of historic and contemporary ceramics and advanced explorations in technique, surface treatment, ceramic chemistry, and firing procedures.
Prerequisite(s): A-366 or A-366A completed.

A-471 Advanced Metalwork (3 credits)
Metalwork applies to all work that uses metal as a material by which to create an object. The student learns aluminum and bronze casting, steel welding, cutting, and copper enameling. She takes part in class discussions of historical and contemporary metalwork, processes used in fabrication, use of metalwork as a very distinct part of the decorative arts, and the sculptural arts. In the advanced metalwork course, she uses the varied techniques learned in A-371 to design and create more complex art.
Prerequisite(s): A-371 completed.

A-476 Advanced Sculpture (3 credits)
Offered Fall Term only. The student increases her ability to conceptualize, produce, and display three-dimensional art. She is introduced to a variety of tools and materials for woodworking, bronze and aluminum casting, clay molding, welding processes, and cast pewter. In the advanced sculpture course, she uses the techniques learned in A-376 to design and create more complex artwork.
Prerequisite(s): A-376 or A-376A completed.

A-480 Advanced Enameling & Glass Forming (3 credits)
The student investigates glass fusion (the joining together of glass by the application of heat), glass slumping (the controlled bending of glass), glass casting (the pouring of molten glass from a crucible into a mold), and glass enameling (the art of painting on glass with finely crushed glass). She expands her knowledge and techniques, adding kiln firing to her repertoire.
Prerequisite(s): A-380 completed.
A-482 Ext Assmnt of Effective Citizenship Lvl 4 (0 credits)
The student participates in the planning and implementation of a community art project.

A-483 Advanced Internship Seminar (2 credits)
Based on her personal, academic, and professional goals and interests, the student does individual fieldwork at a job setting related to art and art applications. Her placement may involve planning and mounting exhibitions at an art museum, helping to maintain the permanent collection at a public museum, or learning the casting process in a foundry. An on-campus interdisciplinary seminar accompanies the internship, and helps her develop her professional abilities and effectively transfer classroom skills to the working world.
Prerequisite(s): Open to all students. One Internship completed; departmental consent; confer with advisor. Contact Internship Office for details and placement assistance.

A-484 Advanced Art Gallery Management (1 credit)
The student learns the behind-the-scenes aspects of managing visual-art exhibition spaces. She learns about gallery installation, storage, contracts, shipping, and the care and handling of artworks.
Prerequisite(s): Open to all students. A-384 completed. Students arrange gallery hours according to their schedule.

A-490 Self Directed Projects (3 credits)
The student selects either a 2-d or 3-d focus in which she integrates past 300 level learning from a particular area of study to create interdisciplinary approaches that demonstrate her ability to combine advanced aesthetic engagement across several media with a focus in either 2-dimensions or 3-dimensions.
Prerequisite(s): Open to all students. Consent of instructor. Prerequisites: Student must have successfully completed a 300 level of a studio art elective in either 2-d or 3-d, and provide significant evidence that she can expand this study while performing in another 2-d 3-d area. She must submit a written proposal to explain the processes and goals she has set and obtain permission from 2 faculty to enter A-490 and she must complete her work while attending a scheduled class in a different 2-d or 3-d area. Permission will be given to the student who has demonstrated significant technical studio strength in one area of media and can integrate this during formal study in another media. The A490 option should be used if no other options for a Art 400 level course exist.

A-491 Senior Art Seminar (1 credit)
The student selects, organizes, and presents her advanced work in the collaborative Senior Art Exhibit. She uses professional strategies by exploring exhibits and resumes of other artists, therapists, or educators. She displays or presents research or art examples of clinical applications in art products as appropriate for the major.
Prerequisite(s): Required for all Art/MDIA Majors for senior exhibit during last semester of study. A-400 or AE-400 or AT-400 or MDIA-400 completed;

A-492 Expressive Arts Seminar (3 credits)
The seminar involves the student in investigating the various theories of art psychology and the relationship of the creative process to one's professional and personal life. Integration of art, music, drama, movement, and creative writing is stressed through involvement in arts experiences designed to stimulate the creative process.
Prerequisite(s): For AET & AT Majors: AE-393 & AE-386 completed or concurrent. For MUY Majors: QL-156 & MUY-160 completed. Open to interested students, from all majors, with permission of instructor. Offered Spring Term only.

A-493 Graduation Event for Support Areas (0 credits)
No description available.

A-494 Portfolio Assessment for Art History (0 credits)
Portfolio Assessment for Art History Supports required in their final semester.

A-497 Independent Study (2 credits)
Under the approval and direction of a faculty member, independent study is available to students with interests in special areas of art.
ART EDUCATION (AE)

AE-130 Aesthetic Engagement Ext Assessmnt Lev 1 (0 credits)
The student uses 4-5 works of her own art from the semester to analyze her personal process of growth and understanding as related to her use of the creative domains of artmaking, her understanding of the Art Frameworks (Content-Form-Intent, Intent-Form-Content, Constructionist, and Community Arts Framework), the ways in which her art making reflects the nature of her aesthetic responsiveness while reflecting or connecting to her values. 
Prerequisite(s): A-189S completed or concurrent registration.

AE-222 Praxis and Principles (3 credits)
First art education experience and praxis preparation course for Art Education and Art Education/Art Therapy Majors. The course will focus on art education principles, and Praxis Core study, for students who have not yet passed the Praxis Core Exam or met ACT/SAT/GRE requirements. The course will meet two times per week for two hours. In addition to on campus class time there are 8 hours of off campus field observation experience over the course of the semester - times and places to be determined by course instructor.
Prerequisite(s): AE-130 completed.

AE-230 Aesthetic Engagement Ext Assessmnt Lev 2 (0 credits)
The student attends a Level 2 External Assessment and provides feedback to the participating Level 1 students on their strengths and areas needing improvement as they discuss their use of the art elements and principles of design, their applications of the creative domains/models of art making and their ability to analyze their applications of the visual arts frameworks.
Prerequisite(s): AE-130 completed.

AE-285 Art Therapy (2 credits)
The student explores the theory, techniques, and practical material necessary to evolve into a competent professional. She develops an understanding of the art therapist's ability to affect therapeutic change with a variety of populations, focusing primarily on children with learning disabilities. 
Prerequisite(s): A-193C & AE-222 completed or concurrent. Offered Spring Term only.

AE-330 Aesthetic Engagement Ext Assessmnt Lev 3 (0 credits)
The student applies her knowledge of the creative domains in the context of art frameworks for interpretation (critical/analytical, constructionist, deconstructionist or Formal) and engagement (content-form-intent, intent-form-content, Community Arts) and the aesthetic models to the art works of others as she articulates the role and responsibility of the students in their Level 4 Aesthetic Engagement External Assessment.
Prerequisite(s): AE-230 completed.

AE-386 Media & Methods in Art Therapy (3 credits)
This course provides the student with the skills necessary to interpret diagnostic assessments, to perceive developmental deficits and behavioral needs, to formulate prescriptive plans, and to perform therapeutic intervention, using art as a treatment medium.
Prerequisite(s): AE-392, AE-285 & ED-220 completed.

AE-387 Adaptive Field Experience (1 credit)
The student applies therapeutic skills in small-group or one-to-one clinical settings, and develops the ability to integrate knowledge with skills of social interaction and communication.
Prerequisite(s): AE-392, AE-285 & ED-220 completed.

AE-392 Art in Early Childhood & Elementary Sch (4 credits)
The student investigates theories of art education for young children, methods of providing for different learning styles, developmental stages of growth and artmaking, and planning art lessons for use in the elementary classroom. She learns to assess appropriately, meeting local, state, and national standards.
Prerequisite(s): AE & AET Majors: AE-222 completed. Praxis I or Core completed or meet eligibility requirements for ACT/SAT/GRE. Day/time of field meeting TBD. Must file applications and forms with the Education Department.

AE-393 Art in the Secondary School (4 credits)
The student investigates theories of teaching art to adolescents, developmental stages of adolescents and their artmaking, theories of creativity and motivation, rationale for arts assessment, and planning art lessons for the secondary classroom. She learns to assess appropriately, meeting local, state, and national standards.
Prerequisite(s): For AE & AET Majors: AE-222 & AE-392 completed. PSY-110 or PED-150 completed. ED-220 completed or concurrent. Praxis I or Core completed or meet eligibility requirements for ACT/SAT/GRE.

AE-395 Ext Assessmnt Aesthetic Engagement Lev 4 (0 credits)
The student demonstrates integration of discipline domains, frameworks and models in her own work to an external audience.
Prerequisite(s): Required for all AE or AET Majors: A-193C; AE-222 or AE-285 or AT-285; A-210 & A-241; A-134 & A-234 completed. Additional Information: See Art Department Resource page on Moodle per your major for more information & instructions.

AE-400 Ext Assessmnt Aesthetic Engagement Lev 5 (0 credits)
The student compiles her work to date in a portfolio and presents it to an audience of peers and faculty.
Prerequisite(s): Required for AE Majors. AE-395 completed. Additional information: See Art Department Resource page on Moodle per your major for additional information and instruction.

AE-450 Ext Assessmnt Aesthetic Engagement Lev 6 (0 credits)
The student uses feedback from her level 5 portfolio assessment and upper-level course frameworks to develop a significant body of advanced arts research for public gallery presentation.
Prerequisite(s): Required for AE Majors. AE-400 completed.

AE-480L Direct Observ & Teaching Art/Elem Sch (6 credits)
In this student-teaching experience, the student observes and works in various aspects of art techniques. The abilities and media methods she has acquired during earlier college years can be applied to this direct experience. Both the college and the cooperating teachers help the student become more proficient in teaching, managing and organizing a developmental program at the elementary level.
Prerequisite(s): For AE & AET Majors & Licensure students in AE. AE-400 or AT-400 completed. Praxis II completed. Must register concurrently with ED-475.

AE-480S Direct Obs & Teaching Art/Secondary Sch (6 credits)
In this student-teaching experience, the student observes and works in various aspects of art techniques. The abilities and media methods she has acquired during earlier college years can be applied to this direct experience. Both the college supervisor and the cooperating teachers help the student become more proficient in teaching, managing and organizing a developmental program at the secondary level.
Prerequisite(s): For AE, AET Majors & Licensure students in AE. AE-400 or AT-400 completed. Praxis II completed. Must register concurrently with ED-475.
AE-481 Directed Observation/Teaching in Art Therapy (6 credits)
In this practicum experience, the participant observes and works, applying the use of various art techniques, art education and art therapy methods. Both the college supervisor and the cooperating teachers help her become more proficient in organizing and managing a therapeutic art program. Art therapy can be provided for early childhood through young adult students.

Prerequisite(s): Successful completion of AE-480L & AE-480S or LiC 550. Additional Information: ASEO membership or proof of professional liability insurance required. Must file application and placement form with the Art Dept. Field Coordinator. See Art Department Resource Page on Moodle for more information. PSY-250 completed or concurrent.

AE-482 Ext Assessment Effective Citizenship Lev4 (0 credits)
The student participates in the planning and implementation of a community art project.

AE-497 Independent Study (3 credits)
Under the approval and direction of a faculty member, independent study is available to students.
ART THERAPY (AT)

AT-130 Aesthetic Engagement Ext Assessmnt Lev 1 (0 credits)
The student uses 5 works of her own art from the semester to analyze her personal process of growth and understanding as related to her use of the creative domains of artmaking, her understanding of the Art Frameworks (Content-Form-Intent, Intent-Form-Content, Constructionist, and Community Arts Framework), the ways in which her art making reflects the nature of her aesthetic responsiveness while reflecting or connecting to her values.
Prerequisite(s): A-189S completed or concurrent registration.

AT-210 Art Therapy Field Experience 1 (1 credit)
In this course the student applies her knowledge in guided observation and interaction with art therapy participants and on-site professionals. The student develops her ability to assume the role of art therapist and their relationship to the community. The student demonstrates integration of discipline domains, frameworks and models in her own work to an external audience.
Prerequisite(s): AT Majors only: QL-156 completed or concurrent, BSC-215, A-193C & PSY-110 completed or concurrent Additional Information: Must file application and placement form with Art Therapy Field Coordinator. See Art Department Resource Page in Moodle.

AT-215 Art Therapy Field Experience 2 (1 credit)
The student applies art-therapy frameworks through the development of appropriate therapeutic plans, applying models of effective interaction and facilitating therapeutic plans developed by others. Placements include long-term care facilities, rehabilitation programs, adult day programs, or community youth programs.
Prerequisite(s): AT Majors only: AT-210 completed.

AT-230 Aesthetic Engagement Ext Assessmnt Lev 2 (0 credits)
The student attends a Level 2 External Assessment and provides feedback to the participating Level 1 students on their strengths and areas needing improvement as they discuss their use of the art elements and principles of design, their applications of the creative domains/models of art making and their ability to analyze their applications of the visual arts frameworks.
Prerequisite(s): AT-130 completed.

AT-285 Art Therapy (2 credits)
The student explores the theory, techniques and practical material necessary to evolve into a competent professional. She develops an understanding of the art therapist's ability to effect therapeutic change with a variety of populations, focusing primarily on children with learning disabilities.
Prerequisite(s): Open to all students: no prerequisites. Required for AT Majors. Prerequisites: A-193C.

AT-330 Aesthetic Engagement Ext Assessmnt Lev 3 (0 credits)
The student applies her knowledge of the creative domains in the context of art frameworks for interpretation (critical/analytical, constructionist, deconstructionist or Formal) and engagement (content-form-intent, intent-form-content, Community Arts) and the aesthetic models to the art works of others as she articulates the role and responsibility of the students in their Level 4 Aesthetic Engagement External Assessment.
Prerequisite(s): AT-230 completed.

AT-386 Media & Methods in Art Therapy (4 credits)
This course provides the student with the skills necessary to interpret diagnostic assessments, to perceive developmental deficits and behavioral needs, to formulate prescriptive plans, and to perform therapeutic intervention, using art as a treatment medium.
Prerequisite(s): For AT Majors: AT-285 completed.

AT-387 Adaptive Field Experience (1 credit)
The student applies therapeutic skills in small-group or one-to-one clinical settings, and develops the ability to integrate knowledge with skills of social interaction and communication.
Prerequisite(s): For AT Majors ONLY: AT-285, AT-210 & AT-215 completed. Must file application and placement form with Art Therapy Field Coordinator. See Art Department Resource Page in Moodle, AE-386 or AT-386 completed or concurrent.

AT-387A Clinical Experience in Art Therapy (1 credit)
The student applies therapeutic skills in small-group or one-to-one clinical settings, and develops the ability to integrate knowledge with skills of social interaction and communication.
Prerequisite(s): For AT Majors ONLY: AT-285, AT-210 & AT-215 completed; AE/AT-386 completed or concurrent registration.

AT-395 Ext Assessmnt Aesthetic Engagement Lev 4 (0 credits)
The student demonstrates integration of discipline domains, frameworks and models in her own work to an external audience.
Prerequisite(s): Required for all AT Majors: A-234, A-241, A-262 A-399 and AT-285 completed or concurrent.

AT-396 Art Therapy & Practical Application (3 credits)
Course offered in Fall terms only. Drawing on the student's previous experience in the disciplines of visual art, art therapy & psychology, as well as her prior learning in communication, social interaction, effective citizenship and problem solving, this course will assist the student in developing the skills necessary for assessing, planning, facilitating, adapting & evaluating therapeutic art processes for older adolescents, adults and the aged. Classroom discussions and hands on therapeutic art will assist the student to deepen her understanding of the relationships between theory and practice, in working with psychiatric populations across the lifespan. These areas will assist the student in clarifying whether a career in art therapy matches the student's own goals, abilities, values, and interests, and supports them in focusing on employment contexts.
Prerequisite(s): AT-215, AT-285 completed, Social Interaction Level 4 completed, all Competence Abilities through Level 3 completed.

AT-400 Ext Assessmnt Aesthetic Engagement Lev 5 (0 credits)
The student assembles her work to date in a portfolio and presents it to an audience of peers and faculty.
Prerequisite(s): Required for all A Majors: A-395 or AE-395 or AT-395 or MDIA-395 completed.

AT-410 Art Therapy Field Experience 4 (1 credit)
The student develops her ability to assume the role of art therapist and to meet client needs through developing and implementing effective therapeutic plans. Typical placements might include youth and adult residential facilities and community-based settings such as programs for those affected by domestic violence or mental illness.
Prerequisite(s): AT Majors only: AT-387, AT-386, PSY-250 completed; All abilities through level 3 & Social Interaction Level 4 completed.

AT-450 Ext Assessmnt Aesthetic Engagement Lev 6 (0 credits)
The student uses feedback from her level 5 portfolio assessment and upper-level course frameworks to develop a significant body of advanced arts research for public gallery presentation.
Prerequisite(s): Required for AT Majors. AT-400 completed.

AT-482 Ext Assessmnt Effective Citizenship Lev4 (0 credits)
The student participates in the planning and implementation of a community art project.
Prerequisite(s): For AT Majors. Effective Citizenship Level 3 completed. AE-285 or AT-285 completed; AE-386 or AT-386 or AT-396 completed or concurrent registration.
AT-485 Practicum in Art Therapy (4 credits)
In this course, art therapy majors apply various aspects of therapeutic art techniques in nonschool settings with individuals and groups across the life span. The student draws on her knowledge of art techniques and art therapy methods, using art as a treatment medium to provide services.

Prerequisite(s): AT Majors only: AT-410 completed.
**ASSESSMENT CENTER (AC)**

**AC-120 Nursing Diagnostic Assessment (0 credits)**
Nursing Diagnostic Assessment.

**AC-121 Nursing Diagnostic Assessment 2 (0 credits)**
Nursing Diagnostic Assessment 2 taken concurrent with PN-120.  
Prerequisite(s): Concurrent with PN-120.

**AC-125 Nursing Assessment (0 credits)**

**AC-151 Initial Social Interaction Assessment (0 credits)**
The student is introduced to the Task-Oriented Model in class and participates in a simulation of recommending a candidate for directorship of a governmental agency. This assessment identifies a baseline for the student in social interaction and aids her in setting immediate, specific goals based on where she is. After self-assessment and peer assessment, she participates in one-on-one feedback with an assessor. Success in the assessment is based on the student’s ability to view her performance accurately, demonstrated by reaching consensus with the assessor.

**AC-205 Admission to the Nursing Major (0 credits)**
This course serves as the formal transition to the Nursing Major for UNN students. In this course, all students will complete the requirements necessary to formally move into the Nursing Major including: participating in an informational session to learn the processes that need to be completed, completing of all clinical prerequisites, and submitting change of major form for nursing. UND students will be advised on the requirements for successful transition to the Nursing Major.

**AC-265 Nutrition for Wellness Assessment (0 credits)**
Nutrition for Wellness Assessment

**AC-414 Professional Interview (0 credits)**
AC-414 is taken concurrently with MGT-400, Small Business Management, and is administered by the course instructor. The student presents a business plan she has developed to a local banker who assesses her professionalism, interpersonal communication, and general business knowledge. The interview is scheduled to follow the last session of her small business course. She also completes a self-assessment of her business plan and of the results of the interview.  
Prerequisite(s): Concurrent registration in MGT-400

**AC-416 External Assessment for CLD (0 credits)**
For this assessment, students assume the simulated roles of members of the Alverno Student Foundation. Drawing on the quantitative and qualitative research strategies and modes of communication developed in earlier courses, they critically review a program evaluation and funding request from nonprofit social service agencies. Each student completes the written portion of the assessment independently and then participates in a simulated committee meeting with other students to reach consensus on funding for the agency. This assessment focuses on the student’s ability to make judgments about programs that deal with community issues. It emphasizes financial analysis and social scientific research skills as well as critical-thinking, interaction, and communication skills.  
Prerequisite(s): CLD-337 or CLD-338 completed or concurrent registration.

**AC-463 8th External Assessment for PCM (0 credits)**
This assessment is taken concurrently with CMT/PCM-499, Professional Practice Seminar, and is administered by the course instructor. The student demonstrates proficiency in problem solving, valuing, analysis, and effective citizenship by developing her formal portfolio, which is assessed by external representatives from various professional communication fields.  
Prerequisite(s): Concurrent registration in PCM-499.

**AC-465 Senior Assessment (0 credits)**
AC-465 is taken concurrently with MGT-410, Business Practicum, and is supervised by the course instructor. The student identifies and pursues strategic business opportunities by choosing from a variety of projects, including further developing her small-business plan from MGT-400, Small Business Management, or consulting for a small business or not-for-profit organization. Instructors, project mentors, and business clients assess the student’s performance, providing feedback on her interactive, analytic, and problem-solving abilities.  
Prerequisite(s): For WEC MGA, MGT & MKT majors only. Concurrent registration with MGT-410 or MGT 410E.

**AC-475 Nursing Assessment (0 credits)**
This assessment occurs at the end of the nursing curriculum and is designed to simulate an employment interview for a position as a professional nurse. Within the interview format, the student is asked to communicate her use of concepts, frameworks, and theories in practice, identify the effect of her individual qualities and qualifications on the success of therapeutic relationships, and provide evidence of the incorporation of standards of nursing practice plus the values and ethics in her decision making as she works to address the needs of her clients. The student is required to use her professional portfolio as supportive evidence of her achievements.  
Prerequisite(s): Concurrent registration in N-475.

**AC-636 A Vision of Teaching (0 credits)**
This 2nd External is designed to provide an opportunity to reflect on how connections among theoretical frameworks, teaching standards, education abilities and course and field work contribute to effective community building and instructional design. It provides a framework for portfolio development by identifying a theme or metaphor. It mirrors professional development activities such as peer coaching, goal setting and administrator feedback.

**AC-640 Portfolio Assessment (0 credits)**
The assessment demonstrates an LTM/SPE candidate’s readiness for student teaching. The candidate will prepare a folder documenting his/her proficiency in the 10 Wisconsin Teaching Standards and Alverno graduate education abilities. The portfolio review process consists of two parts. First, an internal Alverno faculty member and external assessor, such as an administrator or teacher, will evaluate the portfolio against established criteria. Second, the assessors will conduct an interview with the candidate in which the candidate will highlight several artifacts, present and comment on an electronic demonstration of teaching effectiveness, and answer questions on teaching, learning and assessing in general and on portfolio contents in particular.  
Prerequisite(s): Completion of Praxis II & WI Foundations of Reading

**AC-653 Graduate External Assessment 2 (0 credits)**
Students present and defend the proposal for their practicum.

**AC-753 Graduate External Assessment 3 (0 credits)**
Students create an "event" to involve others in professional discourse around their action research projects.  
Prerequisite(s): For Masters students only. Concurrent registration with TLA-750.
BEHAVIORAL SCIENCE (BSC)

BSC-215 Working in Diverse Groups (2 credits)
In this interdisciplinary course, the student is introduced to the underlying assumptions and theories of small group research and behavior, and their applications to social psychology. In addition, she has the opportunity to learn and improve her interaction skills, using both interpersonal and task-oriented models, as well as developing the ability to analyze her own and others’ behavior.

BSC-255 Behavioral Science Research Methods (4 credits)
The student learns about the research methods commonly used by behavioral scientists. She participates in a number of classroom exercises to acquaint her with philosophical and methodological issues related to a variety of behavioral science methods. She also conducts research projects in which she defines problems to be addressed, formulates questions and hypotheses, and designs a research instrument. She collects and analyzes data using SPSS computer software. She prepares a final report, using appropriate summary statistics, tables, and graphics.
Prerequisite(s): LA 283 or LA 284 or PSY 101 or PSY-110 or SSC-101 completed; QL-156 completed; Level 2 Writing completed; BSC-215 or MGT 120/PCM 120 completed.

BSC-256 Probability & Statistics (4 credits)
The student develops skill communicating statistical information using SPSS computer software. She learns both theory and applications for statistical hypothesis testing, learning to test for the significance of relationships between variables and differences between groups in a variety of situations. She learns bivariate descriptive statistics. She learns to clearly and accurately communicate findings and to accurately interpret the presentation of statistical findings encountered in research.
Prerequisite(s): For CLD, POL, PSY or SOC Majors: QL-156 & BSC-255 completed. For BI Majors: QL-156 & MT-123/MT-124 or MT-148 or MT-152 completed.

BSC-256E Probability & Statistics (4 credits)
The student develops skill communicating statistical information using SPSS computer software. She learns both theory and applications for statistical hypothesis testing, learning to test for the significance of relationships between variables and differences between groups in a variety of situations. She learns bivariate descriptive statistics. She learns to clearly and accurately communicate findings and to accurately interpret the presentation of statistical findings encountered in research.
Prerequisite(s): For WEC CLD Majors: QL-156, CLD-150, CLD-220 & BSC-255 completed. For WEC MGT Majors: QL-156 and MGT 201E completed.

BSC-257 Statistics for Health Professionals (4 credits)
This course introduces the student to basic research issues in the health sciences. The student practices conducting and interpreting data analysis using descriptive and inferential statistics, learns to convey the results of analyses clearly to others, and learns to recognize common fallacies in arguments about science. The goal of this course is to familiarize students with statistical approaches to understanding issues in human health and behavior.
Prerequisite(s): For Nursing Majors: QL-156 completed. N-250 completed. For MSN students: MSN-600 completed. For HED Majors: QL-156, HED-201 & HED-210 completed. For KINP or KINS Majors: KIN-300 completed.

BSC-257C Probability & Statistics for RN to BSN (4 credits)
This course, which is designed for nursing majors, introduces the student to basic research issues in the health sciences. The student practices conducting and interpreting data analysis using descriptive and inferential statistics, learns to convey the results of analyses clearly to others, and learns to recognize common fallacies in arguments about science.
Prerequisite(s): For RN to BSN Degree Completion Students only. N-476 completed.

BSC-297 Independent Study (4 credits)
Under the approval and direction of a faculty member, independent study is available to students.
BIOLOGY (BI)

BI-221 Biology of Plants (4 credits)
The emphasis of this course is on the structure, development, physiology, and life cycles of plants. Woven throughout is the critical role plants play in basic science research especially in the rapidly developing fields of biotechnology and agrobiology. In addition, the impact of plants on society is addressed in an in-depth presentation. The laboratory reinforces and clarifies theory presented in class.
Prerequisite(s): SC-120 & SC-120L completed

BI-222 Biology of Animals (3 credits)
Offered Fall Term in alternate years. This course provides an overview of the animal kingdom and an introduction to the areas of biology that concern animals, such as ecology, evolution, behavior, taxonomy, anatomy, and physiology. The laboratory emphasizes experimental design, evaluation of data, and problem solving.
Prerequisite(s): SC-120 & SC-120L completed. Concurrent with BI-222L

BI-222L Biology of Animals Lab (1 credit)
Offered Fall Term in alternate years. Biology of Animals lab
Prerequisite(s): Concurrent with BI-222

BI-223 Natural History of North America (4 credits)
Using concepts from botany, zoology, earth science, ecology, and environmental science, students explore the diversity of living and non-living systems. Students undertake a meaning comparison of regions across North America. Specific emphasis will be placed on historical and humanistic understandings of water access as an exemplar of how these approaches inform scientific knowledge of place.
Prerequisite(s): SC-112 or SC-118 or SC-120 completed or permission of instructor.

BI-231 Human Anatomy & Physiology (3 credits)
In this course, the student learns how the different body systems work and how they are regulated to maintain a steady state within the body. She uses this knowledge to analyze and predict the body’s response to stresses and to changes in the environment.
Prerequisite(s): SC-118 & SC-118L or SC-120 & SC-120L completed. CH-213, CH-221, CH-234 or CH-260 completed. Student must sign up for lecture and one lab. For MUY students: SC-118 & SC-118L or SC-120 & SC-120L & MU-262 completed, Take BI-231L

BI-231L Human Anatomy & Physiology Lab (1 credit)
Human Anatomy & Physiology lab taken currently with BI-231.
Prerequisite(s): BI-231 concurrently

BI-251 Microbiology (3 credits)
The student focuses on analysis and problem solving to understand the microbial world and its multiple interactions with other organisms. This course is laboratory-focused, with the student examining the form, structure, metabolic activities, and growth patterns of selected microbes. Using student-generated data and research skills, she identifies an unknown organism, designing and implementing an independent investigative learning experience. She studies the contributions of microbiology to basic science and its interface with current societal issues.
Prerequisite(s): SC-120 completed; CH-213 or any 200-level CH course completed. Students must sign up for lecture and one lab., Take BI-251L concurrently

BI-251L Microbiology Lab (1 credit)
Microbiology Lab taken currently with BI-251.
Prerequisite(s): Concurrent registration in BI-251; SC-120 &-120L completed. CH-213 or any 200-level CH course and lab., Take BI-251

BI-297 Independent Study (2-4 credits)
Under the approval and direction of a faculty member, independent study is available to students.

BI-301 Adv Topics in Biology (3 credits)
In this advanced course in microbiology, the student focuses on the broad field of microbial ecology. She studies how the microscopic world has such a significant impact on every aspect of the life and well-being of our planet. She studies soil biota, biogeochemical cycles, water quality, energy sources, and bioremediation. A subfocus of the course is quality assurance and prime resources used as a standard. The course design necessitates that the student use advanced analytical and problem-solving skills.
Prerequisite(s): BI-251 completed

BI-302 Virology (3 credits)
The student applies qualitative and quantitative analytic and problem-solving skills to understand the diverse ways that viruses invade and inhabit living cells. She explores properties of virus structure, molecular mechanisms of virus reproduction, pathways of virus infection, pathological effects on infected cells, and the impact of viruses on ecological systems. The class surveys a broad range of viruses from multiple perspectives, including problems of human disease.
Prerequisite(s): BI-325 or BI-361 completed. If you have any other BI 300-level course completed, contact the instructor for approval to take this class.

BI-303 Examining Evolution (3 credits)
The student analyzes the functioning and integration of a biological system or related biological systems. She builds and evaluates conceptual models. She becomes familiar with specific current technologies associated with the area of study. She may design and conduct experiments and evaluate the resultant data.
Prerequisite(s): SC-120 completed

BI-304 Developmental Biology (3 credits)
The student analyzes the functioning and integration of a biological system or related biological systems. She builds and evaluates conceptual models. She becomes familiar with specific current technologies associated with the area of study. She may design and conduct experiments and evaluate the resultant data.
Prerequisite(s): BI-251 completed; CH-213 or BI-328 or CH-328 completed.

BI-305 Biology of Aging (3 credits)
The student analyzes the functioning and integration of a biological systems. She builds and evaluates conceptual models. She becomes familiar with specific current technologies associated with the area of study. She may design and conduct experiments and evaluate the resultant data.

BI-325 Cellular Biology (3 credits)
The student studies the complexity of the eukaryotic cell by examining and integrating separate organelle functions and their molecular control, including protein production and sorting and cell signaling involved in cell behaviors (e.g., cell division, migration). Throughout the course she compares a normal functioning cell with an abnormal cancer cell. In the laboratory she learns basic cell biology techniques, including eukaryotic cell staining and growth, and quantitative and qualitative analysis of molecular interactions.
Prerequisite(s): BI-251, MT-123 or MT-148 or MT-152 or MP-2 completed; One of the following completed: CH-213, CH-221, CH 228, CH-234 or CH-260 completed., Take BI-325L

BI-325L Cellular Biology Lab (1 credit)
Cellular biology lab taken concurrently with BI-325.
Prerequisite(s): Take BI-325
BI-328 Biochemistry (4 credits)
The student analyzes the structure and function of biomolecules with an emphasis on proteins and particularly enzymes. She also studies the function, regulation, and integration of metabolic pathways. In her laboratory work, she learns some basic biochemistry techniques and employs them in determining the molecular weight of a protein, purifying an enzyme, and conducting enzyme kinetic studies.
Prerequisite(s): CH-221, CH-221L completed. MT-123 or MP 2 or higher completed.

BI-328L Biochemistry Lab (0 credits)
Biochemistry Lab
Prerequisite(s): Concurrent with BI-328.

BI-338 Physiological Mechanisms Disease (4 credits)
This course deals primarily with the physiological bases of illness and the treatments used. Starting from the principles of physiology, the student learns to understand disease in terms of the damage it causes to the body, the body’s attempt to compensate, and methods used to help the body compensate. She uses and interprets the technical terminology associated with disease and its treatment.
Prerequisite(s): BI-231 and BI-231L completed.

BI-341 Ecology (4 credits)
Course Offered Fall Term only. The student examines relationships of organisms to their environment and studies interrelations among organisms. Her extensive fieldwork and long-term research assist her in analyzing complex environments. Throughout the course, she develops her data analysis and communication skills. She analyzes, formulates, and critiques model environmental impact statements using her ecological tools.
Prerequisite(s): MT-123 or MT-152 or MP-2 completed; SC-120 & SC-120L completed. BI-221 or BI-222 & BI-222L or BI-223 or BI-301 completed.

BI-361 Genetics Lecture (3 credits)
Lecture & Lab offered Fall term only. The student applies qualitative and quantitative analytic skills to understand how biological traits are determined in an individual, and how they are inherited from generation to generation. She explores the nature of genes as abstract pieces of information, as physical elements of the cell’s chromosomes, and as chemical sequences of a DNA molecule. The class surveys the diversity of genetic systems among living things, with special attention to problems of human heredity.
Prerequisite(s): QL-156 completed. MT-256 or BSC-257 completed or consent of instructor. BI-251 & one other BI course at 200 or 300-level completed. BI & BIM Majors register for BI-361L concurrently. BI Supports that are non-Nursing register for BI-361L concurrently.

BI-361L Genetics Lab (1 credit)
Offered in Fall Term only. In this course, which is required for majors in the biological sciences, the student applies theoretical concepts of heredity to solve problems in genetics that are demonstrated by living organisms in the laboratory. She applies analytic and problem-solving techniques from prerequisite courses to a series of integrated experiments that together demonstrate the fundamental principles of genetics in simple plant and animal systems.
Prerequisite(s): Take concurrent with BI-361.

BI-374 BI Assessment in Effective Citizenship (1 credit)
This assessment takes the form of volunteer research for a community organization. The student works with a community organization to develop a project that will use her biology research skills and benefit the community. She analyzes the organization to develop criteria for an effective product, uses appropriate research skills, and reports her findings in a manner appropriate to the audience.
Prerequisite(s): Effective Citizenship Level 3 completed.

BI-395 Biochemistry of Micronutrients (3 credits)
The goal of this course is to provide an increased understanding of the biochemical and physiological mechanisms involved in micronutrient action and metabolism and the regulation of micronutrient homeostasis in the body. This course will provide an in-depth understanding of the basis of the body’s need for fat-soluble vitamins, water-soluble vitamins, and minerals and the molecular functions of these nutrients. The student will increase conceptual knowledge concerning the application of laboratory techniques that are commonly used in modern biological science research through analysis of primary research papers in a journal club format.
Prerequisite(s): SC-120 completed; CH-213 or CH-221 completed; Analysis Level 3 completed.

BI-397 Independent Study (2 credits)
The student selects a topic in biology related to her career goals and, under the direction of a Biology Department faculty member, investigates that topic in depth.

BI-399 Formal Introduction to Advanced Work (0 credits)
The Advanced-Level Event marks a significant accomplishment for each student as she proceeds into the work of her major department. When a department determines that a student is ready for advanced work within a discipline, the student is invited to participate in a ceremony that is both a celebration and an explanation of future requirements of the major and support areas. She registers for this experience at a point determined by her major department: for most majors the registration is connected to the taking of a particular course. Students and faculty gather for an afternoon during Mid-semester Assessment Days. Following a general program, students meet in departmental sessions with their faculty to discuss advanced outcomes, department courses, advising procedures, and so on.
Prerequisite(s): One of the following courses completed: BI-221, BI-222 BI-231, BI-251, BI-325.

BI-425 Molecular Biology (4 credits)
Offered Spring Term alternate years only. In this course, the student integrates and applies knowledge from a breadth of fields in biology, chemistry, and physics to the analysis of molecular mechanisms and control of nucleic acids in living organisms. The course focuses on the theoretical and technical mechanisms of nucleic acid (DNA and RNA) function, including replication and gene expression. There is a strong emphasis on current laboratory techniques for manipulating the genome, and laboratory work is closely integrated with the lecture/discussion component.
Prerequisite(s): BI-325 or BI-361 completed. Concurrent registration in BI-425L. Offered Spring Term only.

BI-425L Molecular Biology Lab (0 credits)
Offered Spring Term only. A Molecular Biology lab taken concurrently with BI-425.
Prerequisite(s): Concurrent registration with BI-425. Offered Spring Term only, Take BI-425
**BI-441 Animal Behavior (4 credits)**
Offered Spring Term in alternate years. The student investigates mechanisms underlying patterns of animal behavior and their ecological, physiological, and evolutionary basis. She identifies differences and commonalities between the fields of comparative psychology, behavioral ecology, and neurophysiology in their approach to examining animal behavior. She focuses on the selective value of various behaviors and uses behavior models to describe and interpret behavior. She designs, conducts, and evaluates behavioral experiments. She works extensively with the primary literature of animal behavior.
*Prerequisite(s):* One of the following completed: BI-222, BI-231, BI-341, BSC-255, PSY-345, PSY-350. Offered in Spring Term alternate years only.

**BI-443 Chronobiology (3 credits)**
The student concentrates on the temporal dimension of the rhythmic patterns observed throughout the living world. She is introduced to several theories detailing the biological basis of rhythmic patterns, and she explores and evaluates these theories. She analyzes selected research studies of human rhythmic patterns, their manipulations, and the interpretation of data that support these changes, incorporating insights gained from gene mutants that affect rhythmic events.
*Prerequisite(s):* BI-231 and BI-251 completed.

**BI-452 Immunology (3 credits)**
Offered Spring Term only. The student examines the complex mechanisms, theories, and models regarding how the living system responds to what is foreign to itself and how at times it responds negatively to itself. Areas of study include antigen-antibody specificity and reactions, autoimmunity, and diagnostic testing. The student also analyzes medical case studies that deal with immunological health problems.
*Prerequisite(s):* BI-325 or BI-361 and one other 300 level BI course completed. Offered in Spring Term only.

**BI-483 Advanced Internship Seminar (2-4 credits)**
The student applies her analytic and problem-solving abilities in researching a specific problem in an industrial, health-related, or other appropriate facility off campus.
*Prerequisite(s):* Departmental consent; confer with advisor. Pre-placement workshop required. See Internship Registration Procedures page for workshop schedule and required internship procedures.

**BI-491 Senior Environmental Seminar (3 credits)**
In this course the student examines current environmental issues selected by the class. She integrates what she has learned across the curriculum to investigate the scientific, political, economic, ethical, legal, and historical aspects of issues that affect the environment, and she develops and evaluates different plans of action. She also reflects extensively on her educational experiences and completes a culminating self assessment of her undergraduate work.
*Prerequisite(s):* BI Majors only. Senior standing. Two 300-level BI courses completed.

**BI-497 Independent Study (2 credits)**
Under the approval and direction of a faculty member, independent study is available to students.

**BI-698 Biology Course (1 credit)**
This course will offer different topics in Biology.
BUSINESS & MANAGEMENT (MGT)

MGT-100 Introduction to Business & Mgt (3 credits)
In this foundation course, the student develops her analytic, problem-solving, valuing, effective citizenship, and self-assessment abilities as the basis for individual and team contributions to organizational goals. She learns to apply management frameworks to analyze and make improvements in organizations, and she participates in a team project for a global organization.

MGT-197 Independent Study (0 credits)
Under the approval and direction of a faculty member, independent study is available to students.

MGT-201D Financial Accounting & Analysis (3 credits)
This course emphasizes the integrated nature of management and accounting issues. The student learns the different functions of business and the types of financial and management reports that are provided by a company’s accounting system. Key to the student’s learning is understanding how financial information is used to make decisions. Basic spreadsheet skills are developed to present and analyze accounting data.
Prerequisite(s): CM-120 & QL-56 completed.

MGT-202 Managerial Accounting & Decision Making (3 credits)
In this course, the student develops the ability to use a computerized accounting system to apply generally accepted accounting principles (GAAP), concepts and procedures that satisfy an organization’s financial reporting needs. She continues to develop her understanding of management’s role in the selection of these principles and the impact of these choices on the financial statement.
Prerequisite(s): MGT 201 completed.

MGT-210 Economic Environment (3 credits)
In this study of economics the student learns the basic vocabulary for describing the elements of the economic environment. She develops a basic understanding of the components and functions of a market economy. Further, she learns to relate production and consumption decisions to a more comprehensive view of national economics; to relate economic frameworks to the financial management of an organization; and to analyze the interaction of contemporary social, political, environmental, and economic policies and their impact on the economy as a whole.

MGT-211 Microeconomics (3 credits)
Course Offered Fall Term only. The student develops her analytic and problem-solving abilities by learning and applying the basic theories and concepts of microeconomics to economic and social problems. She learns to analyze the economic behavior and decisions of individual markets, including consumers, firms, and resource owners. She researches and develops potential solutions to economic problems and, as part of a team, makes presentations to gain support for implementation of her solution.

MGT-212 Business Math (3 credits)
MGT-213 Business Communication (3 credits)
MGT-216 Information Technology (3 credits)
MGT-221 Managing in Organizations (3 credits)
As an employee engaged in some aspect of providing products or services to others, an individual acts in an organizational context, as one of many stakeholders. Through this course, the student better understands how organizations work and she learns how to apply this knowledge to creating a high-performance workplace. She explores human behavior factors that can influence an organization’s overall productivity and that contribute to employees’ effectiveness, job satisfaction, and organizational citizenship. Course content and ability development are focused on the workplace knowledge and skill development needed to deepen the student’s understanding and appreciation of the complexity of human behavior in organizational settings. This enables her to diagnose issues in organizations and to develop practical, effective recommendations to resolve those issues. In addition, she develops her ability to collaborate effectively with others in the pursuit of individual and shared goals.
Prerequisite(s): MGT-100 completed.

MGT-250 Business Models & Quantitative Methods (3 credits)
Offered in WDC Spring Term only. The student develops her 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. She uses descriptive and inferential statistics, correlation and regression analysis, and other quantitative methods to develop the analytic and problem-solving abilities she needs in today’s business world. She also uses contemporary business software applications to analyze and communicate statistical and quantitative information.

MGT-255 Program Fund: From Data to Information (3 credits)
In this introductory programming course, students will learn to use the fundamentals of the current programming language(s) to solve problems from a variety of areas. We will cover language syntax and format to analyze its appropriate application to specific problems. Students will use structured and object oriented programming techniques as they define and implement a computer solution.

MGT-275 Tax Accounting, Strategy & Planning (3 credits)
The student uses accounting information for strategic planning, decision making, and performance measurement, and as a means to understand the environment in which the company operates. She develops confidence in providing recommendations on a variety of topics, including business taxation principles and their impact on the choice of business entity; cost-volume-profit analysis and its impact on production and pricing decisions; cost behavior analysis and its impact on make-or-buy and sell-or-process decisions; and operations budgeting.
Prerequisite(s): MGT 201 completed. Offered Spring Term only.
MGT-279 Business Communication (3 credits)
This course is designed to help business students improve their writing and oral presentation and listening skills for effective communication in a variety of professional settings. Students learn "best practices" to create effective business writing using different professional modes (i.e. emails, memos, reports, proposals). They learn to identify the appropriate mode of written communication given the business situation. Students then apply their business writing skills to communicate information such as business concepts and frameworks, data, evaluations and recommendations in a direct yet meaningful manner targeted to their specific audience. They practice refining their speaking and listening in a variety of simulated business settings (i.e. business meetings, informal negotiations and formal presentations). The course culminates in a capstone experience where students apply business frameworks and integrated communication including information, media and technology in a professional setting.
Prerequisite(s): CM-225 and MGT-201D completed, MGT-221 completed or concurrent registration

MGT-280 Intro to Database: Mgt Organizing Data (3 credits)
In this introductory database course, the student works to understand the basics of data and data relationships, including tables, records, fields, data types, keys, and entity relationships. She learns how to analyze basic problems for a database solution, and she analyzes client needs and data to create a model for a database implementation. Using a case study, she works both collaboratively and independently to analyze, synthesize, and evaluate her database model.

MGT-297 Independent Study (3-4 credits)
Under the approval and direction of a faculty member, independent study is available to students.

MGT-300 Marketing Principles & Management (3 credits)
This course introduces a 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. She and her team members 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.
Prerequisite(s): CM 114 or CM-225 completed. MGT 120 or BSC-215 completed. MGT-221 or CLD-220 completed.

MGT-304 Women in Careers and Leadership (4 credits)
In this course the student synthesizes contemporary literature on leadership and formulates her own definition and profile of effective leadership in various contexts. She takes on the formal leadership function of a group with specific tasks, accomplishes objectives effectively, and commits to an ongoing program of leadership self-development. The student learns how to initiate and manage her career and a job search. In reflecting on her academic and professional accomplishments, she sets a goal for her next professional step, prepares a portfolio with examples of abilities and achievements related to the goal, and prepares a comprehensive career action plan.
Prerequisite(s): For Associate to Bachelor of Arts in Management students only. LA-310 completed.

MGT-305 Technology & Mgt of Information Systems (3 credits)
This course provides the technical framework needed to understand the structure and operation of computer hardware and software. The student studies computer hardware and systems architecture from an advanced-user standpoint. She works in teams to assemble a component computer, to install an operating system, and to troubleshoot both hardware and software problems. She also explores and learns the components of a home network, how they interact, and how to troubleshoot. Reflecting on academic and professional interests and strengths, she plans a course of study, and begins to develop an informational network among professionals in related fields.

MGT-306 Financial Analysis & Decision Making (4 credits)
The student learns the principles and skills that are necessary to develop, summarize, and present financial information to internal and external stakeholders for the purpose of making sound business decisions.
Prerequisite(s): For Associate to Bachelor of Arts in Management Students only. LA-310, LA-320 & MGT-304 completed.

MGT-310 Finance (3 credits)
Offered in WDC Spring Term only. The student is introduced to the basic concepts and skills required to manage an organization's assets for growth and survival. She learns problem-solving techniques used in the acquisition, control, and use of funds to finance current and future operations. She also learns to analyze a firm's financial strengths and weaknesses in order to more effectively manage the firm's operations.
Prerequisite(s): MGT 201, MGT-210 & MGT-250 completed. One Communication Level 3 ICM completed.

MGT-314 Operations and Logistics (3 credits)

MGT-315 Global Human Resource Mgt (3 credits)
Course Offered Fall Term only. In a continuum with MGT-370, Human Resource Management, this course continues to explore and examine the competitive challenges facing global organizations today, specifically the changing role of the human resources function in adding value to multiple stakeholders' needs and in contributing to high-performance global organizations. The course uses an integrated, conceptual framework for managing people, organizations, stakeholder needs and competitive advantage in global business environments. The student develops and demonstrates her understanding of the complexity of human resource management and overall international business management in a global context, including "Think globally, act locally," global leadership development, cultural due diligence and integration, and the emerging challenges of global knowledge management.
Prerequisite(s): MGT-221 completed.

MGT-335 Business & Economics in Asia (3 credits)
The rapid growth and dominance of Asia since the 1990s and the world movement toward global markets are important trends to understand for any student of business or Asian Studies. Today, China ranks as the second and Japan as the third largest economies in the world. This course serves to introduce students to the similarities and differences of doing business in different Asian countries. In this instance, the focus will be on China given the importance and size of this economy today. The course will also include comparisons and examples from other Asian countries. Students will develop their ability to research specific Asian economies and businesses and to identify and evaluate market opportunities. They will compare trade regulations, and business operations in Asia to those in the United States.
Prerequisite(s): AS-200 or MGT-210 completed.
MGT-340 Business Systems Integration (3 credits)
Course Offered Fall Term only. In this practicum, the student makes practical application of previously studied theories, processes, frameworks, and technologies. She explores integrative systems in computing - the process of linking together different technologies and software applications physically or functionally, to act as a coordinated whole.

MGT-354 Adult Ed Hr Principles & Philosophy Trng (3 credits)
Using varied frameworks for observation in adult-education settings, the student identifies and reflects on components of instructional design. In the seminar held on campus, she uses skills of analysis, valuing, and social interaction in her development of the theory and practice of teaching adults.
Prerequisite(s): For CMT & MGT Majors: MGT-221 completed.

MGT-360 Marketing Research (3 credits)
The course provides an introduction to the principles and techniques of quantitative and qualitative marketing research, including formulation of a marketing problem through research-instrument design and reporting of results, especially focusing on the use of technology solutions to assist in design and implementation of such research. Methods include focus groups, survey research, electronic database research, and other approaches.
Prerequisite(s): CM 114 or CM-225 completed. MGT 120 or BSC-215 completed.

MGT-361 Understanding Personl & Professional Selling (3 credits)
This sales course presents theory, practice and sales experiences within the framework of a partnership/relationship approach to the selling environment. 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 formal negotiating, this course offers the required fundamentals of personal and professional selling.
Prerequisite(s): CM 114 or CM-225 completed. MGT 120 or BSC-215 completed.

MGT-362 Integrated Marketing Communications (3 credits)
Offered Fall Term only. This course integrates and applies elements of the global promotional marketing mix, including advertising, public relations, sales, sales promotion, direct marketing, and Internet and electronic business elements, focusing on future trends in the development and delivery of these elements through technology. It also studies these elements in relation to nonprofit and service organizations.
Prerequisite(s): CM 114 or CM-225 completed. MGT 120 or BSC-215 completed.

MGT-363 Social Media Marketing (3 credits)
This course focuses on the social media aspects of marketing within the strategic marketing planning framework from a technological and target market perspective. Areas of focus include the Internet, the use of social media tools in marketing strategy, including promotion, product design and development and customer relationship management. The course includes a simulation allowing the students to gain experience in developing a strategic social media marketing plan as well as actual development of social media marketing elements, aimed at a specific target market.
Prerequisite(s): CM 114 or CM-225 completed. MGT 120 or BSC-215 completed.

MGT-364 Global Marketing (3 credits)
Offered in Spring Term only. This course prepares the student to apply marketing theory using global frameworks and strategic marketing planning in major world commerce markets. She analyzes global markets, external environmental factors, competitors, and organizations, understanding and taking into account values inherent when operating within varying cultures. Trade areas examined may include the European Union, MERCOSUR, NAFTA, FTAA, and Asian markets. The student is introduced to exporting, importing, and sourcing models, and studies and understands the difference in applying global market-entry strategies, including licensing, investment, and strategic alliances. Global implications of product, pricing, placement, and promotion elements are studied and applied through individual case analysis. The student also learns to act with an understanding of and respect for the economic, social, and biological interdependence of global life. She works in teams to develop and in-depth analysis for potential corporate product or service expansion into two global markets, focusing on cultural differences in consumers, external environmental variables, and markets.
Prerequisite(s): CM 114 or CM-225 completed. MGT 120 or BSC-215 completed.

MGT-367 Practicing Professional Selling (3 credits)
Students create value improvement proposals that support new business to business (B2B) sales process paradigms. The proposals offer unique selling propositions to customers resulting in win-win results for all stakeholders, specifically for buying and selling entities. Students research external environments and entities to discover market problems and opportunities. They design new value propositions to solve market problems using creative and imaginative processes. Students assess their personal behavioral styles using a variety of methods enabling them to better understand their own behavioral styles and how to effectively communicate and negotiate with others. They use state-of-art customer relationship management technologies, data mining techniques and social media channels to create and enhance relationships with customers, sales support teams, and organizations.
Prerequisite(s): CM 114 or CM-225 completed. MGT 120 or BSC-215 completed.

MGT-370 Human Resource Management (3 credits)
The student studies and practices how to make decisions involving selection, placement, training, compensation, and evaluation of human performance. This course provides learning experiences designed to develop an understanding of the typical functions associated with human resource management in organizations; to build skills needed to analyze human behavior in organizational settings in order to make human resource decisions; and to further develop interactive skills.
Prerequisite(s): MGT-221 completed. One Communication Level 3 ICM completed.

MGT-375 Intermediate Financial Accounting 1 (3 credits)
Offered Fall Term only. The student continues to develop her ability to provide recommendations on complex management accounting and reporting issues of a growing business. She gains a clear understanding of the different inventory costing systems for manufacturing entities, and uses comprehensive variance analysis to measure and evaluate performance from one accounting period to the next. She also uses various capital budgeting techniques to evaluate proposed acquisitions and improvements.
Prerequisite(s): MGT 201 completed. Offered in fall terms only.
MGT-376 Intermediate Financial Accounting II (3 credits)
Offered Spring Term only. Analysis and communication are at the heart of accounting issues related to growth and expansion of a business. The focus is on external reporting (i.e., audited financial statements that are prepared in accordance with generally accepted accounting principles [GAAP]). The student takes on the role of consultant to provide guidance in accounting, financial, and tax matters as they relate to balance-sheet valuation, income recognition, and disclosure adequacy. 
Prerequisite(s): MGT-375 completed. Offered Spring Term only.

MGT-380 Business Law (3 credits)
The student gains an overview of the legal environment of business by examining the impact of a variety of legal principles on managerial decision making. She further develops her analytic and problem-solving abilities by applying legal frameworks to business problems. Elective course offered on a rotating basis. 
Prerequisite(s): MGT-221 completed; One Communication Level 3 ICM completed.

MGT-384 Experiential Learning Seminar (2 credits)
In this seminar, the student learns how to initiate and manage her career and job search. In reflecting on her academic and professional accomplishments, she sets a goal for her next professional step, prepares a portfolio with examples of abilities and achievements related to the goal, and prepares a comprehensive career action plan. These skills can be used throughout her professional life. 
Prerequisite(s): MGT-221, MGT-300 and one Communication Level 3 ICM completed.

MGT-395 Topics—Management: Women & Economy (3 credits)
This course provides the theoretical background needed for the analysis of the data and the debates concerning men's and women's economic behaviors and experiences in terms of such variables as the division of labor, the labor force, participation rate, and the wage differential between women and men. In the context of economic history, specific economic issues facing women workers are examined and the merits of different economic theories and their policy prescriptions are debated. 
Prerequisite(s): Communication Level 3 ICM completed. Analysis Level 3 completed. Social Interaction Level 3 completed. Dev a Global Perspective Level 2 completed. Effective Citizenship Level 2 completed.

MGT-396 International Economics (3 credits)
Offered Fall Term only. The student studies the growth and development of the international economy, developing her ability to analyze international economic theories in the context of various phases of world history. She identifies economic and organizational problems, analyzes international business issues and practices, evaluates policies and practices, and communicates her analyses and evaluations in a variety of professional contexts. 
Prerequisite(s): MGT-210 completed.

MGT-397 Independent Study (2 credits)
Under the approval and direction of a faculty member, independent study is available to students.

MGT-399 Formal Introduction to Advanced Work (0 credits)
The Advanced-Level Event marks a significant accomplishment for each student as she proceeds into the work of her major department. When a department determines that a student is ready for advanced work within a discipline, the student is invited to participate in a ceremony that is both a celebration and an explanation of future requirements of the major and support areas. She registers for this experience at a point determined by her major department: for most majors the registration is connected to the taking of a particular course. Students and faculty gather for an afternoon during Mid-semester Assessment Days. Following a general program, students meet in departmental sessions with their faculty to discuss advanced outcomes, department courses, advising procedures, and so on.

MGT-400 Small Business Mgt/Decision Making (3 credits)
Offered in WDC Fall Term only. In this upper-level course, the student develops her ability to identify new business opportunities, as well as her understanding of the small-business environment and entrepreneurship. Over the semester, she creates a business plan for a new venture as a way to integrate and apply the abilities and knowledge learned in previous courses. She has the opportunity to present her business plan to a professional banker for feedback. The enterprising ability that she develops in this course is a skill she can use throughout her personal and professional life. 
Prerequisite(s): MGT-300 and MGT-310 completed.

MGT-400D Small Business Mgt/Decision Making (3 credits)
Offered in WDC Fall Term only. The student develops her enterprising ability as a foundation for ongoing personal and professional growth. She also develops her understanding of the small business environment and entrepreneurship. Over the semester, she creates a business plan for a new venture as a way to integrate and apply the abilities and knowledge learned in previous courses. 
Prerequisite(s): MGT-300 & MGT-310 completed.

MGT-402 Marketing, Branding & Customer Relat Mgt (4 credits)
Through analysis of and engagement with the Marketing Strategy Formation framework and its key elements, students learn how organizations develop effective marketing strategy. Working directly with a local small business, student marketing management teams engage in substantive consumer research and data gathering/analysis to develop actual branding, customer relationship and promotional strategies for these businesses. Students engage in analysis of demographic, psychographic and SWOT analyses in the context of the 5 C's (customer, company, competition, collaborators, context) to come to a deep and broad understanding of the critical nature of customer knowledge in supporting effective marketing decisions. Students will demonstrate ability to understand the impact of aspiration and action (4P's) decision in the context of marketing strategy formation and in alignment with organizational goals and objectives toward meeting specific outcomes: acquisition, buy rate, retention, sales profits, franchise. Working with these small businesses, student marketing management teams also work on brand development/enhancement that includes customer relationship management strategies such as service-profit-chain and gap analysis to identify and manage customer expectations. 
Prerequisite(s): For Associate to Bachelor of Arts in Management Students only. MGT-304 & MGT-306 completed. LA-310 & LA-320 completed.
MGT-404 Innovative Business Development (4 credits)
This course provides you with an opportunity to explore a business idea and evaluate it as a business opportunity. During the course, you will research your business idea and develop a comprehensive business plan. As you complete your plan, you will evaluate being in business for yourself and develop the skills needed to manage a complex project. Even if you do not start or work in a small business when you graduate, these project skills of evaluating new business opportunities will be invaluable in any organization.

Prerequisite(s): For Associate to Bachelor of Arts in Management Students only. MGT-304, LA-320, MGT-306, MGT-402 completed. Other Information: Fall 2017: this course will be offered fully online

MGT-405 Women & Leadership (2 credits)
In this course the student synthesizes contemporary literature on leadership and formulates her own definition and profile of effective leadership in various contexts. She takes on the formal leadership function of a group with specific tasks, accomplishes objectives effectively, and commits to an ongoing program of leadership self-development.

Prerequisite(s): All students: one Communication Level 3 ICM completed. CLD or MGT Majors/Supports: MGT-221 or CLD-220 or PCM 230 completed. PCM Majors: PCM 230 completed. For WGS Majors/Supports: WGS-200 completed.

MGT-406 Global Business Environments & Strategies (4 credits)
This is a capstone business courses on policy and strategy development. The course includes how to analyze and develop the mission and objectives in an organization; how to evaluate the external and industry environment to identify opportunities and threats; and how to formulate policies and strategies to maximize opportunities and monitor implementation of policies and procedures.

Prerequisite(s): MGT-404 completed.

MGT-410 Business Policy & Strategy (3 credits)
The student learns the principles and frameworks of business policy and strategy formulation and applies these to selected business problems. She is asked to analyze problems from the perspective of top management and trace the impact of decisions made on the total organization.

Prerequisite(s): All students: MGT-300 & MGT-310 completed. WEC: take concurrent with AC-465.

MGT-410D Business Policy & Strategy (3 credits)
Offered in WDC Spring Term only. The student learns the principles and frameworks of business policy and strategy formulation and applies these to selected business problems. She is asked to analyze problems from the perspective of top management and trace the impact of decisions made on the total organization.

Prerequisite(s): Open only to WDC Students. MGT-300, MGT-310 & MGT-400 completed.

MGT-412 Business Practicum (3 credits)
Offered in WDC Fall Term only. The student integrates her learning and refines her ability to function effectively in new organizational settings as a project manager. As part of a team, she serves as an external student business consultant for a community organization, providing deliverables that can include business plans, marketing research, and event design and management. She applies business project management methods and processes to meet the expectations of multiple stakeholders. Drawing on her project experience, she produces a comprehensive self- and team assessment that describes her progress and unique characteristics as a learner, team member, and project manager.

Prerequisite(s): MGT-300 & MGT-310 completed, MGT-400 completed or concurrent registration.
MGT-483 Advanced Internship Seminar (2 credits)
Offered Spring Term only. With the approval of the major department as well as the off-campus business contact, the student engages in a major task or a project that assists her to develop new knowledge and skill that reinforces significantly the business knowledge and skill she has gained in her coursework.
Prerequisite(s): MGT-310 completed or concurrent registration. Departmental consent, confer with advisor. Preplacement workshop required. Contact Internship Office for details. This class will be offered fully online.

MGT-487 Auditing (3 credits)
Course offered Fall Term only. This course introduces the student to the roles, responsibilities, professional standards, and relationships that exist between management and an organization's external and internal auditors. The student uses auditing concepts to evaluate accounting and management information systems to ensure compliance with organizational policies and external reporting requirements.
Prerequisite(s): MGT-376 completed.

MGT-488 Adult Education Hr Program Training (3 credits)
In this course the student learns the educational principles, methods, and strategies to effect human-resource development programs in her specific profession. By implementing these concepts into practical adult-development programs, she enhances her management and supervisory skills and her training and teaching competence. She analyzes how she applies her social interaction, communication, problem-solving, and analytical abilities to supervisory and training situations.
Prerequisite(s): Analysis level 3 completed.

MGT-497 Independent Study (1-4 credits)
Under the approval and direction of a faculty member, independent study is available to students.

MGT-600 Integrated Management (6 credits)
This course is interdisciplinary and organized around the Core Knowledge Areas emphasized in the MBA program. Students use discipline knowledge from the Core Knowledge Areas to integrate their prior learning and business experience and develop the cross-functional approach to business problem solving that is required for the 21st century. Through simulations, case studies, projects, and personal experience students connect knowing and doing and create a cohort and learning community that continues throughout the program.

MGT-605 Introduction to Accounting (2 credits)
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 judgements and estimates that exist between management and an organization's external and internal auditors.

MGT-606 Business Models & Quantitative Analysis (2 credits)
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 they need 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 & Mgt (2 credits)
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 credits)
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.

MGT-610 Assess Self, Organization & Operating Envr (6 credits)
This course lays the foundation for the student as reflective practitioner: someoneb who uses her/his performance on the job for reflective learning that improves future performance. Students further develop their discipline knowledge from the Core Knowledge Areas and use it as a framework for guided, structured reflection. Students begin by assessing their impact as managers and leaders. They then extend the application of their discipline knowledge to the assessment of others, their organizations, and the operating environment to create value for customers and other stakeholders.

MGT-620 Bldg Processes, Relationships & Resource (6 credits)
Students focus on their ability to effectively manage processes, relationships, and organizational resources to enhance organizational capability, results, and agility. With a focus on process management, customers and continuous improvement as central themes, students use a variety of analytic frameworks, best practices, and discipline content from Core Knowledge Areas as tools for understanding the complex issues managers face and developing the organizational processes, relationships, and resources needed to address them.

MGT-630 Acting W/Innovation, Creativity & Imagina (6 credits)
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. Students 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 understanding the more macro forces that shape the context of business in the 21st century.

MGT-640 Creating Agility in Dynamic Environments (6 credits)
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. By focusing on agility as successful adaptation at both personal and organizational levels, students develop the ability to anticipate and respond to changing markets, global operating environments, and unforeseen events.

Prerequisite(s): MGT-630 completed.
MGT-647 Adult Learning & Workplace Competency (3 credits)
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. 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.

Prerequisite(s): MGT-600 or concurrent registration and permission of department.

MGT-650 Graduate Seminar (3 credits)
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. For specific course descriptions on courses offered each semester, contact the Registrar's Office.

Prerequisite(s): MGT-600 completed.

MGT-650A Operations Mgt & Decision-Making Models (3 credits)
Organizations make multiple decisions every day. Many of those decisions are critical to achieve efficiency within the day-to-day operations. But how do organizations make those decisions? In this course, students will learn a variety of quantitative models that are used in the decision-making process to solve complex business issues relating to quality control, cost management, forecasting, project planning, resource allocation, and production processes. Technology will be used in the application and solution of the different models. Students will learn how to use and interpret quantitative data to make sound operational business decisions.

Prerequisite(s): MGT-600 completed.

MGT-650B Business Analyst Basics (3 credits)
Skills a business analyst needs to capture critical data and process flows to develop documentation that leads to a successful project completion and transfer to the project manager. This course can be applied as an elective for a business analytics certificate.

Prerequisite(s): MGT-600 completed.

MGT-650C Data for Business (3 credits)
The amount of data available to businesses and other organizations is expanding every day. Innovative "big data" applications capture headlines and market share, but how can you use data to improve your projects and operational performance? Improve your understanding of data and statistics by learning about and discussing the essentials of data, analyzing data and making business decisions with data. Explore application examples and a case study. Talk about information on scorecards and dashboards. This course can be applied as an elective for a business analytics certificate.

Prerequisite(s): MGT-600 completed.

MGT-650D Project Management (3 credits)
The role of project management is evolving as new practices are developing in the business world. This course presents the theory, practice and experiences of a project manager in environments including IT, engineering, development, construction and general project management. The student learns the fundamentals of the profession of project management from planning, risk identification and project presentation, to the implementation and tracking of the plan, as well as how team building plays an important role in the project management profession. The course follows Project Management Institute guidelines for project management, giving the student a comprehensive overview of the components that encompass project management. The student will also research project management career paths, professional organizations and national certifications. The role of the project manager in relation to the program manager or general manager will be discussed, along with the project manager role in an agile development environment.

Prerequisite(s): MGT-600 completed.

MGT-650E Grant Writing (3 credits)
In this class students will learn how to use data to propose grants for the ongoing work of organizations or initiatives. Students will engage with a variety of perspectives and methods regarding grants and grant writing. They will learn the skills associated with grant writing and fund development requests. As a part of the class, students will write a grant associated with a community agency or project.

Prerequisite(s): MGT-600 completed.

MGT-650F Graduate Seminar Independent Study (3 credits)
This course in an independent study Graduate Seminar

Prerequisite(s): MGT-600 completed.

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

Prerequisite(s): MGT-600 completed.

MGT-651 Managing Global Competitive Advantage (3 credits)
Our world economy is local as well as global. From small craft shops selling to world markets to large organizations that operate in six continents, business, humanitarian organizations and other not-for-profits require managers and leaders who are culturally sensitive, act with integrity, can build and maintain relationships with key stakeholders and are capable of dealing with complex and multidimensional environments. The opportunity to study and analyze a business operating in its national context and to interact with managers and executives rooted in their home cultures provides a unique setting to experience and explore different perspectives. Designed as a short-term study abroad, this course is intended to meet that need.

Prerequisite(s): MGT-600 completed.
MGT-667 Managing Consulting Process (3 credits)
Managing the Consulting Process 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 solution focused approach to intervening in organizations that are experiencing difficulty. Students will work with client organizations in the community, dealing with real consulting situations, forming a consulting company in the classroom. Collaboration and case consultation will be emphasized. Past students will serve as mentors. Students will learn strategies for building effective relationships and diagnosing, designing, implementing, and evaluating appropriate organizational interventions.
Prerequisite(s): MGT-600 completed.

MGT-677 Group & Team Facilitation (3 credits)
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. Learners examine the use of diagnostic and intervention techniques to focus on inter-team and group relations. They learn how to design strategies to assess and diagnose individual and team effectiveness, build trust within teams, and guide team interventions. They also learn techniques for coaching and mentoring teams and team members.
Prerequisite(s): MGT-600 completed.

MGT-687 Tools & Processes-Organizational Intervention (3 credits)
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 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.
Prerequisite(s): MGT-600 completed.

MGT-697 Independent Study (3 credits)
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.
BUSINESS (BUS)

BUS-105 Business: Connecting Principles & Practice (4 credits)
This course offers the student a rich introduction to the world of business through the telling of two relatable business stories and the use of hypothetical business cases. In reading about two businesses that have directly impacted her life, the student learns about several different frameworks that are used by business scholars and that are covered in more depth in subsequent business courses. The student also studies a publicly traded company of her choosing and applies the frameworks discussed to evaluate the company. In addition, the student analyzes her values and how various business actions impact and intersect with those values. The course also highlights the global nature of business and the need for the business student to think globally by allowing her to plan and present an international business trip to visit her company or a competitor.
Prerequisite(s): GEB-150 completed.

BUS-205 Marketing & Creativity (4 credits)
Students learn how organizations develop products and services to meet the needs and wants of customers and markets. In working as a team member and leader, they create a new product. The team develops strategies including product design, pricing, distribution, and promotion for domestic and global markets. They apply and integrate communication abilities in producing and presenting a marketing plan to gain support for the introduction of their new concept. Marketing concepts are applied to student career objectives in creating their own personal brand and career marketing strategy.
Prerequisite(s): BUS-105 completed.

BUS-225 Organizational Leadership (4 credits)
In this course, students will develop a greater understanding of how organizations work and how to become a more effective employee and leader. This course integrates contemporary organizational, management, and leadership theory and case studies to illustrate best practices in management and leadership in successful organizations. The student will explore the factors that influence an organization’s overall productivity and the factors that contribute to employees’ effectiveness, sense of job satisfaction, and organizational performance. Course content and ability development focus on workplace knowledge and skill development necessary to take students beyond what their immediate work roles require and to enhance their professional development to take on more responsibility for management and leadership in organizations. From a general education perspective, this course can serve all majors who expect to work in businesses, not-for-profit, or governmental organizations.
Prerequisite(s): For Adult Evening & Online Students only. BUS-105 & GEQL-160 completed.

BUS-230 Information Systems (4 credits)
In this course, students will learn the importance of information technology (IT) and how it is the backbone of any business. Students will become informed users, developing their knowledge of information systems and information technology concepts to effectively understand the purpose, role, and capabilities of IT in an organization. Grounded in their IT knowledge and literacy, students will learn of the various technological systems throughout an organization in such areas as business planning, sales and marketing, HR, and finance that are vital to its success. Through the lens of business, students will analyze real-world organizational problems and apply their IT knowledge to effectively facilitate and communicate business processes throughout an organization.
Prerequisite(s): GEQL-160 completed.

BUS-235 Financial Accounting & Analysis (4 credits)
In this course, students will learn how to accumulate financial information in the form of financial statements. Additionally, students will learn several analytic techniques to help them discern the “story” behind the numbers. Financial acumen gradually develops as students examine: (a) how individual business transactions are recorded; (b) how transactions are aggregated into financial statements; (c) how financial statements are analyzed; and (d) how financial statements communicate information to business decision makers. This experience culminates in a “real-life” simulation where students are required to arrive at a business decision using financial statement analysis to support a recommendation. By the conclusion of this class, the student will be able to use financial information for analysis. Perhaps more importantly, the student will be able to confidently use financial vocabulary, which is often referred to as “the language of business.” This language will be used throughout her coursework as well as her career.
Prerequisite(s): For Adult Evening & Online Students only. BUS-105 & GEQL-160 completed.

BUS-345 Managerial Accounting & Decision Making (4 credits)
Students learn to use quantitative techniques to support business decision-making. These techniques give emerging leaders the tools necessary to validate their decision-making with data and support. Students also consider the qualitative aspects of their decisions, including the impact of a decision on customers, investors, employees, market position, and business strategy. The student builds confidence in her decision-making ability and leadership potential as she learns techniques that are critical to common business decisions, such as: (a) the optimal price for a new product; (b) the expansion of a product line; (c) the purchase of capital equipment; and (d) budgeting and performance evaluation. This experience culminates in a “real-life” simulation where students are required to arrive at a business decision that takes both quantitative and qualitative information into consideration. By the conclusion of this class, the student will be able to arrive at decisions with confidence, and communicate quantitative information in support of her decision.
Prerequisite(s): BUS-235 & GEQL-160 completed. Other Information: Fall 2017: this course will be offered fully online

BUS-355 Principles of Operations Management (4 credits)
In this course, the student will learn the different business concepts that are necessary to understand the make-up of various business models. The student will learn to break down and understand complex business problems so as to identify what needs to be accomplished and what business models can be used to provide a solution. With a rooted foundation of knowledge of the business models and concepts, the student will develop and strengthen her quantitative literacy so as to effectively communicate her knowledge and apply it to develop business models for the purpose of solving business problems throughout an organization. The student will learn how to translate her knowledge in using technology as a tool to assist in developing the business models and how to interpret the resulting data in support of making effective and informed business decisions.
Prerequisite(s): BUS-230 & GEQL-160 completed.
BUS-365 Economics & Resources (4 credits)
The student learns to apply economic concepts and theories as problem solving tools to analyze economic relationships and to achieve economic and community needs. She explores and participates in economic problem solving and debates surrounding the interactions between resources, environments, technologies, and the private and the public sectors of the economy. The student considers and analyzes economic concepts and theories, the values embedded in them, and how economic decisions relate to her personal and professional values, career and financial goals, and community needs.
Prerequisite(s): BUS-230 completed.

BUS-397 Independent Study (4 credits)

BUS-445 Managerial Finance (4 credits)
In this course, students learn to analyze and apply financial concepts and models required to maximize stakeholder value for organizations. The student will learn how to analyze and communicate the financial strengths and weaknesses of different real-world organizations using financial statements, ratio analysis and DuPont analysis with the goal to develop sound business recommendations on how to effectively manage financial and operational performance. With cash flow as a foundational financial concept of the course, students will learn how to measure cash flow activity and streamline the efficiency of cash to maintain strong financial health and promote future growth. Students will learn financial models to evaluate business projects and proposals to ensure the best investment is being made for the benefit of the organization. The student will learn how to critically evaluate financial data in order to develop and communicate effective business decisions for organizational sustainability and long-term value creation.
Prerequisite(s): BUS-345 completed.

BUS-450 Business Development (4 credits)
The student explores the identification, evaluation and development of new business ideas and develops a business plan for a new business opportunity. The student researches her business idea, the competitive environment, and the unique advantages of her business. She develops a comprehensive written business plan. She also studies case examples of successful business entrepreneurs and identifies the attributes that make them successful. She evaluates the impact of her business on the external stakeholders in the community where she locates her business and she advocates strategies that facilitate the accomplishment of mutually beneficial goals. As she completes her business plan, she evaluates being in business for herself and develops the skills needed to manage a complex project. These project management and new venture creation abilities are invaluable in any organization for evaluating new business opportunities such as new products, markets, systems and processes.
Prerequisite(s): BUS-445 completed.

BUS-455 Project Management (4 credits)
The student works as a part of an external consulting team where she develops and applies project management techniques, consulting abilities, and management processes within a community business or organization. These organizations may include small to large businesses, for profit or not-for-profit entities, social service groups, and governmental or non-governmental agencies. Students learn and apply models and frameworks in project management, leadership, teamwork, and consulting. Working in teams, the student collaborates with the client to negotiate and design project objectives and deliverables, apply project management resources and techniques, and produce deliverables for the client. Deliverables may include creating business plans, marketing research studies, special event plans and management, and social media marketing strategies. She serves as a team project manager and practices her project leadership, communication, and planning.
Prerequisite(s): BUS-445 completed.

BUS-465 Global Business Environment (4 credits)
The student learns how to think and compete strategically in markets, business, and other organizations. She learns how to analyze the mission and objectives of an organization; how to evaluate the external and industry environment to identify opportunities and threats; and how to formulate policies, strategies, and plans to maximize opportunities and manage implementation of policies and strategies. Key learning experiences and assessments include producing individual and group strategic analyses and recommendations to achieve strategic objectives in changing global markets and environments. The tools of strategic analysis learned in this course are transferrable to any organization and can be applied in personal and career planning.
Prerequisite(s): BUS-445 completed.
CHEMISTRY (CH)

CH-213 Chemistry of Bioorganic Molecules (3 credits)
The student analyzes the structures of organic and biological molecules.
She learns to interpret the physical and chemical properties of these molecules,
explaining observed properties in relation to a molecule’s shape and electronic nature.
She also investigates the thermodynamic and kinetic basis of chemical transformation with particular emphasis
on enzymes and metabolic pathways. In the laboratory, she examines
some of the molecules, properties, and reactions discussed in class.
She also conducts two investigations in which a variables I tested, and
an independent investigation in which she modifies the design of an
experiment to answer a question she raises. Through this investigative
process, she develops laboratory writing and research skills.
Prerequisite(s): SC-119 completed. Students must register for lecture and
one lab section.

CH-213L Chemistry of Bioorganic Molecules Lab (1 credit)
Concurrent registration in CH-213
Prerequisite(s): Concurrent with CH-213.

CH-221 Organic Chemistry 1 (3 credits)
Offered Fall Term only. The student applies the structure-property framework
in the analysis of organic molecules. In particular, she learns to
interpret physical and chemical properties of organic molecules,
explaining the observed properties in relation to a molecule's structural
and electronic features. The thermodynamic and kinetic basis of
chemical transformation is also studied. In the laboratory she applies
structure-property analysis in solving problems related to physical and
chemical separation methods. She analyzes the structure of organic
molecules with spectroscopic methods. In understanding and designing
separation methods, she uses microscale scale techniques to investigate intermolecular forces.
Prerequisite(s): CH-213 & CH-213L completed.

CH-221L Organic Chemistry 1 - Lab (1 credit)
Offered Fall Term only. The student applies structure-property analysis in
solving problems related to physical and chemical separation methods.
She analyzes the structure of organic molecules with spectroscopic methods.
In understanding and designing separation methods, she uses microscale scale techniques to investigate intermolecular forces.

CH-234 Analytical Chemistry/Quantitative Analysis (3 credits)
Offered Spring Term only. The student studies basic concepts of
titrimetric, gravimetric, and colorimetric analysis. She learns to use basic analytical techniques in the laboratory and to evaluate the accuracy and
precision of her data.
Prerequisite(s): CH-213 completed & MT-123 or higher completed.
Students must register for lecture and lab. Offered in Spring Term only., Take CH-234L

CH-234L Analytical Chem-Quant Analysis Lab (1 credit)
Offered Spring Term only. The student learns to use basic analytical techniques and to evaluate the accuracy and precision of her data.
Prerequisite(s): Concurrent registration with CH-234. Offered in Spring Term , Take CH-234

CH-260 Chemistry of Inorganic Materials (3 credits)
Offered Spring Term only. The student investigates relationships between
the properties of elements and their position on the Periodic Table. She
uses the oxidation reduction model and models for various types of
chemical bonds as she predicts and explains properties of inorganic
materials. In the laboratory, she designs and carries out an investigation
of an oxidation-reduction reaction such as corrosion or bleaching.
Prerequisite(s): CH-213 & QL-120 completed. Students must register for
lecture and lab section. Offered in Spring Term only., Take CH-260L

CH-260L Chemistry/Inorganic Materials - Lab (1 credit)
Offered Spring Term only. The student designs and carries out investigations of the corrosion of metal.
Prerequisite(s): Concurrent registration with CH-260. Offered in Spring Term , Take CH-260

CH-297 Independent Study (0 credits)
Under the approval and direction of a faculty member, independent study is available to students.

CH-322 Organic Chemistry 2 (4 credits)
The student applies the structure-property framework in the analysis of chemical transformation. In particular, she learns to predict chemical
changes by analyzing the electronic, structural, and stereochemical features of a molecule. She applies an understanding of reactions and
reaction mechanisms in designing multistep syntheses. In the lab, she
works collaboratively to investigate factors that affect reaction rates and reaction mechanisms. Computational methods are used to study the chemical and physical properties of organic molecules. Finally, she
applies problem-solving skills as she modifies published procedures for
the synthesis of organic molecules and as she verifies product structures using spectroscopic methods.
Prerequisite(s): CH-221, CH-221L and CH-234, CH-234L completed or
permission from instructor. Students must register for lecture and lab., Take CH-322L

CH-322L Organic Chemistry 2 Lab (0 credits)
The student applies the structure-property framework in the analysis of chemical transformation. In particular, she learns to predict chemical
changes by analyzing the electronic, structural, and stereochemical features of a molecule. She applies an understanding of reactions and reaction mechanisms in designing multistep syntheses. In the lab, she
works collaboratively to investigate factors that affect reaction rates and reaction mechanisms. Computational methods are used to study the chemical and physical properties of organic molecules and as she verifies product structures using spectroscopic methods.
Prerequisite(s): Concurrent registration in CH-322, Take CH-322

CH-328 Biochemistry (4 credits)
The student analyzes the structure and function of biomolecules with
an emphasis on proteins and particularly enzymes. She also studies
the function, regulation, and integration of metabolic pathways. In her
laboratory work, she learns some basic biochemistry techniques and
employs them in determining the molecular weight of a protein, purifying
an enzyme, and conducting enzyme kinetic studies.
Prerequisite(s): CH-221, CH-221L and MT-123 or MP-2 or higher
completed. Students register for lecture and lab., Take CH-328L
CH-328L Biochemistry - Lab (0 credits)
The student analyzes the structure and function of biomolecules with an emphasis on proteins and particularly enzymes. She also studies the function, regulation, and integration of metabolic pathways. In her laboratory work, she learns some basic biochemistry techniques and employs them in determining the molecular weight of a protein, purifying an enzyme, and conducting enzyme kinetic studies.
*Prerequisite(s):* Take concurrent with CH-328

CH-337 Instrumental Methods of Analysis Lab (3 credits)
The student studies the advantages and limitations of different instrumental methods for analyzing chemical samples, and applies them in the analysis of various real-life samples.
*Prerequisite(s):* CH-234 & CH-234L completed.

CH-374 CH Assessment in Effective Citizenship (0 credits)
The student identifies a community organization through which she can address an issue. She sets a goal for her volunteer work with the organization, and designs and carries out a strategy for achieving her goal. She summarizes her work in her log and addresses its effectiveness in a written reflection.
*Prerequisite(s):* CH Majors: Effective Citizenship Level 3 completed.

CH-395 Biochemistry of Micronutrients (3 credits)
The goal of this course is to provide an increased understanding of the biochemical and physiological mechanisms involved in micronutrient action and metabolism and the regulation of micronutrient homeostasis in the body. This course will provide an in-depth understanding of the basis of the body's need for fat-soluble vitamins, water-soluble vitamins, and minerals and the molecular functions of these nutrients. The student will increase conceptual knowledge concerning the application of laboratory techniques that are commonly used in modern biological science research through analysis of primary research papers in a journal club format.
*Prerequisite(s):* SC-120 completed; CH-213 or CH-221 completed; Analysis Level 3 completed.

CH-397 Independent Study (1-4 credits)
The student selects a topic in chemistry related to her career goals and, under the direction of a faculty member of the Chemistry Department, investigates that topic in depth.

CH-399 Formal Introduction to Advanced Work (0 credits)
The Advanced-Level Event marks a significant accomplishment for each student as she proceeds into the work of her major department. When a department determines that a student is ready for advanced work within a discipline, the student is invited to participate in a ceremony that is both a celebration and an explanation of future requirements of the major and support areas. She registers for this experience at a point determined by her major department: for most majors the registration is connected to the taking of a particular course. Students and faculty gather for an afternoon during Mid-semester Assessment Days. Following a general program, students meet in departmental sessions with their faculty to discuss advanced outcomes, department courses, advising procedures, and so on.
*Prerequisite(s):* Completion of 1 of the following courses: CH-221, CH-234 or CH-260.

CH-414 Chemistry Professional Portfolio (0 credits)
This assessment offers students with a major or a support area in chemistry the opportunity to show that they can effectively use and communicate chemical information. The student assembles a portfolio of her communications, including laboratory notebooks, written reports and papers, videotapes of speeches, and abstracts. She describes the research strategies she employed in her portfolio work. She assesses her portfolio, describing her own strengths and weaknesses.

CH-425 Molecular Biology (4 credits)
Offered Spring Term only. In this course, the student integrates and applies knowledge from a breadth of fields in biology, chemistry, and physics to the analysis of molecular mechanisms and control of nucleic acids in living organisms. The course focuses on the theoretical and technical mechanisms of nucleic acid (DNA and RNA) function, including replication and gene expression. There is a strong emphasis on current laboratory techniques for manipulating the genome, and laboratory work is closely integrated with the lecture/discussion component.
*Prerequisite(s):* BI-325 or BI-361 completed. Concurrent registration in CH-425L. Offered in Spring Term only., Take CH-425L

CH-425L Molecular Biology Lab (0 credits)
Offered Spring Term only. In this course, the student integrates and applies knowledge from a breadth of fields in biology, chemistry, and physics to the analysis of molecular mechanisms and control of nucleic acids in living organisms. The course focuses on the theoretical and technical mechanisms of nucleic acid (DNA and RNA) function, including replication and gene expression. There is a strong emphasis on current laboratory techniques for manipulating the genome, and laboratory work is closely integrated with the lecture/discussion component.
*Prerequisite(s):* Take CH-425 concurrently

CH-441 Physical Chemistry 1 (3 credits)
The student uses models and equations to predict the behavior of chemical systems and learns how the models and equations were developed from experimental data and the principles of chemistry, physics, and mathematics. The emphasis is on gases and thermodynamics.
*Prerequisite(s):* CH-234, MT-253 completed & PH-232 or PH-242 completed

CH-442 Physical Chemistry 2 (3 credits)
Offered Spring Term only. The student continues her study of physical chemistry, with an emphasis on kinetics.
*Prerequisite(s):* CH-441 completed. Offered in Spring Term.

CH-450L Physical Chemistry Lab (2 credits)
Student works relatively independently on laboratory projects related to physical chemistry and her career goals.
*Prerequisite(s):* CH-441 completed; CH-442 completed or concurrent registration.

CH-483 Advanced Internship Seminar (2 credits)
Based on her personal, academic, and professional goals and interests, the student does individual fieldwork at a job setting related to art and art applications. Her placement may involve planning and mounting exhibitions at an art museum, helping to maintain the permanent collection at a public museum, or learning the casting process in a foundry. An on-campus interdisciplinary seminar accompanies the internship, and helps her develop her professional abilities and effectively transfer classroom skills to the working world.
*Prerequisite(s):* Departmental consent; confer with advisor. Preplacement workshop required. See Internship Registration Procedures page for workshop schedule and required internship procedures.
CH-497 Independent Study (4 credits)
Under the approval and direction of a faculty member, independent study is available to students.
COMMUNICATION (CM)

CM-115 Communication Seminar 1 (4 credits)
Communication Seminar 1 focuses on the separate communication modes of reading, writing, speaking, listening, and information technological literacy as methods of making meaning. As the student explores ideas from print and online resources, personal experience, and active learning situations, she recognizes the impact on meaning of language elements such as audience, context, focus, purpose, and structure. Individually and in small and large group activities, she expands her understanding of complex topics and her critical thinking skills. She develops awareness of self-management strategies such as time management, study skills, vocabulary acquisition, and independent research, and learns to employ self assessment and feedback to evaluate her progress in this course and across the curriculum.

CM-115L Communication Lab (1 credit)
Prerequisite(s): Concurrent registration with CM-115.

CM-120 Communication Seminar 1 (4 credits)
Communication Seminar 1 focuses on the separate communication modes of reading, writing, speaking, listening, and information technological literacy as methods of making meaning. As the student explores ideas from print and online resources, personal experience, and active learning situations, she recognizes the impact on meaning of language elements such as audience, context, focus, purpose, and structure. Individually and in small and large group activities, she expands her understanding of complex topics and her critical thinking skills. She develops awareness of self-management strategies such as time management, study skills, vocabulary acquisition, and independent research, and learns to employ self assessment and feedback to evaluate her progress in this course and across the curriculum.

CM-125 Communication Seminar 2 (3 credits)
The student works to refine her communication abilities (listening, reading, speaking, writing and information technology literacy) for academic purposes so she becomes more effective in her performances and processes as well as in her self-assessment ability in relation to her development as a communicator.
Prerequisite(s): CM-120 completed.

CM-225 Communication Seminar 3 (3 credits)
The student works to communicate at an increasingly sophisticated level, using multiple communication abilities (listening, reading, speaking, writing and information technology literacy) to develop persuasive and well-researched integrated performances in preparation for advanced communication in disciplinary contexts.
Prerequisite(s): CM-125 completed.

CM-301 Analyzing Critical Connections (0 credits)
This course, an integrated communication seminar for students enrolled in the Alverno Advantage Program, focuses on the analytical reading and expository writing necessary for upper division coursework. The curriculum aims to enhance the student’s critical thinking abilities as she engages with language concepts such as audience, context, focus, purpose, and structure. She further develops her ability to paraphrase ideas from the readings and identify relationships used by authors to develop their viewpoints and perspectives. The student will explore complex topics, incorporating ideas from various sources and applying theoretical concepts, as she develops her receptive and expressive communication abilities.
COMMUNICATION (COMM)

COMM-200 Communication Foundations (3 credits)
Communication Foundations introduces learning outcomes in the major/ minor, core frameworks in the discipline, technology platforms, career prospects, and community resources. The instructor guides students in careful consideration of individual interests to identify a focus or specialization to pursue in future coursework. Foundational theories and contemporary practices support exploration of communication forms, creativity, and technology tools. The course includes an embedded hybrid lab that explores social media.

Prerequisite(s): CM-125 completed.

COMM-220 Listening and Mindfulness (3 credits)
This course builds literacy in listening and mindfulness to support student efforts in academic, personal, and professional contexts while strengthening wellness and sense of purpose. The course includes an embedded hybrid lab in audio production.

Prerequisite(s): CM-125 completed. This course is offered as a hybrid learning class with on campus meets and online components.

COMM-230 Production Lab 1: Visual Communication (3 credits)
Production Lab in visual communication

COMM-231 Production Lab 1: Information Technology (3 credits)
This project-based course builds on introductory communication theories, frameworks, and practices and engages students in experiential learning in effective interpersonal, small group, and organizational communication. Students practice core communication modalities (listening, speaking, writing, and media analysis and creation) in a variety of contexts to develop technical proficiency as well as rhetorical sensitivity and adaptability. Students work individually and collaboratively in class and online as they learn and practice with a variety of digital platforms selected to deepen their discipline understanding and increase their fluency as communication professionals. The course includes an embedded hybrid lab that explores digital collaboration platforms.

Prerequisite(s): COMM-200 completed or Communication Level 3 ICM and instructor permission.

COMM-232 Media Studies (3 credits)
Media Studies engages students in a topical investigation of contemporary media, including perspectives from theory, research, and practice. Students develop media literacy and conceptualize creative approaches to media production and interpretation. The course includes an embedded hybrid lab that explores video.

Prerequisite(s): LA-230 or COMM-200 completed.

COMM-233 Production Lab II: Emerging Technologies (3 credits)
Prerequisite(s): COMM-200 or One Communication Level 3 ICM completed.

COMM-300 Communication Strategies (3 credits)
This project-based course builds on introductory communication theories, frameworks, and practices and engages students in experiential learning in effective interpersonal, small group, and organizational communication. Students practice core communication modalities (listening, speaking, writing, and media analysis and creation) in a variety of contexts to develop technical proficiency as well as rhetorical sensitivity and adaptability. Students work individually and collaboratively in class and online as they learn and practice with a variety of digital platforms selected to deepen their discipline understanding and increase their fluency as communication professionals. The course includes an embedded hybrid lab that explores digital collaboration platforms.

Prerequisite(s): COMM-200 completed or Communication Level 3 ICM and instructor permission.

COMM-320 Media Studies (3 credits)
Media Studies engages students in a topical investigation of contemporary media, including perspectives from theory, research, and practice. Students develop media literacy and conceptualize creative approaches to media production and interpretation. The course includes an embedded hybrid lab that explores video.

Prerequisite(s): LA-230 or COMM-200 completed.

COMM-330 Production Lab III: Advanced Social Media (3 credits)
Prerequisite(s): COMM-200 completed.

COMM-340 Persuasion and Advocacy (3 credits)
Concise communication, audience and message analysis, and persuasion are powerful tools as we advocate for ideas, ideals, communities, products, and services. Through an exploration and application of persuasive theories and frameworks, students focus upon analytical reading, scholarly writing, digital presentation skills, and digital advocacy via social media in local and global communities. The course includes an embedded hybrid lab exploring digital photography.

Prerequisite(s): FA-110 or LA-230 completed. HUM-150 completed; CM-125 completed. For COMM Majors: COMM-200 completed or concurrent. For ELA Majors: CM-225 completed

COMM-350 Logic & Argumentation (3 credits)
Students learn how to produce logical conclusions through the systematic formalization of information and reason, as well as the principles of argumentation and debate. With a focus upon writing, public speaking, problem solving and innovation, the course examines digital logic and its applications, as well as research, policy analysis, evidentiary quality, issue framing and storytelling. The course includes an embedded lab in which students are introduced to code.

Prerequisite(s): COMM-200 or One Communication Level 3 ICM completed.

COMM-360 Project Management (3 credits)
Students manage a semester-long project following Project Management Institute guidelines. Students investigate project organization and structures while working on financial issues in project management. Students become familiar with and use technology tools, and apply related terms, definitions, and common acronyms used in project management to the semester-long project of innovation. The course includes an embedded lab to develop proficiency with analytics.

Prerequisite(s): COMM-200 or One Communication Level 3 ICM & permission of instructor through a general permit.

COMM-370 Production Lab III: Advanced Workshop (3 credits)
COMM-371 Prod Lab III: Adv Audio&Internet radio (3 credits)
This course provides an opportunity for students to manage all aspects of Alverno Inferno Free Radio (AIFR) including production, marketing, and management of the College radio station. Students gain experience in digital audio production, independently produce weekly programming and live broadcasts, and contribute to the marketing and management needs as a team, fully responsible for the operation of AIFR. Course is open to all majors, undergraduate and graduate students.

Prerequisite(s): COMM-200 or Communication Level 3 ICM & permission of instructor through a general permit.

COMM-372 Production Lab III: Advanced Photography (3 credits)
COMM-373 Prod Lab III: Adv Digital Publishing (3 credits)
This class provides client-based experiences that expand and refine your repertoire of effective design. Operating as emerging professional, you will develop your individual brand identity, manage time and resources, and interact effectively with service bureaus. Working within the client's budget and brand-identity constraints, you will ascertain the client's needs, determine the look and feel of desired materials, produce design pieces that meet client criteria, including budget, and pitch your ideas in a professional presentation.

Prerequisite(s): COMM-230 completed.

COMM-374 Prod Lab III: Adv Digital Publishing (3 credits)
COMM-375 Prod Lab III: Adv Audio&Internet radio (3 credits)
This course builds on introductory communication theories, frameworks, and practices and engages students in experiential learning in effective interpersonal, small group, and organizational communication. Students practice core communication modalities (listening, speaking, writing, and media analysis and creation) in a variety of contexts to develop technical proficiency as well as rhetorical sensitivity and adaptability. Students work individually and collaboratively in class and online as they learn and practice with a variety of digital platforms selected to deepen their discipline understanding and increase their fluency as communication professionals. The course includes an embedded hybrid lab that explores digital collaboration platforms.

Prerequisite(s): COMM-200 completed or Communication Level 3 ICM and instructor permission.

COMM-376 Prod Lab III: Advanced Web Design (3 credits)
Students learn design principles and basic HTML to create effective web pages that include a variety of media. Students explore and analyze a variety of hardware, software, platforms and applications used to support website development.

Prerequisite(s): COMM-230 or COMM 236 completed. COMM-200 completed or concurrent.

COMM-377 Prod Lab III: Advanced Digital Video (3 credits)
COMM-378 Prod Lab III: Advanced Social Media (3 credits)
COMM-380 Project Management (3 credits)
COMM-397 Independent Study (3 credits)
COMM-398 Advanced Field Lab (3 credits)
This course provides students with the opportunity to gain experience through a specified short-term community-based or service-learning project pursued with faculty supervision. Through experiential learning, a student will help solve a problem for an organization, augment her professional portfolio, and/or expand her professional network.
COMM-399 Formal Introduction to Advanced Work (0 credits)
Offered Spring Term only. The Advanced-Level Event marks a significant accomplishment for each student as she proceeds into the work of her major department. When a department determines that a student is ready for advanced work within a discipline, the student is invited to participate in a ceremony that is both a celebration and an explanation of future requirements of the major and support areas. She registers for this experience at a point determined by her major department: for most majors the registration is connected to the taking of a particular course. Students and faculty gather for an afternoon during Mid-semester Assessment Days. Following a general program, students meet in departmental sessions with their faculty to discuss advanced outcomes, department courses, advising procedures, and so on.

COMM-400 Intercultural Communication & Leadership (3 credits)

COMM-470 Production Lab IV (3 credits)

COMM-483 Advanced Internship (2 credits)
Advanced Internship for COMM Majors

COMM-490 Communication Capstone (3 credits)
The capstone course is a culminating experience preparing students to refine individual portfolios, online presence and resumes in preparation for graduation. Students conceptualize, develop and implement an event for 3rd-year students during the External Assessment Week. The course includes an embedded lab to support toggling among tech labs.

COMM-497 Independent Study (1-3 credits)
Under the approval and direction of a faculty member, independent study is available to students.
COMMUNICATION STUDIES (CMS)

CMS-101 Introduction to Communication Studies (4 credits)
This course introduces students to concepts, theories, strategies, and technologies of the Communication Studies major in the Adult Evening & Online Program. Students will learn about different forms of communication, including cross-cultural, and analyze connections among language, narrative and identity. The course contains a strong career component. Students will reflect on their prior learning and professional experiences in the context of Communication Studies major. Through interviews and research, they will explore professions, learn about career resources on and off campus, and begin portfolio and resume-building, and professional goal-setting.
Prerequisite(s): GEB-150 completed or concurrent registration.

CMS-170 Visual Literacies (4 credits)
This course will introduce students to the theory and practice of visual communication to help them become informed critics, consumers, and creators of graphic messages. Students will learn how to 1) identify and use elements of compelling layout; 2) employ sophisticated design software and web-based technology to prepare and deliver excellent presentations; 3) apply principles of effective design to create and deliver strong visual messages across a range of media platforms; and 4) analyze and create content and design for a variety of deliverables.
Students also will have opportunities to incorporate research into visual projects and to build critical thinking skills through hands-on projects.
Prerequisite(s): GEB-150 completed or concurrent.

CMS-200 Digital Storytelling (4 credits)
This course introduces students to the changing world of digital literature and film. Students learn how to apply theoretical frameworks from communication and the humanities to develop their own pieces of digital writing. Students will work in tandem with their communication ability course to develop their own pieces of digital writing.
Prerequisite(s): GEB-150 & LDR-150 completed.

CMS-220 Listening With Intention (4 credits)
In this course students will develop literacy in listening and in mindfulness strategies to support their academic, personal, and professional goals while strengthening wellness and sense of purpose. The course also explores audio production, including making samples, playlists, and field recordings. Students will reflect on and explain how mindfulness strategies may contribute to enhancing the success of listening experiences and/or audio productions.
Prerequisite(s): GEB-150 & LDR-150 completed.

CMS-225 Public and Online Speaking (4 credits)
In this online course, students learn strategies for effective public speaking face-to-face and online. Students learn how to research, prepare, organize, and deliver speeches for different purposes and audiences; engage in active listening; give and receive peer feedback; and assess their own and others’ performance against Alverno’s Criteria for Effective Speaking. In addition, students are introduced to and practice with various online tools for developing and using compelling and informative visual support. Students learn and practice with technology, such as Google docs voice typing, to write and record speeches for Internet use, and to speak online in real time using technology such as Zoom. Learning experiences may include mock interviews, podcasts, webcasts, vlogs, and video conferencing.
Prerequisite(s): GEB-150, LDR-150 & GECM-135 completed.

CMS-230 Emerging Technologies (4 credits)
In this course, students will explore communication theory and examine, learn and apply theories of communicating in existing and emerging technologies and will work in multiple platforms (handheld, tablets, and personal computers; and software-commercial and open source) to advance their ability to serve multiple constituencies. Production labs will focus on mobile Applications, data visualization, and open source software.
Prerequisite(s): GEB-150 and LDR-150 completed.

CMS-250 Writing for Change (4 credits)
In this project-based course, working independently and in small groups, students learn how to research and write purposeful documents to effect change in groups, organizations, and communities. Focusing on grant, proposal, and technical writing, students develop strong critical thinking skills as they collaborate in person and online to research, draft, revise, and present advocacy documents.
Prerequisite(s): For Adult Evening & Online Students only. GEB-150 and LDR-150 completed.

CMS-264 Photography & Digital Imaging (4 credits)
In this elective course, students learn technical and aesthetic aspects of digital photography and imaging as well historical, social, political, environmental, and ethical aspects of photography and image manipulation.
Prerequisite(s): GEB-150, LDR-150 & GECM-135 completed.

CMS-265 Social Justice Photography (4 credits)
In this course, students examine the role of images in social movements and analyze their role in effecting change for social justice. Students learn technical and aesthetic aspects of digital photography and imaging while they explore historical, social, political, environmental, and ethical aspects of photography and image manipulation.
Prerequisite(s): GEB-150 & LDR-150 completed.

CMS-297 Independent Study (1-4 credits)
Independent Study

CMS-300 Writing for Professions (4 credits)
In this project-based online course, students work individually and in small groups via remote access to develop their professional voice as writers; to refine their ability to find, evaluate, select, and document resources; and to practice various genres of professional writing. Students will be introduced to a variety of writing genres used in the business and professional world. Assignments may vary from semester to semester. Genres are likely to include: . copy writing and/or content writing, two overlapping genres that are similar in terms of their basic theme, i.e., promote and educate. The elements that involve copy/content writing are advertisements, marketing and promotional materials, website write-ups, blogs, and writing for social media marketing, e.g., Twitter tweets, etc.). . proposals, reports, brand manifestos, business letters, and marketing campaigns. Students will work on process stages of writing, which will include sophisticated decision making about sentence structure, grammar, and punctuation, especially as these apply to writing for the web. In addition, students will intentionally produce work to be included in their professional portfolios.
Prerequisite(s): GECM-235 completed.

CMS-320 Media Studies (4 credits)
Media Studies engages students in a topical investigation of contemporary media, including perspectives from theory, research, and practice. Students develop media literacy and conceptualize creative approaches to media production and interpretation. The course includes an embedded hybrid lab that explores video.
Prerequisite(s): GEQL-160 completed or concurrent.
CMS-340 Influence & Advocacy (4 credits)
Concise communication, audience and message analysis, and persuasion are powerful tools as we advocate for ideas, ideals, communities, products, and services. Through an exploration and application of persuasive theories and frameworks, students focus upon analytical reading, scholarly writing, digital presentation skills, and digital advocacy via social media in local and global communities.

CMS-360 Argumentation & Logic (4 credits)
Students learn how to produce logical conclusions through the systematic formalization of information and reason, as well as the principles of argumentation and debate. With a focus upon writing, public speaking, problem solving and innovation, the course examines digital logic and its applications, as well as research, policy analysis, evidentiary quality, issue framing and storytelling.
Prerequisite(s): GEB-150, LDR-150, GECM-235 & GEQL-160 completed.

CMS-400 Communicating Across Cultures (4 credits)
Students engage in a short-term travel experience or community-based project to bridge experiential learning with theoretical frameworks to promote civility, community, public voice and participation, and global understandings in diverse cultural and communication contexts.

CMS-499 Communication Studies Capstone (4 credits)
Students reflect upon and synthesize their learning in the Communication major. They refine personal and professional goals in order to assist their movement from undergraduate to graduate studies and/or to enhance their continued development as Communication professionals.
COMMUNICATION, MANAGEMENT, & TECHNOLOGY (CMT)

CMT-397 Independent Study (3 credits)
Under the approval and direction of a faculty member, independent study is available to students.

CMT-497 Independent Study (3 credits)
Under the approval and direction of a faculty member, independent study is available to students.

CMT-499 Professional Practice Seminar (3 credits)
In this capstone course, the student synthesizes her learning across the curriculum as it informs her specialty area and/or career goals. Refining previous or current projects as exemplars of her work, she constructs a professional portfolio that reflects her development. She develops her professional network by recruiting a practitioner to assess her portfolio. She also explores ethical issues and considers her own professional responsibility in planning career directions and strategies.

Prerequisite(s): Take AC 467
COMMUNITY LEADERSHIP & DEVELOPMENT (CLD)

CLD-150 Introduction to Community Leadership (3 credits)
This course is designed to provide an introduction to community leadership, establishing the student's foundational abilities and knowledge for later learning experiences and assessments in this multidisciplinary program. The course assists her in developing an understanding of the diverse opportunities and challenges in the nonprofit sector as well as in other organizational settings. She acquires knowledge of fundamental leadership theories and develops the skills necessary to be engaged as an effective citizen.

CLD-220 Social Movements & Social Change (4 credits)
We are living in a time of great sociocultural change. Why is there such great change? What has happened to make change the rule rather than the exception? This course provides some foundation for answering these questions. Social movements are clearly engines of social change and they are increasing in number. In this course, the student has the opportunity to learn about the dynamics of social movements as well as study some movements that are of particular interest to her.

Prerequisite(s): BSC-215 or MGT 120/PCM 120 completed; Level 2 Writing completed.

CLD-337 Leading Non-Profits (3 credits)
In this course, the student acquires a broad overview of the challenges facing leaders in the nonprofit sector. The course focuses on nonprofit leaders as capacity builders and gives the student an opportunity to create a mission-centered nonprofit organization. As a central feature, the course includes several guest lectures by leaders of nonprofit organizations, selected because of their success in creating community partnerships and in addressing current community issues of critical importance.

Prerequisite(s): CLD-220/SOC-220 or POL-225 completed.

CLD-338 Program Evaluation (3 credits)
In this course, the student acquires an understanding of the systematic approach to program evaluation in nonprofit organizations, for-profit businesses, and governmental agencies. The course is designed to familiarize the student with key concepts and theories, practices, and uses of program evaluation in applied settings. Topics include reasons for and uses of program evaluation; types of evaluation, including needs assessment, process evaluation, and output evaluation; context of evaluation, planning, and design; ethical issues and evaluation standards; and reporting of evaluation results.

Prerequisite(s): CLD-220 or SOC-220 or POL-225 completed. HED Majors: BSC-255 & HED-210 completed.

CLD-354 Adult Ed Hr Principles & Philosophy Trng (3 credits)
Using varied frameworks for observation in adult-education settings, the student identifies and reflects on components of instructional design. In the seminar held on campus, she uses skills of analysis, valuing, and social interaction in her development of the theory and practice of teaching adults.

Prerequisite(s): CLD-220 completed.

CLD-369 Topics in CLD (2 credits)
This course is designed as an elective topics course to facilitate the focused exploration of varied topics related to contemporary community leadership and development practice. Topics selected for this course are designed to complement the essential topics and concepts addressed routinely in CLD's required curriculum.

Prerequisite(s): BSC-257 or BSC-256 or MGT-250 completed. Permission of instructor is required to register for this course.

CLD-397 Independent Study (4 credits)
Under the approval and direction of a faculty member, independent study is available to students.

CLD-398 Community Power and Change (3 credits)
This course examines the fundamentals of political power and ways in which it is exercised on local and state levels. The course also covers the unique character of democratic government in the United States and the role of women in politics, as well as networking with stakeholders, lobbying, and budgeting. In the process of learning about all these aspects of politics, the student forms a solid foundation for understanding ways in which individuals and groups can effect change through political action.

Prerequisite(s): WDC CLD Majors/Majors: SSC-101 & CLD-220 completed. WEC CLD Majors/Majors: LA 284 & CLD-220 completed.

CLD-399 Formal Introduction to Advanced Work (0 credits)
The Advanced-Level Event marks a significant accomplishment for each student as she proceeds into the work of her major department. When a department determines that a student is ready for advanced work within a discipline, the student is invited to participate in a ceremony that is both a celebration and an explanation of future requirements of the major and support areas. She registers for this experience at a point determined by her major department: for most majors the registration is connected to the taking of a particular course. Students and faculty gather for an afternoon during Mid-semester Assessment Days. Following a general program, students meet in departmental sessions with their faculty to discuss advanced outcomes, department courses, advising procedures, and so on.

Prerequisite(s): POL-225 completed or concurrent registration.

CLD-405 Women & Leadership (2 credits)
In this course the student synthesizes contemporary literature on leadership and formulates her own definition and profile of effective leadership in various contexts. She takes on the formal leadership function of a group with specific tasks, accomplishes objectives effectively, and commits to an ongoing program of leadership self-development.

Prerequisite(s): All students: One Comm Level 3 ICM completed. CLD or MGT Majors/Supports: MGT-221 or CLD-220 or PCM 230 completed. PCM Majors: PCM 230 completed. For WGS Majors/Supports: WGS-200 completed.

CLD-412 Community Development (4 credits)
Offered Fall Term only. In this course, the student applies demographic, geographical, sociological, political, and economic frameworks to analyze local communities and the problems their residents confront. She learns to identify the resources community residents need to sustain their neighborhoods and to analyze community structures that control those resources. She becomes familiar with the role of for-profit, nonprofit, and governmental organizations in producing community change. She learns techniques of strategic planning to help communities effectively adapt.

Prerequisite(s): CLD Majors/minors: CLD-220, POL-225 completed; CLD-337 or CLD-338 or CLD-437 completed. MGT Majors: MGT-210, MGT-221 MGT-250 & MGT-300 completed.
CLD-437 Fundraising & Grantwriting:Princ & Prac (3 credits)
The student explores the history, principles, and theories of philanthropy. Analyzing the values and goals of a nonprofit client, she develops practical skills and identifies resource strategies in such areas as donor relations, volunteer coordination, database management, special-events planning, and grant writing. Case studies and guest speakers help acquaint the student with the variety of approaches used in different organizations, and she completes a semester-long research and grant writing project as an assessment. In the process, she also examines her own personal and professional commitments and contributions.
Prerequisite(s): One Communication Level 4 ICM completed.

CLD-488 AdultEd HR Prgrm Trng (3 credits)
In this course the student learns the educational principles, methods, and strategies to effect human-resource development programs in her specific profession. By implementing these concepts into practical adult-development programs, she enhances her management and supervisory skills and her training and teaching competence. She analyzes how she applies her social interaction, communication, problem-solving, and analytical abilities to supervisory and training situations.
Prerequisite(s): SOC-220 or MGT-221 completed. AED-354 or CLD-354 or MGT-354 recommended.

CLD-490 Digital Publishing (3 credits)
This course provides classroom and computer lab experiences that assist the student to expand and refine her print media communication and desktop publishing skills. She concentrates on synthesizing prior and new communication knowledge to design creative solutions for print media communication.
Prerequisite(s): For all students: Communication Level 4 ICM completed. CLD Majors: PCM 170 completed or consent of instructor by general permit. PCM Majors: PCM 300 completed or consent of instructor by general permit.

CLD-491 Senior Seminar (2 credits)
In this course, students in the disciplines of community leadership and development, political science, and sociology meet together. Each student synthesizes the abilities and knowledge she has acquired through disciplinary courses. She demonstrates advanced-level outcomes by independently analyzing issues within her particular discipline.
Prerequisite(s): CLD-412 completed; One Communication Level 4 ICM completed.

CLD-492 CLD Service Learning Internship (2 credits)
Course Offered Spring Term only. In this service learning internship, the student applies her abilities to help address community problems. She meets with the instructor of CLD-491 to identity a service-learning site. This internship is intended for the student with some community0-based leadership experience. (The student may instead opt for the INTERN 383 internship.)
Prerequisite(s): CLD-412; One Communication Level 4 ICM completed. Consult with course instructor regarding your service learning site. Internship preparation workshop required. Contact Internship Office for details.

CLD-497 Independent Study (2 credits)
Under the approval and direction of a faculty member, independent study is available to students.
COMPUTER LITERACY (CL)

CL-115 Office 365 & Google Apps (0 credits)
This hands-on workshop focuses on Office 365 and Google Drive (GSuite) tools available to Alverno students including student email, Microsoft Word, PowerPoint, OneDrive cloud storage, Skype and Google Apps for Education.

CL-341 Geographical Information Systems (3 credits)
This hands-on course in which students are given beginning-level opportunities to process, analyze and visualize spatial data and information using commercially-available GIS (Geographic Information Systems) software. In the process, they are introduced to the principles of GIS and its usefulness as an analytical tool and as an effective communication technique in addressing global, environmental and social science questions. The course also explores ethical issues pertaining to confidentiality and privacy when gathering and using GIS data.

Prerequisite(s): SSC-101 and 2 courses from Natural Science/Math General Education requirements completed. (LA 283 & LA 284 completed for Weekend students)
COMPUTING AND INFORMATION TECHNOLOGY (CIT)

CIT-250 Program Fund: From Data to Information (3 credits)
In this introductory programming course, students will learn to use the fundamentals of the current programming language(s) to solve problems from a variety of areas. We will cover language syntax and format to analyze its appropriate application to specific problems. Students will use structured and object oriented programming techniques as they define and implement a computer solution.
Prerequisite(s): CIT 200 completed.

CIT-267 Intro to Programming: Java (4 credits)
This introductory course in programming introduces the student to an object-oriented program design paradigm. With Java a student can create World Wide Web and stand-alone applications. She develops a number of projects that lead to an independent final project. This course assumes no previous experience with programming.
Prerequisite(s): CM 156Q/QL-156 completed.

CIT-269 Intro to Programming: C++ (4 credits)
This introductory course in programming introduces the student to an object-oriented program design paradigm. With Java a student can create World Wide Web and stand-alone applications. She develops a number of projects that lead to an independent final project. This course assumes no previous experience with programming.
Prerequisite(s): QL-156 & CIT 200 completed.

CIT-270 Web Design (3 credits)
The student explores the frameworks and principles of web design - its production, implications, and impact as a communication tool. She works with Dreamweaver, studying HTML code as she designs and implements web pages. She explores Photoshop to create graphics and digitized pictures. Using a variety of hardware, software, and computer platforms, she applies her expertise in web design to create a website for a client.
Prerequisite(s): QL-156 & CIT 200 completed.

CIT-280 Introduct to Database: Mgt Organize Data (3 credits)
In this introductory database course, the student works to understand the basics of data and data relationships, including tables, records, fields, data types, keys, and entity relationships. She learns how to analyze basic problems for a database solution, and she analyzes client needs and data to create a model for a database implementation. Using a case study, she works both collaboratively and independently to analyze, synthesize, and evaluate her database model.
Prerequisite(s): CIT 200 completed.

CIT-284 Optimize Modeling With Spreadsheets (3 credits)
Used by professionals including accountants, business people, and scientists, a spreadsheet is a very powerful tool for storing, manipulating, and charting numbers. The focus of this course is the mining and analysis of data for the purpose of making business decisions. The student looks at trends and patterns, makes informational calculations, and conducts other business analysis.
Prerequisite(s): QL-156 completed.

CIT-297 Independent Study (0 credits)
Under the approval and direction of a faculty member, independent study is available to students.

CIT-300 Technology & Mgt of Information Systems (3 credits)
This course provides the technical framework needed to understand the structure and operation of computer hardware and software. The student studies computer hardware and systems architecture from an advanced-user standpoint. She works in teams to disassemble and assemble a component computer, to install an operating system, and to troubleshoot both hardware and software problems. She also explores and learns the components of a home network, how they interact, and how to troubleshoot. Reflecting on academic and professional interests and strengths, she plans a course of study, and begins to develop an informational network among professionals in related fields.
Prerequisite(s): For CIT Majors/Supports: CIT-267 or CIT-270 completed. For CMT or IMD Majors: CIT-270 completed.

CIT-359 Computer Graphics (3 credits)
This course offers the opportunity to learn how to use graphic computer hardware and Adobe Illustrator and Photoshop programs in computerized designing, painting, and photo editing.
Prerequisite(s): CIT Majors/Supports: CIT 200 completed. Other Majors/supports contact the Registrar for registration

CIT-368 Dynamic Web Pages (3 credits)
This course offers the student an opportunity to examine the process of developing dynamic web pages for the World Wide Web. She learns both client-side and server-side programming connectivity techniques, and applies her understanding of connectivity to develop dynamic applications for the Internet.
Prerequisite(s): CIT-270 completed.

CIT-372 Advanced Web Design (3 credits)
Offered Spring Term only. The student expands her knowledge and understanding of web page layout, design, and implementation, focusing on usability. She extends her knowledge from CIT-270, Web Design, as she works to understand and implement advanced topics of web design, including positional cascading style sheets and libraries. She works to deepen her understanding of and ability to work with, create, and manipulate web graphics using Photoshop. Using a variety of hardware, software, and computer platforms, she integrates her expertise in web design as she defines, analyzes, designs, and implements a website for a client of her choice.
Prerequisite(s): CIT-270 completed. Additional information: This course is offered as a hybrid learning class with on campus meetings and online components.

CIT-376 Business Process Control & Governance (3 credits)
The student takes a practical approach to study and apply established principles of analysis and design of information systems by learning how profiles and models represent business functions and operations. Using interview techniques, process charting, screen and report design, communication documentation, program specifications, and process walkthrough, she designs an information system for a client and presents her documentation to the class.
Prerequisite(s): For CIT Majors: CIT-300 completed. For other Majors: CIT 200 & another CIT Elective course completed.

CIT-397 Independent Study (2 credits)
Under the approval and direction of a faculty member, independent study is available to students.
**CIT-399 Formal Introduction to Advanced Work (0 credits)**
The Advanced-Level Event marks a significant accomplishment for each student as she proceeds into the work of her major department. When a department determines that a student is ready for advanced work within a discipline, the student is invited to participate in a ceremony that is both a celebration and an explanation of future requirements of the major and support areas. She registers for this experience at a point determined by her major department: for most majors the registration is connected to the taking of a particular course. Students and faculty gather for an afternoon during Mid-semester Assessment Days. Following a general program, students meet in departmental sessions with their faculty to discuss advanced outcomes, department courses, advising procedures, and so on.

*Prerequisite(s):* For CIT Majors: CIT-267 or CIT 268 or CIT-269 completed or concurrent registration.

**CIT-420 Bus Proc Contr & Governance (3 credits)**
Course Offered Fall Term only. In this practicum, the student makes practical application of previously studied theories, processes, frameworks, and technologies. She explores integrative systems in computing - the process of linking together different technologies and software applications physically or functionally, to act as a coordinated whole.

*Prerequisite(s):* CIT-300 completed.

**CIT-470 Advanced Database Mgt of Organizing Data (3 credits)**
In today's competitive world, accessing a variety of information for ad hoc decision-making, as well as day-to-day management is critical. Databases and database queries provide the user with tools to efficiently and effectively store and access information. Students study and apply the principles of sound database design and analyze common models upon which database management systems are based. The students use a relational database and structure query language (SQL) to design and create database solutions.

*Prerequisite(s):* For CIT Majors/Supports: CIT-280 & CIT-300 completed. For all other majors: CIT-280 completed.

**CIT-490 Project Management (3 credits)**
In this capstone course, the student manages a final semester-long project in which she synthesizes her learning in the major. The course follows Project Management Institute guidelines for project management, giving the student a comprehensive overview of the components that encompass information technology project management. She defines, controls, and manages her project. She investigates project organization and structures while working on financial issues in project management. She becomes familiar with and applies terms, definitions, and common acronyms used in project management to her own capstone project. She also researches project management career paths, professional organizations, and national certifications.

*Prerequisite(s):* CIT Majors: CIT-300 and One 300-level CIT course completed. Other Majors: Analysis and Problem Solving Level 4 completed or instructor consent.

**CIT-497 Independent Study (2 credits)**
Under the approval and direction of a faculty member, independent study is available to students.

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

**CIT-697 Independent Study (3 credits)**
Independent Study
DANCE (DA)

DA-115 Fundamentals of Voice & Movement (2 credits)
In this studio/lab course, the student explores the potential of the human body. Focusing on techniques of breath control, relaxation, vocal production, and movement, she increases her self-awareness and expressive potential by expanding her personal repertoire of vocal and movement choices.

DA-130 Contemporary Dance Technique 1 (2 credits)
This course introduces the student to basic movement concepts using the vocabulary of modern dance technique. She focuses on understanding principles of dynamic alignment, increasing flexibility, building strength, exploring a range of movement qualities, and increasing spatial awareness. The goals are to develop an understanding of and appreciation for individual movement preferences, habits, and styles, and to expand and refine movement skills according to one’s own personal and professional goals.
Prerequisite(s): Open to all students.

DA-131 African Dance Technique (2 credits)
In this course the student is introduced to selected styles of African dance as they have been communicated via oral tradition. She learns, practices, and demonstrates exercises and movement patterns that are part of this discipline and art form.

DA-132 Ballet Technique (2 credits)
This course introduces the student to the practice and vocabulary of classical ballet technique. The student applies principles of dynamic alignment and movement mechanics to correctness of style.
Prerequisite(s): Open to all students.

DA-133 Jazz Techniques (2 credits)
This course introduces the student to the practice of contemporary jazz dance, including an emphasis on rhythm and style.
Prerequisite(s): Open to all students.

DA-134 Yoga (2 credits)
This course introduces the student to asanas, the physical postures whose goal is to promote ease and comfort. She learns to pay attention to her breath and use it as a support to asanas. She is guided to develop a consistent, thoughtful practice to help her cultivate a presence of mind that is conducive to and supportive of meditation.
Prerequisite(s): DA-134 completed.

DA-197 Independent Study (1 credit)
Under the approval and direction of a faculty member, independent study is available to students.

DA-210Improvisation: Creative Approach Perform (2 credits)
The student experiences and examines improvisational techniques and structures from theater and dance/movement perspectives. She creates and analyzes her own classroom improvisations; she also examines and evaluates theater and dance works generated through improvisation.
Prerequisite(s): FA-110 or LA-230 completed; HUM-150 completed; CM-125 completed.

DA-230 Contemporary Dance Technique 2 (2 credits)
This course introduces the student to basic movement concepts using the vocabulary of modern dance technique. She focuses on understanding principles of dynamic alignment, increasing flexibility, building strength, exploring a range of movement qualities, and increasing spatial awareness. The goals are to develop an understanding of and appreciation for individual movement preferences, habits, and styles, and to expand and refine movement skills according to one’s own personal and professional goals.
Prerequisite(s): DA-130 completed.

DA-231 African Dance Technique 2 (2 credits)
In this course the student is introduced to selected styles of African dance as they have been communicated via oral tradition. She learns, practices, and demonstrates exercises and movement patterns that are part of this discipline and art form.
Prerequisite(s): DA-131 completed.

DA-232 Ballet Technique 2 (2 credits)
This course introduces the student to the practice and vocabulary of classical ballet technique. The student applies principles of dynamic alignment and movement mechanics to correctness of style.
Prerequisite(s): DA-132 completed.

DA-233 Jazz Techniques 2 (2 credits)
This course introduces the student to the practice of contemporary jazz dance, including an emphasis on rhythm and style.
Prerequisite(s): DA-133 completed.

DA-234 Yoga 2 (2 credits)
This course introduces the student to asanas, the physical postures whose goal is to promote ease and comfort. She learns to pay attention to her breath and use it as a support to asanas. She is guided to develop a consistent, thoughtful practice to help her cultivate a presence of mind that is conducive to and supportive of meditation.
Prerequisite(s): DA-134 completed.

DA-250 Musical Theatre: on Stage & Screen (4 credits)
In this studio-and-discussion class, students will study the most popular theatrical genre of the 20th and 21st Centuries—the musical. By analyzing scripts, libretti, scores and production practices, the students will explore the musical’s evolution in terms of form and content. Using performance-based analytic frameworks, the students will investigate the relationship among spoken text, music, movement and visual production practices. Through cultural and historical analysis, students will explore how the musical reflects or envisions political, economic, and social realities. The students will also analyze how the medium of film has influenced the musical’s development. These multi-dimensional analyses will assist students in making creative physical, vocal and music choices to present scenes from musicals in class. HFA-210/310 course.
Prerequisite(s): FA-110 or LA-230 & HUM-150 completed; CM-125 completed. Preference given to students required to take this course if enrollment exceeds limit.

DA-297 Independent Study (0 credits)
Under the approval and direction of a faculty member, independent study is available to students.

DA-310 Contemp Dance-Amer: Movement & Meaning (2 credits)
The student explores the major developments of 20th-century ballet, modern dance, and post-modernism through lectures, films, videos, and discussion. She examines the values and meaning of various works and discusses them in relation to the contexts from which they emerge.
Prerequisite(s): One Communication Level 3 ICM completed; one course in HFA-210 elective completed.

DA-315 Dance in Cultures (2 credits)
The student explores popular and traditional dances from a variety of cultures to understand how people express, affirm, explore, and challenge the life of their communities. Through experience, observation, discussion, and reflection, she discovers the many functions that dance fulfills and examines selected dances as living cultural artifacts that communicate the values and aesthetics of the people who create, re-create, and perform them.
Prerequisite(s): One Communication Level 3 ICM completed; one course in HFA-210 elective completed. Preference given to students required to take this course if enrollment exceeds limit.
DA-340 Dance Composition and Performance 1 (3 credits)
This course introduces the student to creating dance/movement works. Through classroom exercises, video and performance viewings, and discussion, she is introduced to various approaches to choreography. Students discuss and assess their solutions to various movement problems and show their work informally at the end of the semester.
Prerequisite(s): DA-210 or TA-210 completed. Offered Spring term only

DA-397 Independent Study (2 credits)
Under the approval and direction of a faculty member, independent study is available to students.

DA-440 Dance Composition and Performance 2 (3 credits)
Offered Spring Term in alternate years only. The student continues to examine and evaluate her creative processes and resultant works as she choreographs her dances to be presented formally at semester’s end. She continues to refine her skills in communicating dance ideas and acquires basic notation skills.
Prerequisite(s): DA-340 completed. Offered in Spring Term only.

DA-490 Seminar: Collaboration in Performance (2 credits)
Offered Spring Term only. The focus of this course is the collaborative creation of an original interdisciplinary work. Students from a variety of arts disciplines share their skills and perspectives as they explore issues and themes of common choosing. Using a workshop process, they give form to a performance that is publicly presented as the end of the semester.
Prerequisite(s): Offered Spring Term only.

DA-495 Senior Seminar-Dance/Movement Study (1 credit)
This course provides an opportunity for the student to review and refine the abilities she has developed over previous semesters and to explore applications of her movement training to her major field of interest.
Prerequisite(s): Advanced standing in Dance.

DA-497 Independent Study (2 credits)
Under the approval and direction of a faculty member, independent study is available to students.
DI-645 Mentoring: Strength Professional Practice (3 credits)
Successful mentoring embodies best educational practices and extends beyone 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 developmental plans. They learn how to provide constructive feedback to teacher initiates within a collaborative, nurturing environment. They also explore links to evaluation/assessment.

DI-665 Educat 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.

DI-666 Leadership/School & Community Engagement (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.

DI-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.

DI-668 Frameworks for Assessment Practice (3 credits)
Students 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 Professional Interaction Simulation (0 credits)
Taken concurrently with AL-666 or DI-666, this 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 registration with DI-666.

DI-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.

DI-697 Independent Study (3 credits)
No description available.

DI-751 Direction of Instruction Portfolio (2 credits)
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 for those who complete the Director of Instruction license.
DOCTOR OF NURSING PRACTICE (DNP)

DNP-800 Orientation to DNP Program (0 credits)
Orientation to the DNP program

DNP-810 Epidemiology & Biostatistics (3 credits)
Students will explore concepts of epidemiology that are used to understand the complex causes of population health problems and begin to understand and develop effective strategies that are used to prevent these issues. Understanding and theory application of biostatistical methods used to collect, analyze and interpret data in population health and other biomedical sciences are also examined.
Prerequisite(s): DNP-800 completed. MSN-650 or equivalent completed.

DNP-820 Practice Based Inquiry (3 credits)
Students will continue to examine the principles and processes of evidence-based practice. Students will employ processes for identifying current best evidence, including formulation of a clinical inquiry, systematic review of the literature, critical evaluation of individual studies, structured data extraction, and synthesis of pooled data to determine the level of evidence associated with specific clinical interventions. Students will strengthen abilities to employ various methods for analyzing and evaluating the level of evidence in clinical practice guidelines. The differences between research, evidence-based practice, and continuous quality improvement methodologies in health care are explored as they apply to DNP practice. The student will acquire skills to explore and synthesize research findings necessary for addressing their specific health care questions or problems, especially as it relates to their DNP project. The student will be able to place their approach to inquiry within the context of an appropriate theory, framework or model as appropriate.
Prerequisite(s): DNP-810 completed.

DNP-830 Clinical Practicum I (1 credit)
This is the first of two clinical practicum courses. The student will begin to be immersed in an in-depth practice and leadership experience that will provide the opportunity to gain advanced skills, engage in scholarship, and address multifactorial issues that impact health outcomes for individuals, families, communities and health care systems.

DNP-840 Information Tech & Data-Driven Inquiry (3 credits)
Prerequisite(s): Additional information: Cohort Summer 2017: no class July 4

DNP-850 Translational Research I (3 credits)

DNP-860 Scholarly Project I (3 credits)

DNP-910 Health Systems & Public Policy (2 credits)

DNP-920 Ethical Leadership-Healthcare (2 credits)
Students will acquire knowledge and skills necessary to excel in the ethical leadership of organizations and groups. Through the use of theories and transformational leadership research, including systems perspectives, organizational change and inter-professional collaboration, students will apply knowledge and skills to resolve complex clinical situations found at the organizational level. Focus areas will include professional and fiscal accountability, legal issues, values and ethics, effective group management, conflict management and resolution, and health care advocacy for vulnerable populations.
Prerequisite(s): DNP-840 & DNP-850 completed.

DNP-930 Clinical Practicum II (1 credit)
The student will be immersed in an in-depth practice and leadership experience that will provide the opportunity to gain advanced skills, engage in scholarship, and address multifactorial issues that impact health outcomes for individuals, families, communities and health care systems.
Prerequisite(s): DNP-830 completed

DNP-940 Genetics & Genomics-Healthcare (4 credits)
Prerequisite(s): DNP-920 completed

DNP-945 Creating Agility in Dynamic Environments (6 credits)
Prerequisite(s): DNP-910 & DNP-920 completed

DNP-950 Translational Research II (3 credits)

DNP-960 Scholarly Project II (2 credits)
EDUCAITION (ED)

ED-116 Human Relations Workshop (3 credits)
This course helps students begin to develop their understanding of and sensitivity to value systems among cultural groups. Representives of ethnic groups explore the values, lifestyles, history, and contributions of women and men of culturally, linguistically, and ethnically diverse groups in American society.

ED-125 Introduction Teacher Education Program (0 credits)
This workshop is designed to introduce postbaccalaureate students to the college and to the resources available to them as students as well as to Alverno's teacher preparation program.
Prerequisite(s): Additional Information: Open only to new Licensure students.

ED-201 Foundations of Teaching, Learning & Assessing (6 credits)
This course is for elementary candidates only. ED-201, Exploration in Teaching, Learning, and Assessing, is designed to build a foundation of knowledge in teaching strategies, lesson planning, differentiation, adaptation, formative assessment, discipline, and classroom management. In addition, students will evaluate, identify, and cite appropriate resources to support the learning experience. Field reflections will include address how their cooperating teacher creates a learning environment that meets the needs of diverse students. Field expectations include 60 hours of observation, planning, and teaching.
Prerequisite(s): Must pass 2 of 3 Praxis I/CORE or meet eligibility requirements for ACT/SAT/GRE., CM-225, ED-116, PSY-110 or PED-150 completed or concurrent registration.

ED-201S Foundations of Teaching, Learning & Assessing (6 credits)
This course is for secondary candidates only. ED-201, Exploration in Teaching, Learning, and Assessing, is designed to build a foundation of knowledge in teaching strategies, lesson planning, differentiation, adaptation, formative assessment, discipline, and classroom management. In addition, students will evaluate, identify, and cite appropriate resources to support the learning experience. Field reflections will include address how their cooperating teacher creates a learning environment that meets the needs of diverse students. Field expectations include 60 hours of observation, planning, and teaching.
Prerequisite(s): Must pass 2 of 3 Praxis I/CORE or meet eligibility requirements for ACT/SAT/GRE., CM-225, ED-116, PSY-110 or PED-150 completed or concurrent registration.

ED-205 Foundations of Teaching, Learning & Assessing - SED (4 credits)
This course is for secondary candidates only. Drawing from a variety of instructional models, the student develops her analytic and collaborative abilities through the examination and practice of the principles of teaching, learning, and assessing in relation to PK-12 learners. Major areas of study include the planning and implementation of differentiated instruction that flows from relevant standards, creation of classroom environments that are inviting and challenging, and the importance of integrating technology in the classroom. Emphasis is placed on developing teacher professionalism.
Prerequisite(s): Must pass 2 of 3 Praxis I/CORE or meet eligibility requirements for ACT/SAT/GRE., CM-225, ED-116, PSY-110 or PED-150 completed or concurrent registration.

ED-215 Engagement in Teaching, Learning & Assessing (6 credits)
ED-215, Engagement in Teaching, Learning, and Assessing, is designed to apply the foundation of knowledge learned in teaching strategies, lesson planning, differentiation, adaptation, assessment, discipline, and classroom management. In addition, students will evaluate, identify, and cite appropriate resources to support the learning experience. Field reflection will address how they and their cooperating teacher create a learning environment that meets the needs of diverse students. Field expectations include 60 hours of observation, planning, and teaching.
Prerequisite(s): Students will need to schedule 2-3 hrs a week for field placement. Must complete online application. Concurrent registration in ED-220 required. ED-201 completed. Praxis I or Core completed or meet eligibility requirements for ACT/SAT/GRE., Take ED-220

ED-215R Field Experience - Reading (1 credit)
Offered in evening Fall Term only.
Prerequisite(s): Must complete on-line application. ED-201 completed; Concurrent registration in ED-225 and ED-220.

ED-220 Interview Assessment (0 credits)
This assessment provides an opportunity for the student to reflect on her development of the Wisconsin Standards for Teacher Development and Licensure and on her understanding and application of the Alverno Education Department abilities. She meets one-on-one with a faculty member to share her progress and to identify goals for further development as she prepares for entrance into the professional level of field experience. This assessment is a prerequisite for ED-315.
Prerequisite(s): ED-201 completed. For AE/AET: AE-222 completed.

ED-225 Literacy in Early Childhood (3 credits)
The student examines 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. The student learns to make sound decisions, teach literacy learning strategies, select appropriate materials, and design developmentally appropriate learning experiences and assessments for the early childhood learner.
Prerequisite(s): ED-201 completed. Praxis 1/CORE requirements met or meet eligibility requirements for ACT/SAT/GRE., Concurrent registration in ED-215R & ED-220.

ED-225A Literacy in Early Childhood (3 credits)
The student examines 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. The student learns to make sound decisions, teach literacy learning strategies, select appropriate materials, and design developmentally appropriate learning experiences and assessments for the early childhood learner.
Prerequisite(s): For ELC Majors: ED-201 completed. Praxis 1/Core complete or meet eligibility requirements for ACT/SAT/GRE.

ED-231 Understanding the Young Child (1 credit)
This course provides an in-depth look at the nature of young children. The student develops the ability to observe and explain the developmental characteristics of young children from a variety of theoretical frameworks. Emphasis is placed on the ability to analyze development as it relates to the design of appropriate classrooms and learning experiences for young children.
Prerequisite(s): For ELC Majors: ED-201 completed. Praxis 1/CORE requirements met or meet eligibility requirements for ACT/SAT/GRE.

ED-244 Math Field (2 credits)
Math field for Education students

ED-297 Independent Study (1 credit)
Under the approval and direction of a faculty member, independent study is available to students.

ED-300 Language Fluency Assessment (0 credits)
ED-300C Language Fluency Assessment (0 credits)
ED-313 ELL Methods: Second Language Acquisition (4 credits)
In this course, students will develop an understanding of general principles of first and second language acquisition and apply this theoretical understanding to the development and modification of curriculum that meets the needs of ELLs. They will develop the ability to design and implement lessons and units of study to meet the needs of mixed-level English Language Learners in the K-12 setting.
Prerequisite(s): EN-340 completed or concurrent.
ED-313A ELL Methods: Second Language Acquisition (4 credits)
In this course, students will develop an understanding of general principles of first and second language acquisition and apply this theoretical understanding to the development and modification of curriculum that meets the needs of ELLs. They will develop the ability to design and implement lessons and units of study to meet the needs of mixed-level English Language Learners in the K-12 setting.
Prerequisite(s): EN 340C completed or concurrent.

ED-313C ELL Methods: Second Language Acquisition (4 credits)
In this course, students will develop an understanding of general principles of first and second language acquisition and apply this theoretical understanding to the development and modification of curriculum that meets the needs of ELLs. They will develop the ability to design and implement lessons and units of study to meet the needs of mixed-level English Language Learners in the K-12 setting.
Prerequisite(s): EN 340C completed

ED-314 Linguistics, Language & Culture (3 credits)
In this course, students will explore "levels of language": phonetics, phonology, etymology, morphology, grammar, syntax, semantics, pragmatics in order to analyze linguistic differences in their students and to best create curriculum to address those differences. Students will also develop learning plans that are informed by national, state and local standards and an understanding of language variation and its influence on language acquisition. Through an analysis of speech patterns, students will distinguish language differences from disorders and make appropriate instructional decisions. Fieldwork is included in this course.
Prerequisite(s): ED-313 completed

ED-314A Linguistics, Language & Culture (4-5 credits)
In this course, students will explore "levels of language": phonetics, phonology, etymology, morphology, grammar, syntax, semantics, pragmatics in order to analyze linguistic differences in their students and to best create curriculum to address those differences. Students will also develop learning plans that are informed by national, state and local standards and an understanding of language variation and its influence on language acquisition. Through an analysis of speech patterns, students will distinguish language differences from disorders and make appropriate instructional decisions. Fieldwork is included in this course.

ED-314C Linguistics, Language & Culture (3 credits)
In this course, students will explore "levels of language": phonetics, phonology, etymology, morphology, grammar, syntax, semantics, pragmatics in order to analyze linguistic differences in their students and to best create curriculum to address those differences. Students will also develop learning plans that are informed by national, state and local standards and an understanding of language variation and its influence on language acquisition. Through an analysis of speech patterns, students will distinguish language differences from disorders and make appropriate instructional decisions. Fieldwork is included in this course.
Prerequisite(s): ED-313A completed.

ED-315 Immersion in Teaching, Learning & Assess (6 credits)
ED-315, Immersion in Teaching, Learning, and Assessing, is designed to extend the opportunity to apply the foundation of knowledge learned in teaching strategies, lesson/unit planning, differentiation, adaptation, assessment, discipline, and classroom management. In addition, students will design and implement differentiated assessments, collect and analyze data, and use the findings to plan learning experiences and/or refine teaching practices. Students will provide effective feedback that aligns with the learning outcomes and informs the learner of their level of achievement.
Prerequisite(s): ED-321 or ED-338 & ED-399 or AE-387 completed. Praxis 1/CORE requirements met or meet eligibility requirements for ACT/SAT/GRE.

ED-315S Immersion in Teach, Learn & Assess-SED (4 credits)
ED-315, Immersion in Teaching, Learning, and Assessing, is designed to extend the opportunity to apply the foundation of knowledge learned in teaching strategies, lesson/unit planning, differentiation, adaptation, assessment, discipline, and classroom management. In addition, students will design and implement differentiated assessments, collect and analyze data, and use the findings to plan learning experiences and/or refine teaching practices. Students will provide effective feedback that aligns with the learning outcomes and informs the learner of their level of achievement.
Prerequisite(s): ED-321, ED-396 and ED 470 series.

ED-317 Multi-Literacy & English Language Lrnr (4 credits)
In this course, students will become knowledgeable of the relationship between oral language and literacy and demonstrate this knowledge by planning standards-based literacy units for children in multilingual environments. Students will examine and analyze culturally responsible pedagogy, sociocultural principles and how to incorporate them into their teaching. Students will research academic language development and multiple ways to assess ELL literacy. They will apply these concepts in developing ELL-appropriate literacy curriculum in the form of a literacy-based unit plan. Fieldwork is included in this course.

ED-317A Multi-Literacy & English Language Lrnr (3-5 credits)
In this course, students will become knowledgeable of the relationship between oral language and literacy and demonstrate this knowledge by planning standards-based literacy units for children in multilingual environments. Students will examine and analyze culturally responsible pedagogy, sociocultural principles and how to incorporate them into their teaching. Students will research academic language development and multiple ways to assess ELL literacy. They will apply these concepts in developing ELL-appropriate literacy curriculum in the form of a literacy-based unit plan. Fieldwork is included in this course.

ED-317C Multi-Literacy & English Language Lrnr (4 credits)
In this course, students will become knowledgeable of the relationship between oral language and literacy and demonstrate this knowledge by planning standards-based literacy units for children in multilingual environments. Students will examine and analyze culturally responsible pedagogy, sociocultural principles and how to incorporate them into their teaching. Students will research academic language development and multiple ways to assess ELL literacy. They will apply these concepts in developing ELL-appropriate literacy curriculum in the form of a literacy-based unit plan. Fieldwork is included in this course.
ED-321 Middle School Teaching & Field (4 credits)
This course is designed to assist the student in making curricular decisions about developmentally appropriate learning experiences, resource selection, presentation strategies, middle school issues, and assessment procedures for the middle school learner.
Prerequisite(s): For ELM Majors: ED-215R & ED-220 completed. ED-399 completed or concurrent For SED. ED-201S completed. Praxis 1/CORE requirements met or meet eligibility requirements for ACT/SAT/GRE.

ED-321A Middle School Teaching & Field (4 credits)
For licensed teachers only. This course is designed to assist the student in making curricular decisions about developmentally appropriate learning experiences, resource selection, presentation strategies, middle school issues, and assessment procedures for the middle school learner.
Prerequisite(s): For LMEM & LTM teacher candidates. Praxis 1/CORE requirement met.

ED-325 Literacy in Middle Childhood I-ELC (3 credits)
The student examines the primary grade literacy curriculum, focusing on language, reading, writing, and literature. Among issues addressed are phonics, spelling, grammar, and sight and reading vocabulary. The student learns 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.
Prerequisite(s): ED-220 & ED-225 completed. Praxis 1/CORE requirements met or meet eligibility requirements for ACT/SAT/GRE.

ED-325A Literacy in Middle Childhood I-ELM (3 credits)
The student examines the primary grade literacy curriculum, focusing on language, reading, writing, and literature. Among issues addressed are phonics, spelling, grammar, and sight and reading vocabulary. The student learns 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.
Prerequisite(s): For LMEC/LMEM only: ED-225A completed. Praxis 1/CORE requirements met or meet eligibility requirements for ACT/SAT/GRE.

ED-327 Literature for Young Adults (2 credits)
The student is introduced to the reading needs and preferences of early adolescent and adolescent readers. She learns effective means of motivating all students, of integrating literature throughout the curriculum, and of enhancing the integral connections between reading and writing. Among the focal points are discussion, response, and selection.
Prerequisite(s): Praxis 1/CORE requirement met.

ED-338 Early Childhood Curriculum & Field (4 credits)
The student becomes acquainted with early childhood philosophies and their application to the development of early childhood education models. Through analyzing and synthesizing various frameworks, she develops the ability to communicate her own philosophy and to develop appropriate early childhood curricular designs. She develops 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, the student develops learning experiences that incorporate technology, active learning, and appropriate assessment strategies.
Prerequisite(s): ED-220, ED-215R & ED-225 completed. ED-399 complete or concurrent registration.

ED-338A Early Childhood Curriculum & Field (4 credits)
For licensed teachers adding a license only. The student becomes acquainted with early childhood philosophies and their application to the development of early childhood education models. Through analyzing and synthesizing various frameworks, she develops the ability to communicate her own philosophy and to develop appropriate early childhood curricular designs. She develops 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, the student develops learning experiences that incorporate technology, active learning, and appropriate assessment strategies.

ED-344 Teaching Math/Elementary Classroom (2 credits)
Math field for Education students
Prerequisite(s): ED-201 completed. Praxis 1/CORE requirements met or meet eligibility requirements for ACT/SAT/GRE.

ED-345 Literacy in Middle Childhood II (2 credits)
The student examines the intermediate-level reading/language arts curriculum, focusing on language, reading, writing, and literature. Other components integrated in this program include spelling, grammar, and vocabulary. She learns to make sound decisions, teach literacy learning strategies, design developmentally appropriate learning experiences, select materials, and create assessments for the intermediate-level/middle childhood learner.
Prerequisite(s): ED-325 completed. Praxis 1/CORE requirements met or meet eligibility requirements for ACT/SAT/GRE.

ED-347 Environmental Education (1 credit)
The student integrates previous content in the natural and social sciences, focusing on conservation of natural resources in the contexts of increased awareness of interactions between people and the environment. Of primary concern are strategies to incorporate the study of environmental problems across the elementary and secondary curriculum, as well as strategies available to citizens in resolving environmental problems.

ED-348 Teaching & Assessment in K-8 (4 credits)
Prerequisite(s): LA-310 completed.

ED-353 Arts & Movement in Elementary Curriculum (3 credits)
The student makes meaningful and effective connections among the arts-music, art, dance, and drama-within the integrated elementary curriculum. She develops practical abilities in the integration of the arts and movement across the curriculum and applies teaching and learning theory in the design of developmentally appropriate lessons, the meaningful incorporation of technology, and the use of assessment strategies.
Prerequisite(s): ED-201 completed. Praxis 1/CORE requirements met or meet eligibility requirements for ACT/SAT/GRE.

ED-353A Arts & Movement in Elementary Curriculum (3 credits)
The student makes meaningful and effective connections among the arts-music, art, dance, and drama-within the integrated elementary curriculum. She develops practical abilities in the integration of the arts and movement across the curriculum and applies teaching and learning theory in the design of developmentally appropriate lessons, the meaningful incorporation of technology, and the use of assessment strategies.
Prerequisite(s): For LTM, LMEC or LMEM students only.
ED-357 Integrating Science/Social Studies Method (3 credits)
Through the exploration and the study of effective methods of teaching and learning in social studies and natural science, this course facilitates the understanding and ability to create effective social studies and natural science lessons and design learning segments (unit plans) that will engage diverse elementary and middle level learners. A major theme of the course is for students to understand how multicultural education provides a framework for studying issues with a global scale/scope about which there can be varying perspectives. A key instructional strategy in the teaching of natural science and social studies is how teachers can support students in studying and developing their own perspectives of these issues, and taking a perspective different from their own. Using national, state, and local standards students will study, analyze, and implement effective instructional strategies and assessment methods to support improved social studies and natural science teaching and learning.
Prerequisite(s): ED-215R & ED-220 completed. Praxis/Core requirement met. GE-117 or SC-111 or SC-117, SC-119 or SC-112 or SC-118 or SC-120 completed. Additional time required in K-8 classroom.

ED-358 Portfolio Review (0 credits)

ED-359 Literature Middle Childhood/Early Adolescent (3 credits)
Offered Spring term only. The student examines the scope of a middle school literature curriculum, focusing on language, literature, reading, writing, research and inquiry, and media and technology. Among the issues addressed are content-area literacy comprehension, and reading and content vocabulary. The student learns to make sound decisions, teach literacy learning strategies, select appropriate learning experiences and assessments for the early adolescent/middle school-level learner.
Prerequisite(s): ED-220 & ED-325 completed. Praxis 1/CORE requirements met or meet eligibility requirements for ACT/SAT/GRE.

ED-360 Working With Diverse Populations (4 credits)
Prerequisite(s): ED-348 completed

ED-361 Processes of Literacy Acquisition (4 credits)

ED-363 Literacy Across the Curriculum (4 credits)

ED-366 Introduction to Exceptional Learner (3 credits)
Students gain an understanding of the field of exceptional education and of specific abilities and disabilities of exceptional learners: cognitive disabilities, learning disabilities, speech and language disorders, behavior disorders, physical disabilities, and giftedness. Using a problem-solving approach, they are introduced to strategies, techniques, and classroom modifications that are instrumental in responding to individual differences among students with exceptional educational needs.
Prerequisite(s): For ELC/ELM Majors & SED: ED-201 completed. Praxis 1/CORE requirements met or meet eligibility requirements for ACT/SAT/GRE. For AE/AET: AE-386 completed. Students will be required to participate in a weekly 2 hr practicum.

ED-367 Independent Study (2 credits)
Under the approval and direction of a faculty member, independent study is available to students.

ED-368A Licensure Field (1 credit)
Licensure Field Independent Study

ED-399 Formal Introduction to Advanced Work (0 credits)
No description available.
Prerequisite(s): ED-220 completed. Can be taken with ED-338, ED-321 or ED-315. Praxis 1/CORE requirements met or meet eligibility requirements for ACT/SAT/GRE.

ED-412 Critical Issues in School & Society (4 credits)
ED-412 Critical Issues in School and Society will bring together theory and practice to prepare teacher candidates to critically engage with issues related to the teaching profession. The course will meet twice a week. One session will address the experiences and expectations of the field (ED-315), while the other will focus on theory and contemporary events related to critical issues in education.
Prerequisite(s): Prerequisites for Education Majors: ED-321 or ED-338 completed; ED-220 completed. For AED Support: AED-490 completed. For AE/AET Majors: AE-285 & ED-220 completed, AE-393 completed or concurrent registration. Praxis 1/CORE requirements met or meet eligibility requirements for ACT/SAT/GRE.


ED-420 Portfolio/Interview Assessment (0 credits)
In this assessment, the student-teacher candidate showcases her best work by providing samples from her coursework, with an emphasis on her education coursework. She includes an interactive videotape of herself working with children or young adults. She receives feedback from education faculty, from content area faculty, and from a PK-12 principal or teacher. She presents her portfolio and defends her growth as a teacher candidate before an Education Department faculty-school practitioner team.
Prerequisite(s): For ELM/ELC Majors only. Praxis II completed. WI Foundations in Reading completed.

ED-420S Portfolio/Interview Assessment SED (0 credits)
In this assessment, the student-teacher candidate showcases her best work by providing samples from her coursework, with an emphasis on her education coursework. She includes an interactive videotape of herself working with children or young adults. She receives feedback from education faculty, from content area faculty, and from a PK-12 principal or teacher. She presents her portfolio and defends her growth as a teacher candidate before an Education Department faculty-school practitioner team.
Prerequisite(s): For Secondary Education students only. Praxis II completed.

ED-435E Directed Observ/Teaching Early Childhood (6 credits)
The student develops ability to manage an effective learning environment in an early childhood classroom setting. In the student teaching role, she learns to integrate conceptualization, diagnosis, coordination, communication, and interaction skills as they apply to the teaching/learning situation. She also develops skill in evaluative self-reflection, assisting her in continuing growth and development as a professional educator.
Prerequisite(s): Must complete online application and submit signed criminal background check form to Education Dept. No outstanding incompletes and Praxis requirement met. For ELC Majors: ED-220, ED-315, ED-338 & ED-420 completed; One Communication Level 4 ICM completed. Must register concurrently in ED-475. ASEO membership or proof of professional liability insurance required. Take ED-475

ED-435EC Directed Observ/Teaching Early Childhood (6 credits)
The student develops ability to manage an effective learning environment in an early childhood classroom setting. In the student teaching role, she learns to integrate conceptualization, diagnosis, coordination, communication, and interaction skills as they apply to the teaching/learning situation. She also develops skill in evaluative self-reflection, assisting her in continuing growth and development as a professional educator.
Prerequisite(s): Must complete online application and submit signed criminal background check form to Education Dept. No outstanding incompletes and Praxis requirement met. For ELC Majors: ED-220, ED-315, ED-338 & ED-420 completed; One Communication Level 4 ICM completed. Must register concurrently in ED-475. ASEO membership or proof of professional liability insurance required. Take ED-475
ED-438 Student Teaching (12 credits)
ED-445MC Directed Observation/Middle Childhood (6 credits)
The student develops ability to manage an effective learning environment in an elementary classroom setting. In the student teaching role, she learns to integrate conceptualization, diagnosis, coordination, communication, and interaction skills as they apply to the teaching/learning situation. She also develops skill in evaluative self-reflection, assisting her in continual growth and development as a professional educator.
Prerequisite(s): Must complete online application and submit signed criminal background check form to Education Dept. No outstanding incompletes and Praxis requirement met. For ELC & ELM Majors: ED-220, ED-315, ED-345 & ED 352, ED 351 or ED-357, ED-353, ED-420 and MT-244 completed. One Communication Level 4 ICM completed. ASEO membership or proof of professional liability insurance required., Take ED-475 concurrent.

ED-455A Directed Observation Teaching High Sch (6 credits)
The student develops ability to manage an effective learning environment in high school classroom settings. In the student teaching role, she learns to integrate conceptualization, diagnosis, coordination, communication, and interaction skills as they apply to the teaching/learning situation. She also develops skill in evaluative self-reflection, assisting her in continual growth and development as a professional educator.
Prerequisite(s): Must complete online application and submit signed criminal background check form to Education Dept. No outstanding incompletes and Praxis/Core requirement met. For SED: ED-220, ED-315 and ED-420 completed. One Communication Level 4 ICM completed. Specialized methods course(s) must be completed. ASEO membership or proof of professional liability insurance required., Take ED-475.

ED-455EA Directed Observ/Teaching Middle Sch (6 credits)
The student develops ability to manage an effective learning environment in middle school classroom settings. In the student teaching role, she learns to integrate conceptualization, diagnosis, coordination, communication, and interaction skills as they apply to the teaching/learning situation. She also develops skill in evaluative self-reflection, assisting her in continual growth and development as a professional educator.
Prerequisite(s): Must complete online application and submit signed criminal background check form to Education Dept. No outstanding incompletes and PPST requirement met. For ELM Majors/SED Supports: ED-220, ED-315, ED-321 and ED-420 completed. One Communication Level 4 ICM completed. Specialized methods course(s) must be completed. ASEO membership or proof of professional liability insurance required., Take ED-475.

ED-471 Teaching English/Middle-Secondary School (4 credits)
Offered Spring Term only. The student further develops her facility in language and literature by designing and implementing an English curriculum using assessment strategies that support ongoing learning. She acquires knowledge of essential issues in the teaching of English at the secondary level and the skill and strategies to deal with these issues in classrooms with diverse learners. She uses media effectively in the support of curriculum goals.
Prerequisite(s): EN/ELA Major or Support. ED-201 completed. Praxis I/core requirement met or meet eligibility through ACT/SAT/GRE. Offered in Spring Term only. Additional online course time required.

ED-473 Tchg Mathematics/Middle- Secondary Sch (4 credits)
Offered Spring Term only. The student learns contemporary philosophies and methods of teaching mathematics at the middle and secondary levels. The student analyzes, designs, and implements instructional and assessment strategies to meet a variety of student needs. Throughout the course, she develops skill in using varied media, including the technology to support student learning.
Prerequisite(s): MT Major or Support. ED-201 completed. Praxis I/core requirement met or meet eligibility through ACT/SAT/GRE. Additional online course time required. Offered Spring Term only.

ED-475 Student Teaching Seminar (0 credits)
The student explores critical issues in education in meetings held during the student-teaching semester.
Prerequisite(s): Concurrent with student teaching. Fall 2017: Student Teaching Orientation will be held Friday, August 18 from 9 am-4 pm.

ED-477 Tchg Science/Middle-Secondary Schl (4 credits)
Offered Spring Term only. The student identifies current methods in science process skill development, including technology; she analyzes, designs, and implements instruction and assessment strategies that support ongoing learning at the middle and secondary level. She communicates the theoretical basis for the development of science curricula and the development of inquiry skills related to teaching science to meet a variety of student needs. She designs assessment instruments and evaluates their effectiveness in developing process skills and integrating unifying concepts.
Prerequisite(s): Science Major. ED-201 completed. Praxis I/Core requirement met or meet eligibility through ACT/SAT/GRE. Offered Spring Term only. Additional online course time required.

ED-478 Tchg Social Studies Middle/Secondary Sch (4 credits)
Offered Spring Term only. The student learns methods of teaching social studies, which includes history, psychology, religious studies, and social science, at the middle and secondary level, and focuses on ways to adapt her teaching to a variety of student needs. She analyzes, designs, and implements instructional strategies, using a range of technological and other resources. She creates effective assessment tools and incorporates feedback on student performance in her ongoing planning.
Prerequisite(s): Broad Field Social Studies, History, Psychology, Religious Studies or Social Science Major or Support. ED-201 completed. Praxis I/Core requirement met or meet eligibility through ACT/SAT/GRE. Additional online course time required. Offered in Spring Term only.

ED-481 Tchg Speech Communicat/Middle-Second Sch (2 credits)
The student develops skills needed to teach speech communication and related cocurricular activities at the middle and secondary school level, incorporating assessment strategies that support ongoing learning. She applies frameworks of communication to the development of curriculum, the creation of a class environment to meet a variety of student needs, and the appropriate use of technological and other media resources.
Prerequisite(s): Praxis 1 requirement met. ED-220 completed; ED-321 completed or concurrent.

ED-492 Senior Research Seminar (2 credits)
Offered Fall Term only. This seminar provides the opportunity for the student to demonstrate advanced analytical, problem solving, and valuing skills by independently carrying out a major qualitative research project in an area related to her educational interest.
Prerequisite(s): ED-220 completed; ED-321 or ED-338 completed. Praxis I/CORE requirement met. This course is offered Fall only.
ED-497 Independent Study (1-2 credits)
The practicing teacher or advanced education student demonstrates the ability to integrate theory and best-practice-models in a classroom setting focused on meeting the needs of all learners, with particular emphasis on those with special education needs. Using a problem-solving approach in a practicum site, the teacher applies strategies, techniques, and classroom modifications that are instrumental in responding to individual differences within the classroom setting and the school community.

ED-497A Student Teaching for Licensed Teachers (1 credit)
Student Teaching for licensed teachers.

ED-512 Challenges of Co-Operating Teacher (1 credit)
This course is designed to acquaint supervising teachers and principals of cooperating schools with the Alverno curriculum, especially as it relates to the preparation of teachers. Skills relative to the supervision of instruction are also emphasized as a means of facilitating a cooperative working relationship between supervising teacher and student teacher. Prerequisite(s): 3 years teaching experience; if willing to serve as a cooperating teacher, tuition is waived Section 01: To receive credit, additional online coursework required. Section 02: No additional coursework required.

ED-597 Independent Study (0 credits)
Under the approval and direction of a faculty member, independent study is available to students.

ED-600 Introduction to Reading Portfolio (0 credits)
In this meeting, held each year in the summer, participants in the reading teacher and reading specialist programs will be introduced to the requirements for the reading portfolio, which incorporate work across courses in the program. The portfolio is a requirement for DPI licensure.

ED-642 Connecting the Curriculum (3 credits)
Students 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 Teaching in Alternative Schools license.

ED-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 also learn how to provide constructive feedback to teacher initiates within a collaborative, nurturing environment.

ED-649 LACE Reflect/Character Education (3 credits)
This course focuses on the development of skills relative to the identification of exceptional needs in children, the assessment of those needs, and planning educational strategies appropriate to those needs. Participants become acquainted with theory through lecture, simulated experiences, practice exercises, case studies, and follow-up consultation during the implementation phase of the training.

ED-670 Portfolio Presentation of Teaching (0 credits)
Students 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 to those seeking the Wisconsin Teaching in Alternative Schools license.

ED-682 Integrating Literacy Development I (3 credits)
Teachers 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 Integrating Literacy Development II (3 credits)
Teachers 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 life-long learners. Drawing upon current research, teachers 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 credits)
Teachers analyze and select teacher-directed and learner-directed strategies that guide the interactions between students and their textual materials in functional reading contexts. They 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 into the course goals.

ED-686 Literature in the K-12 Setting (3 credits)
Teachers 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 the students. To implement Reader Response theory within a classroom setting, teachers create a staff development plan and unit plan for a specific audience.

ED-687 Early Literacy Success I (3 credits)
In the first course of this two-course sequence, teachers develop an in-depth understanding of the complexity of the reading process as it relates to student learning and early literacy development. They build a solid understanding of theory and its application to early literacy learning. They learn how to assess and analyze reading and writing behaviors. Through the use of Marie Clay’s Observation Survey and running records, teachers plan effective instruction to meet the unique literacy needs of an identified child within a one-to-one intervention setting. Through peer coaching experiences, teachers develop a solid understanding of the importance of feedback/discourse to accelerate student learning. Teachers 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.

Prerequisite(s): ED-682 completed.
ED-688 Early Literacy Success (3 credits)
In the second course of this sequence, teachers refine their understanding of early literacy learning theory and practice to effectively accelerate student learning within an intervention setting. They develop strategies for reflective practice to support appropriate responses to specific needs of learners. Teachers build an enhanced understanding of this intervention process as they begin assessment and instruction with second round students.
Prerequisite(s): ED-687 completed.

ED-689 Program Development Reading Specialist (3 credits)
Teachers 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-690 Advanced Intensive Reading (3 credits)
This course will offer different topics in the collegial study of assessment.

ED-691 Adolescent Literacy Practicum 1 (3 credits)
In the first course of this two-course sequence, teachers develop an in-depth understanding of the complexity of the reading process as it relates to adolescent student learning. A solid understanding of theory and its application to literacy learning are embedded within instruction and practice. Teachers learn how to provide feedback to improve their own instructional practice as well as to provide tools to enhance the instructional practice of their peers.
Prerequisite(s): ED-682 & ED-683 completed or permission of graduate literacy coordinator.

ED-692 Adolescent Literacy Practicum 2 (3 credits)
In the first course of this two-course sequence, teachers develop an in-depth understanding of the complexity of the reading process as it relates to adolescent student learning. A solid understanding of theory and its application to literacy learning are embedded within instruction and practice. Teachers learn how to provide feedback to improve their own instructional practice as well as to provide tools to enhance the instructional practice of their peers.
Prerequisite(s): ED-682 & ED-683 completed or permission of graduate literacy coordinator.

ED-695 Creating/Sustaining Inclusive Sch Comm (3 credits)
Students develop theoretical frameworks for meeting the needs of individual exceptional learners. Considering a range of inclusion options that exist in local school communities, they explore strategies, techniques, and classroom modifications that are instrumental in responding to individual differences within the context of the regular classroom setting.

ED-696 Adptng Strategies for Inclusive Settings (3 credits)
Teachers 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 responding to individual differences within contexts of classrooms and school communities.

ED-697 Independent Study (1-4 credits)
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.

ED-698 Coll Stdy: (3 credits)
This course will offer different topics in the collegial study of assessment.

ED-699 Adaptive Education Practicum (3 credits)
The Adaptive Education Portfolio, taken for 0-credits in conjunction with TLA-750 or for 3 credits as a stand-alone process, is required for those completing the Adaptive Education license.

ED-750 Adaptive Education Portfolio (0 credits)
The Adaptive Education Portfolio, taken for 0-credits in conjunction with TLA-750 or for 3 credits as a stand-alone process, is required for those who complete the Adaptive Education license.

ED-751 Practicum:guidng & Dirctng K-12 Rdg Prog (3 credits)
To become aware of the wide range of responsibilities of a reading specialist, students research the roles of specialists at the school and district levels. Based on a district needs assessment, they develop a two-year literacy plan. They facilitate professional discourse on specific learning issues to develop effective staff development strategies to enhance adult learning. They develop a professional portfolio as a capstone project to demonstrate knowledge skills and expertise as a reading specialist.

ED-752 Reading Teacher Portfolio (0 credits)
Teachers develop a Reading Teacher Portfolio upon completion of the required courses. Teachers meet with faculty to share evidence and demonstrate proficiency in the IRA/NCATE Standards for a reading teacher (316) license. It is taken concurrently with the student’s last course.
Prerequisite(s): Required for those who are doing the license in reading teacher.

ED-755 Reading Teacher/Specialist Portfolio (0 credits)
This portfolio is required of those who complete the master’s specialization in reading education and who complete both the Reading Teacher and Reading Specialist licenses. Teachers meet with faculty to share evidence and demonstrate proficiency in the IRA/NCATE Standards for a reading teacher/specialist (316/317) license. It is taken concurrently with ED-751.
ENGLISH (EN)

EN-210 Perspectives on Literature (2 credits)
The student concentrates on a specific literary genre and examines the way in which a chosen perspective can affect her response to fiction, drama, poetry, or essay. These perspectives are based on common literary concepts. She analyzes literature as communication - the special links and frequent obstacles between writer and reader. She investigates literature as a formal organization - the writing of a work based on how the elements are crafted into a meaningful whole. She considers literature as representation - the relationship between art and life as the artist explores various concepts of reality.  

Prerequisite(s): FA-110 or LA-230 completed; HUM-150 completed; CM-125 completed. Or LA 222 or LA 223 completed

EN-211 The Graphic Novel (2 credits)
The graphic novel is a fast-growing genre, and is extremely popular with young people around the world. In this class, students will review the history of the graphic novel, tracing the development of graphic novels as they have evolved and developed new techniques for expression. Graphic novels are a hybrid art form, combining drawing with text, pictures with words. They combine literary and visual narratives in immensely appealing and creative ways.  

Prerequisite(s): FA-110 or LA-230 completed; HUM-150 completed; CM-125 completed. Or LA 222 or LA 223 completed. Preference given to students required to take this course if enrollment exceeds limit.

EN-250 Oprah's Books (4 credits)
Students become readers in Alverno's Oprah's Book Club, developing as a literary critic and examining the economic, cultural and political implications of Oprah's Book Club choices. They take the risks and accept the responsibilities for their critical judgment of each of the works represented in the course, and they will examine in some depth Oprah's contributions to literacy and to literary culture, including exploring the controversies and the challenges surrounding her book club. As students decide whether or not a work is worthy of Oprah's pick they will fine tune their own definitions of what makes a book good, even great, literature.  

Prerequisite(s): WDC: FA-110 or LA-230 completed; HUM-150 completed; CM-125 completed.

EN-251 Introduction to Creative Writing (4 credits)
An astonishing offshoot of the digital age is that everyone is a writer. This general education course offers students the opportunity to become more self-aware about their written expression. Students will learn the basics of a variety of literary genres as a means of giving form to their ideas and will experiment with writing poetry, fiction, non-fiction, and children's stories. As peer readers of each other's work, they will learn in a workshop setting and hone editing and revising skills. Because all good writers are readers of others' works, students will read and do critical analyses of a variety of short literary works. This course will assist students to exercise their creativity, develop sensitivity to language choices, and identify traits of their personal writing style and literary preferences.  

Prerequisite(s): FA-110 or LA-230 completed; HUM-150 completed; CM-125 completed.

EN-252 Fiction Into Film (4 credits)
The student reads works of literature and views film adaptions of them, comparing the ways that authors and directors tell stories, make meaning, and elicit audience response. She is introduced to film theory and develops her understanding of literary theory. She analyzes the literary and film texts through a variety of critical frameworks. She considers definitions of genre as she views adaptations of a wide variety of genres: the short story, children's literature, drama, the novel, and intellectual autobiography. In addition, exploring two visions of the same story deepens her understanding of the relationship between genre and the expression of human experience.  

Prerequisite(s): FA-110 or LA-230 completed; HUM-150 completed; CM-125 completed. or LA 222 or LA 223 completed. Preference given to students required to take this course if enrollment exceeds limit.

EN-297 Independent Study (0 credits)
Under the approval and direction of a faculty member, independent study is available to students.

EN-310 Life Love Literature/Making Choices (2 credits)
This course allows the student to play the role of literary critic, taking risks and accepting responsibility for critical choices. She analyzes the relationship between the reader and the literary text, asking questions about form and content of a work of literature, about her responses to it, about its value as a work of literature, and about what literature itself can or should be. She develops her skills as a reader by learning major frameworks of literary criticism.  

Prerequisite(s): One Communication Level 3 ICM completed; one HFA-210 completed OR LA 222 or LA 223 completed. Preference given to students required to take this course if enrollment exceeds limit.

EN-330 Imagination & Identity in Literary Stds (4 credits)
Offered Spring Term only. This course is designed to engage the student in the complex processes of reading and interpreting literature, to heighten her ability to discover meaning from a variety of literary works and genres, and to deepen her commitment to literary studies as a chosen discipline. The course not only prepares the student for participation in the discipline of literary studies, but it also equips her with the analytical frameworks and the intellectual habits of mind necessary to remain an engaged reader and passionate critic in her personal and professional lives. She examines the nature of being a reader of literature, explores the philosophical underpinnings of literary studies, and thinks deeply and communicates clearly about a variety of complex literary works and genres within their historical, cultural, and biographical contexts. The course also uses the Diagnostic Digital Portfolio (DDP) as a significant assessment tool. The DDP is the primary tool for self-assessment in this course, a process that the student continues as she moves forward in her more advanced English courses, and which culminates in a celebratory self-assessment experience in EN-430. Using the DDP, the student maintains a creative and critical list of works she has read and would like to read so she can be more fully prepared for the literary challenges of her personal and professional lives.  

Prerequisite(s): For English & ELA Majors & Support Area only. EN-250, EN-251, EN-252, EN-310, EN 311 or TA-310 completed. CM-225 completed. EN & ELA Majors take concurrent with EN-399.
EN-340 Eng Grammar: Understanding Form & Function (3 credits)
This series of courses is for students interested in developing as writers and for students preparing to teach at the middle and secondary school levels. Courses include Creative Writing, Understanding English Grammar: Form and Fiction, and Facts and Features: Journalism Theory and Practice. In this series, the student studies a variety of rhetorical forms and styles, focusing on increasingly complex patterns of language and structure in literature and nonfiction. She also learns and practices a variety of forms and styles of creative and nonfiction writing.
Prerequisite(s): Required for ELA Majors & Supports. One Communication Level 4 ICM completed.

EN-343 Creative Writing II (3 credits)
This course deals with all forms of creative writing: fiction, poetry, humorous essays, journals. The student is encouraged to experiment with a wide range of genres for a variety of audiences. In the process she works to develop a sense of her own unique voice and style as a writer.
Prerequisite(s): One Communication Level 4 ICM completed. EN-251 recommended for CSW supports.

EN-344 Great Films (3 credits)
This course will address the topics of film genre and film history from a case study approach. Students will learn about film history, including technical innovation and critical reception, by studying certain key films that have been deemed "great." Explorations of these films will include analysis of film elements and a consideration of film history and criticism and Hollywood genre studies, including an examination of the Historical Epic, the Independent Film, film noir, the Western, and the Romance. Students will construct their own critical framework for "greatness" and analyze these films from a number of different theoretical or critical perspectives including, of course, their own evolving personal responses. The final individual and group project will involve a consideration of a recent "updated" version of a specific Hollywood genre with an understanding of genre conventions, revision, homage, parody, and experimentation. For example: analyzing Unforgiven (1992) or Django Unchained (2012) in light of the conventions of the Western. All films will be seen in class.
Prerequisite(s): One Communication Level 4 ICM completed.

EN-346 Reading & Writing Memoir (3 credits)
Students explore this genre by reading a variety of literary memoirs and by experimenting with their own autobiographical writing. They reflect philosophically on what creates meaning in their lives by interpreting and constructing life stories. Questions of identity, memory, truth(s), creativity, and legacy are the heart of the course. Awareness of metaphor and application of formalist, reader response, feminist, psychoanalytical, and ethnic literary approaches enhance students' ability to respond to contemporary and historical texts. Faculty and peer feedback guide students? revisions of their narratives, sharpening their sensitivity to language and other aspects of the form and content of memoir.
Prerequisite(s): One Communication Level 4 ICM completed.

EN-367 The Art of the Mystery (3 credits)
Courses in this series explore how and why we categorize literature by types, including testing out the boundaries of familiar classifications in fiction or nonfiction writing, such as poetry or autobiography. Courses include the Contemporary Novel and Autobiography. The student reads historical and contemporary works typically associated with a genre in order to infer characteristics of the type. She compares her experience as a reader with theoretical and applied articles about that type of literature, and builds her own analytical framework to represent the components of the genre being studied. She refines her understanding of a particular genre and expands her understanding of how it has been constructed by professional critics. Her creative writing experiments complement the analytical assignments in the course, providing another way to understand a genre and her own responses to it.
Prerequisite(s): Communication Level 4 ICM completed.

EN-371 The 20S in American Literature (3 credits)
This course examines the literary achievement of the Harlem Renaissance and Americans abroad. While evidence of the angst and artistic experimentation associated with modernism can be found in both literary movements, African-American writers of the Harlem Renaissance differed from Americans in Europe in their desire to draw from their distinctive historical and cultural traditions as a means of affirmation and empowerment. The student uses critical frameworks to analyze, evaluate, and place in context the literary works she studies. She also analyzes how the ideas, aesthetic principles, and values of the literary works challenge or reinforce her own values and thinking about life and art.
Prerequisite(s): Communication Level 4 ICM completed.

EN-375 African-American Literature (3 credits)
This course considers the historical roots and development of the African-American literary tradition - and its continuing impact on literature and society today. The student explores key concepts and metaphors that define African-American literature, using historical, ethnic, and feminist critical frameworks to analyze and respond to literature as an expression of and commentary on culture. She reflects on how the values and aesthetic principles of the African-American literary tradition challenge or reinforce her own thinking about art and society through creative and critical writing.
Prerequisite(s): Communication Level 4 ICM completed.

EN-378 The Heroine in Literature (3 credits)
This course focuses on how artists and thinkers from various cultures have conceived of the heroine, a term that is used not only in the literary sense but in terms of religious images, philosophy, the visual arts, etc. It will raise questions such as the "ideal woman" vs. the "real"; stereotyping; women's vs. men's creation of heroines; and how the image of the heroine varies from culture to culture. Frameworks from aesthetic response are particularly relevant, as are the in-depth study of values and how they are challenged or affirmed by aesthetic works.
Prerequisite(s): One Communication Level 4 ICM completed.

EN-381 Major Figures: Shakespeare & Cont Wrld (3 credits)
This series, which includes a course on Shakespeare, provides the student the opportunity to develop ways of making an author's works increasingly meaningful for herself. She wrestles with questions to determine why an author such as Shakespeare stays alive as a recognized part of contemporary life, what we can learn about historical process from studying the data about an author, and how an author's work represents a multifaceted integration of literary techniques, artistic traditions, cultural values, and unique characteristics of a society.
Prerequisite(s): Communication Level 4 ICM completed.
EN-382 Major Figures: Early Amer Literature (3 credits)
This series, which includes a course on Shakespeare, provides the student the opportunity to develop ways of making an author's works increasingly meaningful for herself. She wrestles with questions to determine why an author such as Shakespeare stays alive as a recognized part of contemporary life, what we can learn about historical process from studying the data about an author, and how an author's work represents a multifaceted integration of literary techniques, artistic traditions, cultural values, and unique characteristics of a society. 
Prerequisite(s): Communication Level 4 ICM completed.

EN-397 Independent Study (2 credits)
Under the approval and direction of a faculty member, independent study is available to students.

EN-398 Film Around the World (3 credits)
In this introduction to formal film studies, the student analyzes the narrative structure and visual elements of film, studying films from India, Japan, Europe, Africa, and South America as well as from the United States. She independently applies theories and frameworks from the humanities to organize and articulate her aesthetic responses to those films, and articulates her own personal vision of the genre of film.
Prerequisite(s): One Communication Level 4 ICM completed.

EN-399 Formal Introduction to Advanced Work (0 credits)
The Advanced-Level Event marks a significant accomplishment for each student as she proceeds into the work of her major department. When a department determines that a student is ready for advanced work within a discipline, the student is invited to participate in a ceremony that is both a celebration and an explanation of future requirements of the major and support areas. She registers for this experience at a point determined by her major department: for most majors the registration is connected to the taking of a particular course. Students and faculty gather for an afternoon during Mid-semester Assessment Days. Following a general program, students meet in departmental sessions with their faculty to discuss advanced outcomes, department courses, advising procedures, and so on.
Prerequisite(s): English & ELA Majors only. Concurrent registration with EN-330.

EN-400 English 400-LEVEL Elective (1-4 credits)
English 400-LEVEL Elective

EN-430 External Assessment for Majors (1 credit)
This external assessment allows the student to evaluate and synthesize her learning in her intermediate and advanced English courses and her continuing work on her electronic individualized reading lists. She develops an English portfolio that highlights her development as a writer, reader, and scholar of literature. She prepares a formal presentation of her portfolio for the English Department. This assessment also includes a roundtable discussion of a contemporary novel, during which the student independently applies the critical frameworks she has learned in her academic program.
Prerequisite(s): For EN & ELA Majors only; EN-330 completed; take in second to last semester of program.

EN-453 From Printout to Publication (4 credits)
This course is the capstone for the Creative Studies in Writing support. The course is organized around the writing, layout and production of Alverno College’s literary magazine (currently Inside/Out). Students will conceptualize the magazine’s focus, write, critique and edit content in order to publish a digital literary magazine. Students will practice the concepts and skills they have developed across their program of study, including the close-reading and reviewing of professional texts and adapting a creative piece from their own portfolio for submission to the magazine. As part of this course, students will also explore the changing nature of publishing as a profession as well as a goal for their work. Students from other disciplines in the college may take the course with permission from the instructor, and may produce work for the magazine that is not text-based (e.g. art, video, podcasts).
Prerequisite(s): EN-251 & EN-343 completed or consent of instructor.

EN-463 Romantic Poetry (4 credits)
This series, which includes a course on the 19th-century novel, allows the student to explore a genre by focusing on its origins, both cultural and literary. She examines the historical and cultural influences that contributed to the development of a genre, such as the religious climate, economics, education, and other contexts. Consideration of literary influences on genre encourages the student to explore definitions and functions of genre. She also analyzes ways that literacy forms convey philosophical stances on what it means to be human and examines the relationship between literary form and her own aesthetic preferences.
Prerequisite(s): One Communication Level 4 ICM completed., EN-330 completed or concurrent registration.

EN-464 The American Novel (4 credits)
This series, which includes a course on the 19th-century novel, allows the student to explore a genre by focusing on its origins, both cultural and literary. She examines the historical and cultural influences that contributed to the development of a genre, such as the religious climate, economics, education, and other contexts. Consideration of literary influences on genre encourages the student to explore definitions and functions of genre. She also analyzes ways that literacy forms convey philosophical stances on what it means to be human and examines the relationship between literary form and her own aesthetic preferences.
Prerequisite(s): EN-330 completed

EN-471 Issues in Criticism: Modernism (4 credits)
Courses in this series, which includes British modernism, explore why we value certain literary authors and their works. The courses raise questions about who establishes critical standards and under what circumstances they are challenged or changed. Featured in this series are literary periods, such as modernism, in which questions about the nature and function of literature are central and during which creative writers also play a critical role. The student hones her own critical skills, including raising and evaluating her own and others’ critical questions, reading literary criticism, and writing critical responses. Questions about the value of “difficult” writers, changing historical reputations of writers, the lasting impact of historical writers on contemporary literature and literary criticism, and the relationship of literature and other arts shape some of the subject matter of the course.
Prerequisite(s): EN-330 completed or concurrent
EN-472 Contemporary American Literature (4 credits)
Courses in this series, which includes British modernism, explore why we value certain literary authors and their works. The courses raise questions about who establishes critical standards and under what circumstances they are challenged or changed. Featured in this series are literary periods, such as modernism, in which questions about the nature and function of literature are central and during which creative writers also play a critical role. The student hones her own critical skills, including raising and evaluating her own and others’ critical questions, reading literary criticism, and writing critical responses. Questions about the value of “difficult” writers, changing historical reputations of writers, the lasting impact of historical writers on contemporary literature and literary criticism, and the relationship of literature and other arts shape some of the subject matter of the course.
Prerequisite(s): EN-330 completed.

EN-480 Later American Literature (4 credits)
Topics change from semester to semester, but all courses in this series deal with some aspect of international literature. Through reading literature from different cultures, the student experiences a global sense of literature that puts her education in American and English literature into a wider context. While certain courses may focus on a canonical survey approach (by investigating literature from the ancient, medieval, and contemporary worlds), others may focus on the contemporary novel in Africa, Japan, China, India, and South America. Regardless of the particular approach, such as eclectic exploration allows the student to expand her investigation of how culture influences genre, meaning, and literary technique. It also allows her to strengthen her advanced-level abilities in communication, analysis, aesthetic engagement, and valuing in a global arena.
Prerequisite(s): EN-250, EN-310 or EN 311 completed. One Communication Level 4 ICM completed.

EN-482 World Literature (4 credits)
Topics change from semester to semester, but all courses in this series deal with some aspect of international literature. Through reading literature from different cultures, the student experiences a global sense of literature that puts her education in American and English literature into a wider context. While certain courses may focus on a canonical survey approach (by investigating literature from the ancient, medieval, and contemporary worlds), others may focus on the contemporary novel in Africa, Japan, China, India, and South America. Regardless of the particular approach, such as eclectic exploration allows the student to expand her investigation of how culture influences genre, meaning, and literary technique. It also allows her to strengthen her advanced-level abilities in communication, analysis, aesthetic engagement, and valuing in a global arena.
Prerequisite(s): One Communication Level 4 ICM completed.

EN-483 Advanced Internship Seminar (2 credits)
Based on her personal, academic, and professional goals and interests, the student does individual fieldwork at a job setting related to art and art applications. Her placement may involve planning and mounting exhibitions at an art museum, helping to maintain the permanent collection at a public museum, or learning the casting process in a foundry. An on-campus interdisciplinary seminar accompanies the internship, and helps her develop her professional abilities and effectively transfer classroom skills to the working world.
Prerequisite(s): Departmental consent, confer with advisor. Contact Internship Office for details and placement assistance.

EN-497 Independent Study (2 credits)
Under the approval and direction of a faculty member, independent study is available to students.
ENVIRONMENTAL SCIENCE (ENV)

ENV-297 Independent Study (2-4 credits)
Under the approval and direction of a faculty member, independent study is available to students.

ENV-341 Geographical Information Systems (3 credits)
This hands-on course in which students are given beginning-level opportunities to process, analyze and visualize spatial data and information using commercially-available GIS (Geographic Information Systems) software. In the process, they are introduced to the principles of GIS and its usefulness as an analytical tool and as an effective communication technique in addressing global, environmental and social science questions. The course also explores ethical issues pertaining to confidentiality and privacy when gathering and using GIS data. 
Prerequisite(s): WDC: SSC-101 and 2 courses from Natural Science/ Math General Education requirements completed. WEC: LA 283 & LA 284 completed.

ENV-353 External Assessment in ENV (0 credits)
This assessment is taken following CH 335, Spectroscopic Methods of Analysis. The student with a major in environmental science has the opportunity to demonstrate her progress in analysis, problem solving, valuing, and developing a global perspective. She individually chooses a method for monitoring a given environmental contaminant and justifies her choice. She then works with colleagues to develop a plan for dealing with a real environmental issue. 
Prerequisite(s): CH 335 or CH 336 or CH-337 completed.

ENV-374 ENV Assessment in Effective Citizenship (0 credits)
This assessment takes the form of volunteer research for a community organization. The student works with a community organization to develop a project that will use her environment research skills and benefit the community. She analyzes the organization to develop criteria for an effective product, uses appropriate research skills, and reports her findings in a manner appropriate to the audience.

ENV-397 Independent Study (0 credits)
Under the approval and direction of a faculty member, independent study is available to students.

ENV-398 Environmental Field Studies (3 credits)
Environmental Field Studies integrates experiential, service learning work as field researchers with scientific and humanistic inquiry into the historical and contemporary contexts that give meaning to this field research. In this full-time 6 unit summer course, students learn about and conduct needed field research designed and led by professional researchers in fisheries science, river geomorphology and watershed management. Readings, discussions, student writings, final projects and presentations cover both the specific science of the research project as well as more interdisciplinary approaches to the history and scope of ecological and environmentalist discourses generally.

ENV-399 Formal Introduction to Advanced Work (0 credits)
The Advanced-Level Event marks a significant accomplishment for each student as she proceeds into the work of her major department. When a department determines that a student is ready for advanced work within a discipline, the student is invited to participate in a ceremony that is both a celebration and an explanation of future requirements of the major and support areas. She registers for this experience at a point determined by her major department: for most majors the registration is connected to the taking of a particular course. Students and faculty gather for an afternoon during Mid-semester Assessment Days. Following a general program, students meet in departmental sessions with their faculty to discuss advanced outcomes, department courses, advising procedures, and so on. 
Prerequisite(s): One BI, CH or GE 200-level course completed.

ENV-414 ENV Professional Portfolio (0 credits)
This assessment offers students with a major or a support area in environmental science the opportunity to show that they can effectively use and communicate information. The student assembles a portfolio of her communications, including laboratory notebooks, written reports and papers, videotapes of speeches, and abstracts. She describes the research strategies she employed in her portfolio work. She assesses her portfolio, describing her own strengths and weaknesses. 
Prerequisite(s): Take in your final semester senior year. Fall 2016. Students will meet with the instructor of records on Friday Sept 9 & Dec 9

ENV-483 Advanced Internship Seminar (2 credits)
The student applies her analytical and problem-solving abilities as well as the frameworks of environmental science in researching a specific issue in an industrial, government, or health-related facility. She participates in an on-campus seminar directed by a family member of the environmental science faculty to reflect on her learning in a work environment. 
Prerequisite(s): Departmental consent; confer with advisor; preplacement workshop required. See Internship Registration Procedures page for workshop schedule and required internship procedures.

ENV-491 Integrated Environmental Seminar (3 credits)
In this course the student examines current environmental issues selected by the class. She integrates what she has learned across the curriculum to investigate the scientific, political, economic, ethical, legal, and historical aspects of issues that affect the environment, and she develops and evaluates different plans of action. She also reflects extensively on her educational experiences and completes a culminating self assessment of her undergraduate work. 
Prerequisite(s): Any two 300-Level courses completed. Problem Solving Level 4 completed.

ENV-495 Practicum: Site Environ Study III (2 credits)
The student applies her knowledge base and outcomes in environmental science in an industrial, educational, government, or health-related facility. She participates in an on-campus seminar directed by the instructor of ENV-495. The practicum and the environmental seminar focus on reflection and demonstration of the application of the outcomes of this major. 
Prerequisite(s): Departmental consent; confer with advisor. Contact Internship Office for details and placement assistance.

ENV-497 Independent Study (0 credits)
Under the approval and direction of a faculty member, independent study is available to students.
FA-110 Intro to the Arts (4 credits)
In this course, the student explores the various dimensions of artistic expression (e.g., dance, music, visual arts, literature, theater) and the interpretations of that expression. By comparing and contrasting forms of artistic expression and the creative process, she focuses on the question of how these various forms bring to expression different dimensions of the human experience. Thus, the examination of form leads to the exploration of the basic human value questions that artistic works address and that also find expression in related humanistic works of history, religious studies, and philosophy. The student is introduced to the processes of the various humanities disciplines as ways of approaching human experience.

FA-111 Intro to the Arts: Visual Arts (4 credits)
In this course, the student engages with artistic expressions and creative processes. As both a creator of and responder to the arts, she explores how the arts express dimensions of human experiences across cultures. The course includes fun, hands-on arts activities.

FA-112 Intro to the Arts: Digital Art (4 credits)
In this course, the student engages with artistic expressions and creative processes. As both a creator of and responder to the arts, she explores how the arts express dimensions of human experiences across cultures. The course includes fun, hands-on arts activities.

FA-113 Intro to the Arts: Dance Focus (4 credits)
In this course, the student engages with artistic expressions and creative processes. As both a creator of and responder to the arts, she explores how the arts express dimensions of human experiences across cultures. The course includes fun, hands-on arts activities.

FA-114 Intro to the Arts: Music Focus (4 credits)
In this course, the student engages with artistic expressions and creative processes. As both a creator of and responder to the arts, she explores how the arts express dimensions of human experiences across cultures. The course includes fun, hands-on arts activities.

FA-115 Intro to the Arts: Theatre (4 credits)
In this course, the student engages with artistic expressions and creative processes. As both a creator of and responder to the arts, she explores how the arts express dimensions of human experiences across cultures. The course includes fun, hands-on arts activities.

FA-116 Intro to the Arts: Multi Arts (4 credits)
In this course, students engage with the art forms of dance, theatre, music, and visual arts. Students explore interpretive and creative processes that are unique to each art form as well as those that are shared among them. The students make informed personal choices to engage with the arts through four distinct creative domains: physical, cognitive, emotional/therapeutic, and social/collaborative.

FA-482 Ext Assmnt of Effective Citizenship Lvl 4 (0 credits)
The student participates in the planning and implementation of a community art project.

FA-497 Independent Study (2 credits)
Independent Study in Fine Arts
FSS-125 First Semester Seminar (2 credits)
FSS-125 introduces beginning students to academic studies through an engaging instructor-chosen topic. Students would get a first look at what it means to study an academic subject through reading, viewing, and engaging with faculty, staff, and other students. In addition to learning college-level academic skills, students would also learn strategies for being a successful college student, including practicing time-management skills, communicating effectively with faculty, and using college resources, such as the Library and the CRC, and college technology, such as Moodle and LiveText. This course would also include the students’ first careering experience, through taking the Strong Interest Inventory and doing research on the Bureau of Labor Statistics Website. The Social Interaction Level 1 external assessment would be facilitated by this course.

FSS-125A First Semester Seminar (2 credits)
FSS-125 introduces beginning students to academic studies through an engaging instructor-chosen topic. Students would get a first look at what it means to study an academic subject through reading, viewing, and engaging with faculty, staff, and other students. In addition to learning college-level academic skills, students would also learn strategies for being a successful college student, including practicing time-management skills, communicating effectively with faculty, and using college resources, such as the Library and the CRC, and college technology, such as Moodle and LiveText. This course would also include the students’ first careering experience, through taking the Strong Interest Inventory and doing research on the Bureau of Labor Statistics Website. The Social Interaction Level 1 external assessment would be facilitated by this course.

FSS-125B First Semester Seminar (2 credits)
FSS-125 introduces beginning students to academic studies through an engaging instructor-chosen topic. Students would get a first look at what it means to study an academic subject through reading, viewing, and engaging with faculty, staff, and other students. In addition to learning college-level academic skills, students would also learn strategies for being a successful college student, including practicing time-management skills, communicating effectively with faculty, and using college resources, such as the Library and the CRC, and college technology, such as Moodle and LiveText. This course would also include the students’ first careering experience, through taking the Strong Interest Inventory and doing research on the Bureau of Labor Statistics Website. The Social Interaction Level 1 external assessment would be facilitated by this course.

FSS-125C First Semester Seminar (2 credits)
FSS-125 introduces beginning students to academic studies through an engaging instructor-chosen topic. Students would get a first look at what it means to study an academic subject through reading, viewing, and engaging with faculty, staff, and other students. In addition to learning college-level academic skills, students would also learn strategies for being a successful college student, including practicing time-management skills, communicating effectively with faculty, and using college resources, such as the Library and the CRC, and college technology, such as Moodle and LiveText. This course would also include the students’ first careering experience, through taking the Strong Interest Inventory and doing research on the Bureau of Labor Statistics Website. The Social Interaction Level 1 external assessment would be facilitated by this course.

FSS-125D First Semester Seminar (2 credits)
FSS-125 introduces beginning students to academic studies through an engaging instructor-chosen topic. Students would get a first look at what it means to study an academic subject through reading, viewing, and engaging with faculty, staff, and other students. In addition to learning college-level academic skills, students would also learn strategies for being a successful college student, including practicing time-management skills, communicating effectively with faculty, and using college resources, such as the Library and the CRC, and college technology, such as Moodle and LiveText. This course would also include the students’ first careering experience, through taking the Strong Interest Inventory and doing research on the Bureau of Labor Statistics Website. The Social Interaction Level 1 external assessment would be facilitated by this course.

FSS-125E First Semester Seminar (2 credits)
FSS-125 introduces beginning students to academic studies through an engaging instructor-chosen topic. Students would get a first look at what it means to study an academic subject through reading, viewing, and engaging with faculty, staff, and other students. In addition to learning college-level academic skills, students would also learn strategies for being a successful college student, including practicing time-management skills, communicating effectively with faculty, and using college resources, such as the Library and the CRC, and college technology, such as Moodle and LiveText. This course would also include the students’ first careering experience, through taking the Strong Interest Inventory and doing research on the Bureau of Labor Statistics Website. The Social Interaction Level 1 external assessment would be facilitated by this course.

FSS-125F First Semester Seminar (2 credits)
FSS-125 introduces beginning students to academic studies through an engaging instructor-chosen topic. Students would get a first look at what it means to study an academic subject through reading, viewing, and engaging with faculty, staff, and other students. In addition to learning college-level academic skills, students would also learn strategies for being a successful college student, including practicing time-management skills, communicating effectively with faculty, and using college resources, such as the Library and the CRC, and college technology, such as Moodle and LiveText. This course would also include the students’ first careering experience, through taking the Strong Interest Inventory and doing research on the Bureau of Labor Statistics Website. The Social Interaction Level 1 external assessment would be facilitated by this course.

*Prerequisite(s): Section only open to students invited by faculty.*
FSS-125G First Semester Seminar (2 credits)
FSS-125 introduces beginning students to academic studies through an engaging instructor-chosen topic. Students would get a first look at what it means to study an academic subject through reading, viewing, and engaging with faculty, staff, and other students. In addition to learning college-level academic skills, students would also learn strategies for being a successful college student, including practicing time-management skills, communicating effectively with faculty, and using college resources, such as the Library and the CRC, and college technology, such as Moodle and LiveText. This course would also include the students' first careering experience, through taking the Strong Interest Inventory and doing research on the Bureau of Labor Statistics Website. The Social Interaction Level 1 external assessment would be facilitated by this course.

Prerequisite(s): Section only open to students invited by faculty.

FSS-125H First Semester Seminar (2 credits)
FSS-125 introduces beginning students to academic studies through an engaging instructor-chosen topic. Students would get a first look at what it means to study an academic subject through reading, viewing, and engaging with faculty, staff, and other students. In addition to learning college-level academic skills, students would also learn strategies for being a successful college student, including practicing time-management skills, communicating effectively with faculty, and using college resources, such as the Library and the CRC, and college technology, such as Moodle and LiveText. This course would also include the students' first careering experience, through taking the Strong Interest Inventory and doing research on the Bureau of Labor Statistics Website. The Social Interaction Level 1 external assessment would be facilitated by this course.

Prerequisite(s): Section only open to students invited by faculty.

FSS-125J First Semester Seminar (2 credits)
FSS-125 introduces beginning students to academic studies through an engaging instructor-chosen topic. Students would get a first look at what it means to study an academic subject through reading, viewing, and engaging with faculty, staff, and other students. In addition to learning college-level academic skills, students would also learn strategies for being a successful college student, including practicing time-management skills, communicating effectively with faculty, and using college resources, such as the Library and the CRC, and college technology, such as Moodle and LiveText. This course would also include the students' first careering experience, through taking the Strong Interest Inventory and doing research on the Bureau of Labor Statistics Website. The Social Interaction Level 1 external assessment would be facilitated by this course.

Prerequisite(s): Only open to AAS students.

FSS-125K First Semester Seminar (2 credits)
FSS-125 introduces beginning students to academic studies through an engaging instructor-chosen topic. Students would get a first look at what it means to study an academic subject through reading, viewing, and engaging with faculty, staff, and other students. In addition to learning college-level academic skills, students would also learn strategies for being a successful college student, including practicing time-management skills, communicating effectively with faculty, and using college resources, such as the Library and the CRC, and college technology, such as Moodle and LiveText. This course would also include the students' first careering experience, through taking the Strong Interest Inventory and doing research on the Bureau of Labor Statistics Website. The Social Interaction Level 1 external assessment would be facilitated by this course.

FSS-125L First Semester Seminar (2 credits)
FSS-125 introduces beginning students to academic studies through an engaging instructor-chosen topic. Students would get a first look at what it means to study an academic subject through reading, viewing, and engaging with faculty, staff, and other students. In addition to learning college-level academic skills, students would also learn strategies for being a successful college student, including practicing time-management skills, communicating effectively with faculty, and using college resources, such as the Library and the CRC, and college technology, such as Moodle and LiveText. This course would also include the students' first careering experience, through taking the Strong Interest Inventory and doing research on the Bureau of Labor Statistics Website. The Social Interaction Level 1 external assessment would be facilitated by this course.

FSS-125M First Semester Seminar (2 credits)
FSS-125 introduces beginning students to academic studies through an engaging instructor-chosen topic. Students would get a first look at what it means to study an academic subject through reading, viewing, and engaging with faculty, staff, and other students. In addition to learning college-level academic skills, students would also learn strategies for being a successful college student, including practicing time-management skills, communicating effectively with faculty, and using college resources, such as the Library and the CRC, and college technology, such as Moodle and LiveText. This course would also include the students' first careering experience, through taking the Strong Interest Inventory and doing research on the Bureau of Labor Statistics Website. The Social Interaction Level 1 external assessment would be facilitated by this course.

FSS-125N First Semester Seminar (2 credits)
FSS-125 introduces beginning students to academic studies through an engaging instructor-chosen topic. Students would get a first look at what it means to study an academic subject through reading, viewing, and engaging with faculty, staff, and other students. In addition to learning college-level academic skills, students would also learn strategies for being a successful college student, including practicing time-management skills, communicating effectively with faculty, and using college resources, such as the Library and the CRC, and college technology, such as Moodle and LiveText. This course would also include the students' first careering experience, through taking the Strong Interest Inventory and doing research on the Bureau of Labor Statistics Website. The Social Interaction Level 1 external assessment would be facilitated by this course.
GEA-200 Creativity Through the Arts (4 credits)
This experiential course is designed to transform students' creativity, an ability that is applicable to all aspects of their personal lives and careers. Through various forms of aesthetic engagement, they will learn about outstanding creative artists in global visual and performance art. Within the hybrid structure, students will research and analyze artists' works and make personal and cultural connections through the Arts Frameworks in order to enhance their ability to “read” artwork and understand their role as viewer. Also, students will explore their creativity through engagement in creative processes based on Creative Domains and related to specific artists' works being studied throughout the course. As part of these experiences, students will consider artistic intent and the complex aspects of creativity that lie at the foundation of making meaning through visual art. In creating personal visual statements and analyzing their own viewpoints, responses, and choices, students will expand their understanding of and ability to access their innate creativity.

Prerequisite(s): GECM-135 completed.
GEAC-151 AEO Social Interaction Assessment (0 credits)
The student is introduced to the Task-Oriented Model in class and participates in a simulation of recommending a candidate for directorship of a governmental agency. This assessment identifies a baseline for the student in social interaction and aids her in setting immediate, specific goals based on where she is. After self-assessment and peer assessment, she participates in one-on-one feedback with an assessor. Success in the assessment is based on the student’s ability to view her performance accurately, demonstrated by reaching consensus with the assessor.

Prerequisite(s): For Adult Evening & Online Students who have not completed AC-151. Concurrent registration in LDR-150.
GENERAL EDUCATION BEHAVIORAL SCIENCE (GEB)

GEB-150 Learnng, Education & Training/Digital Era (4 credits)
The course content will focus on education and training in the digital era, including some modern learning theory, with some practical applications for trainers and other educators. Finally, the social interaction work in the course will focus on efficient and respectful communications using digital tools. This course will also help to serve as an orientation to the new program and to learning in an Alverno College hybrid course.
GENERAL EDUCATION COMMUNICATION SEMINAR (GECM)

GECM-135 Communication Ability Seminar I (4 credits)
This course focuses on developing the analytical reading, writing, speaking, listening, and information technology literacy skills necessary for coursework across the curriculum. Students will enhance their critical thinking abilities as they engage with language concepts such as audience, context, focus, purpose, and structure. Students will further develop their abilities in areas of self-management strategies such as time management, study skills, vocabulary acquisition, etc. to be successful in their education pursuits and later in the world at large. The student will explore complex topics, incorporating ideas from various sources and applying theoretical concepts, as she develops her receptive and expressive communication abilities. She will also be introduced to research strategies and library resources essential to her development as an innovative learner.
Prerequisite(s): GEB-150 completed or concurrent registration.

GECM-235 Communication Ability Seminar II (4 credits)
This course prepares students to be effective communicators and researchers in their college work and beyond. Students will develop and demonstrate communication abilities (listening, reading, speaking and writing) at Level 3 in an integrated fashion in both new media and more traditional formats. Students will also develop their research skills and technological literacy through the creation of a digital project that showcases their communication abilities at Level 3. This digital project enables students to explore a topic from a course in their major, leadership or general education.
Prerequisite(s): GECM-135 completed.

GECM-450 Adv Gen Ed Research & Communic Project (4 credits)
In this course, students will demonstrate the advanced general education outcomes by further developing and creatively applying what they have learned in their general education courses. Using close-reading, observation, research, and data analysis skills, students will have the opportunity to create and present a project on a topic of their choice that is relevant to their major and profession. They will especially draw upon their advanced communication skills and use of technology to construct and communicate their project.
Prerequisite(s): GECM-235 & GEQL-160 completed.
GEH-350 Multicultural Societies (4 credits)

Prerequisite(s): For Adult Evening & Online students only GEB-150 completed
GEO-100 Adult Eve & Online Orientation (0 credits)
GEO-100 Orientation to the AEO Program is required of all students who are new to the AEO program, including first-time college students, external transfer students, and internal transfer students. Students will be introduced to the staff, faculty, structure, technology, and resources necessary for success in the program. Please note that this orientation takes place prior to the official start date for classes.
GENERAL EDUCATION
QUANTITATIVE LITERACY
(GEQL)

GEQL-130 Quantitative Literacy in Women’s Lives (4 credits)
In this course, students focus on mathematical and algebraic methods within the context of contemporary women’s issues. They will do this through solving application based problems, understanding the use of symbols, and applying various mathematical techniques needed to effectively use and manipulate quantitative information. Concept models include percents, ratios, formulas, variables, linear equations, and graphs.
Prerequisite(s): GEB-150 completed or concurrent registration.

GEQL-160 Making Meaning With Data (4 credits)
In this course, students strengthen the quantitative skills needed to be an effective receiver and producer of information. They explore Representing Data, which combines topics in graphing and statistics, and Predicting Data, which combines topics in statistics and probability. Through exploration of these concepts, students will increase their understanding of the power of mathematics as a communication tool.
Prerequisite(s): GEQL-130 or equivalent completed.
GES-250 The Sciences & Women (4 credits)
Science & Women establishes a foundation in the physical and/or biological sciences with a strong emphasis on the role of women in all aspects of science from research to leadership positions both in science and the community. Students in the course will develop a scientific understanding of the natural world focusing on physical and/or biological systems and will gain an understanding of both the historical and current roles of women in science. By the end of the course successful students should be able to effectively communicate on issues of recruitment, education, and retention of women in science as educators, researchers, and leaders. Students will also develop and use analysis skills for understanding, investigating, and articulating physical and/or biological and other science related topics. Students will examine how gender bias has shaped many aspects of the sciences from the basic process of doing science to complex systems found within humans and/or the environment. By analyzing these biases and seeing their impact on education and career development students can begin to appreciate how science is interwoven with society. The course will also explore how science is influenced by values and how these values vary across genders and cultures.
Prerequisite(s): For Adult Evening & Online Students only, GEB-150 & LDR-150 completed.
GEOLGY (GE)

GE-114 Foundations of Earth Science (4 credits)
This course includes discussion, lab, and two mandatory field trips. The student focuses on an analysis of selected earth and space systems and concepts. She studies aspects of geology (materials and landforms of the earth's crust and dynamic processes that change and shape the crust), meteorology (weather and climate), and space and planetary science. She investigates forces forming and driving these systems and the interrelationships among these systems. She also evaluates effects of human activities on the earth's systems. 
Prerequisite(s): QL 051/120/122 completed or concurrent registration. Required field trips are Sept 17 & Oct 1 from 8 am-2 pm.

GE-115 Introduction to Geologic Principles (2 credits)
This half-semester course runs concurrently with GE-117, Foundations of Earth Science, and covers the geology portion of that course. The student learns about and practices how science is done, making observations and using them to draw reasonable conclusions. She does this by using the frameworks of geology, studying the materials that comprise and the processes that shape the earth's surface and subsurface. The course includes discussion, laboratory activities, and two required Saturday field trips. Major themes include earth materials, the earth's structure and composition, energy and earth systems, water and the hydrologic cycle, land-forming processes, and plate tectonics. If both SC/GE-115 and SC/GE-116 are completed successfully, they will count as the equivalent of SC/GE-114 (gen ed lab science) 
Prerequisite(s): QL 050/110 completed. Required field trips are April 16 & 30 from 8 am-2 pm. Note: does not fulfill General Education Science requirement, QL 051/120 completed or concurrent registration.

GE-116 Introduction to Earth Science Principles (2 credits)
This half-semester course runs concurrently with GE-117, Foundations of Earth Science, and covers the astronomy and meteorology portions of that course. The student learns about and practices how science is done, making observations and using them to draw reasonable conclusions. She does this by using the frameworks of astronomy and meteorology, studying the processes that shape the earth's weather and form the galaxy and solar system. The course includes discussion and laboratory activities. Major themes include weather and climate, energy and earth systems, and space and planetary science. If both GE-115 and GE-116 are completed successfully, they will count as the equivalent of GE-117 (gen ed lab science) 
Prerequisite(s): QL 050/110 completed. QL 051/120 completed or concurrent registration.

GE-117 Foundations of Earth Science (4 credits)
This course includes discussion, lab, and two mandatory field trips. The student focuses on an analysis of selected earth and space systems and concepts. She studies aspects of geology (materials and landforms of the earth's crust and dynamic processes that change and shape the crust), meteorology (weather and climate), and space and planetary science. She investigates forces forming and driving these systems and the interrelationships among these systems. She also evaluates effects of human activities on the earth's systems. 
Prerequisite(s): QL 051/120/122 completed or concurrent registration.

GE-220 Earth Science (4 credits)
This course includes discussion, lab, and field trips. The student focuses on an analysis of selected earth and space systems and concepts. She studies aspects of geology (materials and landforms of the earth's crust and dynamic processes that change and shape the crust), meteorology (weather and climate), and space and planetary science. She investigates forces forming and driving these systems and the interrelationships among these systems. She also evaluates effects of human activities on the earth's systems. An independent project or experiment with associated paper and presentation to the class is required. 
Prerequisite(s): SC-119 completed., CM 156Q/QL-156 completed or concurrent registration.

GE-410 Environmental Geology (4 credits)
The student uses geologic information and frameworks along with economic, political, and cultural information and frameworks to address issues related to land and resource use and sustainability, and analyze resources and natural geologic hazards. She uses aerial photography, Google Earth, and geologic and topographic maps to interpret, analyze, and communicate information, and technology such as GIS (Geographic Information Systems) to evaluate geologic and environmental hazards. She identifies underlying assumptions and bias in data, evaluates risks, and proposes reasonable actions as an effective citizen. Guest experts and field trips to local environmental and geologic points of interest may be included. 
Prerequisite(s): SC-118 or SC-120 completed. One Communication Level 4 ICM, Analysis Level 4 & Problem Solving Level 4 completed.

GE-497 Independent Study (3-4 credits)
Under the approval and direction of a faculty member, independent study is available to students.
GLOBAL PERSPECTIVES/ EFFECTIVE CITIZENSHIP (GEC)

GEC-300 The Globally Effective Citizen (3 credits)
This series of courses engages the student in the richness and variety of life in this age of globalization by exploring local/national issues and analyzing them within the global context. Using the conceptual frameworks of political science, economics, the humanities, and global studies, she investigates politics and economics at home and abroad, the role of nongovernmental organizations in affecting global change, the historical and cultural context of issues, and the process of globalization and its impact. At the conclusion of a course in this series she integrates her knowledge in an external assessment.

GEC-302 Global Citizen: Power of Water (3 credits)
In this course students focus on the political and economic dimensions of water as a local and a global source of power, sustenance, and renewal. Students start with a history of water usage in the U.S. and look how the political process works in the U.S. on water issues. As the semester progresses we broaden our focus to look at other regions and their water issues. Students practice media awareness by keeping a “water log” of global water stories in the news. Water issues covered in this class mirror the water topics in which they may choose to research and present. These include: scarcity, pollution, water borne illnesses, irrigation, religious significance, sanitation, dam construction, privatization, and geo-political water issues. Students research and ultimately present to their peers on one of these issues, a region or country, and a non-governmental organization that works on the issue in the region.

Prerequisite(s): Communication Level 3 ICM completed. Analysis Level 3 completed. Social Interaction Level 3 completed. Dev a Global Perspective Level 2 completed. Effective Citizenship Level 2 completed.

GEC-303 Global Citizen: Crime & Punishment (3 credits)
In this class students explore criminal justice systems around the world to gain a better understanding of diverse ways that societies understand and respond to crime, and the laws, policies and institutions they have created to respond to criminal behavior. They learn the legal traditions that are the foundation for these laws and policies, and about the consequences of these approaches to criminal justice for the other aspects of society. Particular focus include policing, courts, and corrections within a variety of national contexts. They also explore issues with an international focus such as war crimes, genocide and terrorism. They discover the similarities and differences among national criminal justice systems, and recognize the ways in which crime and responses to crime have become an important feature of globalization. Ultimately they use this understanding as a basis for a critique of the criminal justice system in the United States, and to make recommendations for responding to crime locally, nationally and internationally.

Prerequisite(s): Communication Level 3 ICM completed. Analysis Level 3 completed. Social Interaction Level 3 completed. Dev a Global Perspective Level 2 completed. Effective Citizenship Level 2 completed.

GEC-304 Global Citizen: International Migration Issues (3 credits)
International migration has joined global economic trends, sustainable development, genocide and concerns about the environment as an important foreign policy issue. It has political, economic and social implications for “departure” and “destination” countries around the world. In this course students will explore the opportunities and threats posed by migration and how these are forcing attention to national and international policies regulating international migration. The United States can act unilaterally to protect its national interests, but at what point do the migration policies of other countries become the legitimate business of the U.S.? When should the poverty, civil strife, overpopulation, and environmental degradation that drive citizens from other countries become the concern of the U.S.? How can the U.S. intervene in the internal affairs of the fundamental element of the international system of states?

Prerequisite(s): Communication Level 3 ICM completed. Analysis Level 3 completed. Social Interaction Level 3 completed. Dev a Global Perspective Level 2 completed. Effective Citizenship Level 2 completed.

GEC-305 Global Citizen: Views on Aging/Local & Global (3 credits)
This course introduces students to the impact of public policy and globalization on aging individuals and populations. Students begin with hands-on experience with an agency addressing aging issues, and explore how they are affected by public policy, as well as how they can influence public policy. Their textbook discusses the ways in which the process of globalization influences people around the world as they age, in terms of health, economic security, social intergrations, and quality of life. Students also learn how other societies conceptualize aging, and how different concepts of aging influence the framing of policy decisions. Many will select final projects that discuss how other societies’ infrastructure with regard to aging can inform American policymaking.

Prerequisite(s): Communication Level 3 ICM completed. Analysis Level 3 completed. Social Interaction Level 3 completed. Dev a Global Perspective Level 2 completed. Effective Citizenship Level 2 completed.

GEC-306 Global Citizen: Gender Diversity (3 credits)
In this course, students explore the social construction of gender around the world. To gain a better understanding of the ways that societies understand and respond to gender, students examine the methods that societies use to encourage gender conformity and discourage gender non-conformity. After looking at these issues in the United States, each student chooses a country and researches how people operate within that country’s gender system. Finally, students will articulate the human rights issues that are associated with efforts to control and limit expressions of gender diversity.

Prerequisite(s): Communication Level 3 ICM completed. Analysis Level 3 completed. Social Interaction Level 3 completed. Dev a Global Perspective Level 2 completed. Effective Citizenship Level 2 completed.
GEC-307 Global Art & Visual Culture (3 credits)
Students in this course will begin to learn how to interpret global art and its relationship to visual culture by examining their roles as consumers of the visual. They will investigate how geography is signified to create a sense of place, of belonging or unbelonging, how economic issues evolve in creation, distribution, and consumption of art or visual culture, and how communities use civil discourse with non-governmental and governmental organizations to develop their cultural policies and projects. They will consider how these issues differ as they look at the arts and visual culture round the globe to uncover how visual instrumentaton is developing as a local or global agenda. 
Prerequisite(s): Communication Level 3 ICM completed. Analysis Level 3 completed. Social Interaction Level 3 completed. Dev a Global Perspective Level 2 completed. Effective Citizenship Level 2 completed.

GEC-308 Global Citizen: Psychology of Food (3 credits)
What do your cravings for French fries tell you about American culture? What is the significance of economic interests on food production in China? How did the Tsunami affect eating habits of the people in southeast Africa? Why do Mexicans eat tortillas while Indians eat chapatis? Who and what influences the production and distribution of rice in Japan? Why do Americans eat so many hamburger? If you are interested in these questions, this course will give you a foundation through which to explore the geography, politics, economics, and culture of food. It will begin with an examination of rice in Asia as a model through which to develop an understanding of the kind of research and exploration that is possible. Students will use this experience as a framework with which to explore the geography, politics, economics and culture of foods in different parts of the world and to research a Non-Governmental Organization related to the area they choose to investigate. 
Prerequisite(s): Communication Level 3 ICM completed. Analysis Level 3 completed. Social Interaction Level 3 completed. Dev a Global Perspective Level 2 completed. Effective Citizenship Level 2 completed.

GEC-309 Global Citizen: Globalization (3 credits)
Students will study the growing phenomenon of jobs moving around the world in an increasingly boundary less and borderless global marketplace. Topics will include the economic, political, technological, regulatory, and social reasons for the globalization of labor, manufacturing, and the "knowledge economy," and its implications for the U.S. and other countries. Students will consider the experiences of other countries, from fully industrialized nations to developing countries, as they deal with global trade issues, to better understand how countries and governments confront the political and economic problems associated with the emerging global market. Exploring historical precedents (e.g. the British textile industry; the Irish Potato Famine; the huge influx of low-cost European labor into the U.S. from 1870-1910), students will develop the foundation to understand and explore the complexities and dichotomies of both sides of current political, economic and social issues and in turn to seek answers to questions perplexing our national, state and local leaders today - such as 'free trade vs.fair trade', and the 'outsourcing' and 'off shoring' of jobs. Students will explore the cost and the benefits to the U.S. and other countries of jobs moving globally to China, Mexico or India, for example. Students will explore alternative positions as to whether governments should attempt to address such issues and concerns with political social policy. and/or trade/tariff regulatory solutions or strategies, and what they might learn from history and the experiences of other countries in order to deal with such policy issues in what some in this country describe as Jobs, Trade and America’s 'Other War'.
Prerequisite(s): Communication Level 3 ICM completed. Analysis Level 3 completed. Social Interaction Level 3 completed. Dev a Global Perspective Level 2 completed. Effective Citizenship Level 2 completed.

GEC-310 Global Citizen: Global Feminism (3 credits)
This course examines the political, social and economic issues affecting the status of women in the United States and abroad from a theoretical perspective in order to develop strategies for change. 
Prerequisite(s): Communication Level 3 ICM completed. Analysis Level 3 completed. Social Interaction Level 3 completed. Dev a Global Perspective Level 2 completed. Effective Citizenship Level 2 completed.

GEC-311 Global Citizen: Understanding Terrorism (3 credits)
In this course, students focus on the political, economic, religious, and social roots of terrorism in an attempt to offer answers to some key questions: How do these factors contribute to terrorism and political violence? What actions constitute terrorism? What is new about the new wave of terrorism as distinct from previous actions? What are the relationships between terrorism and the media? An important goal of the course is to evaluate how policy makers respond to terrorism and the consequences of those responses. What are some alternate approaches to terrorism? For their final project, students conduct research on the perspective and goals of an international non-governmental organization concerned about terrorism and ways to prevent such violence. 
Prerequisite(s): Communication Level 3 ICM completed. Analysis Level 3 completed. Social Interaction Level 3 completed. Dev a Global Perspective Level 2 completed. Effective Citizenship Level 2 completed.

GEC-312 Global Citizen: End of Nature (3 credits)
Save the Whales, “Think Globally, Act Locally,” “Hug a Tree”, “Deep Ecology,” “Earth First!” These slogans, movements, and organizations enjoyed varying degrees of popularity in recent decades. In fact, a much longer list of issues could be included. Global Climate change represents just one of the ongoing challenges to scientists and citizens alike. Even 100 years ago, calls for scientific expertise drove U.S. government involvement in resource management. Today, what scientists have learned about the natural world seems to exceed the wildest dreams of experts a century ago, and yet we have greater concerns than ever about our inability to plan for the future. Around the world, countries are developing at rates that may soon exceed the impact on nature of even the American economy. In this course, students will understand the challenges of the past alongside international comparisons. These challenges are unique products of different historical and cultural contexts, and they serve as instructive examples of the parallels in human experience. Students will view, through the perspectives of various non-governmental organizations, the geographic, political, and economic opportunities and challenges related to climate in our global future. 
Prerequisite(s): Communication Level 3 ICM completed. Analysis Level 3 completed. Social Interaction Level 3 completed. Dev a Global Perspective Level 2 completed. Effective Citizenship Level 2 completed.

GEC-313 Global Citizen: Christianity/Div World (3 credits)
Fact: Most Christians in the world are not of European descent. This fact must be understood in political, geographic and economic context. Student research projects may analyze indigenization of religious practices (e.g. adapting worship to a people’s native culture), religious violence and peace making, the future of missions, response to political repression, literacy and economic development, or other topics relevant to the understanding of Christianity in a global perspective. 
Prerequisite(s): Communication Level 3 ICM completed. Analysis Level 3 completed. Social Interaction Level 3 completed. Dev a Global Perspective Level 2 completed. Effective Citizenship Level 2 completed.
GEC-314 Global Citizen: Indigenous People (3 credits)
To many of us, a world with shrinking borders is simply a metaphor to clarify our experience with instant communication and rapid travel. For indigenous people, the process of globalization is experienced more acutely and with profound ramifications. This course examines the juxtaposition of our world with the world inhabited by indigenous people. As the First People, they have experiences and traditions that reach beyond recorded time. Yet they are forced to live in and adjust to a world that best ignores and at worst destroys their way of life. We will examine this relationship through historical, political, geographical, cultural and environmental contexts. We will learn from and about indigenous people of the Arctic Circle, the Amazon basin, from Africa, Asia, and Latin America. We will connect with organizations that fight to preserve indigenous rights. We will study how the media portrays their stories. And in the process of discovering the hidden voices of our global elders, we will learn what it takes to become informed, educated, and active citizens of the world.
Prerequisite(s): Communication Level 3 ICM completed. Analysis Level 3 completed. Social Interaction Level 3 completed. Dev a Global Perspective Level 2 completed. Effective Citizenship Level 2 completed.

GEC-316 Global Citizen: Power & Prejudice (3 credits)
When two sides of an interaction have unequal power and status, the nature of the interaction and the perceived results are affected by this differential. In this class, we will examine the way power can disrupt communication and cooperation. We will begin with how power affects relations between individuals, and then discuss consequences of intergroup and international differences in power and status.
Prerequisite(s): Communication Level 3 ICM completed. Analysis Level 3 completed. Social Interaction Level 3 completed. Dev a Global Perspective Level 2 completed. Effective Citizenship Level 2 completed.

GEC-317 Global Citizen: Religion & Politics (3 credits)
This course will investigate the historic patterns and current interactions of religious organizations and governments. Students will gain a better understanding of the rationales used for or against religious involvement in politics. The course will focus on the overlap, interplay, and tensions between religion and domestic politics in both Christian and Islamic societies in an attempt to answer the question: what is the proper role of religion in public life?
Prerequisite(s): Communication Level 3 ICM completed. Analysis Level 3 completed. Social Interaction Level 3 completed. Dev a Global Perspective Level 2 completed. Effective Citizenship Level 2 completed.

GEC-318 Global Citizen: Women & the Economy (3 credits)
This course provides the theoretical background needed for the analysis of the data and the debates concerning men's and women's economic behaviors and experiences in terms of such variables as the division of labor, the labor force, participation rate, and the wage differential between women and men. In the context of economic history, specific economic issues facing women workers are examined and the merits of different economic theories and their policy prescriptions are debated.
Prerequisite(s): Communication Level 3 ICM completed. Analysis Level 3 completed. Social Interaction Level 3 completed. Dev a Global Perspective Level 2 completed. Effective Citizenship Level 2 completed.

GEC-319 Global Citizen: Women's Agency (3 credits)
U.S. women now earn more college degrees than men and almost half of all women work outside the home. If women have access to education and careers, how is it that U.S. women earn less than men for the same work and account for less than 7 of elected officials? Lack of economic and political gender parity affects society in myriad ways which limit women's agency over their own lives and that of their communities. Students will explore questions of social status, economic determination, access to education and political representation of women throughout the world. Students will also research the work of international women's organizations and explore connections to their own lives.
Prerequisite(s): Communication Level 3 ICM completed. Analysis Level 3 completed. Social Interaction Level 3 completed. Dev a Global Perspective Level 2 completed. Effective Citizenship Level 2 completed.

GEC-320 Global Citizen Israel-Palestine Conflict (3 credits)
This course examines the conflict in Israel-Palestine from a global perspective, considering international law, human rights, religious and historical claims and grievances, and many other issues, as well as the roles played by regional and foreign governments (including, especially, the US government), NGOs, activists, and others. Sources range from legal texts to personal testimony, fiction writing, and movies representing different perspectives on the conflict.
Prerequisite(s): Communication Level 3 ICM completed. Analysis Level 3 completed. Social Interaction Level 3 completed. Dev a Global Perspective Level 2 completed. Effective Citizenship Level 2 completed.

GEC-321 Glbl CIt: Modern Africa Devlpmt& Society (3 credits)
This course will examine modern Africa from the perspective of development, discussing how citizens of Western societies (especially the US) can best assist African societies and individuals in solving the problems facing them and embracing their full potential. Topics of study may include: the diversity and vibrancy of African societies and cultures; the pitfalls of stereotyping Africa as a continent of poverty and strife; the influence of historical, political, economic, and cultural forces such as colonialism and the global economic system on Africa's situation; the central role of African governments and individuals in defining development efforts; and the various channels through which we in the US can offer assistance.
Prerequisite(s): Communication Level 3 ICM completed. Analysis Level 3 completed. Social Interaction Level 3 completed. Dev a Global Perspective Level 2 completed. Effective Citizenship Level 2 completed.

GEC-322 Glbl Ct: Access to Ed: Women Around Wrld (3 credits)
In this course, students explore education systems around the world to gain a better understanding of diverse ways that societies understand and respond to educating girls and women; students explore the laws, policies, and institutions that shape, supervise, and, on occasion, sabotage women's access to education around the world. They learn the cultural traditions that are the foundations for these laws, policies, and institutions, and they consider the various societal and international consequences of these approaches to educating girls and women. The class also explores education-related issues with an international focus, such as how education services are structured and delivered by various international aid agencies and non-governmental organizations. They discover the similarities and differences among national education systems, and recognize the ways in which education and varying practices for education have become an important part of the conversations related to globalization.
Prerequisite(s): Communication Level 3 ICM completed. Analysis Level 3 completed. Social Interaction Level 3 completed. Dev a Global Perspective Level 2 completed. Effective Citizenship Level 2 completed.
GEC-323 Glbl Ct: Am Civil Rights Mvmnt 1954-65 (3 credits)
This course will cover the American Civil Rights Movement from 1954 to 1965 in the South. The principal focus will be on the nature of the oppressive Jim Crow system in the South and black protest against it. In examining the Jim Crow system, students will study its economic, political, and social supports. Students will also study the philosophical justifications for the system and the variety of white opinions concerning Jim Crow, including segregationists, racial moderates, and white supporters of the civil rights movement. In examining the black protest, students will study the variety of black ideas, from the national leaders of the National Association for the Advancement of Colored People, the ministers of the Southern Christian Leadership Conference, and the students of the Student Nonviolent Coordinating Committee. Students will also study the philosophy and practice of nonviolence and how it was applied in the American South. In addition, students will study the white reactions to the protest and the two principal laws that were written as a result of the protest: the 1964 Civil Rights Act and the 1965 Voting Rights Act.
Prerequisite(s): Communication Level 3 ICM completed. Analysis Level 3 completed. Social Interaction Level 3 completed. Dev a Global Perspective Level 2 completed. Effective Citizenship Level 2 completed.

GEC-324 Global Citizen: Coastal Cities (3 credits)
The aim of the Coastal Cities project is to use Milwaukee as a model for comparing other coastal cities. We will be investigating how the cities are influenced by their position on the water and in turn how the cities impact the body of water. We will use a multi-disciplinary approach, studying how the city and water interact environmentally, economically, physically and culturally.
Prerequisite(s): Communication Level 3 ICM completed. Analysis Level 3 completed. Social Interaction Level 3 completed. Dev a Global Perspective Level 2 completed. Effective Citizenship Level 2 completed.

GEC-325 Glbl Ct: Internatl Nat Dis-Econ Aftershk (3 credits)
In this course, students explore the economic, social and political aftershocks of domestic and international natural disasters. In this course, students develop their analytic, problem solving and critical thinking abilities by learning and applying basic theories, concepts and frameworks of microeconomics in rebuilding communities affected by national and international natural disasters. During the past ten years, natural disasters such as earthquakes (December 26, 2004 9.1 earthquake Indian Ocean and August 11, 2011 9.2 earthquake Rikuzentakata, Japan for example), tsunamis (December 26, 2004 Aceh, Indonesia pummeling eleven countries, for example), hurricanes (Fay, Gustav, Hanna, Ike and Katrina for example), cyclones, typhoons, wildfires and landslides have impacted the United States and the world. Students will discover conflicting schools of thought regarding economic aftershocks and the rebuilding of communities. On the one hand, many economists believe the aftershocks of a natural disaster could lead to an economic slowdown and a decline in economic growth. On the other hand, many economists believe that while the loss of life is tragic, research has shown that natural disasters offer many hidden benefits to the nation's and the world's economy and one could expect continued economic growth. Finally, students will discover through the lens of various non-governmental organizations, how national and international natural disasters provide economic, social and political aftershocks, challenges and opportunities to the U.S. and global economy, the U.S. and global markets and the consumer.
Prerequisite(s): Communication Level 3 ICM completed. Analysis Level 3 completed. Social Interaction Level 3 completed. Dev a Global Perspective Level 2 completed. Effective Citizenship Level 2 completed.

GEC-327 Glbl Ct: Healthy Minds? Mental Illness (3 credits)
In this course, we will explore the influence of factors, such as culture, society, media, racism, religion, politics, and economics on mental health and illness beliefs, practices, and services. In addition, the historical roots of mental health and illness, both nationally and internationally, will be traced. Also, we will connect with global organizations that advocate for the health and safety of those afflicted with mental illness and how we, as individual citizens, can support social justice for the mentally ill.
Prerequisite(s): Communication Level 3 ICM completed. Analysis Level 3 completed. Social Interaction Level 3 completed. Dev a Global Perspective Level 2 completed. Effective Citizenship Level 2 completed.

GEC-328 Glbl Ct: Migration & Multicult in Europe (3 credits)
Migration and Multiculturalism in Europe Students will use frameworks from both the Developing a Global Perspectives and Effective Citizenship abilities to explore a range of topics related to recent influxes into Europe of refugees and others fleeing persecution, war, violence, disease, and poverty. They will research non-governmental organizations working with refugee and migrant populations in Europe in order to assess their contributions and effectiveness. Topics will include the history of previous migrations into and within Europe; causes behind recent refugee and migrant flows; the legal status of different migrants under international and national law; attitudes and policies towards migrants in European host societies; and the experiences of the migrants themselves, including their artistic and cultural production.
Prerequisite(s): Communication Level 3 ICM completed. Analysis Level 3 completed. Social Interaction Level 3 completed. Dev a Global Perspective Level 2 completed. Effective Citizenship Level 2 completed.

GEC-329 Glbl Ct: Presidentl Election & Terrorism (3 credits)
The course will focus on the American presidential election in the context of global terrorism. Students will study the rise of ISIS, terrorism in Europe, and terrorism in the United States, with particular emphasis on the effect of terrorism on the choice of a president in 2016.
Prerequisite(s): Communication Level 3 ICM completed. Analysis Level 3 completed. Social Interaction Level 3 completed. Dev a Global Perspective Level 2 completed. Effective Citizenship Level 2 completed.

GEC-330 Glbl Ct: Cultural Persp Health: Jamaica (3 credits)
Through in-depth study of the Jamaican culture, the student gains experience in assessing cultural health-care practices, shared belief systems, and norms. She experiences the relationship between culture and health and begins to expand her cultural competence abilities to enhance her practice of professional nursing. The course concludes with an immersion experience(approximately 10-14 days), during which she observes health-care delivery systems operating in acute, clinic, and community care sites. She participates in care and determines the impact of the host culture's health-care delivery system in meeting people's needs within the cashement/service area.
Prerequisite(s): Communication Level 3 ICM completed. Analysis Level 3 completed. Social Interaction Level 3 completed. Dev a Global Perspective Level 2 completed. Effective Citizenship Level 2 completed.

GEC-397 Independent Study (3 credits)
Under the approval and direction of a faculty member, independent study is available to students.
GLOBAL STUDIES (GLS)

GLS-200 Introduction to Global Studies (3 credits)
Offered Spring Term only. This course introduces the student to global studies frameworks of analyzing historical, political, economic, and cultural processes. She uses these frameworks and applies key concepts as she learns to take diverse perspectives on the interdependence of global systems.
Prerequisite(s): HUM-150 completed. For Nursing Majors with GLS support: N-250 completed. Offered Spring Term only.

GLS-297 Independent Study (2 credits)
Under the approval and direction of a faculty member, independent study is available to students.

GLS-300 United Nations & the World (4 credits)
The course also explores ethical issues pertaining to communication technique in addressing global, environmental and social questions. The course also explores ethical issues pertaining to communication technique in addressing global, environmental and social issues.
Prerequisite(s): For Social Science, Global Studies or Politics majors/ supports: CLD-220/SOC-220 or POL-225 or GLS-200. For other majors/ supports: Effective Citizenship Level 3, Dev a Global Perspective Level 3, Social Interaction Level 3 and One Communication Level 3 ICM completed or permission of the instructor. Offered Fall term only. Must attend simulation in Chicago.

GLS-330 Business & Economics in Asia (3 credits)
The rapid growth and dominance of Asia since the 1990s and the world movement toward global markets are important trends to understand for any student of business or Asian Studies. Today, China ranks as the second and Japan as the third largest economies in the world. This course serves to introduce students to the similarities and differences of doing business in different Asian countries. In this instance, the focus will be on China given the importance and size of this economy today. The course will also include comparisons and examples from other Asian countries. Students will develop their ability to research specific Asian economies and businesses and to identify and evaluate market opportunities. They will compare trade regulations, and business operations in Asia to those in the United States.
Prerequisite(s): AS-200 or MGT-210 completed.

GLS-341 Geographical Information Systems (3 credits)
This hands-on course in which students are given beginning-level opportunities to process, analyze and visualize spatial data and information using commercially-available GIS (Geographical Information Systems) software. In the process, they are introduced to the principles of GIS and its usefulness as an analytical tool and as an effective communication technique in addressing global, environmental and social science questions. The course also explores ethical issues pertaining to confidentiality and privacy when gathering and using GIS data.
Prerequisite(s): WDC: SSC-101 or GLS-200 and 2 courses from Natural Science/Math General Education requirements completed. WEC: LA 283 & LA 284 completed.

GLS-350 Topics in Global Studies (4 credits)
The GLS-350 Topics Course will be an upper-level course on international and global topics and issues. As a Topics Course, it will allow the GLS Program flexibility in offering a range of courses on various topics within the broad category of global studies. Some courses might focus on the United States in the world, on international political topics, and on other global topics that are not principally political. As illustration, some potential courses could include: The United States in the World; Americam Foreign Policy and American Wars Since 1945 International Politics; The Post-Cold War World and The Spread of Democracy Global Politics Outside the Nation-State Paradigm; The Causes and Effects of Global Warming and The African Diaspora
Prerequisite(s): GLS-200 or POL-225 completed.

GLS-351 Places of the Holocaust (4 credits)
In the course there will be an emphasis on the history, geography, and politics of genocide. Not a course in learning the numbers, but a course in understanding how such massive genocide can be accomplished and the technologies involved, it will also provide the student with a strong emphasis in the humanities as frameworks for interpretation. A great deal of this course will be devoted to the geographical relationships of cities to killing centers and the mechanics and strategies of mass murder. As a course about the Holocaust, it is also a course in the history of Eastern European Jewry-what it once was and the vestiges that are left today. There are two significant components to this course. The First is the 2-hour bi-weekly class during Spring semester when students will study to prepare themselves for the trip. The second is the trip itself where students will have the opportunity to apply their learning and deepen their understanding of the Holocaust. There will be many conversations around forms of memorializing and the differences in places and spaces. See www.alvernoholocausttrip.com for more details.
Prerequisite(s): Additional information: Estimated trip cost of $4990 will be added to your bill. You will be required to sign a financial agreement when paying the deposit; it identifies dates when fees are charged to you. $150 required deposit due at time of registration Entire cost of trip is non-refundable even if you drop the course and do not travel. Plan for an additional amount of $500 for optional expenses and free time. Prerequisites: One Communication Level 4 ICM completed. Must be 18 years of age. Scanned Color Copy of Passport emailed to Judeen.Schulte@Alverno.edu. If your passport is due to expire,you must renew your passport before an airline ticket will be issued. Contact the IIC if you need information about how to obtain a passport.

GLS-370 World Geography: People, Places & Change (3 credits)
The course Offered Fall Term only. In this course the student learns how to use frameworks from the field of geography to analyze and articulate her understanding of global systems and processes. She focuses on four essential dimensions of geographic thinking: imaging the world in spatial terms; locating places and regions; exploring the dynamics of geophysical and human systems and their interrelationships; and using geography to better understand global issues.
Prerequisite(s): WDC: SSC-101 or GLS-200 completed; one Communication Level 3 ICM completed. WEC: LA 284 and one Communication Level 3 ICM completed. Offered Fall Term only.
GLS-396 International Economics (3 credits)
Offered Fall Term only. The student studies the growth and development of the international economy, developing her ability to analyze international economic theories in the context of various phases of world history. She identifies economic and organizational problems, analyzes international business issues and practices, evaluates policies and practices, and communicates her analyses and evaluations in a variety of professional contexts. 
Prerequisite(s): MGT-210 completed.

GLS-397 Independent Study (0 credits)
Under the approval and direction of a faculty member, independent study is available to students.

GLS-399 Formal Introduction to Advanced Work (0 credits)
The Advanced-Level Event marks a significant accomplishment for each student as she proceeds into the work of her major department. When a department determines that a student is ready for advanced work within a discipline, the student is invited to participate in a ceremony that is both a celebration and an explanation of future requirements of the major and support areas. She registers for this experience at a point determined by her major department: for most majors the registration is connected to the taking of a particular course. Students and faculty gather for an afternoon during Mid-semester Assessment Days. Following a general program, students meet in departmental sessions with their faculty to discuss advanced outcomes, department courses, advising procedures, and so on. 
Prerequisite(s): At least 4 required 200-level courses or above completed in major.

GLS-410 Comparative Politics (4 credits)
The student uses comparative frameworks to study and compare political subjects and social policies from a variety of countries. She takes part in class discussions about the political systems and policies of major countries in Europe, Africa, the Middle East, Asia, and Latin America. 
Prerequisite(s): One 300-level course in GLS, HUM, POL or SOC completed.

GLS-475 Global Studies Senior Seminar (2 credits)
Offered Fall term only. In this capstone seminar, the student studies the process of paradigm shifts, the contexts in which they take place, and their implications for the work of educators, researchers, and policymakers. She demonstrates the ability to integrate economic, social science, and humanities frameworks in conducting research on a global issue. 
Prerequisite(s): For GLS Majors & Supports: HUM-350 series course or MGT-396 completed. For MGI majors: MGT-310 completed. Offered Fall term only.

GLS-497 Independent Study (0 credits)
Under the approval and direction of a faculty member, independent study is available to students.
HEALTH EDUCATION (HED)

HED-201 Role of the Health Educator (4 credits)
Health educators work to encourage healthy lifestyles and wellness through educating individuals and communities about behaviors that promote healthy living and prevent diseases and other health problems. They also work in organizational, community-based and political environments to create sustainable systems that promote health. In this course, you will learn about the Seven Areas of Responsibility identified and credentialed by the National Commission for Health Education Credentialing, Inc. (NCHEC), explore the Code of Ethics required by the profession, and imagine and experience yourself in the health educator role.
Prerequisite(s): CM-125, PSY-110 & SC-119 completed, SC-120 and SC-120L completed or concurrent.

HED-210 Foundations Health Ed & Health Behavior (4 credits)
Health Education Specialists educate and motivate people in their pursuit of healthful behaviors. In this course, you will explore the various meanings of health, healthy behavior, and health promotion. You will also explore factors that influence health behavior, including individual, social, cultural, and environmental/community influences. Using educational, motivational, and health behavior theories, you will apply strategies to assist individuals, groups, priority populations, and communities to develop and adopt positive health behaviors. Concepts of health literacy and health disparities will be addressed as well as the 7 Areas of Responsibility of Health Educators, particularly Areas 1 (Assessment), 2 (Planning Health Education), 3 (Implement Health Education) and 7 (Communicate and Advocate for Health Education).
Prerequisite(s): PSY-110 completed, CM-225 completed or concurrent. HED-210 completed or concurrent.

HED-310 Health Policy and Advocacy (2 credits)
Health educators communicate with individuals, small groups, and through mass communication strategies to provide health-related information in a variety of settings. Their communication is the foundation for Health Educators to advocate for health and health education promotion. As advocates, health educators create, implement, and evaluate plans that influence both policy and systems (NCHEC, 2015). This course teaches students how to analyze factors affecting development, implementation, and evaluation of health and health education policies. Students will select an area of personal concern and develop and deliver a health advocacy message to a local, state, federal legislative, or international body.
Prerequisite(s): HED-210 completed

HED-320 Assessment of Population Health (3 credits)
HED-320 is a required upper-level course for Health Education majors. In the course, students will practice assessment of the health needs and capacities of populations. They will identify rationale for such assessments (for example, as part of the argument for advocacy of particular health education programs), characterize specific populations, identify existing data and create instruments for collecting primary data about population health. In individual project work students will conduct an assessment and create a report detailing the health characteristics of a particular population. For clarity, note that the course is about public health issues, not about individuals’ medical conditions. Public health issues include nutrition and access to appropriate food, substance use, sanitation, adherence to immunization schedules, stress and environmental stressors, relationship abuse and violence, and support for the elderly, among others.
Prerequisite(s): HED-210 and BSC-255 completed, BSC-257 completed or concurrent registration.

HED-330 Contemporary Health Issues (4 credits)
In this course, students will investigate contemporary health issues throughout the world. The students will analyze the impact of historical, political, ecological, economic, environmental, and behavioral factors on the health of individuals, communities, and populations. In planning and implementing health education strategies, students will examine the use of social marketing, support groups, print materials, work with the media, coalition building, advocacy, and policy to positively influence health, health education and the health education profession.
Prerequisite(s): HED-210 completed

HED-401 Transitions to Professional Role (2 credits)
Prerequisite(s): HED-310 & HED 311 completed.

HED-483 Advanced Internship (2 credits)
Prerequisite(s): HED-310 & HED 311 completed, HED-401 completed or concurrent.
HISTORY (HS)

HS-211 Studies in US Culture & Society (2 credits)
In this course the student examines the relationships among human behavior, cultural expressions, and the social environment during a specific era of U.S. history. Emphasis is placed on the student critically analyzing historical monographs, historical documents, cultural artifacts, and artistic works to construct and effectively communicate her own understanding and interpretation of aspects of U.S. history. The student examines how U.S. society and culture at a specific time in history shaped, and was informed by, the individuals living at that time. She also analyzes and responds to artistic expressions to expand her understanding of an era of U.S. history.
Prerequisite(s): CM-125 completed. OR LA 222 or LA 223 completed. Preference given to students required to take this course if enrollment exceeds limit.

HS-212 Studies in European Culture & Society (2 credits)
In this course the student examines the relationships among human behavior, cultural expressions, and the social environment during a specific era of European history. Emphasis is placed on the student critically analyzing historical monographs, historical documents, cultural artifacts, and artistic works to construct and effectively communicate her own understanding and interpretation of aspects of European history. The student examines how a European society and culture as a specific time in history shaped, and was informed by, the individuals living at that time. She also analyzes and responds to artistic expressions to expand her understanding of an era of European history.
Prerequisite(s): FA-110 or LA-230 completed; HUM-150 completed; CM-125 completed. OR LA 222 or LA 223 compl. Preference given to students required to take this course if enrollment exceeds limit.

HS-213 U S. Women's Rights & Lives (2 credits)
This course covers the history of women in the United States from 1776 to the present. It holds as an assumption that women from all races, ethnicities, and socioeconomic backgrounds played profound roles in the shaping of American history. Moreover, the student considers the ways in which "woman": has been defined and debated. This rigorous analysis of history allows the student multiple opportunities to refine her analytic, valuing, aesthetic, and communication abilities through the evaluation of historical sources.
Prerequisite(s): FA-110 or LA-230 completed; HUM-150 completed; CM-125 completed. OR LA 222 or LA 223 completed. Preference given to students required to take this course if enrollment exceeds limit.

HS-250 Ancient World Cultures & Civilizations (4 credits)
This course will provide students with a chronological and thematic approach to world history from prehistoric times to 1500 C.E. By examining the first civilizations more than five thousand years ago as well as succeeding civilizations, students will learn that many of the institutions, practices, and beliefs of their own society today are not universal and unchanging, but were devised gradually to meet particular needs. A sense of how the world happened to evolve, and particularly how different cultures of the world took different approaches to understanding and dealing with the common problems of living, will help students temper their assumptions about the universality and inevitability of their lives today.
Prerequisite(s): FA-110 or LA-230 completed; HUM-150 completed; CM-125 completed. OR LA 222 or LA 223 completed. Preference given to students req to take this course if enrollment exceeds limit.

HS-251 Making of the Modern World (4 credits)
This course provides the student with a chronological and thematic approach to world history since the mid 18th century. She examines varied perspectives on individual, social, economic, and political life through an analysis of human thought, belief, and behavior. She learns how people from a variety of cultures and nation-states have shaped and responded to common challenges, developments, and events in the past and uses that historical understanding to increase her understanding of the contemporary world.
Prerequisite(s): FA-110 or LA-230 completed; HUM-150 completed; CM-125 completed. OR LA 222 or LA 223 completed. Preference given to students req to take this course if enrollment exceeds limit.

HS-297 Independent Study (0 credits)
Under the approval and direction of a faculty member, independent study is available to students.

HS-308 US History 1607-1900 (4 credits)
In a chronological overview of American history from colonial times to 1900, the student examines a number of important themes and topics in the growth of the United States. Concentration is on the social and intellectual development of the contemporary United States. Fulfills the Wisconsin requirement for all levels of teacher licensure.
Prerequisite(s): FA-110 or LA-230 completed; HUM-150 completed; CM-125 completed.

HS-309 US in 20th Century (4 credits)
This course is a survey of 20th-century America with particular emphasis on the maturation of an urban/industrial society, the impact of race and ethnicity, the changing nature of American democracy, and the rise of the United States as a world power. Fulfills the Wisconsin requirement for all levels of teacher licensure.
Prerequisite(s): FA-110 or LA-230 & HUM-150 completed; CM-125 completed.
HS-312 Native American Experience (2 credits)
The student engages in a comparative study of the First People from two specific regions and time frames. She begins her study with an in-depth examination for the First People who inhabit one North American region and era, examining different cultural expressions of art and artifacts, written and oral histories, and religious ritual. The student considers ways that spirituality, mythology and a sense of place, technological change, cultural interdependence, and confrontation shape perspective and influence decision making among native people and between them and the emerging Euro-American culture. She then studies the history and contemporary lives of a second grouping of people, applying more independently the analytical tools and valuing practices practiced in the first half, and exploring their understanding of what shapes differences and similarities between and among native people through time and place.
Prerequisite(s): Communication Level 3 ICM completed; one course in HFA-210 elective completed. Preference given to students required to take this course if enrollment exceeds limit.

HS-355 Critical Perspective on the American Past (4 credits)
Through the examination and evaluation of diverse and conflicting narratives about significant themes and issues in American history, the student enters into the critical process by which historians debate and refine our collective understanding of America’s past. She reads and evaluates various historical interpretations and examines key sources that historians have used to formulate their interpretations. She is expected to communicate coherently her critical evaluations of historical works to varied audiences and begins to construct her own interpretations of the theme or period being studied. Finally, she examines how dominant historical interpretations have shaped the nations self-concept and how historians’ challenges to these dominant narratives have involved them in cultural and professional conflicts. The specific focus of the course varies from year to year.
Prerequisite(s): HS-250, HS-251, HS-310 or HS 311 completed; Aesthetic Engagement Level 4 and Analysis Level 4 completed; One Communication Level 4 ICM completed.

HS-375 Historical Analysis (4 credits)
The student examines the ways in which historians use theoretical frameworks and methodologies to interpret the past. She develops the ability to judge the effectiveness of the use of theory in research and creates her own independent interpretation of the past with a conscious regard for the way her own theories and assumptions influence her interpretation of historical evidence.
Prerequisite(s): Communication Level 4 ICM completed. One of the following completed: HS-250, HS-251, HS-211, HS-212, HS-213, HS-310 or HS-312 completed.

HS-397 Independent Study (2 credits)
Under the approval and direction of a faculty member, independent study is available to students.

HS-399 Formal Introduction to Advanced Work (0 credits)
The Advanced-Level Event marks a significant accomplishment for each student as she proceeds into the work of her major department. When a department determines that a student is ready for advanced work within a discipline, the student is invited to participate in a ceremony that is both a celebration and an explanation of future requirements of the major and support areas. She registers for this experience at a point determined by her major department: for most majors the registration is connected to the taking of a particular course. Students and faculty gather for an afternoon during Mid-semester Assessment Days. Following a general program, students meet in departmental sessions with their faculty to discuss advanced outcomes, department courses, advising procedures, and so on.

HS-410 Topics in European History (4 credits)
Each course concentrates on a variety of themes, periods, or concepts within the broad category of the title. Specific content varies from semester to semester.
Prerequisite(s): For HS Majors only; completion of HS-451, HS-355 or HS-375. Student must discuss topic ideas with Department Chair before registration is completed.

HS-411 Topics in American History (4 credits)
Each course concentrates on a variety of themes, periods, or concepts within the broad category of the title. Specific content varies from semester to semester.
Prerequisite(s): For HS Majors only; completion of HS-451, HS-355 or HS-375. Student must discuss topic ideas with Department Chair before registration is completed.

HS-412 Topics in World History (4 credits)
Each course concentrates on a variety of themes, periods, or concepts within the broad category of the title. Specific content varies from semester to semester.
Prerequisite(s): For HS Majors only; completion of HS-451, HS-355 or HS-375. Student must discuss topic ideas with Department Chair before registration is completed.

HS-451 Crit Prsp/Early Modern World, 1350-1750 (4 credits)
By evaluating diverse and conflicting approaches to early modern world history, the student studies the historical debates that inform our collective understanding of the past. She reads, relates, and evaluates various historical interpretations and also examines key sources that historians have used to formulate their interpretations. The student examines how dominant historical interpretations shape our understanding of early modern global history and how historians’ new approaches to this field have led to significant reinterpretation of this period. She formulates critical evaluations of historical works and begins to construct her interpretation of the period.
Prerequisite(s): For HS Major/Supports or WGS Major/Supports: completion of Communication Level 4 ICM.

HS-475 Independent Research (4 credits)
Based on her study of historical analysis, the student indentifies and defines a problem of meaning and interest to herself as a historian and, with the direction of the history faculty, develops a research plan. She must develop theoretical frameworks, conduct the research, and present the results to the faculty in an appropriate format.
Prerequisite(s): For HS Majors only; completion of HS-451, HS-355 or HS-375. Student must discuss topic ideas with Department Chair before registration is completed.
**HS-483 Advanced Internship Seminar (2 credits)**
Based on her personal, academic, and professional goals and interests, the student does individual fieldwork at a job setting related to art and art applications. Her placement may involve planning and mounting exhibitions at an art museum, helping to maintain the permanent collection at a public museum, or learning the casting process in a foundry. An on-campus interdisciplinary seminar accompanies the internship, and helps her develop her professional abilities and effectively transfer classroom skills to the working world.

*Prerequisite(s):* Departmental consent, confer with advisor. Contact Internship Office for details and placement assistance.

**HS-497 Independent Study (1-2 credits)**
Under the approval and direction of a faculty member, independent study is available to students.
HUMANITIES (HUM)

HUM-150 Express/Interpret Human Experience (4 credits)
In this course, the student explores the basic human value questions that artistic works address and that also find expression in related humanistic works of history, religious studies and philosophy. She is introduced to the processes of the various humanities disciplines as ways of approaching human experience.

HUM-150A Fairytales in Fiction & Film (4 credits)
In this section of HUM-150, we will study fairy tales as literary texts and as cultural artifacts. In the first half of the course, we will read classic fairy tales from French, German, and British traditions. We will read various versions of each classic fairy tale, using close reading strategies to identify literary elements such as plot, character, setting, and symbol. We also will apply theoretical approaches to fairy tales, including psychoanalytical, feminist, historical, and religious perspectives. In the second part of the course, we will look at the presence of fairy tales in American, European, and World literature and popular culture. We will read stories and novels that are contemporary re-workings of classic fairy tales, view movies that incorporate fairy tale motifs, and explore fairy tales from other cultural traditions.

HUM-150B Growing Up Latino/A (4 credits)
In this course, the student explores the basic human value questions that artistic works address and that also find expression in related humanistic works of history, religious studies and philosophy. She is introduced to the processes of the various humanities disciplines as ways of approaching human experience.

HUM-150C Identity & Culture in Literature (4 credits)
In this course, the student explores the basic human value questions that artistic works address and that also find expression in related humanistic works of history, religious studies and philosophy. She is introduced to the processes of the various humanities disciplines as ways of approaching human experience.

HUM-150D Making War, Making Peace (4 credits)
In this course, we will examine the causes and consequences of violence in two societies - Northern Ireland and Guatemala - through the disciplinary lenses of philosophy, literature, history and religious studies. Together we will consider how wars come about, and how peace is restored to societies at war, the relation between injustice and violence, and the choices made by individuals and groups to make war or to make peace. In exploring these issues, we will read and discuss works of history, literature, philosophy and religious studies, and watch films and experience works of art.

HUM-150E Religion & Identity (4 credits)
In this course, the student explores the basic human value questions that artistic works address and that also find expression in related humanistic works of history, religious studies and philosophy. She is introduced to the processes of the various humanities disciplines as ways of approaching human experience.

HUM-150F Screening America (4 credits)
In this course, the student explores the basic human value questions that artistic works address and that also find expression in related humanistic works of history, religious studies and philosophy. She is introduced to the processes of the various humanities disciplines as ways of approaching human experience.

HUM-150G Spirituality & Society (4 credits)
This course explores the major facets of the field of "Humanities". Religious Studies, Philosophy, History, and Literature-with a special focus on spirituality, i.e. the experience of the sacred or "numinous" in literature, poetry, art, film and personal reflection. Being human in essence means being "spiritual," in that each person has a unique character, vision, point of view, ethical and moral vision, and beliefs about her experience and the world around her. Through individual and group work, you will explore and analyze diverse ways in which spirituality is expressed in different religious traditions, cultural, social and historical contexts, and the values, literary and artistic traditions associated with them. Through religion, literature, film, and poetry, and engaging in analysis and reflection, writing, and discussion, you will discover various worldviews, and develop your understanding of what it means to be "human."
Prerequisite(s): Section only open to students invited by faculty.

HUM-150H Survival Themes in Literature & Film (4 credits)
In this course we explore what it means to survive and thrive physically, psychologically, and culturally in a rapidly changing world. Using novels, memoir, and film, we open up questions about the values people develop in times of crisis and the implications of their choices. We learn and apply the humanities frameworks of history, literature, philosophy, and religious students to deepen analysis of the course texts A thematic strand running through the course is the way art assists individuals and communities to retain hope in the face of obstacles and challenges. Students develop their own survival frameworks after reading and responding to other's stories.

HUM-150I Understanding Place: Milwaukee (4 credits)
This course explores places, especially cities like Milwaukee, through reading, course work and outings. We will come to new understandings of "place" and how place is created. For example, history helps us better understand "place" by analyzing the events that have created the built environment of the city or to make distinctions between the ways that people of different historical times experienced the city; the study of literature, poetry and film will enable us to comprehend the values and visions of different peoples through their art works about place; and philosophy and religious studies will help us ask questions about the nature of commonly held assumptions about places, how we as a human community want to live in places together, and the social, economic, gendered and racial/ethnic characteristics and meanings of places.
Together these disciplines can give us a better view of the meaning of our own lives and the world we experience. They help us understand our individual points of view and the views of others. Because this is a course about the city, you will frequently travel to various places throughout the city as you develop a new understanding of places like Milwaukee. Additional course fee required for off campus excursions.
HUM-150J Women in Muslim Societies (4 credits)
In this course, we will examine the place of women in Muslim-majority societies, beginning with scriptural and cultural tradition, and moving through the history of women in Islam to come to recent and contemporary contexts for the bulk of the course. We will carefully examine portrayals of Muslim women's experiences in fiction, poetry, essays, and cinema, both by Muslim women themselves and occasionally by Muslim men and by non-Muslims. Of particular interest will be the question of whether Islam is fundamentally patriarchal, and whether there can be such a thing as "Islamic feminism." We will also discuss how the patriarchal structures that undeniably exist in Islamic societies affect women's lives in different social, political, and geographical contexts. We will focus primarily on women in the Middle East, but will also look at women in other Muslim societies such as Senegal, Malaysia, and Indonesia, as well as Muslim minority women in Western societies. We will also hear from guest speakers from local Muslim communities.

HUM-150K Rebels Wih A Cause (4 credits)
In this course, the student explores the basic human value questions that artistic works address and that also find expression in related humanistic works of history, religious studies and philosophy. She is introduced to the processes of the various humanities disciplines as ways of approaching human experience.

HUM-150L The Future in Film & Fiction (4 credits)
You'll time travel to the future in this section of HUM-150. Through a variety of current novels and films, you'll explore the ways writers and filmmakers have imagined the future. You'll travel to worlds controlled by computers, to societies in the grip of dangerous demagogues, to communities stifled by repressive bureaucracies, and as you journey you'll bear witness to the struggles of individual men and women confronting what it means to be human. At the end of our journey, you'll imagine your own future.

HUM-150M Religion and Culture (4 credits)
In this course, Religion and Culture, we will explore how people in various cultures create their points of view and make life meaningful. We will do this, primarily, through the discipline of Religious Studies, with the help of History, Philosophy, English and the arts. Our sojourn into cultural religious worldviews will be aided through reading novels and watching films. This study into religion and cultures will also help us understand our own quest for a meaningful existence and the historical, philosophical, and artistic dynamics that are important dimensions of our humanity.

HUM-150N Women Growing Up in Literature & Film (4 credits)
Reading and watching women's coming of age stories offers a perfect window into the rich variety of global cultures both in and outside of US borders. In this course you will read fiction and autobiography, and, when possible, compare them with the film versions-- such as with The Joy Luck Club and The Secret Life of Bees. We will also watch groundbreaking global films such as Wadjda about a girl's quest to own a bicycle in contemporary Saudi Arabia and El Norte, about a brother and sister attempting to flee persecution in Guatemala and establish a new life in the U.S. Analyzing and responding to these readings and films from various perspectives in the Humanities will allow for a full exploration of what coming of age means for yourself and for others in different historical and cultural circumstances.

HUM-150O Migration & Immigration in Am Experience (4 credits)
The image of the immigrant is as American as baseball, hot dogs, and apple pie. Yet the stories of people who venture out in search of a better life are rarely as simple as a Chevrolet commercial. In this course we will consider fictional and non-fiction accounts in literature and film, using the perspectives of the humanities disciplines to help us understand what people learn about themselves and their world in the process of traveling across the country or across the ocean. Reflecting on these varied voices and experiences will lead us to consider how we understand ourselves and our own world view. Required texts: Maya Angelou, I Know Why the Caged Bird Sings; Frank McCourt, Angela's Ashes; and Amy Tan, The Joy Luck Club.

HUM-150P Screening America (4 credits)
In this course we explore the United States in the twentieth century through a critical analysis of popular movies. Films have a powerful influence on how we remember events and how we see and react to differences among peoples. We will also learn how films do this, for to be informed citizens today, we not only need to know that these "moving stories" influence our knowledge, our decisions, even our hopes and fears, we also need to understand how they are doing this. To do both, to know and to understand why we know, we will learn how to apply four disciplinary ways of knowing of history, English, religious studies, and philosophy, while practicing key abilities of analysis, valuing in decision making, developing a global perspective, and aesthetic engagement.

HUM-150Q Perspectives on Freedom (4 credits)
In this course we will explore concepts relating to freedom using the tools of the humanities disciplines of History, English, Religious Studies and Philosophy. We will consider concepts such as political freedom, individual rights, mythology, intellectual and spiritual and religious freedom, and the internal and external factors that have helped to shape our ideas of freedom. In this process, the student will develop her intellectual abilities and consider the role and value of concepts of freedom in her own life. We will engage a variety of texts such as literature, film and essays.

HUM-150R Memory & Images in the Civil War (4 credits)
This class explores the meaning of the American Civil War for both our past and our present worlds in order to construct our own response to the question, "what is true?" By studying both historical and fictional works on the period, through the viewing of film and photographs, by listening to music of then and now and interpreting artwork from the era, we will consider ways the war era influences our memory and imagination. We hope to understand, in the words of Abraham Lincoln, "the mystic chords of memory" that bind us together as Americans as we face a new set of challenges at start of the 21st Century.

HUM-297 Independent Study (3 credits)
Under the approval and direction of a faculty member, independent study is available to students.

HUM-343 Language & Writing: Creative Writing (3 credits)
This course deals with all forms of creative writing: fiction, poetry, humorous essays, journals. The student is encouraged to experiment with a wide range of genres for a variety of audiences. In the process she works to develop a sense of her own unique voice and style as a writer. Prerequisite(s): One Communication Level 4 ICM completed. EN-251 recommended for CSW Supports.
HUM-344 Great Films (3 credits)
This course will address the topics of film genre and film history from a case study approach. Students will learn about film history, including technical innovation and critical reception, by studying certain key films that have been deemed "great." Explorations of these films will include analysis of film elements and a consideration of film history and criticism and Hollywood genre studies, including an examination of the Historical Epic, the Independent Film, film noir, the Western, and the Romance. Students will construct their own critical framework for "greatness" and analyze these films from a number of different theoretical or critical perspectives including, of course, their own evolving personal responses. The final individual and group project will involve a consideration of a recent "updated" version of a specific Hollywood genre with an understanding of genre conventions, revision, homage, parody, and experimentation. For example: analyzing Unforgiven (1992) or Django Unchained (2012) in light of the conventions of the Western. All films will be seen in class.
Prerequisite(s): One Communication Level 4 ICM completed.

HUM-350 Alternate World Views (4 credits)
In this series of courses, the student has the opportunity to reflect on her conceptions of herself, her culture, and the world. Through her study of another world culture and civilization, she explores values and belief systems that may be very different from her own. She engages in intense reading and discussion of indigenous literature, history, and thought.
Prerequisite(s): Two HFA-210 courses completed and one Communication Level 4 ICM

HUM-351 Chinese Civilization & Cultures (4 credits)
In this series of courses, the student has the opportunity to reflect on her conceptions of herself, her culture, and the world. Through her study of another world culture and civilization, she explores values and belief systems that may be very different from her own. She engages in intense reading and discussion of indigenous literature, history, and thought.
Prerequisite(s): One HFA-310 completed; One Communication Level 4 ICM completed.

HUM-352 South Asia Civilization (4 credits)
In this series of courses, the student has the opportunity to reflect on her conceptions of herself, her culture, and the world. Through her study of another world culture and civilization, she explores values and belief systems that may be very different from her own. She engages in intense reading and discussion of indigenous literature, history, and thought.
Prerequisite(s): Two HFA-310 completed; Communications Level 4 ICM completed.

HUM-353 Latin American Civilizations (4 credits)
In this series of courses, the student has the opportunity to reflect on her conceptions of herself, her culture, and the world. Through her study of another world culture and civilization, she explores values and belief systems that may be very different from her own. She engages in intense reading and discussion of indigenous literature, history, and thought.
Prerequisite(s): One HFA-310 or HFA-250 completed; Communication Level 4 ICM completed.

HUM-355 Japan: Studies in Civilizations& Culture (4 credits)
In this series of courses, the student has the opportunity to reflect on her conceptions of herself, her culture, and the world. Through her study of another world culture and civilization, she explores values and belief systems that may be very different from her own. She engages in intense reading and discussion of indigenous literature, history, and thought.
Prerequisite(s): One HFA-310 completed; Communication Level 4 ICM completed.

HUM-356 Latin American Civilizations-In Spanish (4 credits)
This course is taught in Spanish. This series reflect on her conceptions of herself, her culture, and the world. Through her study of another world culture and civilization, she explores values and belief systems that may be very different from her own. She engages in intense reading and discussion of indigenous literature, history, and thought.
Prerequisite(s): Course taught in Spanish and fulfills one SLC capstone requirement. SLC-303 completed or waived per SLC-100 Language Placement Assessment. This course requires 8-12 hours of service learning in the community.

HUM-357 The Two Koreas (4 credits)
In this series of courses, the student has the opportunity to reflect on her conceptions of herself, her culture, and the world. Through her study of another world culture and civilization, she explores values and belief systems that may be very different from her own. She engages in intense reading and discussion of indigenous literature, history, and thought.
Prerequisite(s): One HFA-310 completed; Communications Level 4 ICM completed.

HUM-358 Middle Eastern Civilization (4 credits)
The Middle East is often referred to as "the cradle of civilization," but is today better known in the West as a place of religious, political, ethnic, and economic strife. In this class, we will ask how the homeland of the three Abrahamic religions came to be seen as such a violent region, discuss whether this characterization is in fact justified, in history or in the present, and analyze the role of factors such as Western intervention in the region, Islam, and oil wealth in shaping both events and Western perceptions of those events. We will look at how the inhabitants of the Middle East-men and women, powerful and powerless, Muslims, Jews, Christians and others-have experienced their recent history, how they have attempted to shape it, and how these experiences have affected their view of the world. This course will use history as an organizing principle, but will integrate the other Humanities disciplines as well. Students will develop their understanding of the region via the study of novels, poetry, film, art, music, and philosophical and religious texts as well as more traditional historical sources. Overemphasis on the political and military aspects of the region's history is precisely what has bred the image of the region as war-torn and unstable; empathetically investigating cultural output, along with a balanced historiography, will give students a more authentic and human understanding of the region and its peoples.
Prerequisite(s): One HFA-310 or HFA-250 completed; Communication Level 4 ICM completed.

HUM-360 Themes in Humanities Course (4 credits)
No description available.

HUM-362 Genre Studies: Reading & Writing Memoir (3 credits)
Students explore this genre by reading a variety of literary memoirs and by experimenting with their own autobiographical writing. They reflect philosophically on what creates meaning in their lives by interpreting and constructing life stories. Questions of identity, memory, truth(s), creativity, and legacy are the heart of the course. Awareness of metaphor and application of formalist, reader response, feminist, psychoanalytical, and ethnic literary approaches enhance student's ability to respond to contemporary and historical texts. Faculty and peer feedback guide student's revisions of their narratives, sharpening their sensitivity to language and other aspects of the form and content of memoir.
Prerequisite(s): One Communication Level 4 ICM completed.
HUM-364 Confronting the Holocaust (3 credits)
This course engages the student in a complex series of questions about human nature as she examines the circumstances and conditions that led to the Holocaust. Through an examination of historical, religious, literary, and philosophical texts (including film; eyewitness testimony; sociological, existential, and historical works; poetry; and theology), the student develops a comprehensive approach to the material in order to construct a meaningful, informed personal response to the subject. She explores how individuals create meaning in the face of unimaginable horrors as well as the implications of such study on one’s responsibility to society and others.
Prerequisite(s): WEC: LA 321; WDC: One HFA-310 completed.

HUM-370 Studies of Cultures Series (3 credits)
No description available.

HUM-371 Stds-Cultures:The 20s in American Lit (3 credits)
This course examines the literary achievement of the Harlem Renaissance and Americans abroad. While evidence of the angst and artistic experimentation associated with modernism can be found in both literary movements, African-American writers of the Harlem Renaissance differed from Americans in Europe in their desire to draw from their distinctive historical and cultural traditions as a means of affirmation and empowerment. The student uses critical frameworks to analyze, evaluate, and place in context the literary works she studies. She also analyzes how the ideas, aesthetic principles, and values of the literary works challenge or reinforce her own values and thinking about life and art.
Prerequisite(s): One Communication Level 4 ICM completed.

HUM-380 Contemporary America Course (3 credits)
No description available.

HUM-392 Cross Cultural Exploration: Women & Words (3 credits)
The student examines the relationship between language and culture in the context of how language affects woman's perspective of herself and others. She examines works from a variety of cultures that introduce such questions as: How does language affect our understanding of our relationship to our own culture? What is the role of language formation in the development of self? In the formation of gender identity? How does our understanding of language affect our understanding of other cultures?
Prerequisite(s): One HFA-310 or LA 321 completed.

HUM-396 Cross-Cultural Explor: Ecology & Spirit (3 credits)
In this course the student explores a variety of ecological issues and relates them to selected religious traditions and to currents in contemporary thought. This complex analysis is organized by three themes: respect for the earth and environmental ethics, economics and lifestyle questions, and the relationship between day-to-day living and a quest for the divine. The course concentrates on the Judeo-Christian tradition, including concepts of creation, incarnation, and sacramentally, while incorporating insights and approaches from other traditions.
Prerequisite(s): One HFA-310 completed and one Communication Level 4 ICM completed, or LA 321 completed.

HUM-397 Independent Study (2 credits)
Under the approval and direction of a faculty member, independent study is available to students.

HUM-398 Cross-Clt Exp: Film Around the World (3 credits)
In this introduction to formal film studies, the student analyzes the narrative structure and visual elements of film, studying films from India, Japan, Europe, Africa, and South America as well as from the United States. She independently applies theories and frameworks from the humanities to organize and articulate her aesthetic responses to those films, and articulates her own personal vision of the genre of film.
Prerequisite(s): One HFA-310 or LA 321 completed.

HUM-410 Senior Humanities Seminar (4 credits)
Offered Spring Term only. The student explores fundamental issues in the arts and humanities. She articulates a personal credo regarding the place of the arts and humanities in her life. This involves bringing the methodologies and skills of individual humanistic disciplines to bear on larger interdisciplinary questions and issues.
Prerequisite(s): HUM-350 series course completed. Offered Spring Term only.

HUM-497 Independent Study (2 credits)
Under the approval and direction of a faculty member, independent study is available to students.
INSTRUCTIONAL DESIGN (ID)

ID-670 Inst Pres: Interact Strat & Prof Stnd (3 credits)
Course Offered Fall Term only. Students 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 & Strategies of Instruct'l Design (3 credits)
Students 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 Process/Instructional Design (3 credits)
Focusing on evaluation as a key component in various stages of the instructional-design process, students 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. Students apply varied theoretical frameworks to inform their systematic observations and interpretation of evidence.

ID-679 Project Mgt in Instructional Design (3 credits)
Course Offered Fall Term only. Students 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-688 Pedagogy & Technology in Online Learning (3 credits)

ID-697 Independent Study (1-3 credits)
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.

ID-700 Practicum Project (3 credits)
INTEGRATED STUDIES (IST)

IST-475 Adv Sem: Integrate Foundatio/Bldg Future (2-4 credits)
The course is designed to be a capstone experience for students who have changed the direction of their studies from a specialized major, to the broad-based Liberal Studies major. As a result of such a change, students often experience a “call” for evolution, or transformation of their sense of themselves: their personal and professional identity, their goals and future aspirations, and how their abilities might transfer to new contexts. Thus, the course will provide a variety of learning experiences and opportunities that will assist students to: . Integrate their learning from all of their previous courses and experiences; . Synthesize and articulate these expression of their Liberal Studies degree; . Connect their acquired knowledge, abilities, and skills to a variety of career applications; . Identify gaps in their knowledge, abilities, and skills that would be essential to their professional success, and develop a game plan to address them; . Investigate and engage with personal and professional resources available to them, e.g., through Career, Advising, ISC, Student Services, and academic sources, etc. [Some specific examples could be the Strong Interest Inventory; Strengths Finder; Myers-Briggs; Intellectual Autobiography; Bandura’s framework for Self-Efficacy, Kolb Learning Style Inventory, and others TBD.

Prerequisite(s): For IST Majors only. Complete at least 110 credits within 2 semester of taking the course and Level 4 in majority of Abilities.
INTEGRATING ENGLISH USAGE (ENG)

ENG-197 Independent Study (2 credits)
Under the approval and direction of a faculty member, independent study is available to students.

ENG-697 Independent Study (3 credits)
Advanced English Composition offers second-language students in graduate programs the opportunity to focus on the English language skills required for advanced academic writing. Students gain facility with the complexity of graduate level writing by working independently and collaboratively on: format, organization, sentence structure, discipline-based vocabulary, and grammatical accuracy. Weekly assignments include grammatical exercises, compositions based on the course text, and revisions of compositions written for students' graduate courses.
INTERACTIVE MEDIA DESIGN
(IMD)

IMD-381 Content Dev/Interactive Media (3 credits)
The student learns to write for interactive multimedia by contrasting the nuances of writing for text, audio, and video in diverse applications. She explores the role of the writer on multimedia and website production teams through case study analysis of the written documents and scripts for a marketing website, corporate website, research portal, e-learning, museum kiosk, online training, computer game, video game, simulation, parallel story, virtual world, and immersive exhibit. In addition to creating nonlinear storyboards, she produces outlines, proposals, and design documents that support project management.

IMD-399 Formal Introduction to Advanced Work (0 credits)
The Advanced-Level Event marks a significant accomplishment for each student as she proceeds into the work of her major department. When a department determines that a student is ready for advanced work within a discipline, the student is invited to participate in a ceremony that is both a celebration and an explanation of future requirements of the major and support areas. She registers for this experience at a point determined by her major department: for most majors the registration is connected to the taking of a particular course. Students and faculty gather for an afternoon during Mid-semester Assessment Days. Following a general program, students meet in departmental sessions with their faculty to discuss advanced outcomes, department courses, advising procedures, and so on.

IMD-401 New Media (3 credits)
The student learns how new media are transforming communication worldwide through interactive user feedback, creative participation, and community formation around media content. The dynamic possibilities of new media are the focal point of this course, as the student investigates how social media have restructured the consumer’s expectations of media. Using the demise of traditional journalism as a case study, she explores the democratization of the creation, publishing, distribution, and consumption of media content.
INTERNATIONAL STUDIES (INS)

INS-198 American Ways (2 credits)
This course is designed with a behavioral science focus that examines the interplay among behavior, culture, and social organization in contemporary America. It extends students’ learning on site. Examples of INS courses include Historic Administration Fee unless you enroll in Alverno Exchange Partner program. 2) Monthly health insurance fee (waived if program includes health insurance). 3) Depending on country, you may be required to pay a visa fee or residency permit. This will be discussed during the course.

INS-298 Orientation for Independent Study Abroad (0 credits)
This Orientation for Independent Study Abroad prepares students for an independent short-term study abroad experience through one or two 2-3 hour sessions. We will address preparation for intercultural immersion and deal with practical aspects, including resources for becoming familiar with the host country, cross-cultural perception and adjustment, and health and safety practices.

INS-299 Orientation to International Study (1 credit)
This course prepares students planning to spend a semester or year abroad for the international study experience. Challenges and opportunities are considered. Through experiential and theoretical exploration, students will prepare practically and holistically for intercultural immersion.

INS-299A Return From International Study (1 credit)
Having completed a semester or year of study abroad, this course will help you look at your reentry to the United States and how you might make “good sense” of what you have learned and experienced. Activities will allow you to debrief and plan for your semester back on campus.

INS-300 International Studies (0 credits)
Each of the general education courses in this series includes a travel-abroad component. Drawing on a series of detailed class discussions, the student conducts a systematic analysis of a particular topic or set of topics in the context of the culture or society under study. The course culminates in a two-week trip abroad in which she integrates and extends her learning on site. Examples of INS courses include Historic Arts of Italy, which focuses on the Roman, Renaissance, and Baroque art periods; Art and Religion in the Americas, in which the student explores the ways in which art and religion function to create a meaningful way of life for the people of the Americas; and People, Culture and Society, which is designed with a behavioral science focus that examines the interplay among behavior, culture, and social organization in contemporary societies.

INS-301 People Culture & Society (3 credits)
This course gives you the opportunity to explore the history and culture of Vietnam. While in the United States, we will study the history of the country, especially since 1880. We will also study the religions and current political system in Vietnam and learn elementary Vietnamese. We will cover the civil war that lasted from 1945 to 1975, but we will not focus on that war.

INS-308 Art & Religion of Asia (3 credits)
This course gives students the opportunity to explore the ways in which art and religion function to create a meaningful way of life for people in Asian countries. Through travel and in-class learning opportunities, students will engage in learning activities that will familiarize them with contemporary and historical artistic and religious expressions of key Asian cultures.

Contact IIC at 414-382-6008 if you need information about how to obtain a passport.
INS-309 Coastal Cities (3 credits)
In the Coastal Cities: Baltic Sea program, you will spend the Spring 2016 Semester studying Milwaukee as a coastal city, focusing on how its location on Lake Michigan impacts the city. To gain a broader perspective, students will explore the impact of the Baltic Sea on the cities of Gdansk, Poland, Kalmar and Malmö, Sweden and Copenhagen, Denmark. Using a multi-disciplinary approach, students will study how the city and water interact environmentally, economically, physically and culturally. A series of projects and adventures will get students out exploring these cities and their waterfronts.
Prerequisite(s): Additional information: $150.00 deposit in the Business Office required to register for this course. You will sign a Short-Term Study Abroad (STSA) Agreement Form detailing costs when you register. Prerequisites: Dev Global Perspectives Levels 1 & 2 completed; Valuing Levels 1 & 2 completed; Analysis Levels 1 & 2 completed or permission of instructor. All participants in the course and trip must be 18 years of age and have, or immediately obtain, a valid passport. Scanned Color Copy of Passport emailed to Daniel.Leister@alverno.edu by February 10, 2016. If your passport is due to expire before May 1, 2016, you must renew your passport immediately. Contact the IIC if you need information about how to obtain, or renew, a passport.

INS-397 Independent Study (8 credits)
Under the approval and direction of a faculty member, independent study is available to students.

INS-402 Short-Term Travel: China (0 credits)

INS-403 Short-Term Travel: Costa Rica (0 credits)
Prerequisite(s): This is a short-term travel course for personal enrichment travelers. Contact the IIC Office for details.

INS-412 Short-Term Travel: Jamaica (0 credits)

INS-445 Intercultural Communication (3 credits)
Alverno has spent this academic year focusing on Sustainability. This short-term travel course to Costa Rica extends that study. As you learn and apply models for effective Intercultural Communication and study the people, history, and culture of Costa Rica, you will experience first-hand Costa Rica’s nation-wide focus on sustainable practices in rainforest preservation, food production, energy and marine resources, and much more.
Prerequisite(s): $150.00 deposit in the Business Office required to register for this course. You will sign a Short-Term Study Abroad (STSA) Agreement Form detailing costs when you register. The course fee/trip cost of $2800 will be added to your tuition billing. If, after December 18 you choose not to travel, you will be charged $500 trip cancelation. The entire course fee/trip cost is non-refundable after February 3, 2016. Plan for an additional amount of $50.00 for optional expenses and free time. Class meets: Thursday 5:30-8:30 pm on Feb 18, Mar 10, Apr 14 & May 5 Travel dates: May 23-June 2, 2016 Important notes: –Attendance at on-campus classes is mandatory. –This experience involves several substantial hikes on rough terrain. Travelers need to be aware of and prepared to rise to the physical demands of this. –Most meals are prepared for a large group. Vegetarian diets can be accommodated. However, gluten-free or other special dietary options likely will not be available. Travelers are responsible for problem-solving around their food requirements. –Because travelers are in class during this trip, cell phones are restricted during excursions, lectures and group processing time except to take photos or make notes. –There are no single-occupancy options. Travelers will be sharing rooms with 1-5 others depending on the venue (hotel, cabana, B&B or student lodge) Pre-requisites: –Communication Level 3 ICM completed. –Must be 18 years of age. –Scanned Color Copy of Passport emailed to Daniel.Leister@alverno.edu by February 10, 2016. If your passport is due to expire before May 1, 2016, you must renew your passport immediately. Contact the IIC if you need information about how to obtain, or renew, a passport.

INS-497 Independent Study (8 credits)
Under the approval and direction of a faculty member, independent study is available to students.

INS-498 Alverno College Exchange Prog (3 credits)
INS-498 Alverno College Exchange Program is the “placeholder” course for study with Alverno College’s Exchange Partners during the fall or spring semesters. Students will usually enroll in INS-299 Orientation to International Study in the Spring semester prior to travel. Students will work with the IIC to complete the Permit to Take Courses Elsewhere and the IIC Course Equivalency form prior to travel.
INS-498 Alverno College Exchange Program (1 credit)
INS-498 Alverno College Exchange Program is the “placeholder” course for study with Alverno College’s Exchange Partners during the summer or winter interim. Students enrolling in this course are expected to work with the IIC to manage enrollment and preparation for the interim program during the fall and spring prior to the summer of travel. Students will usually enroll in INS-299 Orientation to International Study in the Spring semester prior to travel. Students will work with the IIC to complete the Permit to Take Courses Elsewhere and the IIC Course Equivalency form prior to travel.
Prerequisite(s): Other information: Required if planning study during summer semester at an Alverno Partner Exchange program, requires IIC recommendation. Junior standing or IIC Approval. Good Academic and Financial standing. IIC recommendation need to register Course Fee: Visa or residency permit as your destination requires

INS-698 American Ways (0 credits)
This course is intended to provide our international students with an extended introduction and orientation to American life and culture. In addition to addressing such important issues as visa status, health and medical care and insurance, work restrictions, social security numbers, banking, etc., the course will introduce our students to the broader social and cultural currents of American life.
INTERNSHIP (INTERN)

INTERN-383 Internship Seminar (2 credits)
At her internship site, the student develops the ability to apply classroom learning to a concrete work situation and at the same time develops her skills in reflecting on and conceptualizing learning that comes from work experience. Emphasis is also placed on developing the ability to assess oneself as a key ability in "learning how to learn" from any work experience.

Prerequisite(s): PPS-229 or equivalent required.
INTRO TO LIBERAL ARTS (ILA)

ILA-100 ILA 100/200 (0 credits)
This is a required course for all new weekday students in their first semester. This course will provide an introduction to a Liberal Arts Education at Alverno College and provide additional information related to Alverno’s curriculum and campus resources.

ILA-200 ILA 100/200 (0 credits)
This is a required course for all new transfer weekday students in their first semester. This course will provide an introduction to a Liberal Arts Education at Alverno College and provide additional information related to Alverno’s curriculum and campus resources.
LEADERSHIP (LDR)

LDR-150 Women’s History, Women’s Leadership (4 credits)
A student in this course will develop an understanding and appreciation for what it has meant to be a woman in the United States, the histories of women’s work and legal rights, the women’s movement, the role of Alverno College within that movement, the accomplishments of women in the American past and present, and the role of her own personal narrative in identifying and enhancing a leadership identity. The student will have the opportunity in this course to examine her own values and be introduced to mindful leadership theory to enhance her identity as a woman leader and to forward herself as a learner.
Prerequisite(s): Open only to Adult Evening & Online students. GEB-150 completed or concurrent registration. GEAC-151 completed or concurrent registration.

LDR-250 Leading Effective Teams (4 credits)
In this course the student synthesizes her learning from LDR-150, GEB-150, her personal and professional experiences, and contemporary literature and models on working as a team member and building teams to make improvements in organizations and communities. The student formulates her own definition and profile of effective leadership in various group contexts. A comprehensive integrated leadership model is used throughout the course and student learning. Foundational leadership concepts of organizational culture, mission, and strategy are integrated into the course content. Additionally she learns and applies social interaction models for leading and working in groups, managing conflict, coaching and mentoring, reaching a decision and completing tasks, and building relationships.
Prerequisite(s): GEB-150 and LDR-150 completed.

LDR-300 Building Career: Leadership Context 1 (4 credits)
LDR-300 is the third class in the leadership sequence for the AEO program. In this class, students will build on their knowledge and abilities from the two previous leadership courses, deepen their understanding of theories of leadership and their applications, and scaffold an experiential learning project for LDR-400. Each student will have a well-articulated personal leadership philosophy and approach that she is prepared to enact in an initiative of her creation to be realized in LDR-400.
Prerequisite(s): LDR-150 & LDR-250 & GEQL-160 completed.

LDR-400 Building Career: Leadership Context 2 (4 credits)
Building on her knowledge and abilities from previous leadership courses, her major, and her personal experiences in work and communities, the student will engage in a year-long experiential learning. She will have opportunities to develop a substantive career path that is consistent with her interests, values, and talents by integrating her learning in a variety of leadership theories and practices including mindful leadership, emotional intelligence, and feminist leadership, and networking in communities she has reason to value. Working with specific communities and partnerships, the student will have the opportunity to work in teams to identify community problems, design agendas, help conceptualize alternative approaches, and design initiatives. Under the supervision of a faculty advisor, with assistance from Career Education and Internship Offices, and, where appropriate, in teams, students will design and conduct their own experiences which may include the following: Build qualitative and quantitative research to identify unmet needs in contexts of their own choosing. Identify stakeholders. Devise ways to collaborate with multiple stakeholders. Set substantive priorities and agendas. Set pragmatic value-based goals. Construct implementation strategies. Construct and apply evaluation strategies. Develop networks. Refine team building strategies. Imagine alternative initiatives and designs. Reflect on leadership styles and create repertoire from which to draw
Prerequisite(s): LDR-300 completed.
LIBERAL ARTS (LA)

LA-230 Liberal Learning for Transfer Student (1 credit)
LA-230 will be an introduction to liberal learning at Alverno College for new weekday transfer students entering the College with 20 or more transfer credits. Students who enter Alverno College as transfer students will learn to manage their new environment to their advantage. At Alverno, this means becoming adept at working within an interactive educational curriculum and learning to apply the abilities inherent in the curriculum to their future disciplinary work.
Prerequisite(s): For WDC transfer students who meet the criteria below. At least 20 transfer credits. At least one Humanities course in transfer. A second course that is either Humanities, Fine Arts, or Behavioral or Natural Sciences in transfer. If you have taken HUM-150 at Alverno, then register for FA-110 series course rather than LA-230.

LA-230A Liberal Learning for Transfer Student (1 credit)
LA-230 will be an introduction to liberal learning at Alverno College for new weekday transfer students entering the College with 20 or more transfer credits. Students who enter Alverno College as transfer students will learn to manage their new environment to their advantage. At Alverno, this means becoming adept at working within an interactive educational curriculum and learning to apply the abilities inherent in the curriculum to their future disciplinary work.
Prerequisite(s): For WDC transfer students who meet the criteria below. At least 20 transfer credits. At least one Humanities course in transfer. A second course that is either Humanities, Fine Arts, or Behavioral or Natural Sciences in transfer. If you have taken HUM-150 at Alverno, then register for FA-110 series course rather than LA-230.

LA-230B Liberal Learning for Transfer Student (1 credit)
LA-230 will be an introduction to liberal learning at Alverno College for new weekday transfer students entering the College with 20 or more transfer credits. Students who enter Alverno College as transfer students will learn to manage their new environment to their advantage. At Alverno, this means becoming adept at working within an interactive educational curriculum and learning to apply the abilities inherent in the curriculum to their future disciplinary work.
Prerequisite(s): For WDC transfer students who meet the criteria below. At least 20 transfer credits. At least one Humanities course in transfer. A second course that is either Humanities, Fine Arts, or Behavioral or Natural Sciences in transfer. If you have taken HUM-150 at Alverno, then register for FA-110 series course rather than LA-230.

LA-230C Liberal Learning for Transfer Student (1 credit)
LA-230 will be an introduction to liberal learning at Alverno College for new weekday transfer students entering the College with 20 or more transfer credits. Students who enter Alverno College as transfer students will learn to manage their new environment to their advantage. At Alverno, this means becoming adept at working within an interactive educational curriculum and learning to apply the abilities inherent in the curriculum to their future disciplinary work.
Prerequisite(s): For WDC transfer students who meet the criteria below. At least 20 transfer credits. At least one Humanities course in transfer. A second course that is either Humanities, Fine Arts, or Behavioral or Natural Sciences in transfer. If you have taken HUM-150 at Alverno, then register for FA-110 series course rather than LA-230.

LA-230D Liberal Learning for Transfer Student (1 credit)
LA-230 will be an introduction to liberal learning at Alverno College for new weekday transfer students entering the College with 20 or more transfer credits. Students who enter Alverno College as transfer students will learn to manage their new environment to their advantage. At Alverno, this means becoming adept at working within an interactive educational curriculum and learning to apply the abilities inherent in the curriculum to their future disciplinary work.
Prerequisite(s): For WDC transfer students who meet the criteria below. At least 20 transfer credits. At least one Humanities course in transfer. A second course that is either Humanities, Fine Arts, or Behavioral or Natural Sciences in transfer. If you have taken HUM-150 at Alverno, then register for FA-110 series course rather than LA-230.

LA-301 Introduction to Alverno Degree Completion (1 credit)
LA-301 is a required program introduction for all students entering the Associate Degree to Baccalaureate Degree hybrid programs at Alverno. It is a one-day, one-credit course that introduces the student to the campus, to the resources available, and to the technology necessary to participate in the degree programs. The student is introduced to Alverno College’s: 1. Ability based curriculum 2. Hybrid learning format 3. Learning management system - Moodle 4. Technology and library resources 5. Student services The students will participate in and complete a Social Interaction Level 1 assessment.

LA-310 Finding Meaning in Professional Practice (4 credits)
In this course, students access and use concepts and philosophies about the nature of human spirituality to confront and make meaningful their experiences as health care professionals. The implications of spiritual practices for professional and personal ethics are an integral dimension of the course. A special emphasis will be placed on meditative and ritual practices across world religions, including Christianity, Buddhism, Hinduism and Native American. Students will have the opportunity to practice making sense of human experience by applying what they learn about spirituality to select works from the humanities, including literature, film and other art expressions. Students will be introduced to a variety of resources on spirituality on websites and libraries which they will apply to their professional context. Assessments will provide the opportunity to practice and develop communication, valuing, and social interaction skills, both in person and through effective use of online tools. Online technologies will place a marked emphasis on continuing collaborative experiences outside of the classroom (rather than mere input) to assure the ongoing formation of a learning cohort.
LA-320 Art, Culture & Ethics (4 credits)
In this General Education course, students will explore ethical issues in contemporary art and visual culture. Students will research contemporary art (art since the 1970’s) that looks to visual culture as a maker of meaning. They will learn about art that acts as a critical voice in community development related to local and global issues. This course will also assist students in broadening visual literacy skills in all fields and in developing critical analysis and creative skills necessary to explore and understand ethical issues in contemporary art related to culture. Students will focus on two-dimensional, three-dimensional, virtual and installation art in public, private and global settings. They will learn critical strategies and frameworks of analysis. They will explore ethical issues and make cultural connections through the use of Formalist, Constructionist, Deconstructionist and Community Frameworks. Students will learn to read works of art by broadening their interpretive skills. They will apply research and live artistic and cultural experiences as they begin to formulate a personal point of view about contemporary art across communities, contexts and cultures. They will also increase their expressive abilities through the use of multiple art media in their engagement in the creation of artworks. The integration of interpretation and art making will be used to enlarge aesthetic viewpoints related to the ethical and valuing dimensions of contemporary themes in art. Students will articulate how this integrated method of learning has deepened their relationship to concepts, media, cultures, and subject matter in diverse contexts across contemporary art. They will develop and communicate opinions about personal and global perspectives in artistic and cultural ethics while exploring relationships to their own cultures, communities and careers.
Prerequisite(s): LA-301 completed

LA-330 Sustainability & Technology in Changing World (4 credits)
The student develops her own operational definition of sustainability as she researches a global issue from multiple perspectives which may include cultural, geographic, economic, environmental, human health and safety, and perspective of her own discipline. As part of her research she will practice media awareness by collecting and evaluating current stories related to her area of research. She will evaluate pros and cons of technology in relation to sustainability as she analyzes the life cycle of human made materials. She will both quantitatively and qualitatively evaluate components of the issue and communicate her analyses to her peers. She will apply her knowledge of sustainability issues and methods of analysis as she works on a sustainability project of her own. She will investigate, evaluate, and develop a proposed strategy for action, and a method to evaluate the results of the action in response to the sustainability issue. Students may choose a global issue for their projects such as water, food, health care, or energy. Alternatively, students may choose to work on a more specific issue such as investigating a sustainability issue in their communities or workplace.
Prerequisite(s): LA-310 or LA-320 completed

LA-340 Informed Decision-Making in Complex Societies (4 credits)
In this General Education course, students will explore contemporary issues through literature and film. They will learn humanities strategies, such as close-reading, literary and film analysis, and research to deepen and broaden their understanding of novels and films. Major frameworks for exploring social issues in literature and film will be ethics and moral dilemmas. Students will use a variety of in-person and on-line communication modes, including discussion and chats, website development, wikis, journals, and mock trials, to explore their own perspectives and others’ perspectives on contemporary social issues. In an autobiographical essay, written over the course of the semester, students will reflect on how their professional identities shape their engagement with literature and film, and how they use moral and ethical decision-making in professional contexts.
Prerequisite(s): LA-330 completed
LIBERAL STUDIES (LS)
LTM-600 Orientation-LTM/TAL Students (0 credits)
Orientation for LTM & TAL Students

LTM-611 Human Learning & Development (3 credits)
Students in this course work with a broad base of theoretical perspectives in developmental psychology as they are applied to the needs of the learner. Informed by these theoretical framworks, students evaluate their application in diverse learning environments. Students build an understanding of the dynamic interaction between and among teaching, learning, and assessment in work with adolescents and young adults. They examine theories that address questions raised in the areas of development of cognition, emotion, and motivation as they apply to learners of various ages, cultural and socioeconomic backgrounds, and learning needs. They work with these theories in writing and analyzing case studies. Students examine and build on the perspectives of theorists such as Bronfenbrenner, Piaget, Vygotsky, Bandura, Perry, Kohlberg, Gilligan, and Gardner.

LTM-612 General Methods of Teaching (4 credits)
Studying a variety of instructional models and learning theories, students plan and implement differentiated instruction and assessment, reflecting both the Wisconsin Model Academic Standards and the Wisconsin Teacher Standards. Students analyze multiple classroom settings to design model learning communities focused on student engagement and learning. They design, evaluate and use technology to enhance learning environments, and they address the teacher as professional by developing an initial philosophy of education. To provide an opportunity to apply their learning with regard to instructional design, students are assigned a minimum of 20 hours in a field experience in which they work with diverse middle and/or high school learners.

LTM-612A General Methods of Tchg-TAL (4 credits)
This is designed for TAL students. Drawing from previous professional experience, students in the licensure program at the master’s level have an opportunity to capitalize on their developed life skills and abilities to engage students in a focused educational context. Learning a variety of instructional models and building on developmental and learning theories, students plan and implement differentiated instruction and assessment, reflecting both the Wisconsin Model Academic Standards and the Wisconsin Teacher Standards. Students observe and analyze multiple classroom settings to design model learning communities that encourage collaborative contextual engagement within environments that honor diversity and creativity. Additionally, students design, evaluate and use technology to enhance teaching, learning and assessing. Finally, students address the teacher as professional, an important focus within this course, by developing an initial philosophy of education.

LTM-621 Lit in Early Adolescence/Adolescence (4 credits)
Students study the nature and process of literacy development, including objectives, methods, materials and techniques for teaching literacy in adolescence, recognizing the range of student needs they may encounter, including those from whom English is a new language. Becoming aware of the key role of literacy in content area learning, they develop a range of strategies to support students' reading skills, especially with regard to comprehension. In addition, they develop approaches to the integration of language arts across the curriculum. Students learn to interpret standardized assessment information as well as to develop meaningful classroom assessment of literacy. 

Prerequisite(s): LTM-611 & LTM-612 completed.

LTM-622 Content Area Methods (4 credits)
Students learn teaching strategies and assessment methods specific to their subject areas to respond to diverse early adolescent/adolescent learners. They develop inviting dispositions and articulate their educational assumptions and rationale for decisions regarding content and methodology. Using the Wisconsin Model Academic Standards as well as national standard for subject areas, students design effective lesson/unit plans. Students design learning opportunities that use disciplinary strategies to promote current student learning, achievement, and enjoyment. Students examine interdisciplinary approaches to teaching, learning and assessing in order to design interdisciplinary instruction with students from other subject areas. Drawing upon literature focused on teaching in their subject areas, students engage in professional discourse.

Prerequisite(s): LTM-611 & LTM-612 completed.

LTM-622E Content Area Methods-English (4 credits)
Students learn teaching strategies and assessment methods specific to their subject areas to respond to diverse early adolescent/adolescent learners. They develop inviting dispositions and articulate their educational assumptions and rationale for decisions regarding content and methodology. Using the Wisconsin Model Academic Standards as well as national standard for subject areas, students design effective lesson/unit plans. Students design learning opportunities that use disciplinary strategies to promote current student learning, achievement, and enjoyment. Students examine interdisciplinary approaches to teaching, learning and assessing in order to design interdisciplinary instruction with students from other subject areas. Drawing upon literature focused on teaching in their subject areas, students engage in professional discourse.

Prerequisite(s): LTM-611 & LTM-612 completed.

LTM-622M Content Area Methods-Math (4 credits)
Students learn teaching strategies and assessment methods specific to their subject areas to respond to diverse early adolescent/adolescent learners. They develop inviting dispositions and articulate their educational assumptions and rationale for decisions regarding content and methodology. Using the Wisconsin Model Academic Standards as well as national standard for subject areas, students design effective lesson/unit plans. Students design learning opportunities that use disciplinary strategies to promote current student learning, achievement, and enjoyment. Students examine interdisciplinary approaches to teaching, learning and assessing in order to design interdisciplinary instruction with students from other subject areas. Drawing upon literature focused on teaching in their subject areas, students engage in professional discourse.

Prerequisite(s): LTM-611 & LTM-612 completed.

LTM-622SC Content Area Methods-Science (4 credits)
Students learn teaching strategies and assessment methods specific to their subject areas to respond to diverse early adolescent/adolescent learners. They develop inviting dispositions and articulate their educational assumptions and rationale for decisions regarding content and methodology. Using the Wisconsin Model Academic Standards as well as national standard for subject areas, students design effective lesson/unit plans. Students design learning opportunities that use disciplinary strategies to promote current student learning, achievement, and enjoyment. Students examine interdisciplinary approaches to teaching, learning and assessing in order to design interdisciplinary instruction with students from other subject areas. Drawing upon literature focused on teaching in their subject areas, students engage in professional discourse.

Prerequisite(s): LTM-611 & LTM-612 completed.
LTM-622SS Content Area Methods-Social Studies (4 credits)
Students learn teaching strategies and assessment methods specific to their subject areas to respond to diverse early adolescent/adolescent learners. They develop inviting dispositions and articulate their educational assumptions and rationale for decisions regarding content and methodology. Using the Wisconsin Model Academic Standards as well as national standard for subject areas, students design effective lesson/unit plans. Students design learning opportunities that use disciplinary strategies to promote current student learning, achievement, and enjoyment. Students examine interdisciplinary approaches to teaching, learning and assessing in order to design interdisciplinary instruction with students from other subject areas. Drawing upon literature focused on teaching in their subject areas, students engage in professional discourse.
Prerequisite(s): LTM-611 & LTM-612 completed.

LTM-631 Teaching Exceptional Learners (3 credits)
Students in this course explore the range of factors that impact students’ schooling both at the personal and structural levels. Building an understanding of the categories of students learning needs and the legal requirements for addressing those needs, they identify resources and processes that can support special needs learners in the classroom and the school building. The course focuses particularly on developing important concepts and skills their learners need to develop in a grade level or levels. 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 the concept of assessment-as-learning, which involves a formative approach, positive feedback and self assessment as means of guiding learning.
Prerequisite(s): LTM-611 & LTM-612 completed.

LTM-632 Curriculum, Instruction & Assessment (3 credits)
Students in this course learn to see the connections between large curricular goals and the assessment of student learning in the classroom. Working with content standards and ability outcomes, they explore the important concepts and skills their learners need to develop in a grade level or levels. 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 the concept of assessment-as-learning, which involves a formative approach, positive feedback and self assessment as means of guiding learning. Field component required.
Prerequisite(s): LTM-611 & LTM-612 completed.

LTM-635 Science & Social Studies in Elementary (4 credits)
In this course students will explore methods of teaching science and social studies at the elementary school level. Drawing upon previous experiences in lesson and unit planning, students will incorporate science, health, social studies, and technological content knowledge with process skills and assessment strategies. Students will design integrated learning experiences based on appropriate frameworks linking science and social studies to other content areas including art, math and language arts.
Prerequisite(s): LTM-611 & LTM-612 completed.

LTM-640 LTM Portfolio Assessment (0 credits)
The assessment demonstrates an LTM candidate’s readiness for student teaching. The candidate will prepare a folder documenting his/her proficiency in the 10 Wisconsin Teaching Standards and Alverno graduate education abilities. The portfolio review process consists of two parts. First, an internal Alverno faculty member and external assessor, such as an administrator or teacher, will evaluate the portfolio against established criteria. Second, the assessors will conduct an interview with the candidate in which the candidate will highlight several artifacts, present and comment on an electronic demonstration of teaching effectiveness, and answer questions on teaching, learning and assessing in general and on portfolio contents in particular.
Prerequisite(s): Praxis II and WI Foundations of Reading completed.

LTM-640S LTM Portfolio Assessment (0 credits)
The assessment demonstrates an LTM candidate’s readiness for student teaching. The candidate will prepare a folder documenting his/her proficiency in the 10 Wisconsin Teaching Standards and Alverno graduate education abilities. The portfolio review process consists of two parts. First, an internal Alverno faculty member and external assessor, such as an administrator or teacher, will evaluate the portfolio against established criteria. Second, the assessors will conduct an interview with the candidate in which the candidate will highlight several artifacts, present and comment on an electronic demonstration of teaching effectiveness, and answer questions on teaching, learning and assessing in general and on portfolio contents in particular.
Prerequisite(s): Praxis II completed.

LTM-641 Student Teaching (9 credits)
Students take responsibility over the course of the semester for classrooms with early adolescent/adolescent students. Student teaching is a full-time, full semester commitment, on the calendar of the local school. Working with a school site mentor and a college supervisor, student teachers demonstrate their 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. During the student teaching experience, students develop a portfolio documenting their work and its impact on student learning. They also develop a professional development plan to guide their growth as beginning teachers.
Prerequisite(s): LTM-640 completed. Must register concurrent with LTM-675.
LTM-641A Student Teaching (5 credits)
Candidates take responsibility over the course of the semester for classrooms at their licensure level. Early childhood/middle childhood and middle childhood/early adolescence candidates have two nine-week placements while early adolescence/adolescence candidates typically have one eighteen-week placement. Student teaching is a full-time, full semester commitment, on the calendar of the local school. Working with a school site mentor and a college supervisor, student teachers demonstrate their 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. During the student teaching experience, candidates complete a performance assessment project documenting their work and its impact on student learning. They also develop a professional development plan to guide their growth as beginning teachers.
Prerequisite(s): LTM-640 completed. Must register concurrent with LTM-675.

LTM-641B Student Teaching (4 credits)
Candidates take responsibility over the course of the semester for classrooms at their licensure level. Early childhood/middle childhood and middle childhood/early adolescence candidates have two nine-week placements while early adolescence/adolescence candidates typically have one eighteen-week placement. Student teaching is a full-time, full semester commitment, on the calendar of the local school. Working with a school site mentor and a college supervisor, student teachers demonstrate their 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. During the student teaching experience, candidates complete a performance assessment project documenting their work and its impact on student learning. They also develop a professional development plan to guide their growth as beginning teachers.
Prerequisite(s): LTM-640 completed. Must register concurrent with LTM-675.

LTM-675 Student Teaching Seminar-LTM (0 credits)
The student explores critical issues in education in meetings held during the student-teaching semester.
Prerequisite(s): LTM-640 completed. Concurrent with student teaching.

LTM-697 Independent Study (1-3 credits)
Focus on content area study to fill in gaps in candidate’s prior course work.
MASTER OF SCIENCE IN NURSING (MSN)

MSN-600 Orientation to MSN Program (0 credits)
Acceptance into the MSN Program. Students engage in a day and a half session to become oriented to Alverno College and the MSN Program.

MSN-600A Post MSN FNP/MHNP/CNS/NE (0 credits)
Acceptance into the Post Master’s FNP or MHNP or CNS Program. Students engage in a three hour session to become oriented to Alverno College, Alverno’s technology, and the post-master’s program.

MSN-602 Nursing, Inquiry, Research & Scholarship (3 credits)
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. 
Prerequisite(s): MSN-615 completed. Completion of undergraduate inferential statistics course completed within past 5 years of entering MSN program.

MSN-603 Health-Care System: Org, Econ & Politics (3 credits)
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.
Prerequisite(s): MSN-615 completed or concurrent registration.

MSN-615 Advanced Practice Roles & Nursing Theory (3 credits)
Students explore current and emerging roles of advanced practice nurses (APN) in various settings, including required competencies, scope of practice, and issues of specialization. You will examine the roles of the APN within an interdisciplinary health care system, with an emphasis on legal and professional issues, models of practice, and leadership. Students will also examine the evolving theoretical foundations of the nursing profession through the exploration of nursing and related disciplines’ theories. You will learn to analyze, critique, and evaluate various theories to determine their utility to guide APN practice and education in select populations. Advanced practice nurses use multiple theories in their work with individuals, families, communities and organizations. This course provides you with a solid grounding in theoretical analysis and application within your specific roles.
Prerequisite(s): MSN-600 completed or concurrent.

MSN-616 Ethics for Advanced Practice Nurse (1 credit)
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.
Prerequisite(s): MSN-600 completed or concurrent.

MSN-617 Population Based Health (3 credits)
This course introduces students to health promotion fundamentals in advanced practice nursing. Basic epidemiological principles and international, national and local health promotion goals are examined with emphasis on cultural and environmental principles, individual assessment and evidence-based practice. Students will be introduced to concepts of interprofessionalism and patient centered care, while exploring the leadership role of the APN. Students will analyze and describe health information technologies and data sources that promote safe practice environments, patient safety, cost-effectiveness, and optimal population health outcomes.
Prerequisite(s): MSN-615 completed or concurrent.

MSN-621 Advanced Physiology & Pathophysiology (3 credits)
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.
Prerequisite(s): MSN-600 completed or concurrent.

MSN-622 Advanced Health & Physical Assessment (2 credits)
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.
Prerequisite(s): MSN-621 completed.

MSN-623 Advanced Pharmacotherapeutics (3 credits)
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.
Prerequisite(s): MSN-621 completed.
MSN-624 Advanced Primary Care Management 1 (3 credits)
The student will engage in didactic and clinical experiences derived from evidence-based practices in health promotion, disease prevention, and illness care management for middle-aged and older adults. The student will also use advanced critical thinking to apply culturally sensitive care, perform comprehensive examinations, formulate diagnoses and implement treatment plans for middle-aged and older adult populations. (This course includes 175 practicum hours.)
Prerequisite(s): For FNP only: MSN-602, MSN-615, MSN-621, MSN-622 & MSN-623 completed. MSN-603, MSN-616 & MSN-617 completed or concurrent. Register for MSN-624P concurrently.

MSN-624P FNP Practicum 1 (2 credits)
Prerequisite(s): Concurrent registration in MSN-624

MSN-625 Adv Primary Care/Women, Infants & Child (3 credits)
The student will engage in didactic and clinical experiences derived from evidence-based practice related to health promotion, disease prevention, and illness care management for women, infants and children. The student will also use advanced critical thinking to apply culturally sensitive care, perform comprehensive examinations, formulate diagnoses, and implement treatment plans for women, infants and children. (This course includes 200 practicum hours.)
Prerequisite(s): For FNP only: MSN-602, MSN-603, MSN-615, MSN-617, MSN-621, MSN-622, MSN-623 & MSN-624 completed. MSN-616 completed or concurrent. Register for MSN-625P concurrently.

MSN-625P FNP Practicum 2 (2 credits)
Prerequisite(s): Concurrent registration in MSN-625

MSN-626 Adv Primary Care Mgt/Vulnerable Populati (3 credits)
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.)
Prerequisite(s): For FNP only: MSN-602, MSN-603, MSN-615, MSN-616, MSN-617, MSN-621, MSN-622, MSN-623, MSN-624 & MSN-625 completed. Register concurrent with MSN-626P

MSN-626P FNP Practicum 3 (2 credits)
Prerequisite(s): Concurrent registration in MSN-626

MSN-627 Adv Nursing Practicum in Belize (1 credit)
This course is designed to be an elective course, allowing graduate FNP students the opportunity to complete part of their practicum hour requirements within an international setting. Students will have the unique experience of providing health care in a country where resources are limited. As a result, students will learn to rely more on themselves and their healthcare knowledge and skills instead of current technologies in providing care to patients. The experiences will push students' understanding of advanced practice nursing to a new level along while increasing their knowledge and sensitivity to many different types of cultural groups.
Prerequisite(s): MSN-621, MSN-622 & MSN-623 completed. MSN-624 completed or concurrent.

MSN-628 Suturing for Advanced Practice Provider (0 credits)
This course is designed to be an elective course, allowing graduate nursing students an opportunity to increase their skill set by learning closure techniques for lacerations of various body parts. It gives students a unique experience of utilizing skills at a more advanced level. It will push their understanding of advanced practice nursing to a new level along while increasing their knowledge base.
Prerequisite(s): MSN-602, MSN-603, MSN-621 & MSN-622 completed.

MSN-630 Advanced Psychopharmacology (3 credits)
This course will prepare students to understand the basics pertaining to drugs used for both therapeutic and addictive purposes in the mental health world. At the outset, the course will present the basic structures of the nervous system necessary to understand the pharmacokinetics and pharmacodynamics of psychoactive drugs. Many psychoactive drugs are used for therapeutic purposes. Other psychoactive drugs, even those prescribed for therapeutic purposes, become the objects of addiction. The second phase of the course treats the major classes of drugs used for therapeutic purposes: antidepressants, anxiolytics / hypnotics, antipsychotics, mood stabilizers, and stimulants. In this section the actions, side effects, and risks of the various drugs will be considered. This section will also treat special topics such as promoting adherence, and how to monitor the clients' response to medications. The third phase of the course devotes itself to the drugs of addiction such as alcohol, cocaine, opioids, and stimulants. Tools for assessment of addictions and the medications used in the treatment of addictions will be presented in this section.
Prerequisite(s): MSN-623 completed
MSN-634 Adv Primary Mental Health Care-Adults (3 credits)
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 spectrums 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.)
Prerequisite(s): For MHNP Students only MSN-621, MSN-622 & MSN-623, MCP-620 completed. MSN-603, MSN-616 & MSN-617 completed or concurrent. Register for MSN-634P concurrently.

MSN-634P MHNP Practicum 1 (2 credits)
Prerequisite(s): Register for MSN-634 concurrently.

MSN-635 Adv Prim Mntl Hlth Cre-Bipolar Spectrum (3 credits)
Students apply skills of critical thinking to the advanced mental health care of the bipolar spectrum disorders and mental health disorders pertinent to children, teens, and geriatric populations. The students will widen their assessment and diagnostic skills by focusing on the complex bipolar spectrum disorders, as well as mental health disorders more specifically associated with the child, teen, and geriatric populations. Students will be guided to respectfully consider the cultural, spiritual, and unique circumstances of the individual clients. Students will develop comprehensive treatment plans in collaboration with the client and/or the clients' families. Through didactic and clinical experiences students will be able to incorporate into the treatment plans the psychopharmacological agents approved for the treatment of bipolar spectrum disorders, ADHD in children and adults, and the dementias and mood disorders of the geriatric populations according to psychiatric guidelines and evidenced based practice. Students will also learn and practice principles of Group Therapy as well as learn the basic components of Dialectical Behavior Therapy.
Prerequisite(s): For MHNP only: MSN-634 completed. Register for MSN-635P concurrently.

MSN-635P MHNP Practicum 2 (2 credits)
Prerequisite(s): Concurrent registration with MSN-635

MSN-636 Adv Prim Mntl Hlth Cr-Chron& Serious Mnt (3 credits)
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.)
Prerequisite(s): For MHNP only: MSN-635 completed. Register for MSN-636P concurrently.

MSN-636P MHNP Practicum 3 (2 credits)
Prerequisite(s): Register concurrent with MSN-636.

MSN-644 Adv Practice in Adult-Gero 1 (3 credits)
This course will focus on theories in the adult population, ages 16 through geriatric. Emphasis is placed on theory, anticipatory guidance, health promotion and disease prevention, and clinical decision-making across the adult lifespan. A focus on chronic disease condition management utilizing evidence-based practice guidelines, as well as acute, episodic health problems will be a focus of this course.

MSN-644P Adv Practice in Adult Gero 1 Practicum (2 credits)
This practicum will provide the student with clinical experience in adult health care, ages 16 through geriatric. Students will perform comprehensive and episodic clinical assessments, including appropriate diagnostic testing and therapeutic interventions. The management of stable chronic as well as acute, episodic health problems will be accomplished with the direction of clinical preceptors. Two hundred clinical hours are necessary in this practicum.

MSN-645 Adv Practice in Adult-Gero 2 Theory (3 credits)
This course expands on the knowledge obtained in Advanced Practice in Adult-Gero 1 and continues to provide a foundation for the student to think critically about symptoms, differential diagnoses, diagnostic evaluation and the management of common episodic and chronic health conditions throughout the adult lifespan. With an emphasis on evidence-based practice, students will critically consider care provided to those of differing age, gender, culture, ethnicity and have psycho-social issues. Interprofessional collaboration and specialty referrals are important elements discussed in this course.

MSN-645P Adv Practice in Adult Gero 2 Practicum (2 credits)
This practicum will prepare students to better integrate evidence-based practice standards into care based provided in clinical setting. The integration of psychological and social nursing aspects of care based on age, gender, culture, and ethnicity is further strengthened in those aged 16 through geriatric. A reflection on interprofessional collaboration and referrals will ensue. Two hundred clinical hours are necessary in this practicum.
MSN-646 Adv Practice in Adult Gero 3 Practicum (3 credits)
This course will focus on care given to the vulnerable such as the homeless, geriatric and underserved populations. The application of evidence-based guidelines to the vulnerable will be explored, and consideration of drug choices amongst the geriatric population occurs. Professional issues relevant to nurse practitioners will also be explored.

MSN-646P Adv Practice Adult Gero 3 Practicum (2 credits)
Students will provide in-depth, advanced practice nursing care to patients with acute, critical, chronic and complex health problems. Consideration of care and treatment plans of underserved populations, integrating current nursing research evidence, will be a focus. Two hundred clinical hours are necessary in this practicum.

MSN-650 Statistics for Advanced Practice (3 credits)
This course will provide graduate students and advanced healthcare providers with the ability to analyze and apply appropriate statistical approaches for improving clinical practice. The use of computer programs for analyzing data will be examined as well as methods to critique the use of statistics in published clinical research. Articulate communication of research results to interested audiences will also be addressed.

MSN-697 Independent Study (1 credit)
MSN Independent Study

MSN-700 Adv Prac Nrsng: Ind & Population-Bsd Hlth (3 credits)
Using the 3 sphere CNS framework, emphasis for this course will be on direct care for adults and older adults. Students will focus on theories of aging and geriatric syndromes. Program development will be introduced including understanding/defining population and health management through prevention, wellness, chronic disease management and other current trends in healthcare. Continuing work in the competency of evidence-based practice will be stressed as it relates to epidemiology, culture, genetics/genomics and environmental influences. There will be a focus on team-building and interprofessional collaboration for care coordination and improvement, introducing leadership concepts and team development. Students will complete a 175 hour practicum. Students required to do a capstone will identify an area of interest for a potential project.
Prerequisite(s): For CNS only: MSN-615, MSN-602, MSN-621, MSN-622, MSN-623 completed. MSN-603, MSN-616 or MSN-617 completed or concurrent. Register for MSN-700P concurrently.

MSN-700P CNS Practicum 1 (2 credits)
Prerequisite(s): Concurrent registration with MSN-700

MSN-701 Advanced Practice Nursing 1 (3 credits)
Students use epidemiologic models and theories of health promotion, risk reduction and illness prevention to teach, counsel, research and practice with vulnerable populations, especially adults and older adults. They analyze human diversity and social issues as they enlarge their understanding and use the multiple determinants of health in the design of culturally congruent health care plans and programs. In their clinical practice, they use epidemiological, social, and environmental data to design and implement nursing interventions and systems to promote and preserve the client's or community's health and lifestyle practices.
Prerequisite(s): MSN-600, MSN-602, MSN-603, MSN-617, MSN-621, MSN-622, MSN-623 & MSN-700 completed. Register for MSN-701P concurrently.

MSN-701P CNS Practicum 2 (2 credits)
Prerequisite(s): Register for MSN-701 concurrently

MSN-730 Adv Prac Nrsng: Ldrshp System Improvemnt (3 credits)
Students are supervised by appropriately credentialled nurses in this semester-long practicum in either an educational setting, such as a School of Nursing, or a healthcare setting, such as a hospital, clinic, or community agency. They use knowledge, skills, and abilities from all previous MSN courses as they collaborate with agency personnel to design and manage practice projects with undergraduate nursing students in educational settings and/or with adult-gerontology clients and staff in healthcare settings. This course includes a 200-hour practicum.
Prerequisite(s): For CNS Students only. MSN-600, MSN-602, MSN-603, MSN-612, MSN-615, MSN-616, MSN-621, MSN-622, MSN-623 & MSN-701 completed. Register for MSN-730P concurrently.

MSN-730P CNS Practicum 3 (2 credits)
Prerequisite(s): Concurrent registration with MSN-730

MSN-755 Capstone 1 (1 credit)

MSN-760 Capstone 2 (1 credit)
Prerequisite(s): MSN-755 completed
Masters Community Psychology (MCP)

MCP-600 Foundations/Comm Psychology & Counseling (3 credits)
This course has been designed to provide the foundational principles of Community Psychology for students in the Master of Science in Community Psychology (MSCP) program. Emphasis is given to examination of the major perspectives in community psychology and their application within, cultural, global, historic, and contemporary contexts. The student explores an array of strategies and policies designed to promote individual growth, high level community cohesion along with prevention and treatment of social and mental health problems. The students studies, creates and evaluates an array of programs and policies, particularly those designed to engender wellness, prevent violence and to address issues related to substance use disorders. Across the semester, the student develops skills in constructing reasonable psychological explanations for complex behavior and is able to solve problems by evaluating and drawing upon a variety of psychological methods, including system analysis. Particular attention is given to developing strategies that promote community-level change.

MCP-601 Orientation to MSCP Program (0 credits)
This orientation is designed for students who are starting the MSCP Program.

MCP-611 Human Development in Community Contexts (3 credits)
This is one of two foundational courses in the Master of Science in Community Psychology program. In this class, students engage with a variety of theoretical perspectives that pertain to human development and learning. They will apply these perspectives to broadly themed issues of identity, adjustment and normal, as well as abnormal behavior. These applications will be made within an informed understanding of the impact of community contexts on both individual and group behavior. As students explore the processes of human development over the life span, they will consider the role of family, school, agency and government in the process of an individual's development.

MCP-620 Helping Rel: Prevention, Intervnt & Syst (3 credits)
This course has been designed to provide students with a broad understanding of the philosophic bases of the helping processes, counseling theories and their applications. Basic and advanced helping skills will be explored in the context of developing effective empathic listening skills. Consultation theories will be discussed and applied to case examples that address client and helper self-understanding and self-development. Students will explore the process of change as facilitated by a framework of strength and multiple models of prevention and intervention will be addressed through developing an understanding of the complex systems which impact helping relationships.

MCP-625 Clin Mntl Hlth Cnsl: Diagnosis& Treatmnt (3 credits)
This course focuses on the origin, evaluation, interpretation and application of the major theories within cultural, global, historic, and contemporary contexts. As many of the major theories influencing modern day thought were not derived from strict scientific methods, but essentially reflect philosophical assumptions, and the application of these theories to actual real-life situations as in counseling and psychotherapy, reflect creative acts, thereby showing that theories may function as art, the theories will be evaluated from the perspectives of philosophy, science and art in this course. Emphasis will be given to the application of the theories to an array of settings designed to promote prevention and treatment of psychological and social disorders on individual and community levels. Across the semester the students study and evaluate a variety of therapeutic approaches and clinical settings through their own system of values. Students develop critical thinking abilities about complex issues in mental health. Emphasis is given to diagnostic and treatment, and prevention issues related to substance use disorders and violent behavior.

MCP-627 Culturally Engaged Counseling (3 credits)
This course orients students to the major theoretical perspectives and concepts of multicultural and cross-cultural counseling.

MCP-630 Topics in Community Psych & Counseling (3 credits)
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 include child and adolescent issues and advanced trauma counseling.

MCP-640 Trauma Counseling (3 credits)
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-642 Advanced Trauma Counseling (3 credits)
Advanced Trauma Counseling is an elective course in the Masters of Science in Community Psychology (MSCP) program. This course builds on the knowledge base established in the initial Trauma Counseling course, and gives students the opportunity to develop an in-depth knowledge about key skills and approaches to working with trauma survivors. Course content will include the following topics: (1) Review of Stages of Trauma Counseling; (2) Effective Trauma Interventions Across Stages [including Cognitive behavioral therapy, Mindfulness, Group work] (3) Ancillary Approaches, and (4) Adapting Interventions to Specific Trauma Populations. Through this course, students will gain knowledge and will develop skills in case conceptualization, treatment planning, utilization of effective intervention strategies, and scholarly research.

MCP-644 Topics in Community Psych & Counseling (3 credits)
This course orients students to the major theoretical perspectives and concepts of multicultural and cross-cultural counseling.
MCP-645 Couples, Partners & Family Counseling (3 credits)
This course is designed to give students tools, theories, and practices related to counseling with children, adolescence and families. Family systems, child and adolescent behavior, and methods of treatment are addressed.
Prerequisite(s): MCP-625 completed.

MCP-651 Research, Evaluation & Statistics Method (3 credits)
This course has been designed to prepare students to design their final research project. It focuses on the acquisition and practice of essential skills involved in psychological research and evaluation.
Prerequisite(s): MCP-611 completed.

MCP-655 Group Dynamics Processing & Counseling (3 credits)
This course prepares students to work effectively with groups, including those in the community, in organizations and in a counseling setting. Students are introduced to theory and research pertaining to group dynamics, which is used as the basis for analysis of group process, and they explore theoretical models related to group counseling. Finally, they apply this knowledge to the practice of group facilitation skills.
Prerequisite(s): MCP-611 completed or concurrent

MCP-660 Individual Appraisal, Asssmt& Measuremnt (3 credits)
This course is designed to prepare students for assessment practice across a variety of different client populations. This course will use an ecological perspective to prepare learners to make sound, culturally sensitive choices in assessment. Students will explore the history of assessment and connect this history to current practices and issues. Students will 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 will be on both individual and systems assessment.
Prerequisite(s): MCP-625 & MCP-651 completed.

MCP-671 Substance Abuse Counseling (3 credits)
In this course students will review a variety of approaches to addressing the treatment of a range of addiction disorders. Students will review some of the physiological mechanisms of addiction as well as identify a wide variety of addictive substances including alcohol, meta-amphetamines, barbiturates, pain killers and others. In this class students will familiarize themselves with various models for explaining addiction including, but not limited to the Stages of Change Model. They will practice treatment methods and will observe clients in treatment related settings.
Prerequisite(s): MCP-600 & MCP-611 completed or concurrent.

MCP-675 Psychopharmacology (3 credits)
Psychopharmacology deals with the range of psychotropic medications that are available to address a wide range of psychological and physical conditions. In the course, students will learn how to identify differences between classifications of medications, as well as the affects and side-effects of a variety of medications. They will learn about issues of prescriptive authority and how to collaborate with prescribing agents (e.g., psychiatrists, nurses practitioners) to monitor and advocate for client pharmacological needs.
Prerequisite(s): MCP-677 completed.

MCP-677 Physiological Psychology (3 credits)
This course as related to community contexts will enable the learner to understand and explain the physiological processes involved in a number of neurologically based conditions that affect potential clients and community members, to a "physiological naive" audience. Learners will also be able to develop patient/client educational material on a top of their choice the physiological dimensions of resource for clients and families that may be affected by conditions, such as but not limited to Addiction, Alzheimer's/dementia, Depression, Bi-Polar Disorder and Post-traumatic stress disorder.
Prerequisite(s): MCP-611 completed.

MCP-679 Physiological Psychopharmacology (3 credits)
This course as related to community contexts will enable the learner to understand and explain the physiological processes involved in a number of neurologically based conditions that affect potential clients and community members, to a "physiological naive" audience. Learners will also be able to develop patient/client educational material on a top of their choice the physiological dimensions of resource for clients and families that may be affected by conditions, such as but not limited to Addiction, Alzheimer's/dementia, Depression, Bi-Polar Disorder and Post-traumatic stress disorder.
Prerequisite(s): MCP-611 completed.

MCP-680 Counseling Theory: Ind, Group & Family (3 credits)
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).
Prerequisite(s): MCP-620 & MCP-625 completed.

MCP-682 Adv Counsng Thry: Evidence Based Pract (3 credits)
This course has been designed to prepare students in the Masters of Science in Community Psychology and Professional Counseling (MSCP) program for counseling practice at an advanced level, across a variety of different client populations. The course will focus on treatments 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 elective course will be valuable to students intending to enter clinical practice.
Prerequisite(s): MCP-680 completed.

MCP-685 Lifestyle & Career Development (3 credits)
This course is designed to prepare counselors for the inevitable need to engage in career guidance and decision-making which so often happens in the counseling process. The course will also be of help to those who are preparing for community research and consultation as the issue of employment is a key issue for both individuals and organizations within the community. In the Career Counseling course, students will work with models of career counseling, career assessment inventories and interviews, theories of motivation and processes of decision-making as they relate to career needs and choices. The course will also engage students in the multi-faceted issues of unemployment and the support resources that are needed for the unemployed and under-employed.
Prerequisite(s): MCP-620 completed.
MCP-688 Professional Ethics & Legal Issues (3 credits)
In this course students will carefully examine ethical issues related to a variety of issues and concerns. They will engage in reflection on their own attitudes, values and practice as these relate to multicultural competency and issues of social justice both within counseling practice in community research. They will 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 pre-professional) experience. They will 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 will review a wide variety of theoretical sources for understanding appropriate ethical action and will apply relevant literature to their own intended practice.
Prerequisite(s): MCP-625 completed.

MCP-695 Grant Writing (3 credits)
In this class, students will learn how to use data to propose grants for the ongoing work of organizations or initiatives. Students will engage with a variety of perspectives and methods regarding grants and grant writing. They will learn the skills associated with grant writing and fund development requests. As a part of the class, students will write a grant associated with a community agency or project.
Prerequisite(s): MCP-600 completed.

MCP-697 Independent Study (3 credits)
Independent Study for MSCP Program

MCP-699 Supervised Practicum (3 credits)
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.
Prerequisite(s): MCP-660 & MCP-680 completed.

MCP-700 Supervised Internship I (3 credits)
In this course students will be supervised as they acquire and apply the principles of community and counseling psychology at an approved practicum site. Students will complete a total of 300 practicum hours with at least 125 hours of those hours being of direct service. Students will experience one hour per week of individual or triadic supervision from an on-site supervisor and an average of 1 1/2 hours per week of classroom consultation provided by a program faculty member. Students will learn and apply a variety of strategies for psychological intervention and professional counseling while gaining an understanding of community resources and system dynamics. Students will then utilize this knowledge to advocate for clients at multiple levels of practice. Upon course completion, students will participate in a formal evaluation process in conjunction with the supervisor.
Prerequisite(s): MCP-699 completed, MCP-688 completed or concurrent registration

MCP-720 Supervised Internship II (3 credits)
In this course, students will be supervised as they acquire and apply the principles of community and counseling psychology at an approved practicum site. Students will complete a total of 300 practicum hours with at least 125 hours of those hours being of direct service. Students will experience one hour per week of individual or triadic supervision from an on-site supervisor and an average of 1 1/2 hours per week of classroom consultation provided by a program faculty member. Students will learn and apply a variety of strategies for psychological intervention and professional counseling while gaining an understanding of community resources and system dynamics. Students will then utilize this knowledge to advocate for clients at multiple levels of practice. Upon course completion, students will participate in a formal evaluation process in conjunction with the supervisor.
Prerequisite(s): MCP-600, MCP-660, MCP-671 & MCP-680 completed.

MCP-750 Community-Based Research (3 credits)
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.
Prerequisite(s): MCP-651 completed.

MCP-752 Advanced Research (3 credits)
This course has been designed as the capstone research experience for students in the Masters of Science in Community Psychology: the Community Research and Consultation Track and an elective for the Professional Counselor Track. In MCP-752, students will complete their culminating work involving applied research, including implementation of the project, and integration and presentation of the results.
Prerequisite(s): MCP-750 completed.

MCP-771 Supervised Substance Abuse Intern (3 credits)
This is an internship with a substance abuse supervisor.
Prerequisite(s): MCP-600, MCP-660, MCP-671 & MCP-680 completed.
MATHEMATICS (MT)

MT-123 College Algebra (3 credits)
The student develops conceptual understanding of algebra as a language to model real-world problems together with algebraic skills to solve those problems. She develops competence in algebra skills related to solving equations and graphing in the Cartesian plane. She studies elementary functions and their graphs (including polynomial, rational, exponential, and logarithmic functions). She develops her analytic and problem-solving abilities while working to formulate and solve problems, applying skills to solve standard and novel mathematical problems.
Prerequisite(s): MP Level 1 or higher or QL-122 completed.

MT-124 Trigonometry (2 credits)
The student learns to use the right triangle and unit circle definitions of trigonometric functions, together with their graphs, to reason about the behavior of the functions and solve applied problems. She develops her analytic and problem-solving abilities using trigonometric functions to model realistic periodic phenomena.
Prerequisite(s): MT-123 completed or Math placement level 2 or higher.

MT-148 Functions & Modeling (3 credits)
Offered Spring Term & Summers only. The student builds on her previous algebra knowledge (solving equations, elementary functions and their graphs) to develop deeper knowledge of mathematical functions and to use them to create quantitative models of phenomena in science, business, and everyday life. Emphasis is placed on the use of technology tools to understand, use, and apply the function concept. Problem-solving and analytical abilities are developed throughout the work of the course. This course prepares the science or mathematics major for calculus. For the elementary education student pursuing a mathematics support, this course helps her to integrate her algebra knowledge and serves as the bridge to further mathematics courses.
Prerequisite(s): MT-123 completed or Math placement level 2 or higher.

MT-152 Calculus 1 (4 credits)
Course Offered Fall Term only. The student studies functions and their rates of change in the context of applied problems, using the ideas and techniques of differential calculus. Topics include derivatives of elementary functions (polynomial, exponential, rational, logarithmic, trigonometric) and their compositions in a variety of representations (graphical, numeric, and symbolic); limits; differential equations as mathematical models for changing phenomena; and antidifferentiation. The student develops her problem-solving, analytic, and communication skills by working both independently and collaboratively to understand, formulate, and solve problems from a variety of disciplines such as physics, chemistry, biology, social science, and management. Computers and calculators are used as tools to compute, communicate, and explore of mathematical ideas.
Prerequisite(s): MT-148 completed or MP Level 3 or higher. Sign up for a Calculus lab (MT-152L), Take MT-152L

MT-152L Calculus 1 Lab (0 credits)
Calculus lab
Prerequisite(s): Take MT-152

MT-197 Independent Study (0 credits)
Under the approval and direction of a faculty member, independent study is available to students.
MT-244A Fundamental Concepts/Mathematics 2 (4 credits)
This course builds on the mathematical knowledge and skills that the student developed in MT-243. She studies geometry and probability and statistics, and works to strengthen her mathematical problem-solving, analytic, and communication skills. She works further to explore a variety of mathematics teaching approaches at the elementary school level.
Prerequisite(s): MT-243A completed. Limited to licensure or LTM students only. This course is a hybrid; significant independent work online is expected.

MT-253 Calculus 2 (4 credits)
Offered Spring Term only. The student extends her knowledge of calculus by exploring the ideas and techniques of integral calculus. Topics include differential equations as mathematical models of changing phenomena, the definite integral and its standard applications, techniques of antidifferentiation, Taylor polynomial approximations, improper integrals, and representations of functions by infinite series. The student builds knowledge and skill using technology tools to solve problems.
Prerequisite(s): MT-152 completed. Offered Spring Term only.

MT-254 Calculus 3 (4 credits)
Offered Fall Term only. The student studies the calculus of multivariate functions with emphasis on functions of two independent variables and their three-dimensional graphs. Further topics include parametric equations; conic sections; polar, cylindrical, and spherical coordinate systems; the calculus of vectors and vector-valued functions; multiple integrals; and line integrals. She continues to develop her analytic and problem-solving abilities, working purposefully on generalization skills, algorithm and formula development, and understanding and applying theorems. In individual and group work, she solves applied problems that arise from the areas of physics, chemistry, biology, management, and mathematics itself.
Prerequisite(s): MT-253 completed or Math Placement Level 4.

MT-254L Calculus 3 Lab (0 credits)
Calculus 3 lab

MT-255 Linear Algebra (4 credits)
The student studies the mathematics of matrix algebra; the structure and operations of vector spaces, including use of determinants, eigenvalues, and eigenvectors; and linear transformations. She learns the basic concepts and computational procedures associated with these structures, including the use of computer and calculator technology. Linear algebra is applied to problems in areas including linear programming, graph theory, theory of games, least squares regression, linear economic models, traffic flow, and scheduling.
Prerequisite(s): MT-148 or MT-152 or MP 3 completed.

MT-256 Probability and Statistics (4 credits)
The student engages in the systematic collection, presentation, and characterization of statistical information for the purpose of decision making. She develops the mathematical skills and knowledge necessary for problem solving in statistical contexts. Both descriptive and inferential statistics are studied. Knowledge of the mathematics of probability support conceptual understanding of statistical methods. Data analysis, graphical representation, correlation, regression, and reliability and validity issues are considered. Technology tools are used.
Prerequisite(s): QL-156 completed. MT-123 or Math Placement Level 2 or higher completed.

MT-260 Introduction/Mathematical Problem Solving (2 credits)
Students will work together to solve various open ended problems. Through this problem solving process, they will develop sophisticated ways to solve challenging problems.
Prerequisite(s): QL-156 or MP-1 completed.
MT-350 Differential Equations (3 credits)
Offered Spring Term only in alternate years. The student learns about differential equations as descriptions of changing phenomena. She studies solutions from several perspectives, surveying basic analytic methods for solving differential equations, learning to use graphical and qualitative approaches to analyze behavior of solutions, and using the computer to obtain numerical solutions. She works to interpret mathematical results in realistic contexts.
Prerequisite(s): Math Placement level 4 or MT-253 completed.

MT-374 Math Assessment in Effective Citizenship (0 credits)
Mathematics Assessment in Effective Citizenship
Prerequisite(s): MT Major; Effective Citizenship Level 3 completed.

MT-397 Independent Study (0 credits)
Under the approval and direction of a faculty member, independent study is available to students.

MT-399 Formal Introduction to Advanced Work (0 credits)
Course Offered Fall Term only. The Advanced-Level Event marks a significant accomplishment for each student as she proceeds into the work of her major department. When a department determines that a student is ready for advanced work within a discipline, the student is invited to participate in a ceremony that is both a celebration and an explanation of future requirements of the major and support areas. She registers for this experience at a point determined by her major department: for most majors the registration is connected to the taking of a particular course. Students and faculty gather for an afternoon during Mid-semester Assessment Days. Following a general program, students meet in departmental sessions with their faculty to discuss advanced outcomes, department courses, advising procedures, and so on.
Prerequisite(s): MT-253 completed or concurrent

MT-420 Axiomatic Systems (3 credits)
Offered Fall Term in alternate years. The student learns about the structure and scope of mathematical axiom systems in the context of modern geometries. She expands her analytic-thinking and problem-solving abilities as she reads, understands, and writes mathematical theorems and their proofs.
Prerequisite(s): Math Placement Level 4 or MT-221 completed.

MT-445 Advanced Topics-Math Elementary Tchg (3 credits)
Course Offered Fall Term only. The mathematics education student develops an in-depth understanding in the area of algebraic thinking, with emphasis given to proportional reasoning. Other middle-school mathematics topics, such as geometry in two and three dimensions and probability and statistics, may be studied. The historical development of the elementary and middle school curriculum is examined, with emphasis on the teaching, learning, and assessment processes highlighted in local, state, and national standards documents.
Prerequisite(s): Praxis 1, MT-243 & MT-244 completed. MT-148 or Math placement Level 3 or higher completed.

MT-449 Mathematical Portfolio (1 credit)
Students will prepare a portfolio that demonstrates that they have met the outcomes for the mathematics major. Students will meet with the mathematics faculty to discuss their portfolio.
Prerequisite(s): Taken by Mathematic Majors in their second to last semester.

MT-460 Introduction to Real Analysis (3 credits)
Offered Spring Term in alternate years. In this course, the student studies functions of real variables from an advanced viewpoint. She examines the concepts of sequence, limit, continuity, and derivative in a mathematically rigorous setting. She gains experience in mathematical thinking and writing, developing an appreciation of the nature and role of mathematical proof.
Prerequisite(s): Math Placement Level 4 or MT-253 completed.

MT-491 Seminar: Mathematical Thinking (2 credits)
Offered in alternate years. The student, in consultation with the instructor, selects an advanced topic or mathematical problem for in-depth research. She reports her finding in a formal presentation.
Prerequisite(s): MT-123 completed. MT-256 or MGT-250 or BSC-257 completed or Math Placement level 2 completed.

MT-492 Senior Seminar (2 credits)
Senior Seminar in Math

MT-497 Independent Study (4 credits)
Under the approval and direction of a faculty member, independent study is available to students.
MDIA DESIGN (MDIA)

MDIA-130 Aesthetic Engagement Ext Assessmnt Lev 1 (0 credits)
The student uses 4-5 works of her own art from the semester to analyze her personal process of growth and understanding as related to her use of the creative domains of artmaking, her understanding of the Art Frameworks (Content-Form-Intent, Intent-Form-Content, Constructionist, and Community Arts Framework), the ways in which her art making reflects the nature of her aesthetic responsiveness while reflecting or connecting to her values.
Prerequisite(s): A-189S or FA-112 completed or concurrent registration. See Art Department Resource page on Moodle per your major for additional information and instruction.

MDIA-193C MDIA in the Professions (1 credit)
The student gains current, accurate information about visual arts professions for studio, education, and therapy. She conducts field research by interviewing professionals working in her areas of interest. She engages in study, discussion, and activities that detail her interests, patterns of interaction, and career options.
Prerequisite(s): Open to all students. Required for Art & MDIA Majors as a prerequisite for all 200 Level or above A/AE/AT/MDIA courses.

MDIA-230 Aesthetic Engagement Ext Assessmnt Lev 2 (0 credits)
The student attends a Level 2 External Assessment and provides feedback to the participating Level 1 students on their strengths and areas needing improvement as they discuss their use of the art elements and principles of design, their applications of the creative domains/models of art making and their ability to analyze their applications of the visual arts frameworks.
Prerequisite(s): MDIA-130 completed. See Art Department Resource page on Moodle for additional information and instruction.

MDIA-262 Graphic Designs & Illustration (3 credits)
Offered in Spring Term only. Design & technology rapidly combine in this third millennium marketplace to create new, dynamic hybrids which impact the sensory world we experience daily. This new media course will explore visual design, methods for innovation using digital tools and the important distinctions between Art & Design. Students will learn to apply basic design principles to their own work through observation & analysis of images & type used in visual media such as advertisements, posters, web sites and animations. Using Adobe Illustrator, Photoshop & InDesign, students will gain an understanding of vector vs. raster methods of visual creation, image enhancement, typography and page layout challenges. The result will be an understanding of design and how it affects the reasons and methods we humans use when creating and rearranging that which surrounds us.
Prerequisite(s): For Art Majors: A-134, A-193C and QL-156 completed. Offered in Spring Term only.

MDIA-330 Aesthetic Engagement Ext Assessmnt Lev 3 (0 credits)
The student applies her knowledge of the creative domains in the context of art frameworks for interpretation (critical/analytical, constructionist, deconstructionist or Formal) and engagement (content-form-intent, intent-form-content, Community Arts) and the aesthetic models to the art works of others as she articulates the role and responsibility of the students in their Level 4 Aesthetic Engagement External Assessment.
Prerequisite(s): MDIA-230 completed. See Art Department Resource page on Moodle for additional information and instruction.

MDIA-359 Digital Art for MDIA Majors (3 credits)
This course will introduce tools, concepts and techniques utilizing the computer as a creative tool in the visual arts. The students will learn how to use Adobe's creative design suite Photoshop program to create print and animated projects.
Prerequisite(s): A-395 or AE-395 or AET 395 or AT-395 or MDIA-395 (Level 4 External Assessment) completed.

MDIA-381 Content Development Media Design (3 credits)
The student learns to write for interactive multimedia by contrasting the nuances of writing for text, audio, and video in diverse applications. She explores the role of the writer on multimedia and website production teams through case study analysis of the written documents and scripts for a marketing website, corporate website, research portal, e-learning, museum kiosk, online training, computer game, video game, simulation, parallel story, virtual world, and immersive exhibit. In addition to creating nonlinear storyboards, she produces outlines, proposals, and design documents that support project management.

MDIA-395 Ext Assessmnt Aesthetic Engagement Lev 4 (0 credits)
The student demonstrates integration of discipline domains, frameworks and models in her own work to an external audience.

MDIA-397 Independent Study (1-3 credits)

MDIA-399 Formal Introduction to Advanced Work (0 credits)
The Advanced-Level Event marks a significant accomplishment for each student as she proceeds into the work of her major department. When a department determines that a student is ready for advanced work within a discipline, the student is invited to participate in a ceremony that is both a celebration and an explanation of future requirements of the major and support areas. She registers for this experience at a point determined by her major department: for most majors the registration is connected to the taking of a particular course. Students and faculty gather for an afternoon during Mid-semester Assessment Days. Following a general program, students meet in departmental sessions with their faculty to discuss advanced outcomes, department courses, advising procedures, and so on.

MDIA-400 Ext Assessmnt Aesthetic Engagement Lev 5 (0 credits)
The student assembles her work to date in a portfolio and presents it to an audience of peers and faculty.
Prerequisite(s): Required for all MDIA Majors. MDIA-395 completed. See Art Department Resource Page in Moodle per your major for information and instructions.

MDIA-401 New Media (3 credits)
The student learns how new media are transforming communication worldwide through interactive user feedback, creative participation, and community formation around media content. The dynamic possibilities of new media are the focal point of this course, as the student investigates how social media have restructured the consumer’s expectations of media. Using the demise of traditional journalism as a case study, she explores the democratization of the creation, publishing, distribution, and consumption of media content.

MDIA-450 Ext Assessmnt Aesthetic Engagement Lev 6 (0 credits)
The student uses feedback from her level 5 portfolio assessment and upper-level course frameworks to develop a significant body of advanced arts research for public gallery presentation.
Prerequisite(s): Required for MDIA Majors: MDIA-400 completed. See Art Department Resource Page in Moodle per your major for information and instructions.
**MDIA-459 Advanced Digital Art (3 credits)**

This course will introduce tools, concepts and techniques utilizing the computer as a creative tool in the visual arts. The students will learn how to use Adobe's creative design suite Photoshop program to create print and animated projects.

*Prerequisite(s):* MDIA-359 completed

**MDIA-482 Ext Assmnt of Effective Citizenship Lvl 4 (0 credits)**

The student participates in the planning and implementation of a community art project.

*Prerequisite(s):* Open to all students. Required for all Art Majors for Effective Citizenship Level 4.

**MDIA-491 Media Design Senior Art Semina (1 credit)**

The student selects, organizes, and presents her advanced work in the collaborative Senior Media Design Exhibit. She uses professional strategies by exploring exhibits and resumes of other artists, therapists, or educators. She displays or presents research or art examples of clinical applications in art products as appropriate for the major.

*Prerequisite(s):* Required for all Art/MDIA Majors for senior exhibit during last semester of study. A-400 or AE-400 or AT-400 or MDIA-400 completed; application on file with Gallery Director.
MU-101 Music Experiences 1 (2 credits)
This course offers the student an integrated approach to understanding
music through singing, listening, playing instruments, reading notes,
and creating music. Emphasis is on making and enjoying music by
understanding the basic concepts of melody, rhythm, harmony, form,
and expressive elements. She learns the basics of autoharp, soprano
recorder, resonator bells, piano, small percussion instruments, and vocal
production.
Prerequisite(s): HUM-150 completed. FA-110 or LA-230 completed.

MU-102 Understanding Music Fundamentals (2 credits)
The student explores the basic concepts of music by listening and by
analysis, creation, and simple performances of musical examples.

MU-125 Music & Wellness Workshops (1 credit)
A range of topics related to music and wellness are the subject of this 1-
credit workshop. Open to non-music majors.
Prerequisite(s): Open to all students.

MU-129 Acappella Vocal Group (1 credit)
A Cappella involves creating modern commercial music only with voices,
including vocal percussion/beatboxing instead of traditional drums. This
course requires students to have strong intonation and rhythm skills, a
willingness to experiment vocally across genres, and an ability to work
well in a team.
Prerequisite(s): Music Major or audition for non-music majors Other
information: Auditions will be held the first week of class to remain
registered in the class

MU-130 Alverno College Choir (1 credit)
The Women's Choir offers students from all areas of study an opportunity
to learn and perform choral music for women's voices. The chorus
performs one concert each semester as well as performing at various
local and college functions. (Non-music majors welcome)
Prerequisite(s): Open to all students; basic ability to match pitch required.
Success of the choir as a whole require that you make a commitment to
be in this course for the entire semester and attend all class sessions.

MU-131 Alverno Chamber Music Ensemble (1 credit)
An elite chamber music ensemble dedicated to learning and performing
early music, in addition to chamber music that is appropriate for our
ensemble. A primarily vocal ensemble, although not necessarily exclusive
to singers. Prerequisite: Audition or consent of instructor, Molly Pufall
(molly.pufall@alverno.edu)
Prerequisite(s): Prerequisite: Audition or consent of instructor. A full year
commitment is strongly encouraged.

MU-133 Instrumental Ensemble: Strings (1 credit)
This course provides small ensemble experience for all string players.
The student learns, practices and performs a wide variety of repertoire at
both on- and off-campus events.
Prerequisite(s): Ability to read & play written music for violin, viola or cello.
Students should be comfortable playing in the first three positions on all
four strings and be able to play two octave scales in those positions.

MU-134 Guitar Ensemble (1 credit)
Students will play duos, trios and jazz pieces from written notation and
lead sheets, learning to coordinate guitar techniques with other players
and how to arrange ensemble pieces.
Prerequisite(s): Music major, declared minor or permission of Instructor.
Meeting time scheduled by Instructor emailing students. Experience
reading music notation for guitar & playing a variety of chords.
Permission of Instructor required for non-majors.

MU-135 Instrumental Chamber Ensembles (1 credit)
Music meant to be played by a small ensemble of like instruments,
directed by a Music faculty member specializing in that instrument.

MU-136 Jazz/Pop Ensemble (1 credit)
An ensemble dedicated to learning and performing Early music, in addition to chamber music that is appropriate for our
ensemble. A primarily vocal ensemble, although not necessarily exclusive
to singers. Prerequisite: Audition or consent of instructor, Molly Pufall
(molly.pufall@alverno.edu)
Prerequisite(s): Music major or permission of instructor. Arrange and
perform music for small combo (winds, guitar, bass, drums and singers).

MU-137 Flute Choir (1 credit)
Flute Choir
Prerequisite(s): Music Major or permission from department. Instructor
schedules meeting times with students. Experience reading music for flute. Permission of instructor for non-music majors or supports.

MU-138 Instrumental Ensemble: Winds (1 credit)
This course provides small-ensemble experience for all wind players. The
student learns, practices, and performs a wide variety of repertoire at
both on- and off-campus events. (Nonmajors welcome)
Prerequisite(s): Ability to play wind instrument. Contact Music Dept Chair
for further information.

MU-139 Collaborative Piano (1 credit)
This class focuses on the technique and art of collaborative piano-
playing, which will take form through accompanying a major project or
ensemble or playing with other pianists in an ensemble setting. Student
must be a piano major to be eligible for the class or receive approval from
LaRita Craft to enroll.
Prerequisite(s): Must be a Piano major with approval from instructor to
enroll.

MU-151 Musicianship 1 (2 credits)
Offered Spring Term only. The student learns the basic concepts of music
theory-melody, rhythm, harmony-through an integrated approach. She
acquires the skill of aurally and visually analyzing music and begins
to use it as a language to identify, think, hear, perform, and creatively
work with the various elements separately and in combination. Melody
and interval content include pentatonic, major, and minor scales. Simply
rhythms in simple and compound meter are studied. Harmonic content
includes primary chords and cadences in functional style. The student
reinforces and demonstrates her understanding of musical elements and
procedures through practical application of the keyboard. The Kodaly
concept of solfege is employed in singing and thinking sound.
Prerequisite(s): MU-102 completed or permission of instructor. Offered
Spring Term only

MU-151L Lab (1 credit)
L1 is Keyboard; L2 is Aural Skills. These should be taken concurrently
with MU-151.
Prerequisite(s): Take MU-151
MU-152 Musicianship 2 (2 credits)
Offered Fall Term only. The student solidifies her understanding and skills learned in MU-151 and expands her ability to identify basic elements by seeing them in various contexts, such as tonal function, stylistic traits, or formal patterns. She continues using the multiactivity approach initiated in MU-151. Melodic and rhythmic content include one-and two-part exercises in major, minor, and church modes. The harmonic content includes choral style, using primary and secondary triads, dominant seventh chords, and simple modulatory processes. The student reinforces and demonstrates her understanding of musical elements and procedures through practical application of the keyboard. The Kodaly concept of solfege is continued.
Prerequisite(s): MU-151 completed. Students must sign up for MU-152L concurrently.

MU-152L Lab (1 credit)
Take concurrent with MU-152.
Prerequisite(s): Take concurrent with MU-152.

MU-210 Improvisational Music (2 credits)
Music and Culture Series
Prerequisite(s): FA-110 or LA-230 completed; HUM-150 completed; CM-125 completed.

MU-216 Music Culture: Latin America (2 credits)
Music in Caribbean and Latin American countries features a blending of Spanish, West African, Indian, and European traditions. The student listens to music examples and analyzes them for cultural influences. She reads about music styles in Mexico, Trinidad, Jamaica, Cuba, Puerto Rico, and Brazil and examines Hispanic music in the United States.
Prerequisite(s): FA-110 & HUM-150 completed. CM-125 completed.
Preference given to students required to take this course if enrollment exceeds limit.

MU-241 Musicianship 3 (2 credits)
Offered Spring Term only. In this course, the student continues the study of tonality as it is affected by chromatics and exemplified in music of the Classical and Romantic periods. She sharpens her perception of tonality scheme and interplay of elements within larger and more complex works. The student reinforces and demonstrates her understanding of musical elements and procedures through practical application of the keyboard. The Kodaly concept of solfege is continued.
Prerequisite(s): MU-152 completed. Offered Spring Term only

MU-241L Lab (1 credit)
L1 is Keyboard; L2 is Aural Skills. These should be taken concurrently with MU-241.
Prerequisite(s): Take MU-241

MU-242 Musicianship 4 (2 credits)
The student refines her skills of analysis in the study of increasingly complex forms. She sharpens her analytical skills by identifying the organizing principle(s) of an entire composition, showing how all parts interrelate to create the whole. She begins to study more closely the relation of structure and style, examining works from several frameworks. The Kodaly concept of solfege is continued.
Prerequisite(s): MU-241 completed.

MU-250 Musical Theatre: on Stage & Screen (4 credits)
In this studio-and-discussion class, students will study the most popular theatrical genre of the 20th and 21st Centuries—the musical. By analyzing scripts, librettos, scores and production practices, the students will explore the musical’s evolution in terms of form and content. Using performance-based analytic frameworks, the students will investigate the relationship among spoken text, music, movement and visual production practices. Through cultural and historical analysis, students will explore how the musical reflects or envisions political, economic, and social realities. The students will also analyze how the medium of film has influenced the musical’s development. These multi-dimensional analyses will assist students in making creative physical, vocal and music choices to present scenes from musicals in class.
Prerequisite(s): FA-110 & HUM-150 completed; CM-125 completed.
Preference given to students required to take this course if enrollment exceeds limit.

MU-261 Origins of Music/Many Cultures (3 credits)
Course Offered Fall Term only. In this first of two period courses, the student is introduced to music within a historical perspective. She learns how to explore the interrelationships of music events, musical styles, forms and genres, and contemporaneous social conditions. Representative works of early Western music through Baroque are studied along with selected world music. The 3-credit course includes a lab.
Prerequisite(s): FA-110 or LA-230 completed; HUM-150 completed; CM-125 completed. Music background helpful, involves analysis of classical music. Non-music majors take section 01 (2cr); Music majors take section 02 (3 cr) plus 1 hr TBA.

MU-262 Favorite Classical Music (2 credits)
Offered Spring Term only. The student continues to examine music within its historical setting. The music studied is from the Classical and Romantic periods; music from the 20th century is introduced. The 3-credit course includes a lab.
Prerequisite(s): FA-110 or LA-230 completed; HUM-150 completed; CM-125 completed. Preference given to students required to take this course if enrollment exceeds limit. For Music Majors: MU-261 completed. Sect 2 is for Music Majors only. Experience with classical music required to enter class. Non-music majors must get permission of instructor. Offered Spring Term only.

MU-276 Music Technology (2 credits)
The student is introduced to the MIDI-based (Musical Instrument Digital Interface) electronic music studio. She has hands-on experience with music software and hardware, analyzing operating principles through course readings and discussion. Hardware used includes synthesizers, samplers, computers, mixers, and digital audio recorders. Software applications include music notation, sequencing, digital audio processing, and music education. The 3-credit course includes a lab.
Prerequisite(s): FA-110 or LA-230 completed; HUM-150 completed; CM-125 completed. Preference given to those required to take class if enrollment exceeds limit. Make sound tracks and compose tunes. No background required. Sect 2: for Music & IMD/MDIA Majors only; additional 1 hr.

MU-297 Independent Study (1 credit)
Under the approval and direction of a faculty member, independent study is available to students.
MU-310 Rock & Roll History (2 credits)
Rock & roll has been the mainstream popular music of America since the 1950’s. In this course, the student examines parallels between popular music styles and American society from the 1950s through the present. She analyzes the music of major performers for its artistic quality and discusses values issues related to Western popular music.
Prerequisite(s): One Communication Level 3 ICM completed; one course in HFA-210 elective completed. Preference given to students required to take this course if enrollment exceeds limit.

MU-372 Contemporary Music (2-3 credits)
Offered Spring Term only. This course begins with composers active in the early part of the 20th century, such as Debussy, Schoenberg, and Stravinsky, and progresses in a chronological fashion to survey contemporary composers, such as Berio, Crumb, Reich, and Glass. Major stylistic trends - their origins and compositional techniques as well as structural and harmonic analysis - enable the student to gain greater insights into the music of the last century. The 3-credit course includes a lab.
Prerequisite(s): One Communication Level 3 ICM completed; one course in HFA-210 elective completed. MU-261 or MU-262-completed. Preference given to students required to take this course if enrollment exceeds limit. Non-Music majors must get permission of instructor to enter class. Sect 2 is for Music Majors only. Lab time is Tuesday 11:10-12 noon. Offered Spring Term only.

MU-382 Music Across Cultures: Milwaukee (2 credits)
Offered Spring term only. The diversity of cultural groups in a city like Milwaukee is reflected by the many distinct music styles that coexist in it. The student examines ethnic, popular, and classical genres of music and their meaning for different groups in the city, and she completes an in-depth field study of one thriving music tradition.
Prerequisite(s): One Communication Level 3 ICM completed; one course in HFA-210 elective completed. Preference given to students required to take this course if enrollment exceeds limit. Section 02: meets for 1 credit lab tba.

MU-397 Independent Study (1 credit)
Independent Study

MU-399 Formal Introduction to Advanced Work (0 credits)
The Advanced-Level Event marks a significant accomplishment for each student as she proceeds into the work of her major department. When a department determines that a student is ready for advanced work within a discipline, the student is invited to participate in a ceremony that is both a celebration and an explanation of future requirements of the major and support areas. She registers for this experience at a point determined by her major department: for most majors the registration is connected to the taking of a particular course. Students and faculty gather for an afternoon during Mid-semester Assessment Days. Following a general program, students meet in departmental sessions with their faculty to discuss advanced outcomes, department courses, advising procedures, and so on.
Prerequisite(s): MU-241 completed.

MU-483 Advanced Internship Seminar (2 credits)
Based on her personal, academic, and professional goals and interests, the student does individual fieldwork at a job setting related to her major. An on-campus interdisciplinary seminar accompanies the internship, and helps her develop her professional abilities and effectively transfer classroom skills to the working world.
Prerequisite(s): Departmental consent, confer with advisor. Contact Internship Office for details and placement assistance.

MU-490 Seminar:Collaboration in Performance (2 credits)
Offered Spring Term only. This course is an examination of major dance/theater/music works and performance art that have employed the collaborative process. The student considers the historical and cultural contexts of such works and explores the unique vision presented by each. This course also provides a format for the development of original collaborations by class members.
Prerequisite(s): Offered Spring Term only

MU-491 Senior Seminar 1 (3 credits)
Offered Fall Term only. The seminar is designed to serve as a contact point between students involved in their independent undertaking and completion of a major comparative analysis. Meetings with the faculty team provide discussion and guidance for the choice of works to be analyzed, a timeline design for project completion, bibliography selection, and choice of analytic frameworks.
Prerequisite(s): MU-261 or MU-262 or MU-372 completed. Offered Fall term only

MU-495 Applied Music Culmination Project (0 credits)
This culmination program is required of all bachelor of music majors. The student is given the opportunity to demonstrate her music performance at an advanced level.
Prerequisite(s): Consent of applied instructor. Six prior semesters of MUA lessons required.

MU-497 Independent Study (2 credits)
Under the approval and direction of a faculty member, independent study is available to students.
Prerequisite(s): Consent of instructor.
MUSIC EDUCATION (MUE)

MUE-105 Group Piano 1 (1 credit)
Course Offered Fall Term only. All music majors & Music Performance supports having an instrument other than piano must attain a piano proficiency level as required in MUE 108. Group piano instruction is provided for these students. Level 105 involves lower intermediate material, working through more advanced repertoire in level 108. A competent demonstration is expected as the terminating level. Daily practice is required.  
Prerequisite(s): Open only to Music majors and Music Performance supports

MUE-106 Group Piano 2 (1 credit)
Offered Spring Term only. All music majors having an instrument other than piano must attain a piano proficiency level as required in MUE 108. Group piano instruction is provided for these students. Level 105 involves lower intermediate material, working through more advanced repertoire in level 108. A competent demonstration is expected as the terminating level. Daily practice is required.  
Prerequisite(s): MUE-105 completed. Offered Spring Term only.

MUE-107 Group Piano 3 (1 credit)
Course Offered Fall Term only. All music majors having an instrument other than piano must attain a piano proficiency level as required in MUE 108. Group piano instruction is provided for these students. Level 105 involves lower intermediate material, working through more advanced repertoire in level 108. A competent demonstration is expected as the terminating level. Daily practice is required.  
Prerequisite(s): MUE-106 completed.

MUE-111 Improvisational Keyboard (1 credit)
Offered Fall Term only. The student develops the keyboard skills needed for institutional work: effective accompaniment (playing with and without notation), transposition, score reading, and simply functional improvisation.  
Prerequisite(s): MUE-107 completed or permission of instructor.

MUE-119 Beginning Guitar Class (1 credit)
This course deals with the basic techniques of playing the guitar, and includes both the classical and chordal approach. It is designed especially for the classroom teacher and anyone interested in basic folk songs, accompaniment, and finger-style guitar technique. (Student must furnish own acoustic guitar)  
Prerequisite(s): MUE-119 completed. MUY-363 completed for Music Therapy Majors or permission of instructor. Must have acoustic guitar. Preference given to Music majors if enrollment exceeds limit.

MUE-209 Vocal Techniques 1 (1 credit)
This course in class voice instruction benefits the non-voice major. The content includes basic instruction in proper singing tone, stylistic instruction in consideration of vocal music and the functioning of the human voice, and an introduction to basic vocal literature. The student gains practical singing experience in front of a small group as well as personal vocal instruction.  
Prerequisite(s): MU-152 completed.

MUE-211 Percussion Techniques (2 credits)
The student learns the basic techniques for performing on percussion instruments: snare drum, bass drum, timpani, cymbals, drum taps, and mallet instruments. In addition, techniques for drum circles and ethnic percussion are explored. Each student demonstrates mastery of proper percussion technique for each instrument.  
Prerequisite(s): For Music Majors: MU-151. For Music Supports: MU-102

MUE-219 Intermediate Guitar Class (1 credit)
This course deals with the basic techniques of playing the guitar, and includes both the classical and chordal approach. It is designed especially for the classroom teacher and anyone interested in basic folk songs, accompaniment, and finger-style guitar technique. (Student must furnish own guitar.)  
Prerequisite(s): MUE-119 completed. MUY-363 completed for Music Therapy Majors or permission of instructor. Must have acoustic guitar. Preference given to Music majors if enrollment exceeds limit.

MUE-297 Independent Study (1 credit)
Under the approval and direction of a faculty member, independent study is available to students.
MUSIC THERAPY (MUY)

MUY-129 Music Preprofessional Seminar (1 credit)
This course will address a variety of topics of concern to the developing music therapist. Guest speakers, field trips, and organized volunteer opportunities will expose you to all aspects of this career. You will learn how to create a resume, apply for jobs, create a new position, and organize and run a student organization to further professional development.
Prerequisite(s): Take concurrent with MUY-160.

MUY-160 Orientation in Music Therapy (2 credits)
Offered Fall Term only. The student concentrates on the concepts and theoretical basis for the use of music as a therapeutic tool in achieving and maintaining physical and mental health. In classroom and lab settings, she views the scope of the profession as she identifies clinical settings where music therapists are employed. She develops the ability to articulate her knowledge and skills specific to the profession and to cite sources of published journals and research specific to music therapy. (Non-majors welcome)

MUY-163 Improvisational Music (2 credits)
Improvisealional Music course
Prerequisite(s): No musical background required. Learn "Instant music making" through drum circles, 12 bar blues and basic scales.

MUY-171 Clinical & Lab Experience 1/Geriatrics (1 credit)
This course requires concurrent participation in a designated off-campus music therapy clinic for one to two hours per week. The student works to identify the social-interaction skills most appropriate to working with the elderly. The weekly on-campus class sessions focus on the possible uses of music as therapy with this population, using a variety of therapeutic interventions.
Prerequisite(s): MUY-160 completed. Take concurrent with MUY-171L, Take MUY-171L

MUY-171L Lab Exp 1: Geriatrics (1 credit)
Lab experience with MUY-171 class.
Prerequisite(s): Concurrent registration with MUY-171, Take MUY-171

MUY-272 Clinical & Lab Exp 2: Dev Disabilities (1 credit)
Concurrent with this course, the student participates in a designated off-campus music therapy clinic. She identifies the social-interaction skills most appropriate to working with persons with cognitive disabilities and attempts to demonstrate her effective use of them. Weekly on-campus class sessions focus on current literature and various treatment techniques.
Prerequisite(s): MUY-160 completed; MUE-119 completed or concurrent registration. Concurrent registration in MUY-272L.

MUY-272L Clinical & Lab Experience 2 Lab (0 credits)
Lab experience with MUY-272 course.
Prerequisite(s): Take MUY-272

MUY-273 Clinical & Lab Exp 2: Dev Disabilities (1 credit)
Concurrent with this course, the student participates in a designated off-campus music therapy clinic. She identifies the social-interaction skills most appropriate to working with persons with cognitive disabilities and attempts to demonstrate her effective use of them. Weekly on-campus class sessions focus on current literature and various treatment techniques.
Prerequisite(s): MUE-119 & MUY-272 completed. Register for MUY-273L.

MUY-273L Lab 2: Developmental Disabilities (1 credit)
Lab experience with MUY-273 course.
Prerequisite(s): Concurrent registration with MUY-273, Take MUY-273

MUY-361 Psychology of Music 1 (3 credits)
Offered Fall Term only. The student explores the effect of sound on human behavior. She focuses on the physical basis of music and on the perception of its elements. The study of musical behavior follows, as related to theories of neurophysiology and learning.

MUY-361L Psychology of Music Lab (1 credit)
Lab experience with MUY-361 course.
Prerequisite(s): Take MUY-361

MUY-362 Psychology of Music 2/Research (2 credits)
Offered Spring Term only. This course is designed to help the student develop skills that enable her to effectively carry out the ongoing observation and evaluation that are basic to the role of the music therapist. She learns to evaluate, improve, and professionally communicate music therapy procedures and results through the study of the research process, measuring and evaluating research, and designing and conducting a research project specific to the field of music therapy.
Prerequisite(s): MUY-361 completed. Register for MUY-362L. Offered Spring Term only.

MUY-362L Psychology of Music 2 Lab (1 credit)
Lab experience with MUY-362 course.
Prerequisite(s): Concurrent registration with MUY-362., Take MUY-362

MUY-363 Creative Music Making (2 credits)
The student learns basic principles of performance on the autoharp, electronic keyboard, and other portable instruments. In addition to developing performance skills for accompaniment purposes, she studies song-leading and improvisation skills that can be used to facilitate/motivate client performance in varied health-care settings.
Prerequisite(s): MUE-119 completed or permission of instructor by General Permit.

MUY-461 Theoretical Foundations of Music Therapy (3 credits)
Offered Fall Term only. The student gains a more sophisticated understanding of how music influences human behavior. She analyzes the elements of a variety of treatment frameworks and correlates them to music therapy procedures. She extends this analytic process as she designs frameworks for application to music therapy treatment.
Prerequisite(s): MUY-362 completed.

MUY-462 Design & Appl in Music Therapy (4 credits)
Offered Spring Term only. Using a treatment framework she identified in MUY-461, the student designs and implements music therapy procedures in a clinical setting. She demonstrates analytical expertise as she makes decisions about the assessment, treatment, evaluation, and implementation of music therapy procedures. She prepares written documentation with rationale to support the choices she makes.
Prerequisite(s): MUY-461 completed. Offered Spring Term only.

MUY-472 Clin Exp: Psycho-Emotional Disabilities (1 credit)
Concurrent with this course, the student participates in a designated off-campus psychiatric music therapy clinic. Class sessions focus on clinical documentation as the student explores treatment frameworks and their specific application.
Prerequisite(s): MUY-362 completed. Concurrent registration with MUY-472L.

MUY-472L Clin Exp: Psycho-Emotional Disabilities Lab (1 credit)
Lab experience with MUY-472 course.
Prerequisite(s): Take MUY-472
MUY-473 Clin Exp5: Psycho-Emotional Disabilities (1 credit)
Concurrent with this course, the student participates in a designated off-campus psychiatric music therapy clinic. Class sessions focus on clinical documentation as the student explores treatment frameworks and their specific application.
Prerequisite(s): MUY-472 completed. Register for MUY-473L.

MUY-473L Lab Exp 5: Psycho Emotional Disabilities (1 credit)
Lab experience with MUY-473 course.
Prerequisite(s): Concurrent registration with MUY-473, Take MUY-473

MUY-480A Music Therapy Clinical Internship (1 credit)
This course must be completed within 24 months following the completion of on-campus coursework, or any time concurrent with coursework. The student completes a 1,200 hour internship supervised by a board-certified music therapist in a facility approved by AMTA (American Music Therapy Association) affiliated with Alverno College. The internship is facilitated through the College, and the College is the recipient of the intern's mid and final assessments. During the internship, the student is engaged in further development of her skills and knowledge as a clinical music therapist. After successful completion of the internship, she is eligible to take the board certification examination to gain the professional designation of Music Therapist-Board Certified.
Prerequisite(s): MUY-361 completed.

MUY-480B Music Therapy Clinical Internship (1 credit)
This course must be completed within 24 months following the completion of on-campus coursework, or any time concurrent with coursework. The student completes a 1,200 hour internship supervised by a board-certified music therapist in a facility approved by AMTA (American Music Therapy Association) affiliated with Alverno College. The internship is facilitated through the College, and the College is the recipient of the intern's mid and final assessments. During the internship, the student is engaged in further development of her skills and knowledge as a clinical music therapist. After successful completion of the internship, she is eligible to take the board certification examination to gain the professional designation of Music Therapist-Board Certified.
Prerequisite(s): MUY-480A completed.

MUY-480C Music Therapy Clinical Internship (1 credit)
This course must be completed within 24 months following the completion of on-campus coursework, or any time concurrent with coursework. The student completes a 1,200 hour internship supervised by a board-certified music therapist in a facility approved by AMTA (American Music Therapy Association) affiliated with Alverno College. The internship is facilitated through the College, and the College is the recipient of the intern's mid and final assessments. During the internship, the student is engaged in further development of her skills and knowledge as a clinical music therapist. After successful completion of the internship, she is eligible to take the board certification examination to gain the professional designation of Music Therapist-Board Certified.
Prerequisite(s): MUY-461 completed.

MUY-497 Independent Study (2 credits)
Under the approval and direction of a faculty member, independent study is available to students.
NURSING (N)

N-015 Nursing Math Test (0 credits)
Math Test required for students before N-375 & N-455 clinicals.
Prerequisite(s): Students who are registered for N-375 and N-455 should sign up for a section of N-015 Nursing Math Test.

N-120 Introduction to Nursing Professional (3 credits)
Students in this course are introduced to professional roles in nursing and health care. The focus is on professionalism, self-awareness, self-care, personal and professional values, and ethics. Students also learn effective social interaction skills that prepare them to work in groups and manage conflict in both group and interpersonal interactions.

N-121 Introduction to Nursing Profession-TR (3 credits)
This is for Nursing students who transfer in the equivalent of N-120.

N-125 Concepts of Health/Wellness (2 credits)
This course will explore the concept of health/wellness, at personal, community, state, and global levels. Using theories, frameworks, and models, this course will highlight population health and the role of the nurse. Key concepts will include a focus on health promotion, disease prevention, and cultural awareness.

N-197 Independent Study (1 credit)
Under the approval and direction of a faculty member, independent study is available to students.

N-220 Pharmacology: Nursing Connections (3 credits)
The student will examine human disease mechanisms, biologic processes, medication therapy, alternative treatments and important nursing and patient considerations. Students will incorporate pharmacologic principles in the nursing care of patients receiving medications. Application of the nursing process to the safe and effective use of medications will be emphasized.

N-225 Physical Assessment & Clinical Skills (4 credits)
The student will learn physical assessment skills and clinical nursing skills including: hygiene management, patient transfer and mobility, intravenous skills, medication administration, tracheotomy care, central line care, nasogastric tube care, Foley/catheter care, wound/ostomy care. She will apply these skills as appropriate in a clinical setting or clinical simulation.

N-250 Creating Your Healthy Future (2 credits)
This course assists the student to explore her personal perspectives on health and self-care. She begins to develop critical skills needed to analyze and understand the development of modern health-care systems in the United States and various countries around the world, factors that influence them, roles of various health-care providers, and how diverse individuals and groups are affected by health-care systems.
Prerequisite(s): AC-120 or AC-121 completed. CH-213, CH-213L SC-120, SC-120L completed, LA-230 completed or concurrent for transfer students. BSC-215, QL-156, CM-225, BI-231 & BI-231L completed or concurrent.

N-260 Hlth Assmnt/Indiv, Family & Community (4 credits)
In this course, the student begins to learn care provider and related nursing roles. She develops the basic skills needed to conduct a comprehensive assessment to measure the health of individuals, families and communities and to develop a plan of care to facilitate health promotion and disease prevention. The course requires independent practice of physical assessment procedures.

N-260D Health Assessment Discussion (0 credits)
Health Assessment Discussion
Prerequisite(s): Register concurrent with N-260

N-260S Health Assessment Seminar (0 credits)
This is a Health Assessment Seminar taken concurrently with N-260.
Prerequisite(s): Concurrent registration with N-260

N-265 Nutrition for Wellness (3 credits)
Biologic and social research increasingly focuses on the importance of nutrition in promoting health and reducing disease throughout the world. In this course, the student uses knowledge from nutrition science to positively affect the health status of others and herself. She analyzes and evaluates the relevance of consumer information in influencing dietary practices. Since the sources and distribution of food affect the global economy, the student incorporates that knowledge to make decisions regarding the equitable distribution of food supplies.
Prerequisite(s): LA-230 compl for transfer students. BI-231 & BI-231L, BSC-215, QL-156, CM-225 & N-250 completed BI-251 & BI-251L compl or concurrent; AC-120 or AC-121 completed. Concurrent registration in N-265D. Health requirements—See Nursing Student Handbook under www.alverno.edu/bulletins for req & forms.,

N-265D Nutrition Discussion (0 credits)
Nutrition Discussion
Prerequisite(s): Register concurrent with N-265.

N-297 Independent Study (0 credits)
Under the approval and direction of a faculty member, independent study is available to students.

N-320 Theories of Holistic Nursing Mgt A (2 credits)
Drawing on prior learning, students will apply the nursing process to holistically examine health promotion and nursing care of individual's response to experiencing acute and chronic conditions involving the cardiovascular, pulmonary and renal systems. Students will integrate concepts of evidence based practice in the care of individuals with acute and chronic conditions. The concepts of prevention and promotion will be applied throughout the course.

N-321 Theories of Holistic Nursing Mgt B (2 credits)
Drawing on prior learning students will apply the nursing process to holistically examine health promotion and nursing care of individual's response to experiencing acute and chronic conditions involving the endocrine, gastric and immunological systems. Students will integrate concepts of evidence based practice in the care of individuals with acute and chronic conditions. The concepts of prevention and promotion will be applied throughout the course.
N-325 Clinical Nursing Practice 1 (4 credits)
In this course students will learn to demonstrate application of the nursing process incorporating theoretical concepts among a variety of populations in various environments. They will also learn to collaborate and communicate effectively as a member of the multidisciplinary health care team to improve patient outcomes.

N-330 Theories of Holistic Nursing C (2 credits)
Drawing on prior learning students will apply the nursing process to holistically examine health promotion and nursing care involving individual’s response to experiencing acute and chronic conditions of the musculoskeletal, neurological, integumentary and sensory systems. Students will integrate concepts of evidence based practice in the care of individuals with acute and chronic conditions. The concepts of prevention and promotion will be applied throughout the course.

N-335 Nursing Management of Aging Adults (2 credits)
This course will provide a foundation of gerontological concepts as seen through the application of the nursing process. Emphasis will be placed on the differentiation between normal and abnormal findings, recognition of common health problems and the process of critically thinking through problems related to older adult health.

N-340 Nursing Management: Women & Children (3 credits)
Students will apply the nursing process to holistically examine health promotion and nursing care of the childbearing and childrearing family. Principles of best evidence will be accurately applied in determining appropriate care of the childbearing and childrearing family during antepartum, intrapartum, postpartum, neonatal and pediatric care.

N-345 Clinical Nursing Practice II (4 credits)
In this course students will demonstrate advanced application of the nursing process incorporating theoretical concepts from current and prior courses. They will refine their communication and collaboration skills providing nursing care to a variety of patient populations in various environments. They will expand their role as a member of the health care team to improve patient outcomes.

N-350 Pharmacology & Nursing Practice (2 credits)
The student develops comprehensive knowledge of the classifications, uses, effects, and nursing implications of various prescription, over-the-counter, and complementary pharmacologic agents. She explores technologic advances in administering medication. She also evaluates the implications of using the Internet and other technology as sources of pharmacologic information. The student applies principles of ethnopharmacology to consider the effect of various pharmacologic agents on diverse populations.
Prerequisite(s): N-260 & N-265 completed, BI-338 completed or concurrent registration.

N-355 Nursing Management of Aging Adults (2 credits)
The student learns critical thinking skills for use in clinical decision making. She also learns clinical and procedural skills through the use of independent learning modules, classroom experience, and practice and demonstration in the Clinical Nursing Resource Center. This course requires independent practice of identified clinical and procedural skills.
Prerequisite(s): QL-156, CM-225, N-260, N-265, BI-231 & BI-231L, BI-251 & BI-251L completed., BI-338 completed or concurrent registration.

N-360 Nursing Theory of Healthy Population (3 credits)
The student explores the numerous meanings of health, healthy behavior, health promotion, risk reduction, and disease prevention. She studies models used in nursing healthy populations (individuals, families, communities, and systems). The student evaluates how social policy and politics influence health policy and how these processes effect change within multiple environments. She also considers a variety of cross-cultural issues to help her respond effectively to disparities in the provision of health care.
Prerequisite(s): QL-156, N-260 & N-265 completed, BI-338 completed or concurrent registration.

N-365 Nursing Practice With Healthy Population (2 credits)
In this course, the student applies numerous theories and frameworks to provide nursing care to promote the health of various populations in multiple environments. Clinical practice occurs with a variety of age groups in community-based agencies such as clinics, daycare centers, schools, correctional facilities, churches, work sites, homeless shelters, or meal sites. The student learns nursing roles as she implements initial health promotion, risk reduction, and disease prevention strategies.
Prerequisite(s): QL-156, N-260 & N-265 completed, Health requirements- see Nursing Student Handbook at www.alverno.edu/bulletins for requirements and forms. Current CPR certification required. Fall 2017: Deadline to add or drop your registration for clinical site is July 31 to accommodate agency requirements. BI-338 completed or concurrent registration. Concurrent with N-360 or within 1 year of completion.

N-366 Nsg Proc W/Individ, Family & Community (4 credits)
This course focuses on the role of the professional nurse within the health care system as it relates to individuals, families and communities. She will apply a variety of frameworks to create care plans for selected populations. She incorporates the Determinants of Health as a major framework to guide her nursing assessments and interventions. She acts as a coordinator of care in managing systems for clients.
Prerequisite(s): N-476 completed or concurrent.

N-368 Nsg Care/Chldbrng& Chldrng Family (3 credits)
Today’s healthcare practices have expanded beyond the traditional patient centered approach to encompass the family. Persons included in an individual’s family system are those who play a significant role in their life. The effects of the health of an individual extend beyond themselves to those closest to them and create impact of the structure, function and roles within the family. In an effort to provide a holistic nursing care approach, nurses must be educated on family systems, structures, functions and roles to ensure family-centered nursing care. You will apply this knowledge through use of theories and frameworks to childbearing and childrearing families. In this course, you will explore the role of the nurse in the childbearing and childrearing processes to promote wellness, and prevent and treat illness. To accomplish this you will examine how use of current evidence based practice can optimize safe, quality nursing care.
Prerequisite(s): BI-338, N-350, N-355, N-360 & N-365 completed.

N-370 Nsg Thry/Acutely & Chronically Ill Popul (3 credits)
The student explores the various meanings that people ascribe to acute and chronic illness and disease and factors that influence those meanings, examines the differences between sick and chronic role theory, applies illness trajectory frameworks, and studies disease management strategies used by nurses to assist individuals and families to move toward a higher level of wellness. She applies cultural competence frameworks to understand how various cultures view and adapt to illness and disease.
Prerequisite(s): BI-338, PSY-250, N-350, N-355, N-360 and N-365 completed.
N-375 Nsg Practice/Acutely & Chronic Ill Pop (4 credits)
In this course, the student integrates multiple theories, frameworks, and research findings to provide clinically competent and compassionate nursing care for a variety of individuals and families, from birth to death and across multiple cultures, to maximize quality of life, promote optimum functioning through a course of illness, and, should the need arise, assist with a peaceful death. She explores care-provider roles to set direction for future professional nursing practice. Environments for clinical practice may include various community-based and specialty acute-care units, rehabilitation facilities, or long-term care agencies.
Prerequisite(s): N-350, N-355, N-360 & N-365 completed. Concurrent with N-370 or within one year of completion. Health requirements—see Nursing Student Handbook at www.alverno.edu/bulletins for requirements and forms. Current CPR certification You are required to be in the clinical unit at least 15 minutes before the start time. N 150 required (1 cr) if unsuccessful on medication calculation test. Fall 2017: Deadline to add or drop your registration for a clinical site is July 31 to accommodate agency requirements.

N-383 Nursing Internship Seminar (1 credit)
This on-campus interdisciplinary seminar provides a forum for the discussion of workplace issues. Through discussion with faculty and peers, the student begins to analyze agency experiences with theoretical perspectives in order to better understand the professional roles and environments she will be entering. Because personal reflection and evaluation are essential to lifelong learning, the student refines her ability to self-assess as a key resource for continually “learning how to learn” within work environments.
Prerequisite(s): Concurrent registration with N-470A & N-470B Additional information: Course fee covers cost of Etiquette Dinner (required attendance). This Etiquette Dinner is held during the fall & spring semesters only.

N-384 Women’s Health (2 credits)
The foci of this course are the study of the health concerns of women and the identity of nurse skills in women’s health care. The age span covered is adolescence through senescence. A primary emphasis is the physiological and psychological nature of women’s problems and the nurse’s preparation to provide effective nursing care. Because women’s health care is often dictated by social, economic, and political forces, the nurse must identify the problems and plan solutions to these problems to ensure the quality of nursing care provided.
Prerequisite(s): N-360 & N-365 completed.

N-391 Cultural Perspectives Hlth Care-Jamaica (2 credits)
Through in-depth study of the Jamaican culture, the student gains experience in assessing cultural health-care practices, shared belief systems, and norms. She experiences the relationship between culture and health and begins to expand her cultural competence abilities to enhance her practice of professional nursing. The course concludes with an immersion experience (approximately 10-14 days), during which she observes health-care delivery systems operating in acute, clinic, and community care sites. She participates in care and determines the impact of the host culture’s health-care delivery system in meeting people’s needs within the catchment/service area.
Prerequisite(s): $150.00 deposit in the Business Office required to register for this course. You will sign a Short-Term Study Abroad (STSA) Agreement Form detailing costs when you register. The estimated trip cost of $2325 will be added to your spring tuition bill. The entire trip cost is non-refundable after Wed Sept 6, 2017 even if you drop the course and do not travel. Plan for an additional amount of $400 for optional expenses and free time. Class Dates: Sept 11 & 25, Oct 9 & 23, Nov 6 & 20 plus one additional class for individual teaching groups to meet with faculty (time and date TBA mutually) Travel dates: January 2-11, 2018 Pre-requisites: . Open to Nursing majors only. . N360 and N365 concurrent or completed. If you do not meet this expectation and want to travel, please contact Judeen Schulte to discuss . Must be 18 years of age. . Scanned Color Copy of Passport emailed to Judeen.Schulte@alverno.edu by September 9, 2017. If your passport is due to expire before July 1, 2017 you must renew your passport before an airline ticket will be issued. Contact the IIC if you need information about how to obtain a passport.

N-393 Cultural Perspectives in Hlth Care-Japan (2 credits)
Through in-depth study of the Japanese culture, the student gains experience in assessing cultural health-care practices, shared belief systems, and norms. She experiences the relationship between culture and health and begins to expand her cultural competence abilities to enhance her practice of professional nursing. The course concludes with an immersion experience (approximately 10-14 days), during which she observes health-care delivery systems operating in acute, clinic, and community care sites. She participates in care and determines the impact of the host culture’s health-care delivery system in meeting people’s needs within the catchment/service area.
Prerequisite(s): $150.00 deposit in the Business Office required to register for this course. You will sign a Short-Term Study Abroad (STSA) Agreement Form detailing costs when you register. The estimated trip cost of $3300 will be added to your spring tuition bill. The entire trip cost is non-refundable even if you drop the course and do not travel. Plan for an additional amount of $700-1,000 for optional expenses and free time. Enrollment: Limited to 8 students. Pre-requisites: . Open to Nursing majors & MSN students only. . N-360 and N-365 concurrent or completed. If you do not meet this expectation and want to travel, please contact Judeen Schulte to discuss. . Must be 18 years of age. . Scanned Color Copy of Passport emailed to Judeen.Schulte@alverno.edu. If your passport is due to expire you must renew your passport before an airline ticket will be issued. Contact the IIC if you need information about how to obtain a passport.

N-397 Independent Study (2 credits)
Under the approval and direction of a faculty member, independent study is available to students.
N-399 Formal Introduction to Advanced Work (0 credits)
The Advanced-Level Event marks a significant accomplishment for each student as she proceeds into the work of her major department. When a department determines that a student is ready for advanced work within a discipline, the student is invited to participate in a ceremony that is both a celebration and an explanation of future requirements of the major and support areas. She registers for this experience at a point determined by her major department: for most majors the registration is connected to the taking of a particular course. Students and faculty gather for an afternoon during Mid-semester Assessment Days. Following a general program, students meet in departmental sessions with their faculty to discuss advanced outcomes, department courses, advising procedures, and so on. 

Prerequisite(s): Take N-260

N-400 Nursing Management: Complex Clients (2 credits)
Building on previous nursing courses, students will examine, apply and evaluate multiple factors related to the nursing care of the complex patient population. Students will foster interdisciplinary collaboration and integrate evidence-based standards to promote individual well-being and population health.

N-420 Nursing in Complex Communities (4 credits)
Building on previous coursework, theoretical concepts, and scholarly literature, the student creates approaches to complex health situations in local, national, and global contexts. The student will be challenged to synthesize multiple factors associated with complexity, consider dynamic interrelationships, and design innovative strategies to care for diverse populations and cultures. In doing so, the student must consider available resources and constraints.

N-425 Advanced Nursing Science Application I (4 credits)
In simulated and community environments, the student integrates, applies, and evaluates advanced nursing science concepts in professional practice. Refining her clinical judgment abilities, the student crafts interventions appropriate to the unique needs of individuals, groups, or populations. The student generates and implements new and innovative strategies.

N-430 Nursing Health Seminar Series (1-3 credits)
These seminars offer the student opportunities to explore current trends in health care. The student may select one or more seminars to deepen her understanding of the topic and to pursue activities related to individual interests in more depth. Topics will vary by semester.

N-435 Advanced Nursing Science Application II (5 credits)
During immersion in a practice setting, the student integrates and consolidates previous learning and course work. The student demonstrates evolving clinical reasoning and greater independence within interdisciplinary teams. The student uses creativity in structuring and carrying out strategies that address complex problems.

N-440 Transition to Professional Nursing Roles (3 credits)
This course prepares the student for transition from academia to professional nursing practice. The course addresses issues of adjusting to the work environment, professional conduct, self-advocacy, and career development. The student self-assesses her knowledge of nursing science and develops a plan to transition into practice.

N-445 Advanced Nursing Leadership & Policy (3 credits)
This course emphasizes personal leadership development in the context of ever-changing complex organizations and environments. The student critically examines current and emerging health issues in global health. She integrates exploration of the many facets of leadership and the skill sets needed to facilitate change. She advocates for policies and strategies that maintain or improve health outcomes for diverse populations.

N-450 Nursing Theory of Vulnerable Population (3 credits)
The focus of this course is on developing the student’s abilities to work with individuals, families, groups, and communities to improve the health of vulnerable populations through health promotion, risk reduction, and disease prevention activities. Using multiple theories and advancing self-assessment skills, the student refines her her abilities in designing, managing, and coordinating care for vulnerable populations through diverse class activities and the design and implementation of a health promotion program or a health fair for a selected community.

Prerequisite(s): N-370 and N-375 completed.

N-455 Nursing Practice of Vulnerable Population (3 credits)
In this course, the student applies various theories and frameworks in multiple clinical environments to improve the quality of life and reduce health disparities for individuals, groups, communities, and systems. With faculty guidance and using nursing research findings, she explores community partnerships to establish health promotion goals and to design and implement programs for communities, groups, and systems. Environments for clinical practice may include home-care agencies, homeless shelters, hospitals, church parishes, centers for domestic violence, or insurance/case management settings.

Prerequisite(s): N-370 and N-375 completed; concurrent with N-450 or within one semester of completion. CPR Certification required. Additional information: Fall 2017: Deadline to add or drop your registration for a clinical site is July 31 to accommodate agency requirements. You are required to be in the clinical unit at the start time. For your personal safety and to assure full participation in clinical, along with promotion of client safety, you may not register for other courses the morning that you are registered for clinical.

N-456 Nursy Theory & Practice W/Vulnerable Pop (4 credits)
In this course the student will focus her professional role behaviors on becoming a designer, manager and coordinator of care for vulnerable populations. She will work with groups and communities to improve the health of vulnerable populations through health promotion, risk reduction and disease prevention activities. She will draw on a variety of theories, frameworks and apply her knowledge of the multiple determinants of health and cultural competence frameworks learned in previous courses. 

Prerequisite(s): For RN to BSN Degree Completion Students only. N-366 completed. Additional Information: CPR & Health Requirements.

N-460 Leadership for Change in Healthcare (3 credits)
The student consolidates her leadership and management abilities to support her professional role in society in this course. She applies frameworks, concepts, and models of leadership, management, change theory, health policy making, and budgeting to organize and direct client populations and health-care providers. She consciously uses advanced self-assessment processes to develop an effective leadership style and to facilitate achievement of organizational and career goals.

Prerequisite(s): N-370 & N-375 completed.
N-465 Nursing & Research (3 credits)
The student builds upon her prior knowledge of the scientific method, explores qualitative and quantitative nursing research methods, completes a rigorous research critique, assesses the reliability and validity of health-related publications and Internet resources, explores in depth a clinical nursing research question of her own choosing, and examines the ethics of research activities, especially in relation to established evidence-based practice guidelines. Course activities conclude with a research day symposium in which students conduct a formal research poster presentation.
Prerequisite(s): QL-156, CM-225, N-375 and BSC-257 completed.
Additional information: Fall 2017 Section 01: This section is taught as a hybrid learning course with online & on campus components.

N-465C Nursing & Research (3 credits)
The student builds upon her prior knowledge of the scientific method, explores qualitative and quantitative nursing research methods, completes a rigorous research critique, assesses the reliability and validity of health-related publications and Internet resources, explores in depth a clinical nursing research question of her own choosing, and examines the ethics of research activities, especially in relation to established evidence-based practice guidelines. Course activities conclude with a research day symposium in which students conduct a formal research poster presentation.
Prerequisite(s): For RN to BSN Degree Completion Students only. N-476 & BSC-257C completed.

N-470A Professional Nursing Internship (5 credits)
In this final integrating course, the student participates in internships with a preceptor that may be in the same or in different settings. During the internship, she pursues knowledge and experience in an area of interest by immersing herself in the role of the professional nurse under the supervision of an agency registered nurse preceptor, based on the preceptor’s work schedule. She takes on the role of the professional nurse to the degree that facility policy allows, and observes and evaluates organizational culture and nursing care.

N-470B Clinical Reasoning in Nursing (1 credit)
Clinical Reasoning in Nursing course.

N-475 Professional Nursing Portfolio (1 credit)
This capstone course, which occurs in the student’s final semester, provides the student with an opportunity to explore her personal development of excellence and power in her nursing practice. Using principles of self-assessment, she analytically reviews her prior classroom and clinical work in order to compile a professional portfolio within the Diagnostic Digital Portfolio (DDP).
Prerequisite(s): N 470 completed or concurrent registration. Concurrent registration in AC-475.

N-476 Professional Ldshr Policy, Pract & Sys (4 credits)
In this course, students will focus on the development of leadership and management abilities in optimizing their professional role in society. She will apply frameworks, concepts, and models of leadership, management, change theory, and health policy making. In organizing and directing client populations and healthcare providers, she will use accepted guidelines in managing budgets and information. She will purposefully develop an effective leadership style to facilitate achievement of healthcare and career goals.
Prerequisite(s): For RN to BSN Degree Completion Students only. LA-301 completed.

N-480 Professional Nursing Portfolio (0 credits)
The Alverno College JoAnn McGrath School of Nursing grants up to 30 transfer credits for prior professional experiences by portfolio assessment. The professional nursing portfolio process recognizes that nursing requires a lifetime of learning. Evidence of that learning includes: specialty certification, professional work experience, continuing education program credits earned, nursing leadership roles, professional publications, professional presentations, participation in nursing research, and community service. A critical element of the portfolio assessment is the student’s exemplar of clinical judgment. This exemplar is a narrative account of an experience that demonstrates the expertise of the nurse in practice and in reflection on their practice.

N-497 Independent Study (0 credits)
Under the approval and direction of a faculty member, independent study is available to students.
ORGANIZATIONAL DEVELOPMENT (OD)

OD-600 Organizational Behavior (3 credits)
OD-611 Adult Learning & Assessment in Workplace Competency (3 credits)
OD-647 Adult Learning & Workplace Competency (3 credits)

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. Learners in this course participate in an overview of adult learning theory and its roots in education, psychology, and organizational behavior and explore the theoretical roots of adult learning practices in the workplace.

OD-651 Inquiry and Statistics (3 credits)
OD-657 Facilitating Organizational Change (3 credits)

Students 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 indentify organizational problems/opportunities and to learn varied techniques and processes for facilitating organizational growth and improvement.

OD-667 Managing the Consulting Process (3 credits)

Managing the Consulting Process 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 solution focused approach to intervening in organizations that are experiencing difficulty. Students will work with client organizations in the community, dealing with real consulting situations, forming a consulting company in the classroom. Collaboration and case consultation will be emphasized. Past students will serve as mentors. Students will learn strategies for building effective relationships and diagnosing, designing, implementing, and evaluating appropriate organizational interventions.

OD-677 Group & Team Facilitation (3 credits)

Offered Fall Term only. Collaborative management for 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. Learners examine the use of diagnostic and intervention techniques to focus on inter-team and group relations. They learn how to design strategies to assess and diagnose individual and team effectiveness, build trust within teams, and guide team interventions. They also learn techniques for coaching and mentoring teams and team members.

OD-678 Evaluation Process/Instructional Design (3 credits)

Focusing on evaluation as a key component in various stages of the instructional-design process, students 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. Students apply varied theoretical frameworks to inform their systematic observations and interpretation of evidence. Prerequisite(s): ID-675 completed or consent of instructor.

OD-687 Tools & Processes for Org Intervention (3 credits)

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 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.

OD-688 Social Entrepreneurship (3 credits)

OD-697 Independent Study (1-3 credits)

Under the approval and direction of a faculty member, independent study is available to students.

OD-700 Leadership Culture & Change (3 credits)
PL-210 Search for Meaning (2 credits)
What does it mean to live a life of integrity? What is involved in living a good life? How do we decide what is or should be important to us? By studying a variety of philosophical perspectives and engaging in conversation about them, the student explores ways of addressing these questions and others. Through the writing of philosophers, stories of novelists, and contemporary films, she has the opportunity to reflect on her own sense of meaning in relation to what others believe and practice. She also develops the ability to think more carefully, consistently, and imaginatively about the ideas she is studying.  
Prerequisite(s): FA-110 or LA-230 completed; HUM-150 completed; CM-125 completed. (LA 222 or LA 223 completed for Weekend students) Preference given to students required to take this course if enrollment exceeds limit.

PL-250 Thinking & Knowing (4 credits)
In this course students will explore the conditions and contexts that shape our answers to questions about why we know what we (claim to) know. To understand better how human beings acquire and evaluate and act upon knowledge in various times and places, we will explore the relationships between belief and faith, knowledge and opinion, evidence and intuition, nature and nurture. We will use a variety of philosophical, artistic and humanistic texts as vehicles to explore these relationships. Based on our exploration of why we know what we know, we will be led to a re-examination of why we want what we want. In this way, thinking about epistemological issues will lead us to raise ontological, spiritual, ethical and political questions.  
Prerequisite(s): FA-110 or LA-230 completed; HUM-150 completed; CM-125 completed. (LA 222 or LA 223 completed for Weekend students) Preference given to students req to take this course if enrollment exceeds limit.

PL-251 Philosophy of Food (4 credits)
In this course students will explore conditions and contexts around eating, cooking, and food that shape our answers to questions about who we are, what we know, and what we think we understand about ourselves and the world around us. The course is designed to explore humans' relationships to food through an examination of eating practices, spiritual and community ideologies in regard to eating and cooking, as well as the sources and implications of individual food preferences. Understanding the origins of our perceptions about food, cooking and eating, and uncovering the misconceptions, misunderstandings, and mythologies regarding food can result in a heightened understanding of ourselves and the world around us. Philosophical approaches to the mind body relationship, nature versus nurture, concepts of personhood, food and value-theory, gender relationships to food are some of the aspects that will be explored throughout the course. We will use a variety of philosophical, artistic and humanistic texts as vehicles to explore these relationships. Based on our exploration of cooking, eating, and food, we will engage an examination of why we want what we want which will lead us to raise ontological, spiritual, ethical and political questions.  
Prerequisite(s): FA-110 or LA-230 completed; HUM-150 completed; CM-125 completed. (LA 222 or LA 223 completed for Weekend students) Preference given to students required to take this course if enrollment exceeds limit.

PL-252 Medical Ethics (4 credits)
Being human includes our biological-physical selves as living organisms, and our rational selves, which includes our thoughts, emotions, spirituality and philosophic outlook on life and its meaning. As individuals and societies we are faced with medical decisions and situations that impact or are impacted by diverse social, cultural, religious, and personal contexts that reflect a variety of different values and ethical points of view. Sometimes people's differing viewpoints conflict when medical decisions must be made, raising important and enduring questions, which might include: When does life begin and end? What does science tell us about these questions? What does one think about end of life care and physician-assisted suicide? What are the diverse perspectives on abortion, the death penalty, and war? How do we address issues surrounding access to medical care, and how do wealth and poverty affect illness? What is the responsibility of government and corporate interests toward health and medical ethics? What values do we associate with life and death? What do the major philosophical and religious traditions say about life, death, and what happens at death? How do our philosophic and religious views impact our decisions with regard to health care? In this course we will take a holistic approach to addressing medical-ethical questions from the perspectives of biology, philosophy, and religious studies. We will address medical ethical issues using key abilities. For example, we will engage the diverse global perspectives that impact medical ethics in varied social, ethnic, and religious contexts; and examine aesthetic expressions of life and death in literature, art and film. We will explore the values that impact medical-ethical decisions. Students will clarify and demonstrate their own ethical perspectives through reading, writing, listening and speaking. The course will be jointly taught by faculty from Biological Sciences and Philosophy, or Biology and Religious Studies. 
Prerequisite(s): FA-110 or LA-230 completed; HUM-150 completed; CM-125 completed; SC-112 or SC-118 or SC-120 completed. (LA 222 or LA 223 completed and LA 283 completed for Weekend students) Preference given to students required to take this course if enrollment exceeds limit.

PL-297 Independent Study (2 credits)
Under the approval and direction of a faculty member, independent study is available to students.

PL-310 Philosophy of Love and Friendship (2 credits)
Offered Fall Term only. The student considers ideas of philosophers and artists from a variety of cultures and historical periods on the subjects of romantic love, family relationships, and friendship. She reflects on the implications of these perspectives for her own life and develops her own position on questions of meaning and significance in human relationships through a close analysis of philosophic and artistic texts. She expresses and expands her perspective on these issues in written and oral dialogue with her peers. 
Prerequisite(s): One Communication Level 3 ICM completed; one course in HFA-210 elective completed. Preference given to students required to take this course if enrollment exceeds limit.
PL-311 Themes in Philosophy: Confronting Evil (2 credits)
Offered Spring Term only. The student examines circumstances of oppression and destruction and the ways in which different individuals have handled and confronted those circumstances within personal, political, and social frameworks. She examines the interaction between oppressive dimensions of individual cultures and the values expressed in individual responses to that oppression, to find ways to articulate positive actions in her own life in light of the circumstances she encounters.
Prerequisite(s): Communication Level 3 ICM completed; one HFA-210 elective completed. Preference given to students required to take this course if enrollment exceeds limit. Offered in Spring Term only.

PL-312 Philosophy & Science of Mindfulness (2 credits)
The Philosophy and Science of Mindfulness will introduce students to scientific research and philosophical frameworks in the history of the Philosophy of Mind and in Buddhist philosophy as a foundation for their understanding of the new field of Mindfulness and its practices. Mindfulness is a fast developing field of integrative studies that can be applied in many professional areas, in society, as well as in one's personal life. This course will help students navigate the field and understand the significance of mindfulness, mindful practices, and the science for their own areas of study, their personal lives and in their social connections. It will also help students explore the implications of mindfulness and mindfulness strategies on society as a whole and the implications for new modes of thinking and visioning in the world today. Some concepts to be explored are mind-body dualism, Buddhist notion of illusion, human consciousness, happiness, insight, loving-kindness practice, as well as neuroplasticity, cortical real estate, competitive plasticity, and discussion of specific areas of the brain. Students will leave this course with both an intellectual understanding of the field of mindfulness as it stands today as well as having identified and articulated a personal practice relevant and valuable to them. There will be a lab component to the course that will have two dimensions: 1) an engagement with a variety of mindfulness practices and 2) presentations by various individuals who participate in mindfulness issues at Alverno and in the community, for instance, presentations on mindful parenting, mindfulness as a form of restorative justice in prisons, mindfulness education, the role of mindfulness in psychotherapy.
Prerequisite(s): Communication Level 3 ICM completed; one HFA-210 elective completed. Preference given to students required to take this course if enrollment exceeds limit.

PL-350 American Philosophy (4 credits)
Offered Fall Term only. This course includes study and discussion of a broad spectrum of American thinkers. The student uses the ideas of these thinkers to reflect on contemporary issues of significance. She engages in analysis, conversation, and debate as she reflects on the significance and contribution of philosophers and others to the fabric of American life and her own experience. She raises questions about her own assumptions about her vision of American life.
Prerequisite(s): PL-250 or PL-251 or PL-310 or PL-311 completed. One Communication Level 4 ICM completed.

PL-375 Humanistic Existentialism (4 credits)
Offered Fall Term only. The student is introduced to existentialism as a contemporary searchlight on present-day issues. She is expected to analyze and evaluate the themes, methods, and outlook of existentialism and their effects on areas of human concern. Each student independently analyzes a major existentialist work and relates it to other philosophical and artistic works dealing with the same themes.
Prerequisite(s): PL-250 or PL-251 or PL-252 or PL-310 or PL-311 or PL-312 completed. Communication Level 4 ICM completed.

PL-385 Studies in Ethics: Theory & Practice (4 credits)
Offered Spring Term only. The student examines a variety of frameworks for ethical decision making and their historical and sociocultural sources. She selects and analyzes ethical problems arising out of her own interests and applies to them the frameworks she has learned. She evaluates and responds to ethical positions taken by her classmates.
Prerequisite(s): Communication Level 4 ICM completed. Offered in Spring Term only.

PL-397 Independent Study (2 credits)
Under the approval and direction of a faculty member, independent study is available to students.

PL-399 Formal Introduction to Advanced Work (0 credits)
The Advanced-Level Event marks a significant accomplishment for each student as she proceeds into the work of her major department. When a department determines that a student is ready for advanced work within a discipline, the student is invited to participate in a ceremony that is both a celebration and an explanation of future requirements of the major and support areas. She registers for this experience at a point determined by her major department: for most majors the registration is connected to the taking of a particular course. Students and faculty gather for an afternoon during Mid-semester Assessment Days. Following a general program, students meet in departmental sessions with their faculty to discuss advanced outcomes, department courses, advising procedures, and so on.

PL-410 Philosophy Perspectives & Methods (4 credits)
The student examines the history of philosophy to determine the unique contributions of various philosophies as well as the common threads that run throughout philosophical thought. Up to this point, the student has studied various worldviews in their respective contexts but has not focused on the relationships across these views. Now she develops an historical overview that stresses philosophy as a developmental process through the centuries. For example, she explores the relationship of enlightenment questions to the philosophies that preceded them. By the end of the course, she sees her own point of view as growing out of a complex background of ideological and cultural factors.
Prerequisite(s): PL-310 or PL-311 or PL-250 or PL-251 completed. For WGS Major/Minors: WGS-200 & Communication Level 4 ICM completed. Offered in Spring Term only.

PL-475 Independent Research (4 credits)
Based on her study of philosophical perspectives and methodologies in the senior seminar, the student selects a particular thinker or school of thought of interest to her. She employs her skill in philosophical methodology through independent research on the perspective she has chosen. She further displays her growing understanding of and appreciation for the philosophical discipline by applying the selected point of view to issues of personal and professional importance.
Prerequisite(s): PL-250 or PL-251 or PL-252 or PL-310 or PL-311 completed. Aesthetic Engagement Level 4 & Communication Level 4 ICM completed.

PL-483 Advanced Internship Seminar (2 credits)
Based on her personal, academic, and professional goals and interests, the student does individual fieldwork at a job setting related to art and art applications. Her placement may involve planning and mounting exhibitions at an art museum, helping to maintain the permanent collection at a public museum, or learning the casting process in a foundry. An on-campus interdisciplinary seminar accompanies the internship, and helps her develop her professional abilities and effectively transfer classroom skills to the working world.
Prerequisite(s): Departmental consent, confer with advisor. Contact Internship Office for details and placement assistance.
PL-497 Independent Study (2-6 credits)
Under the approval and direction of a faculty member, independent study is available to students.
PHYSICS (PH)

PH-231 Algebra-Based Physics I (4 credits)
Areas of study include selected aspects of physics, chemistry, and Earth and atmospheric science. The student learns how scientists know, what constitutes evidence, and how hypotheses are developed and tested. She studies concepts that are common to all the natural sciences and learns how those concepts are applied to such different systems as moving objects, reacting chemicals, and shifting tectonic plates. She practices the methods of the physical sciences in the laboratory.
Prerequisite(s): MT-123 & 124 or MP-2 or higher completed.

PH-232 Algebra-Based Physics 2 (4 credits)
The student is introduced to the principles of electromagnetic fields, circuit analysis, optics and light and color. She learns to apply these principles, in conjunction with her knowledge of algebra and trigonometry, to solve practical and idealized problems concerning these principles. As with PH-231, the development of problem solving and analytical skills is stressed throughout this course.
Prerequisite(s): PH-231 completed. For Algebra-Based students only.

PH-241 Calculus-Based Physics 1 (4 credits)
Offered Fall Term only. The student is introduced to the principles of classical mechanics. She learns to apply these principles, in conjunction with her knowledge of algebra, trigonometry and calculus, to solve practical and idealized problems dealing with the behavior of material objects. The development of problem solving and analytical skills is stressed throughout this course.
Prerequisite(s): MT-152 completed or concurrent registration.

PH-242 Calculus-Based Physics 2 (4 credits)
Offered Spring Term Only. The student is introduced to the principles of electromagnetic fields, circuit analysis, optics and light and color. She learns to apply these principles, in conjunction with her knowledge of algebra, trigonometry and calculus, to solve practical and idealized problems concerning these principles. As with PH-241, the development of problem solving and analytical skills is stressed throughout this course.
Prerequisite(s): QL-156 or MP-1 completed. For Calculus-Based students only. MT-253 completed or concurrent registration.

PH-397 Independent Study (0 credits)
Under the approval and direction of a faculty member, independent study is available to students.

PH-497 Independent Study (3 credits)
Under the approval and direction of a faculty member, independent study is available to students.
POL-225 American Politics (4 credits)
The student examines the American national government from the perspective of the allocation of resources in society. She analyzes the political interrelationships of public and private institutions, interest groups, elected and appointed officials, and citizens. In addition, she studies the U.S. Constitution and the major ideological perspectives in American politics today.
Prerequisite(s): SSC-101 or LA 284 completed. Level 2 Writing completed.

POL-301 Social Theory (4 credits)
The student refines her own social philosophy by analyzing the ideas set forth by social theorists and critics. She compares different interpretations of social phenomena by examining their historical context, basic assumptions and interpretations, and societal implications.
Prerequisite(s): CM-225 or Communications Level 3 ICM completed., POL-225 completed or concurrent.

POL-330 United Nations & the World (4 credits)
Offered Fall term only. The student prepares for participation in a regional Model United Nations by learning about international issues and the role of international organizations. She learns conceptual tools in the analysis of the international system and becomes familiar with the capabilities and limitations of the United Nations and other intergovernmental organizations in managing global challenges.
Prerequisite(s): For Sociology, Global Studies or Politics majors/supports: CLD-220 or SOC-220 or POL-225 or GLS-200 completed. For other majors/supports: Eff Citizenship Lev 3, Dev a Global Perspective Lev 3, Social Interaction Lev 3 and Comm Lev 3 ICM completed or permission of the instructor. Other majors need to contact the Registrar to register for this course. Offered Fall term only. Must attend simulation in Chicago.

POL-341 Geographic Information Systems (2 credits)
This hands-on course in which students are given beginning-level opportunities to process, analyze and visualize spatial data and information using commercially-available GIS (Geographic Information Systems) software. In the process, they are introduced to the principles of GIS and its usefulness as an analytical tool and as an effective communication technique in addressing global, environmental and social science questions. The course also explores ethical issues pertaining to confidentiality and privacy when gathering and using GIS data.
Prerequisite(s): WDC: SSC-101 and 2 courses from Natural Science/Math General Education requirements completed. WEC: LA 283 & LA 284 completed.

POL-342 American Political Behavior: Elections (4 credits)
Offered Fall Term only. Students will examine elections in the United States. Special emphasis will be placed on the 2008 Presidential election and the 2010 Congressional elections. Students will also study the roles that women play in elections, both as voters and as candidates. At the end of the course, we will attempt to forecast the 2012 Presidential election as well as we can.
Prerequisite(s): POL-225 completed.

POL-350 Topics in Political Science (4 credits)
The POL-350 Topics Course will be an upper-level course on domestic, international and global political topics and issues. As a Topics Course, it will allow the Political Science Program flexibility in offering a range of courses on various topics within the broad category of political science. Some courses might focus on the domestic American politics, on international political topics, and on global political topics that are not principally oriented around nation-states. As illustration, some potential courses could include: Domestic American Politics; African American Politics & Congress and the Presidency; International Politics; American Foreign Policy and American Wars Since 1945; Global Politics Outside the Nation-State Paradigm; The Politics of Globalization and The Environment and Globalization
Prerequisite(s): POL-225 or LA 282 or HS-211 or HS-212 or HS-251 completed.

POL-351 Law & Society (4 credits)
In this course you will analyze the nature of law as a social institution: a complex array of roles, rules, and sets of interactive relationships established to provide the basic human need of societal regulation. All societies have had some type of law, in the form of traditions handed down and/or codified into documents, because all societies need some system for defining folkways and mores, what is right and wrong conduct and thought, teaching people those norms, and sanctioning those who disobey them. Law is also a carrier of deep cultural values: ideas about the true, good and beautiful that become criteria for making judgments about what is right and wrong. So law is often about past tradition and carrying on a heritage. But sometimes law makers – influenced by various ideas, opinions, and interest groups -- can change a society’s direction by setting gout new values and norms for people to live by, setting new precedents to be enforced by the power of the government.
Prerequisite(s): POL-225 completed or permission of instructor.

POL-390 Political Practicum (1 credit)
The student participates in an off-campus political activity in which she works collaboratively with others to achieve a goal. Examples include working in a political campaign, participating in lobbying activities, or working with a community-based organization to effect change.
Prerequisite(s): POL-225 completed.

POL-397 Independent Study (3 credits)
The student wishing to pursue a special project in political science can do so in this course. She is expected to develop whatever abilities are required for the project, as determined by mutual agreement with her mentor. The student should consult with the instructor for specific information.

POL-398 Community, Power & Change (3 credits)
This course examines the fundamentals of political power and ways in which it is exercised on local and state levels. The course also covers the unique character of democratic government in the United States and the role of women in politics, as well as networking with stakeholders, lobbying, and budgeting. In the process of learning about all these aspects of politics, the student forms a solid foundation for understanding ways in which individuals and groups can effect change through political action.
Prerequisite(s): WDC: SSC-101 & CLD-220 completed. WEC: LA 284 & CLD-220 completed.
POL-399 Formal Introduction to Advanced Work (0 credits)
The Advanced-Level Event marks a significant accomplishment for each student as she proceeds into the work of her major department. When a department determines that a student is ready for advanced work within a discipline, the student is invited to participate in a ceremony that is both a celebration and an explanation of future requirements of the major and support areas. She registers for this experience at a point determined by her major department: for most majors the registration is connected to the taking of a particular course. Students and faculty gather for an afternoon during Mid-semester Assessment Days. Following a general program, students meet in departmental sessions with their faculty to discuss advanced outcomes, department courses, advising procedures, and so on.

Prerequisite(s): POL-225 completed or concurrent registration.

POL-410 Comparative Politics (4 credits)
The student uses comparative frameworks to study and compare political subjects and social policies from a variety of countries. She takes part in class discussions about the political systems and policies of major countries in Europe, Africa, the Middle East, Asia, and Latin America.

Prerequisite(s): One 300-level course from HUM, GLS, POL or SOC completed.

POL-412 Community Development (4 credits)
Offered Fall term only. In this course, the student applies demographic, geographical, sociological, political, and economic frameworks to analyze local communities and the problems their residents confront. She learns to identify the resources community residents need to sustain their neighborhoods and to analyze community structures that control those resources. She becomes familiar with the role of for-profit, nonprofit, and governmental organizations in producing community change. She learns techniques of strategic planning to help communities effectively adapt.

Prerequisite(s): BSC-255 & POL-225 completed. Offered Fall term only.

POL-483 Advanced Internship (2 credits)
Advanced Internship

Prerequisite(s): Additional information: Contact your Advisor to register for this advanced internship.

POL-491 Advanced Seminar in Political Science (2 credits)
In this course, students in the disciplines of community leadership and development, political science, and sociology meet together. Each student synthesizes the abilities and knowledge she has acquired through disciplinary courses. She demonstrates advanced-level outcomes by independently analyzing issues within her particular discipline.

Prerequisite(s): POL-301 completed. Communication Level 4 ICM completed. Course offered spring terms only

POL-497 Independent Study (4 credits)
The student wishing to pursue a special project in political science can do so in this course. She is expected to develop whatever abilities are required for the project, as determined by mutual agreement with her mentor. The student should consult with the instructor for specific information.
PN-120 Preparation for Nursing Success (2 credits)
This course is designed to assist the student accelerate her readiness and potential for success in Nursing. Based on feedback from the Nursing Diagnostic Assessment (NDA), the student will develop and strengthen her college academic vocabulary, grammar, and reading skills specific to the Nursing discipline. In order to respond to her individualized remediation plan from the NDA, she will assess her prior knowledge and current capacities. She will expand her vocabulary, learn how to take effective notes, create a map of readings, identify main ideas, articulate similarities and differences in concepts, and develop memory skills. She will develop a test-taking process and apply it in answering multiple choice type questions; she will learn to articulate and identify specific test taking strategies and when to apply them. Students will use the "Capacities of a Successful Intermediate Student" as a resource for self assessment and planning. PN-120 will incorporate elements of careering. Students will take a new version of the NDA at the course's end.

Prerequisite(s): Only for UNP or N Majors who are unsuccessful in AC-120 (Nursing Diagnostic Assessment).
PREPROFESSIONAL (PP)

PP-100 Intro to Health Professional School (0 credits)
This one-hour seminar introduces the student to the professional health school application process, the lifestyle of a professional health school student, the importance of making alternative career plans, and how the preprofessional health program at Alverno prepares students for getting into professional health school.
Prerequisite(s): SC-119 completed or concurrent registration. Time will be scheduled during Mid-Semester Assessment Days. You will receive an email about this day and time.

PP-200 Introduction Professional School Exams (0 credits)
This two-hour seminar introduces the student to the different professional health school standardized tests and introduces test-taking and studying strategies.
Prerequisite(s): PP-100 and SC-120 completed or concurrent registration. Time will be scheduled during Mid-Semester Assessment Days. You will receive an email about the day and time.

PP-300 Pre-Health Assessment (0 credits)
All preprofessional students are required to register for PP-300 each semester after completing PP 250. In this three-hour session during mid-semester assessment week, the student formally practices for a given section on the appropriate entrance exam under conditions that simulate the test-taking environment. She is informed in advance of the subject covered each semester. The student should be prepared to use only number 2 pencils and she should have photo identification.
Prerequisite(s): SC-120 completed. Required for preprofessional health students. Schedule will be determined at 1st meeting.
PREPROFESSIONAL SKILLS TEST (PST)

PST-329 Praxis II Prep Seminar (0 credits)
The student learns strategies and reviews content relevant to the abilities required on the PRAXIS II Subject Assessments, a state requirement for teacher certification. Through discussion, practice, and content review, she is introduced to the multiple-choice test format and appropriate strategies for addressing content-specific questions. The student completes practice tests, analyzes her errors, and develops a plan for further preparation. Offered in Spring Terms

PST-410 Praxis 2 Wrd & US History (0 credits)
Completion of Praxis II for World and United States History

PST-411 Prax 2 Govt & Poli Sci (0 credits)
Praxis 2 for Govt & Poli Sci
PREPROFESSIONAL STUDIES (PPS)

PPS-220 Career & Internship Planning (2 credits)
Pre-Professional Seminar (PPS-220) focuses on developing an awareness of the factors that impact effective career and internship planning in college, as well as post-collegiate employment. Students will analyze and apply their vocational personality, interests, skills and values to identify career options and confirm their selection of major(s) and support(s).
Career development theories and models taught and employed in this course include: the career planning process, John Holland’s Theory of Vocational Choice, SMART goal setting and informational interviewing.
PPS-220 also serves as an introduction to career education resources for the beginning professional, including online resources (Occupational Outlook Handbook, O*NET, LinkedIn, and Alverno Connects) to assist the student in taking responsibility for her own career research. Course activities include career inventories, online research, analytical writing assignments, development of a beginning resume and portfolio, and experiential career-related activities, including an informational interview and networking event.
Prerequisite(s): FSS-125 and CM-125 completed. CM-125 completed

PPS-229 Career & Internship Planning (1 credit)
Pre-Professional Seminar (PPS-229) focuses on developing an awareness of the factors that impact effective career and internship planning in college, as well as post-collegiate employment. Students will analyze and apply their vocational personality, interests, skills and values to identify career options and confirm their selection of major(s) and support(s).
Career development theories and models taught and employed in this course include: the career planning process, John Holland’s Theory of Vocational Choice, SMART goal setting and informational interviewing.
PPS-229 also serves as an introduction to career education resources for the beginning professional, including online resources (Occupational Outlook Handbook, O*NET, LinkedIn, and Alverno Connects) to assist the student in taking responsibility for her own career research. Course activities include career inventories, online research, analytical writing assignments, development of a beginning resume and portfolio, and experiential career-related activities, including an informational interview and networking event.
Prerequisite(s): LA 101 or FSS-125 or LA-230 completed CM-125 completed
PROFESSIONAL COMMUNICATION (PCM)

PCM-320 Adv Media Studies & Multimedia Production (3 credits)
In this course the student examines the cultural power of media in societies. Concurrently, she continues to build and refine multimedia production skills to support her future communication career. She learns to conduct a media study grounded in theory, to create an instructional research presentation, and to produce well-designed digital video. 
Prerequisite(s): PCM 170 completed, PCM 200 or PCM 230 completed or concurrent registration.

PCM-364 Digital Photography (3 credits)
The student learns the aesthetic and technical aspects of producing art-quality digital images. In order to create a quality portfolio of original photographs, she learns how to use the multiple functions of a digital camera, how to work with imaging software, and how to apply theories of aesthetic communication to her work. She also examines historical, social, environmental, and cultural contexts of photography.
Prerequisite(s): One Communication Level 3 ICM completed.

PCM-397 Independent Study (2 credits)
Under the approval and direction of a faculty member, independent study is available to students.

PCM-411 From Campus to Career (1 credit)
The student learns and applies the most effective process and strategies for a holistic approach to successfully launching her career. Relating knowledge gained through self-assessment (identifying/clarifying skills, values, interests, goals, etc.) and career research (Alverno Career Lab, Internet, professional networks, etc.), she dynamically engages in decision-making and life work planning. The student professionalizes her resume, and is videotaped interviewing. These skills facilitate entree into her first position upon graduation as well as subsequent transitions as her career progresses.

PCM-421 Digital Journalism (3 credits)
Earn credit for working on a newspaper staff. The student learns interviewing and news-gathering techniques and gains experience in journalistic writing and photography as she creates news and feature stories, opinion pieces, reviews, and service journalism for the College's student newspaper, Alverno Alpha. She participates in planning, producing, and evaluating each issue and continues to develop her ability to edit her own work.
Prerequisite(s): One Communication Level 3 ICM completed. All students work as writers & editors for Alverno Alpha.

PCM-427 Technical Communication (3 credits)
In this advanced-level elective course, the student learns and applies principles of technical writing. While exploring career opportunities, she researches, writes, formats, and edits a wide array of technical information. She completes a technical writing project for a client of her choice. Some examples of previous student projects include employee handbooks, instruction manuals, policy and procedure manuals, computer software and hardware documentation, public health information, and operating and safety instructions.
Prerequisite(s): CM 156Q completed. One Communication Level 3 ICM completed.

PCM-437 Fundraising & Grantwriting:Prin & Pract (3 credits)
The student explores the history, principles, and theories of philanthropy. Analyzing the values and goals of a nonprofit client, she develops practical skills and identifies resource strategies in such areas as donor relations, volunteer coordination, database management, special-events planning, and grant writing. Case studies and guest speakers help acquaint the student with the variety of approaches used in different organizations, and she completes a semester-long research and grant-writing project as an assessment. In the process, she also examines her own personal and professional commitments and contributions.
Prerequisite(s): One Communication Level 4 ICM completed.

PCM-441 Business and Professional Speaking (3 credits)
In order to stimulate professional presentations in the workplace and larger community, the student learns and applies advanced speaking strategies within a diverse range of contexts. She creates business proposals, reports, training and development workshops, and commencement addresses, using audio and visual technology to clarify and enhance meaning for specific audiences.
Prerequisite(s): Communication Level 4 ICM completed.

PCM-445 Intercultural Communication (3 credits)
Alverno has spent this academic year focusing on Sustainability. This short-term travel course to Costa Rica extends that study. As you learn and apply models for effective Intercultural Communication and study the people, history, and culture of Costa Rica, you will experience first-hand Costa Rica's nation-wide focus on sustainable practices in rainforest preservation, food production, energy and marine resources, and much more.
Prerequisite(s): $150.00 deposit in the Business Office required to register for this course. You will sign a Short-Term Study Abroad (STSA) Agreement Form detailing costs when you register. The course fee/trip cost of $2800 will be added to your tuition billing. If, after December 18 you choose not to travel, you will be charged $500 trip cancelation. Plan for an additional amount of $50.00 for optional expenses and free time. Class meets: Thursday 5:30-8:30 pm on Feb 18, Mar 10, Apr 14 & May 5 Travel dates: May 23-June 2, 2016 Important notes: --Attendance at on-campus classes is mandatory. --This experience involves several substantial hikes on rough terrain. Travelers need to be aware of and prepared to rise to the physical demands of this. --Most meals are prepared for a large group. Vegetarian diets can be accommodated. However, gluten-free or other special dietary options likely will not be available. Travelers are responsible for problem-solving around their food requirements. --Because travelers are in class during this trip, cell phones are restricted during excursions, lectures and group processing time except to take photos or make notes. --There are no single-occupancy options. Travelers will be sharing rooms with 1-5 others depending on the venue (hotel, cabana, B&B or student lodge) Pre-requisites: --Communication Level 3 ICM completed. --Must be 18 years of age. --Scanned Color Copy of Passport emailed to Daniel.Leister@alverno.edu by February 10, 2016. If your passport is due to expire before May 1, 2016, you must renew your passport immediately. Contact the IIC if you need information about how to obtain, or renew, a passport.
PCM-464 Advanced Photocommunications (3 credits)
This course builds on the student’s experience in A/PCM-364, Digital Photography. The student deepens her aesthetic sensibility and technical expertise through digital image layering and enhancing software. Focusing on her own development as a photographer, she researches the history and influences of photography, creates an in-depth portfolio. She makes connections between her work and her career or community involvement. The course culminates in a public showing of her portfolio. 
Prerequisite(s): A-364 or PCM-364 completed.

PCM-477 Public Relations: Theory & Application (3 credits)
This advanced-level elective introduces the student to the purposes and practices of public relations, its role in organizations in society, and its potential as a career. Through case examples and other learning strategies, the student studies controlled and uncontrolled media to develop effective communication strategies that reach a variety of publics. She chooses a client for whom she develops a strategic public relations campaign. 
Prerequisite(s): One Communication Level 3 ICM completed.

PCM-486 Communication Theory and Research (3 credits)
Offered Fall Term WEC only. This course emphasizes deeper understandings of major theoretical perspectives and research methods in the communication discipline and profession. The student examines how communication research informs professional practice and how professional practice informs communication theory. Her work supports and prepares her for project management, grant writing, and/or graduate school. 
Prerequisite(s): PCM 230, PCM 300 completed. Other information: Last time offered in Fall 2017

PCM-490 Digital Publishing (3 credits)
This course provides classroom and computer lab experiences that assist the student to expand and refine her print media communication and desktop publishing skills. She concentrates on synthesizing prior and new communication knowledge to design creative solutions for print media communication. 
Prerequisite(s): For all students: Communication Level 4 ICM completed. For CLD Majors: PCM 170 completed or consent of instructor. For PCM Majors: PCM 300 completed or consent of instructor.

PCM-493 Interactive Listening (3 credits)
Effective communicators, first and foremost, are effective listeners. Only when the student is open to receiving and understanding the viewpoints of others is she prepared to make informed choices. In this course she develops her ability to discriminate among the multitude of stimuli in today’s media-rich environment. She learns techniques for improved comprehension, studies therapeutic listening approaches, and explores strategies for becoming an effective, critical listener. 
Prerequisite(s): One Communication Level 4 ICM completed.

PCM-497 Independent Study (1-3 credits)
Under the approval and direction of a faculty member, independent study is available to students.

PCM-499 Professional Practice Seminar (3 credits)
In this capstone course, the student synthesizes her learning across the curriculum as it informs her specialty area and/or career goals. Refining previous or current projects as exemplars of her work, she constructs a professional portfolio and resume that reflect her development. She develops her professional network by recruiting a practitioner to assess her portfolio. She also explores ethical issues and considers her own professional responsibility in planning career directions and strategies. 
Prerequisite(s): PCM Majors: PCM-320 completed. For WEC: Concurrent registration in AC-463. Additional information: Last time offered in Fall 2017
PROFESSIONAL SEMINAR (PS)

PS-411 From Campus to Career (1 credit)
The student learns and applies the most effective process and strategies for a holistic approach to successfully launching her career. Relating knowledge gained through self-assessment (identifying/clarifying skills, values, interests, goals, etc.) and career research (Alverno Career Lab, Internet, professional networks, etc.), she dynamically engages in decision-making and life work planning. The student professionalizes her resume, and is videotaped interviewing. These skills facilitate entree into her first position upon graduation as well as subsequent transitions as her career progresses.

Prerequisite(s): AED Support: AED-488 completed.
PSYCHOLOGY EDUCATION (PED)

PED-150 Human Development (4 credits)
This course combines the introductory course in psychology - a discipline that studies human behavior in all its facets, including the processes that underlie behavior - with major emphasis on two areas: studying the different aspects of behavior as classified in psychology (e.g., learning, motivation, personality) and developing elementary analytical and problem solving skills to facilitate making her own inferences about the underlying processes of behavior. The student also examines human development and learning for the entire life span with emphasis on major theories and current research in education and psychology. She is expected to identify and analyze behavioral aspects in laboratory settings of human subjects representing the life stages. The student is expected to acquire problem solving techniques, theory evaluation and comparison, identification, and evaluation of contemporary and global aspects of development, and communication skills.

Prerequisite(s): For Education Majors & Supports.
**PSYCHOLOGY EDUCATION (PSY)**

**PSY-110 Life Span Development (4 credits)**
The student examines human development and learning for the entire life span with emphasis on major theories and current research. She is expected to identify and analyze behavioral of human subjects representing the life stages. The student is expected to acquire problem-solving techniques and skills in theory evaluation and comparison, in identification and evaluation of contemporary and global aspects of development, and in communication.

**PSY-250 Abnormal Psychology (4 credits)**
The student studies the major theories, classification, significant research, and methods of treatment related to abnormal behavior. She has the opportunity to improve her communication skills, social-interaction ability, and understanding of contemporary issues in mental health. She analyzes current issues in the context of mental health from a cross-cultural perspective.

*Prerequisite(s):* PSY-110 completed.

**PSY-297 Independent Study (2 credits)**
To undertake this work in independent research or study, a student must demonstrate her ability to make a statement of her goals and of the procedural measures for achieving them with minimal faculty direction. Entry to the course depends ultimately upon faculty consent to provide a mentor for the course.

**PSY-301 Analytic Reading in Psychology (4 credits)**
Students will learn to enter the academic discourse in psychology by reading scholarly journal articles related to central theories and/or issues in the discipline. They will weigh evidence from a variety of viewpoints and draw conclusions about the strength of the evidence as well as limitations of the theoretical frameworks. They will learn how researchers in psychology frame arguments, and practice using those techniques to conduct their own analyses of evidence on significant psychological theories.

*Prerequisite(s):* For PSY Majors only CM-225 and BSC-255 completed, BSC-256 completed or concurrent

**PSY-302 Classic & Contemporary Psychology Theory (4 credits)**
The student reviews major topic areas of psychological research, tracing the development of arguments from original formulations to modern applications. The course covers major content area recognized by the American Psychological Association as crucial core knowledge, including cognitive, developmental, social/cultural, and physiological psychology.

*Prerequisite(s):* For PSY Majors only CM-225 & BSC-256 completed, BSC-256 completed or concurrent

**PSY-330 Psychological Assessment (4 credits)**
The student learns basic principles vital to test construction and interpretation and becomes acquainted with some of the most reliable and valid assessment instruments. She learns how psychological tests are administered and how the results are analyzed, interpreted, and reported. She explores contemporary controversial issues related to psychological assessment, such as gender and cultural bias in testing.

*Prerequisite(s):* PSY-250 completed; BSC-255 & BSC-256/BSC-257 completed. For PSY supports that are not Nursing Majors: PSY-250, BSC-255 completed.

**PSY-335 Psychology of the Adult Learner (4 credits)**
The student learns about the contributions of psychological theories to the development of the body of knowledge about adult learners. She studies various interdisciplinary frameworks including both historical and contemporary approaches. The focus is on various developmental issues of adult learners. Several experiential assessment activities allow the student to apply her understanding of the principles of adult learning.

*Prerequisite(s):* For WDC students: BSC-255 & BSC-256 or BSC-257 completed. For WDC WGS Majors/Supports: WGS-200, PSY-110 and one HFA-210 or HFA-310 completed. For WEC students: LA 283 or LA 284 completed. For PSY supports that are not Nursing Majors: PSY-250, BSC-255 completed.

**PSY-340 Contemporary Topics in Psychology (4 credits)**
This course will explore current research and contemporary theory related to childhood and adolescence. By reading scholarly articles and books such as How Children Succeed: Grit, Curiosity and the Hidden Power of Character (Tough, 2012), students will examine the influence of family, school, culture and community on child and adolescent development. Students will use current research to challenge common misconceptions about child rearing and child development.

*Prerequisite(s):* BSC-255 & BSC-256 completed.

**PSY-345 Physiological Psychology (4 credits)**
The student learns about the biological processes underlying human thought, emotion, and behavior. These processes are related to psychological theories as the student develops integrated explanations of normal as well as abnormal psychological phenomena, including substance addiction.

*Prerequisite(s):* PSY-250 completed. BSC-255 & BSC-256 or BSC-257 completed.

**PSY-350 Experimental Psychology (4 credits)**
The student learns to analyze scientific literature and psychological processes through systematic study of research investigations conducted and reported in psychology. She develops problem-solving skills through the vehicles of assigned laboratory study and a major laboratory or field investigation on a topic of her selection.

*Prerequisite(s):* For PSY Majors only BSC-255 & BSC-256 completed; CM-225 or one Communication Level 3 ICM completed.

**PSY-353 Applied Research (2 credits)**
The student participates in an applied research project undertaken in conjunction with a community agency or group. She participates in every phase of the project, including the definition of the research problem, construction of the research design and data-gathering instruments, data collection and analysis, and the preparation of the final report.

*Prerequisite(s):* BSC-255 & BSC-256 completed or consent of instructor.

**PSY-360 Psychology of Gender (4 credits)**
The student analyzes theoretical and empirical literature on the psychology of women. She uses both traditional frameworks and contemporary multicultural approaches to examine the commonalities and differences in the psychological development of women.

*Prerequisite(s):* PSY-250 completed. BSC-255 & BSC-256/BSC-257 completed. For WGS Majors/Supports: WGS-200 completed.
PSY-365 Social Psy: Cross Cultural Perspectives (4 credits)
Social psychology is concerned with the way that the thoughts, feelings, and behavior of a person are influenced by the presence of other people. In this course, the student examines such fundamental human issues as aggression, prejudice, attraction, altruism, persuasion, conformity, and emotion. She also takes a critical look at the cultural and historical contexts of studies on these issues, which are most often root in cultures that emphasize the importance of the individual. She analyzes the limitations those contexts imply for generalization about human behavior, and seeks a better understanding of the way her own cultures shape her thoughts, feelings, and actions in the social world.
*Prerequisite(s):* PSY-250 completed. BSC-255, PSY-345, PSY-350. Offered in Spring Terms alternate years only.

PSY-370 Environmental Psychology (4 credits)
Offered Spring Term only. The student of environmental psychology studies the relationship between the physical environment and human behavior. She participates in a variety of environmental awareness exercises and self-guided field experiences designed to develop her analytic abilities. She examines various theoretical frameworks and develops a cross-cultural analysis in an effort to enhance her understanding of non-Western perspectives of the built environment.
*Prerequisite(s):* PSY-250 completed.

PSY-375 Theories of Personality (4 credits)
The primary objective of this course is to develop a practicable understanding of human behavior as presented in traditional and contemporary theories of personality development. While basic concepts of personality theory are presented in Abnormal Psychology (PSY-250), this course offers the opportunity to incorporate more breadth and depth in learning. In this course the student is introduced to traditional and contemporary theories and methodologies that explain the interpersonal dynamics and processes influencing distinctive patterns of adaptation throughout the lifespan of the individual. The course focuses on explaining the nature of personality through the examination and evaluation of concepts of personality theory. Special attention is given to the influence of culture on the development of personality and to theories about personality.
*Prerequisite(s):* PSY-250 completed. BSC-255 & BSC-256 and BSC-257 completed. For PSY supports that are not Nursing Majors: PSY-250, BSC-255 completed.

PSY-380 Learning & Cognition (4 credits)
Offered Fall Term only. The student focuses on the nature of human learning and cognition, proceeding from behavioral theories of learning to more complex cognitive processes. Particular attention is given to practical application of learning and cognitive theory in a variety of settings. She observes behavior and analyzes the learning and cognitive processes underlying behavior.
*Prerequisite(s):* PSY-250 completed. BSC-255 & BSC-256 or BSC-257 completed. For PSY supports that are not Nursing Majors: PSY-250, BSC-255 completed.

PSY-385 Issues in Alcohol & Drug Treatment (2 credits)
This course is designed to meet some of the critical requirements for Substance Abuse Counselor-in-Training certification. The student applies various theoretical perspectives to form the foundation for coherent approaches to understanding, identifying, and facilitating changes in behavior and thinking related to substance abuse. She analyzes and applies regulations and ethical guidelines as guides for her practice as a counselor-in-training. She integrates her knowledge of service systems to make appropriate referrals for clients and their families.
*Prerequisite(s):* PSY-250 completed. BSC-255 & BSC-256 or BSC-257 completed. For PSY supports that are not Nursing Majors: PSY-250, BSC-255 completed.

PSY-390 Case Management (4 credits)
This course focuses on case management within a variety of human service organizations. The student explores how to assess and address client concerns through a working alliance with the client. She considers various models of case management and the ethical standards that guide this type of work. She also studies how to help clients access community resources through the building of functional community networks. Further, she explores what it means to be an active agent of systematic change, particularly through the knowledge gained from the unique vantage point of a caseworker. Throughout the semester, the student develops case-management skills through practice in laboratories.
*Prerequisite(s):* PSY-250 completed. BSC-255 & BSC-256 or BSC-257 completed. For PSY supports that are not Nursing Majors: PSY-250 & BSC-255 completed.

PSY-397 Independent Study (0 credits)
To undertake this work in independent research or study, a student must demonstrate her ability to make a statement of her goals and of the procedural measures for achieving them with minimal faculty direction. Faculty consent is required for registration: the student needs to make arrangements with a faculty member to serve as mentor for the course before registering.
*Prerequisite(s):* Consent of instructor.

PSY-399 Formal Introduction to Advanced Work (0 credits)
The Advanced-Level Event marks a significant accomplishment for each student as she proceeds into the work of her major department. When a department determines that a student is ready for advanced work within a discipline, the student is invited to participate in a ceremony that is both a celebration and an explanation of future requirements of the major and support areas. She registers for this experience at a point determined by her major department: for most majors the registration is connected to the taking of a particular course. Students and faculty gather for an afternoon during Mid-semester Assessment Days. Following a general program, students meet in departmental sessions with their faculty to discuss advanced outcomes, department courses, advising procedures, and so on.
*Prerequisite(s):* Concurrent enrollment with 1st 300 level course in Major.

PSY-441 Animal Behavior (4 credits)
Offered Spring Term in alternate years. The student investigates mechanisms underlying patterns of animal behavior and their ecological, physiological, and evolutionary basis. She identifies differences and commonalities between the fields of comparative psychology, behavioral ecology, and neurophysiology in their approach to examining animal behavior. She focuses on the selective value of various behaviors and uses behavioral models to describe and interpret behavior. She designs, conducts, and evaluates behavioral experiments. She works extensively with the primary literature of animal behavior.
*Prerequisite(s):* One of the following completed: BI-222, BI-231, BI-341, BSC-255, PSY-345, PSY-350. Offered in Spring Terms alternate years only.
PSY-483 Advanced Internship Seminar (2 credits)
Based on her personal, academic, and professional goals and interests, the student does individual fieldwork at a job setting related to her major. An on-campus interdisciplinary seminar accompanies the internship, and helps her develop her professional abilities and effectively transfer classroom skills to the working world.
Prerequisite(s): INTERN 383 completed. For PSY Majors: to be taken concurrently with PSY-490 or PSY-492 and Internship placement. Departmental consent, confer with advisor. Contact Internship Office for details and placement assistance.

PSY-490 Clinical Psychology (2 credits)
The student engages in an in-depth study of contemporary approaches to counseling and psychotherapy. She evaluates various theoretical frameworks from the perspective of her own developing helping skills and critiques application of these models to varying clinical settings.
Prerequisite(s): Two level 300 PSY courses completed.

PSY-491 Senior Seminar (2 credits)
The course focuses on the integration of psychological methods and theories. The student who has selected psychology as a major area of concentration, with faculty and peer assistance, chooses a major issue within psychology to investigate and discuss in ongoing seminar sessions. Her work culminates in a major class presentation and theoretical paper written in APA format.
Prerequisite(s): Psychology majors only. Must be in good standing or completion of General Permit Form. PSY-350 and one 300 level course (not PSY 383) completed.

PSY-492 Applied Psychological Science (2 credits)
The student engages in an in-depth study of current applications of psychological theory in educational, organizational, and/or basic research contexts. She critically evaluates various theoretical frameworks, assesses strengths and limitations of the frameworks, and applies those frameworks to the understanding of human behavior in professional settings.
Prerequisite(s): PSY-350 completed

PSY-497 Independent Study (2 credits)
To undertake this work in independent research or study, a student must demonstrate her ability to make a statement of her goals and of the procedural measures for achieving them with minimal faculty direction. Entry to the course depends ultimately upon faculty consent to provide a mentor for the course.
QUANTITATIVE LITERACY (QL)

QL-022 Quantitative Literacy in Modern World (0 credits)
Quantitative Literacy in the Modern World focuses on the mathematical and algebraic methods needed to describe, analyze, and then respond to our world. Students will work with concept models including percents, ratios, formulas, variables, linear equations, and graphs set within the context of contemporary issues. The course will strengthen students’ ability to read about, write about, and question health, societal, and economic issues. They will do this through solving application based problems, understanding the use of symbols, and applying various mathematical techniques needed to effectively use and manipulate quantitative information.

QL-110 Applying Mathematical Thinking (3 credits)
The student develops her ability to use mathematics through the exploration of applications using numerical information. These applications, which use whole numbers, fractions, decimals, percents, signed numbers, powers, roots, ratios, and proportions, enable her to better understand, describe, and analyze her world.

QL-120 Applying Algebraic Thinking (3 credits)
The student integrates problem-solving strategies with her development of techniques for solving linear equations, inequalities, and systems of equations. She uses applications based on current data to highlight the power of algebra as a tool to compare and analyze meaningful information.

Prerequisite(s): QL-110 completed.

QL-120L Quantitative Literacy Lab (1 credit)

QL-122 Quantitative Literacy in Modern World (4 credits)
Quantitative Literacy in the Modern World focuses on the mathematical and algebraic methods needed to describe, analyze, and then respond to our world. Students will work with concept models including percents, ratios, formulas, variables, linear equations, and graphs set within the context of contemporary issues. The course will strengthen students’ ability to read about, write about, and question health, societal, and economic issues. They will do this through solving application based problems, understanding the use of symbols, and applying various mathematical techniques needed to effectively use and manipulate quantitative information.

QL-123 Modeling Algebraic Relationships (1 credit)
In Modeling Algebraic Relationships, algebraic solving skills are used to determine relationships within data and to analyze these relationships. Techniques are developed intuitively by building on previous algebraic skills. The data and the algebraic relationships that represent the data have a geometric nature. This geometric nature is explored through experimentation with graphs.

Prerequisite(s): QL-120 completed.

QL-156 Mathematical Connections (3 credits)
Mathematical Connections focuses on strengthening the quantitative skills that the student needs to be an effective receiver and producer of information. She explores current issues in society, financial topics including managing debt, establishing credit and budgeting, and concerns from specific disciplines such as business and nursing. The course includes three major content areas: (1) representing data, which engages topics from graphing and statistics to describe data; (2) predicting data, which uses models from probability and statistics to make predictions about the likelihood of events; and (3) measurement, which combines topics from geometry and measurement systems to understand two- and three-dimensional space. Through exploration of these concepts, the student increases her understanding of the power of mathematics as a communication tool.

Prerequisite(s): QL-122 completed.

QL-301 Applying Quantitative Strategies (0 credits)
Applying Quantitative Strategies, a quantitative literacy course for students enrolled in the Alverno Advantage Program, focuses on the mathematical and algebraic methods necessary for Probability & Statistics and other upper division coursework. The student works with concept models including percents, ratios, formulas, descriptive statistics, linear equations, and graphs set within the context of contemporary issues. The curriculum aims to strengthen a student’s ability to solve application based problems, understand the use of symbols, and apply various mathematical techniques needed to effectively use and manipulate quantitative information.
RELIGIOUS STUDIES (RL)

RL-210 Control of Life & Death (2 credits)
The student develops and reflects on multiple perspectives (moral/ethical, legal, scientific, and religious) dealing with issues concerning life and death that arise out of contemporary science, medicine, technology, and worldviews. She analyzes and responds to artistic and humanistic works that express the human experience of suffering and death; examines the moral and religious reasoning supporting positions on critical moral issues (e.g., abortion, euthanasia); analyzes Christian attitudes, beliefs, rituals related to death and dying; and reflects theologically on the processes of grief and dying. The student also analyzes the moral systems of selected moral theologians. She applies their systems to particular issues, comparing and evaluating them in light of their Christian foundations and implications for Christian living.
Prerequisite(s): FA-110 or LA-230 completed; HUM-150 completed; CM-120 completed. (LA 222 or LA 223 completed for Weekend students). Preference given to students req to take this course if enrollment exceeds limit.

RL-211 Catholic Imagination: Persp/Catholic (2 credits)
The student examines the living heritage of the Catholic religious tradition. Through study of the faith as it finds expression in the Scriptures and in the teachings and practices of the Church in historical and cultural contexts as well as in artistic and theological works over time, she analyzes current issues as they affect her own spirituality and that of the Church and society.
Prerequisite(s): HUM-150 completed. CM-125 completed. (LA 221 completed for Weekend students) Preference given to students required to take this course if enrollment exceeds limit.

RL-213 Spirituality in Action (2 credits)
The quest for the transcendent, the search for God, has set generation after generation on a religious journey. The student explores personal accounts of religious experience for insight into the quest. The course integrates art, literature, and film with personal accounts to bring the humanistic tradition into dialogue with personal experience. The student has the opportunity to pursue her own understanding of religious experience.
Prerequisite(s): FA-110 & HUM-150 completed; CM-125 completed. (LA 223 completed for Weekend students). Preference given to students required to take this course if enrollment exceeds limit.

RL-214 Images of Jesus: Past & Present (2 credits)
Offered Fall Term only. This course introduces the student to the life and times of Jesus of Nazareth and the myriad responses to him throughout history. Using hermeneutical frameworks, the student analyzes the Gospel traditions and writings of Paul in order to obtain a clear picture of the earliest portraits of Jesus in his Jewish context. Using the Christological Councils, the formation of creeds, and traditional teachings as frameworks, she traces the evolution of beliefs about Jesus. She studies how these beliefs have been portrayed artistically in a variety of historical and cultural settings. Finally, the course addresses contemporary questions that impact belief in Jesus.
Prerequisite(s): FA-110 or LA-230 completed; HUM-150 completed; CM-125 completed. (LA 222 or LA 223 completed for Weekend students) Preference given to students req to take this course if enrollment exceeds limit.

RL-250 Judaism, Christianity, Islam (4 credits)
In this course students will explore the three monotheistic religions—Judaism, Christianity and Islam. One-third of the course will be devoted to each religion, and four broad themes—monotheism, salvation, ethics and community—will be probed in each religious tradition. The themes will allow the students to compare and contrast the three religions. The course will introduce the students to the scriptures of the three faiths—the Hebrew Scriptures, the New Testament and the Quran. The students will also explore how the three faiths have developed historically and how they have interacted with each other throughout history from their beginnings down to the present. HFA-210/310 course.
Prerequisite(s): FA-110 or LA-230 completed; HUM-150 completed; CM-125 completed. (LA 222 or LA 223 completed for Weekend students). Preference given to students req to take this course if enrollment exceeds limit.

RL-251 Asian Religions (4 credits)
You will have the opportunity to explore religious scriptures, rituals, art expressions, tenants and philosophies of Asian countries, including China, Japan, Korea and Southeast Asia in order to gain some familiarity with the Asian world of religious meaning. Among the religions and cultures you will explore are the following: Chinese-Buddhism, Marxism; Japan-Shinto and various forms of Buddhism; Southeast Asia-Buddhism and Shamanism, with special emphasis on Hmong and Laotian cultures. An important component of the course will be some exploration of the ways that people of the above name countries carry out their religious practices in the American context.
Prerequisite(s): FA-110 or LA-230 completed; HUM-150 completed; CM-125 completed. (LA 222 or LA 223 completed for Weekend students) Preference given to students required to take this course if enrollment exceeds limit.
RL-252 Medical Ethics (4 credits)
Being human includes our biological-physical selves as living organisms, and our rational selves, which includes our thoughts, emotions, spirituality and philosophic outlook on life and its meaning. As individuals and societies we are faced with medical decisions and situations that impact or are impacted by diverse social, cultural, religious, and personal contexts that reflect a variety of different values and ethical points of view. Sometimes people's differing viewpoints conflict when medical decisions must be made, raising important and enduring questions, which might include: When does life begin and end? What does science tell us about these questions? What does one think about end of life care and physician-assisted suicide? What are the diverse perspectives on abortion, the death penalty, and war? How do we address issues surrounding access to medical care, and how do wealth and poverty affect illness? What is the responsibility of government and corporate interests toward health and medical ethics? What values do we associate with life and death? What do the major philosophical and religious traditions say about life, death, and what happens at death? How do our philosophic and religious views impact our decisions with regard to health care? In this course we will take a holistic approach to addressing medical-ethical questions from the perspectives of biology, philosophy, and religious studies. We will address medical ethical issues using key abilities. For example, we will engage the diverse global perspectives that impact medical ethics in varied social, ethnic, and religious contexts; and examine aesthetic expressions of life and death in literature, art and film. We will explore the values that impact medical-ethical decisions. Students will clarify and demonstrate their own ethical perspectives through reading, writing, listening and speaking. The course will be jointly taught by faculty from Biological Sciences and Philosophy, or Biology and Religious Studies.
Prerequisite(s): FA-110 or LA-230 completed; HUM-150 completed; CM-125 completed; SC-112 or SC-118 or SC-119 or SC-120 completed. (LA 222 or LA 223 completed and LA 283 completed for Weekend students) Preference given to students required to take this course if enrollment exceeds limit.

RL-297 Independent Study (0 credits)
The student, with the approval of her advisor, indentities her area of special study and her learning goals. She designs her learning strategies, selects a mode of assessment, and formulates the evaluative criteria for demonstration of goal achievement.

RL-310 Religious Experience/Myth & Symbol (2 credits)
The student examines the symbolic and mythical structures of religion, the nature and function of myth, and recurrent mythological themes (good and evil; birth, death, and rebirth; the individual and the community; the divine and the human). She works toward the resolution of critical questions in the theory of myth and in the ritual expression of myth in religious belief and practice. She discerns and responds aesthetically to mythical meanings in verbal and visual images. She interprets symbols through historical experience and its expressions in artistic form. And she makes judgments that lead to the development and articulation of her own theory of myth. The student who specializes in religious studies will, in addition, analyze the nature and function of the sacramental system of the Christian community as the ritual expression of its belief system. She applies the theoretical frameworks of selected systematic theologians to the sacraments as experienced in Scripture, in church tradition, and in contemporary life.
Prerequisite(s): Communication Level 3 ICM completed; one course in HFA-210 elective completed. (LA 221, LA 222 or LA 223 completed for Weekend students) Preference given to students required to take this course if enrollment exceeds limit.

RL-311 Gospels of Matthew, Mark and Luke (2 credits)
The central question of this course is "Who is Jesus of Nazareth?" The student explores this question by examining the primary sources, the gospels of Matthew, Mark, and Luke, each of whom has a unique view of Jesus. By confronting these diverse views, the student has the opportunity to formulate her own understanding of who Jesus is.
Prerequisite(s): One Communication Level 3 ICM & one HFA-210 elective completed. Preference given to students required to take this course if enrollment exceeds limit.

RL-313 Moral Theology (2 credits)
The student examines and evaluates a variety of frameworks for ethical decision making and their historical and sociocultural sources; she analyzes the factors that constitute ethical problems; she applies a variety of frameworks to ethical problems; and she considers the consequences of ethical decisions.
Prerequisite(s): One Communication Level 3 ICM completed; One course in HFA-210 elective completed. Preference given to students required to take this course if enrollment exceeds limit.

RL-314 The World's Religions (2 credits)
In this course the student explores the diversity of religious expressions from around the world. She uses the frameworks of religious studies as an aid to the analysis of major world religions. She explores the art expressions of particular religious cultures and refines her response as her knowledge of each religion develops. She examines the values of the religion she studies and considers the implications of these values for the societies in which they are immersed. She uses her growing knowledge to inform her decisions about moral issues that emerge in her studies.
Prerequisite(s): Communication Level 3 ICM completed; one course in HFA-210 elective completed. Preference given to students required to take this course if enrollment exceeds limit.

RL-315 Asian Religions (2 credits)
The student explores the diverse belief systems of East Asia-China and Japan-and Southeast Asian-Cambodia, Laos, and Vietnam. She uses the frameworks of religious studies and her own academic field in order to more completely understand how life is made meaningful for these cultures through religion. By examining the arts, scriptures, rituals, beliefs, and values of Asian people, the student builds an understanding of the very foundation of select Asian cultures. Some of the religions and cultures addressed in the course are as follows: Tibetan, Cha’An, Pure Land, and Falun-Dafa Buddhism; Japanese Shinto; Hmong religion and culture; Laotian Buddhism; folk religions; and others.
Prerequisite(s): Communication Level 3 ICM completed; one course in HFA-210 elective completed. Preference given to students required to take this course if enrollment exceeds limit.

RL-350 Biblical World View (4 credits)
Offered Fall Term only. The student examines the rich diversity of the Bible and its underlying worldview. She traces the biblical worldview through the books of the Bible, looking for patterns. In the process she gains a broad understanding of biblical history, some skills in interpretation, and a familiarity with major biblical figures.
Prerequisite(s): One Communication Level 4 ICM completed.
RL-375 Religion in America (4 credits)
Offered Fall Term only. The student examines the current dialogical encounter between religious traditions and movements in America and in the world. She relates these religious perspectives to their current social and political environments, analyzes political and liberation theologies in light of their contexts, and considers special issues arising out of national and international relations and policies (e.g., war and peace, allocation of resources).
Prerequisite(s): One Communication Level 4 ICM completed. RL Majors: Completion of two RL-310 series courses. RL Supports: Completion of one RL-310 series course. Open to ELS students.

RL-385 Studies in Ethics: Theory & Practice (4 credits)
The student examines a variety of frameworks for ethical decision making and their historical and sociocultural sources. She selects and analyzes ethical problems arising out of her own interests, and applies to them the frameworks she has learned. She evaluates and responds to ethical positions taken by her classmates.

RL-397 Independent Study (0 credits)
The student, with the approval of her advisor, identifies her area of special study and her learning goals. She designs her learning strategies, selects a mode of assessment, and formulates the evaluative criteria for demonstration of goal achievement.

RL-399 Formal Introduction to Advanced Work (0 credits)
The Advanced-Level Event marks a significant accomplishment for each student as she proceeds into the work of her major department. When a department determines that a student is ready for advanced work within a discipline, the student is invited to participate in a ceremony that is both a celebration and an explanation of future requirements of the major and support areas. She registers for this experience at a point determined by her major department: for most majors the registration is connected to the taking of a particular course. Students and faculty gather for an afternoon during Mid-semester Assessment Days. Following a general program, students meet in departmental sessions with their faculty to discuss advanced outcomes, department courses, advising procedures, and so on.

RL-410 Sr Relious Studies Seminar: Spirituality (4 credits)
The student examines a variety of exegetical and theological approaches (e.g., historical-critical, socio-scientific, philosophic) in their application to selected theological topics. She develops some skill in using tools of biblical and theological interpretation through her analysis of the development of major Christian beliefs. She focuses on her own formulation of a coherent understanding of the essentials of the Christian faith through the convergence of the biblical tradition, theological development in the Church, the contemporary world, and her personal faith life.
Prerequisite(s): For RL Majors & ELS supports. Communication Level 4 ICM completed.

RL-413 Religion External Assessment (0 credits)
This assessment provides the major in religious studies the opportunity to demonstrate her achievement of the outcomes of the major. The student engages in a simulation requiring aesthetic discernment, analytic understanding of basic religious concepts, moral sensitivity and responsibility, and application of religious themes to a particular profession. She relates her support areas to her studies in religion by giving a final oral presentation to a designated audience. Finally, she does a written analysis of her thinking and decision making through the course of the assessment. This activity is scheduled during the mid-semester assessment week of the student’s final semester.
Prerequisite(s): Senior RL Majors in their final semester.

RL-475 Rel Studies Design: Christian Ministry (4 credits)
The student develops a theology of church and ministry, based on the biblical, theological, and ethical heritage of the Christian faith. She engages in theological and historical reflection on an area of Christian ministry specific to her career choice and examines the aesthetic, psychological, and educational foundation essential to this profession. Focusing on the ethical dilemmas of professional practice, she analyzes courses of authority and modes of moral decision making and works toward the integration of her personal belief and value system with the ethics, in theory and practice, of the profession.
Prerequisite(s): For RL Majors: HUM-350 series, RL-350 and RL-375 completed. For other majors or ELS option students: Contact instructor if interested. Offered as an independent study.

RL-483 Advanced Internship Seminar (2 credits)
Based on her personal, academic, and professional goals and interests, the student does individual fieldwork at a job setting related to art and art applications. Her placement may involve planning and mounting exhibitions at an art museum, helping to maintain the permanent collection at a public museum, or learning the casting process in a foundry. An on-campus interdisciplinary seminar accompanies the internship, and helps her develop her professional abilities and effectively transfer classroom skills to the working world.
Prerequisite(s): Departmental consent, confer with advisor. Contact Internship Office for details and placement assistance.

RL-497 Independent Study (2 credits)
The student, with the approval of her advisor, identifies her area of special study and her learning goals. She designs her learning strategies, selects a mode of assessment, and formulates the evaluative criteria for demonstration of goal achievement.
SCIENCE (SC)

SC-111 Science of Everyday Materials (4 credits)
This course will cover basic physical sciences concepts as well as selected material science aspects. It will focus on fundamental principles of structure and properties of materials utilized in art and engineering. Properties of materials will be related to atomic, molecular and crystalline structures. Students will study properties of metals, ceramics, multiphase systems, paper and polymeric materials. Some of the content might change according to the interests and expertise of the faculty who are teaching it. Areas which might be included are chemistry and physics of glues, pigments, dyes; biopolymers and materials suitable for food industry; green materials and design; etc. Students will be able to make the relationships between structure and electrical, mechanical, thermal and chemical properties. Laboratory component will offer opportunity to learn lab skills and applications of physical and material sciences, and develop analytical ability (Lev 1 and 2) conducting experiments and analyzing data (Problem Solving Lev 1 and practicing of Analysis Lev 3). Students will learn about safety, proper handling and waste disposal techniques. Multiple opportunities to practice Problem Solving framework will be provided in order to solve science problems in class and in the laboratory.
Prerequisite(s): QL-122 completed or concurrent

SC-112 Science and Women (3 credits)
Science and Women establishes a foundation in the biological sciences with a strong emphasis on the role of women in all aspects of science from research to choosing science as a career. Students in the course will develop a scientific understanding of the natural world focusing on biological systems and will gain an understanding of both the historical and current roles of women in science. By the end of the course successful students should be able to effectively communicate on issues of recruitment, education, and retention of women in the sciences. In Science and Women students will develop and use analysis skills for understanding, investigating, and articulating biological and other science related topics. Students will examine how gender bias has shaped many aspects of the sciences from the basic process of doing science to complex systems found within humans and the environment. By analyzing these biases and seeing their impact on teaching and the sciences students can begin to appreciate how science is interwoven with society. The course will also explore how science is influenced by values and how these values vary across genders and cultures. The course will also look at current work done on the learning styles of girls and women and apply these findings to the scientific approach, the teaching of science, and the recruitment of women into the sciences.
Prerequisite(s): Analysis Level 1 completed.

SC-112L Human Biology Lab (1 credit)
Integrated Science lab taken concurrently with SC-112.
Prerequisite(s): Concurrent registration with SC-112 or SC-118.

SC-114 Foundations of Earth Science (4 credits)
This course includes discussion, lab, and two mandatory field trips. The student focuses on an analysis of selected earth and space systems and concepts. She studies aspects of geology (materials and landforms of the earth's crust and dynamic processes that change and shape the crust), meteorology (weather and climate), and space and planetary science. She investigates forces forming and driving these systems and the interrelationships among these systems. She also evaluates effects of human activities on the earth's systems.
Prerequisite(s): QL-122 completed or concurrent registration. Required field trips are Sept 16 & 30 from 8 am-2 pm.

SC-117 Physical Science (4 credits)
Areas of study include selected aspects of physics, chemistry, and Earth and atmospheric science. The student learns how scientists know, what constitutes evidence, and how hypotheses are developed and tested. She studies concepts that are common to all the natural sciences and learns how those concepts are applied to such different systems as moving objects, reacting chemicals, and shifting tectonic plates. She practices the methods of the physical sciences in the laboratory.
Prerequisite(s): QL-120 completed or concurrent registration.

SC-118 Human Biology (3 credits)
The student analyzes and applies major concepts and theories of biological science. A strong emphasis is placed on the environmental concerns and human biology. The primary focus of the laboratory is the design and implementation of investigative projects. This course is only for students not taking any further science courses.
Prerequisite(s): QL-122 completed or concurrent registration.

SC-118L Human Biology Lab (1 credit)
Integrated Science lab taken concurrently with SC-118.
Prerequisite(s): Concurrent registration with SC-118 or SC-112.

SC-119 Foundations of Chemistry (4 credits)
The student learns to apply major concepts and models of chemistry (physical changes and chemical reactions, classes of matter, moles, concentrations, the atom, types of chemical bonds, intermolecular forces) and related physics concepts (force, energy, conservation). As she does experiments involving these concepts, she makes observations and measurements and uses them to make reasonable inferences. She begins to develop hypotheses and to modify procedures to test them. 
Prerequisite(s): QL-022/122 completed. OPEN TO ALL STUDENTS BUT REQUIRED FOR STUDENTS PLANNING TO TAKE ADDITIONAL SCIENCE COURSES--BI, CH, ENV, MUY AND N MAJORS; BI, CH, ENV AND SCT SUPPORTS.

SC-120 Foundations of Biology (3 credits)
The student analyzes and applies major concepts, laws, and theories of biological science. A strong emphasis is placed on cell functioning, particularly on cell structure, energy metabolism, and genetics. A primary focus on the laboratory is the design and implementation of an investigative project. This course is required of all students planning to take additional science courses.
Prerequisite(s): SC-119 completed. Students register for one lecture and one lab section. QL-122 & CM-120 completed.

SC-120L Foundations of Biology Lab (1 credit)
Foundations of Biology lab taken concurrently with SC-120.
Prerequisite(s): Concurrent registration with SC-120.
SOCIAL SCIENCE (SSC)

SSC-101 Introduction to Social Science (4 credits)
The student is introduced to the perspectives, methods, and content of the social sciences. She learns to analyze social processes and structures, and examines various social groups from historical, sociological, anthropological, demographic, economic, and political perspectives. She also works at identifying her own values and learns how they originate in and shape the environment in which she lives.
SOCIOLOGY (SOC)

SOC-197 Independent Study (1 credit)
SOC Independent Study; contact your advisor

SOC-220 Social Movements & Social Change (4 credits)
The student investigates formal and informal structures and processes in complex organizations. She develops skills in analyzing bureaucracies and in proposing and evaluating solutions to problems related to organizational environments. She also acquires communication, interaction, and decision-making skills that allow her to function effectively in organizational settings.
Prerequisite(s): Communication Level 2 Writing completed. BSC-215 or MGT 120/PCM 120 completed.

SOC-301 Social Theory (4 credits)
The student refines her own social philosophy by analyzing ideas set forth by social theorists and critics. She compares different interpretations of social phenomena by examining their historical context, basic assumptions and interpretations, and societal implications.
Prerequisite(s): CLD-220/SOC-220 or MGT-221 completed. POL-225 completed or concurrent. Communication Level 3 ICM completed or CM 212 or CM-225 or CM 114 completed.

SOC-306 Race & Ethnicity in American Life (4 credits)
Students examine from an historical perspective various racial and ethnic groups that comprise American society. Similarities and differences are analyzed in terms of social status, relative power and the dynamics of racism.
Prerequisite(s): SSC-101 or LA 284 completed. Communication Level 3 ICM completed. Fulfills the requirement to take SOC-320 or SOC-321.

SOC-320 Sociology of Families (4 credits)
Offered Fall Term only. The student analyzes various family frameworks within a behavioral science context. She uses theories to interpret the emergence of current types of families now common in our society, including varieties associated with different racial/ethnic and social class groups. Research on families in other cultures is also presented in order to highlight how different social values are associated with different groups. The course also introduces the student to the process and products of ethnographic research.
Prerequisite(s): One Communication Level 3 ICM, BSC-215, plus one additional 200-level course in PSY or SOC completed. For SSH Majors: POL-225 or GLS-200 or BSC-255 completed. Offered Fall term only.

SOC-321 Criminology & Justice (4 credits)
Offered Spring Term only. Few subjects capture the imagination or receive as much attention as crime. We cannot pick up a newspaper, pass a bookstore or turn on the television without being bombarded with accounts of crime. The subject is bound to polarize opinion with parties deeply divided over the causes, consequences and remedies to the problem. This course seeks to shed some light on the subject by applying scientific methods and sociological theories to the study of crime and the criminal justice system. In so doing it will necessarily confront and often contradict widely held views of crime as expressed in the media and by politicians. One of the most important goals of the course is for students to be sensitive to the points of disagreement between conventional wisdom about crime as expressed in the public arena and what is known about crime from systematic study and investigation by social scientists. Students should also come away from this class with a better appreciation of the complexity of the problems and the difficulty in gaining consensus as to what to do about crime.
Prerequisite(s): One Communication Level 3 ICM, BSC-215, plus one additional 200-level course in PSY or SOC completed. Offered in Spring Term only.

SOC-341 Geographical Information Systems (3 credits)
This hands-on course in which students are given beginning-level opportunities to process, analyze and visualize spatial data and information using commercially-available GIS (Geographic Information Systems) software. In the process, they are introduced to the principles of GIS and its usefulness as an analytical tool and as an effective communication technique in addressing global, environmental and social science questions. The course also explores ethical issues pertaining to confidentiality and privacy when gathering and using GIS data.
Prerequisite(s): WDC: SSC-101 and 2 courses from Natural Science/Math General Education requirements completed. WEC: LA 283 & LA 284 completed.

SOC-350 Topics in Sociology (4 credits)
This course allows the sociology program to offer occasional courses on diverse topics within the broad range of the discipline. Courses focus on sociopolitical issues and themes of a local, national, or global nature. For example, the most recent offering was Law and Society. Students examined how laws concerning major social issues like racial desegregation, affirmative action, and abortion have changed over time, by studying and debating the U.S. Supreme Court cases involved. See the online Course Offerings book in any given semester for more specific information.
Prerequisite(s): BSC-257 or BSC-256 or MT-256 or MGT-250 completed. Permission of instructor is required to register for this course.

SOC-351 Law & Society (4 credits)
In this course you will analyze the nature of law as a social institution: a complex array of roles, rules, and sets of interactive relationships established to provide the basic human need of societal regulation. All societies have had some type of law, in the form of traditions handed down and/or codified into documents, because all societies need some system for defining folkways and mores, what is right and wrong conduct and thought, teaching people those norms, and sanctioning those who disobey them. Law is also a carrier of deep cultural values: ideas about the true, good and beautiful that become criteria for making judgments about what is right and wrong. So law is often about past tradition and carrying on a heritage. But sometimes law makers – influenced by various ideas, opinions, and interest groups – can change a society's direction by setting gout new values and norms for people to live by, setting new precedents to be enforced by the power of the government.
Prerequisite(s): POL-225 completed or permission of instructor.
SOC-365 Social Psychology: Cross Cultural Persp (4 credits)
Social psychology is concerned with the way that the thoughts, feelings, and behavior of a person are influenced by the presence of other people. In this course, the student examines such fundamental human issues as aggression, prejudice, attraction, altruism, persuasion, conformity, and emotion. She also takes a critical look at the cultural and historical contexts of studies on these issues, which are most often rooted in cultures that emphasize the importance of the individual. She analyzes the limitations those contexts imply for generalization about human behavior, and seeks a better understanding of the way her own cultures shape her thoughts, feelings, and actions in the social world.
Prerequisite(s): PSY-250 completed and all 200-level courses completed in major. For CLD Majors: BSC-255, BSC-256, CLD-220, MGT 201, MGT-210 and POL-225 completed.

SOC-390 Case Management (4 credits)
This course focuses on case management within a variety of human service organizations. The student explores how to assess and address client concerns through a working alliance with the client. She considers various models of case management and the ethical standards that guide this type of work. She also studies how to help clients access community resources through the building of functional community networks. Further she explores what it means to be an active agent of systemic change, particularly through the knowledge gained from the unique vantage point of a caseworker. Throughout the semester, the student develops case-management skills through practice in "labs
Prerequisite(s): BSC-215, SSC-101 & PSY-250 completed.

SOC-397 Independent Study (0 credits)
The student wishing to pursue a special project in social science can do so in this course. She is expected to develop whatever abilities are required for the project, as determined by mutual agreement with her mentor. The student should consult with the instructor for specific information.

SOC-398 Community Power & Change (3 credits)
This course introduces the student to the economics and politics of local and regional government decision making. She compares different structures of governance and planning in order to evaluate the strengths and weaknesses of each. For example, communities include many different economic, cultural, and political interest groups. How well do various types of local and regional government address their diverse needs? The student examines case studies of local political issues and investigates issues in her own community.
Prerequisite(s): WDC: SSC-101 & SOC-220 completed. WEC: LA 284 & SOC-220 completed.

SOC-399 Formal Introduction to Advanced Work (0 credits)
The Advanced-Level Event marks a significant accomplishment for each student as she proceeds into the work of her major department. When a department determines that a student is ready for advanced work within a discipline, the student is invited to participate in a ceremony that is both a celebration and an explanation of future requirements of the major and support areas. She registers for this experience at a point determined by her major department: for most majors the registration is connected to the taking of a particular course. Students and faculty gather for an afternoon during Mid-semester Assessment Days. Following a general program, students meet in departmental sessions with their faculty to discuss advanced outcomes, department courses, advising procedures, and so on.
Prerequisite(s): POL-225 completed or concurrent registration. Begins SOC cumulative assessment process.

SOC-483 Advanced Internship (2 credits)
Advanced Internship
Prerequisite(s): Contact your Advisor to register for this advanced internship.

SOC-491 Advanced Seminar in Sociology (2 credits)
In this course, students in the disciplines of community leadership and development, political science, and sociology meet together. Each student synthesizes the abilities and knowledge she has acquired through disciplinary courses. She demonstrates advanced-level outcomes by independently analyzing issues within her particular discipline.
Prerequisite(s): SOC-301 completed Course offered spring terms only

SOC-497 Independent Study (4 credits)
The student wishing to pursue a special project in social science can do so in this course. She is expected to develop whatever abilities are required for the project, as determined by mutual agreement with her mentor. The student should consult with the instructor for specific information.
SPANISH LANGUAGE & CULTURES (SLC)

SLC-100 Spanish Language Placement Assessment (0 credits)
This opportunity is available for the student who has not taken a Spanish
language course at Alverno College but has developed some awareness/
skills in Spanish through life experience and/or coursework in high school
or on the college level.
Prerequisite(s): Required to receive credit for past learning experience.
Preplacement assessment is taken in the Assessment Center. Exam can
be taken Monday-Friday 8 am - 2 pm.

SLC-103 Beginning Spanish I (3 credits)
In this introductory course, the student begins to communicate in the
Spanish language and learn about Spanish cultures. Using a learn-
by-simulation approach, she organizes select elementary structural
functions and vocabulary patterns and integrates them in order to
begin to communicate meaningfully and clearly in basic Spanish. She
develops a basic functional foundation for proficiency, learning through
the systematic practice of listening, speaking, reading, and writing.
Prerequisite(s): This course requires 8-12 hours of service learning in the
community.

SLC-104 Beginning Spanish II (3 credits)
In this second introductory course, the student continues to
communicate in the Spanish language and learn about Spanish cultures.
Using a learn-by-simulation approach, she continues to organize
elementary structural functions and vocabulary applications in order to
communicate meaningfully in basic survival Spanish. Through consistent
practice, she continues to develop her basic functional foundation for
proficiency, learning through listening, speaking, reading, and writing.
Prerequisite(s): SLC-103 completed. SLC-100 completed or waived. This
course requires 8-12 hours of service learning in the community.

SLC-197 Independent Study (3 credits)
Under the approval and direction of a faculty member, independent study
is available to students.

SLC-203 Intermediate Spanish I (3 credits)
This course is designed for the student with a working foundation in
the structural listening and speaking components of Spanish and
with the specific need to acquire specialized vocabulary and broaden
communicative skills in specific interactions and work-related contexts.
She begins to integrate meaningful oral and written skills, cultural
understandings, and career outcomes.
Prerequisite(s): SLC-104 completed or waived per SLC-100 assessment.
This course requires 8-12 hours of service learning in the community.

SLC-204 Intermediate Spanish II (3 credits)
This course is designed for the student with a working foundation in the
structural components of the Spanish language and with the specific
need to continue to acquire specialized vocabulary skills and broaden
communicative proficiency in specific interactions and work-related
contexts. She continues to integrate meaningful oral and written skills,
cultural understandings, and career outcomes.
Prerequisite(s): SLC-203 completed or waived per SLC-100 assessment.
This course requires 8-12 hours of service learning in the community.

SLC-290 Immigration& Latino/A Civic Engagement (2 credits)
In this course students will study the transnational movements of
Mexican migrants in pursuit of labor and civil rights in the United States
from the 1920s onward. Drawing from a wide range of sources, including
migrant testimonials, songs, novels, manifestos, visual representations,
and ethnographic research, students will learn how struggles for racial
gender equity, cross-border unity, and economic justice have defined
the Mexican presence in the U.S. since the early twentieth-century.
In addition, students will participate in a mandatory two-day/overnight
Urban Plunge immersion experience at Casa Romero, to learn more about
Latino/a civic engagement on Milwaukee’s south side. Students will visit
various organizations and meet with civic leaders involved in a variety of
key issues, including immigration policy, citizenship classes, and the New
Sanctuary Movement.
Prerequisite(s): FA-110 or LA-230 completed; HUM-150 & CM-125
completed. Instructor permission is required to register for this course.

SLC-297 Independent Study (0 credits)
Under the approval and direction of a faculty member, independent study
is available to students.

SLC-303 Conversation & Composition (3 credits)
In this course the student participates in progressively more challenging
proficiency based interactions in the Spanish language. She continues
to study the structural and idiomatic dimensions unique to the language
and to the Hispanic/Latino cultures involved. In typical simulations, she
begins to achieve consistency in understanding and speaking Spanish.
She integrates cultural information appropriately and views culture as an
authentic interface for linguistic applications.
Prerequisite(s): SLC-204 or waived per SLC-100 Placement Assessment.
This course requires 8-12 hours of service learning in the community.

SLC-304 Spanish/Reading & Conversation (3 credits)
In this course, the students will develop their proficiency in Spanish in
more demanding contexts than the 200 level classes. They will integrate
multiple effective communication modes in professional contexts. They
will develop autonomy in communicating in Spanish through synthesis,
collaborative thinking, reflection and evaluation of self and others.
The student will apply analytic thinking at increasingly complex levels.
Through mini-immersion experiences and visits to the local Hispanic/
Latino community, the students will use informational strategies,
frameworks, and skills in Spanish. They will gather key information
related to specific cultural and human values that integrate the structural,
linguistic and cultural dimensions unique to Spanish. This course is
designed to engage students in order to communicate effectively in
real life situations. Students will learn the vocabulary and grammar
necessary to conduct basic activities in Spanish-speaking countries. This
course provides a solid foundation in vocabulary and overview of cultural
concepts, emphasizing the development of all four language skills:
listening, speaking, reading, and writing. This class will introduce realistic
situations and specialized vocabulary needed to use with Hispanic
members of the community in the course of their daily work. It will also
introduce cultural frameworks for increased cultural competence in the
diverse aspects of the Hispanic communities
Prerequisite(s): SLC-204 completed or waive per SLC-100 assessment.
SLC-318 Spanish for Business (3 credits)
This course is designed to engage students in a business environment in order to communicate effectively in real life situations. Students will learn the vocabulary and grammar necessary to conduct basic business activities in Spanish-speaking countries. This course provides a solid foundation in business vocabulary and an overview of basic commercial and cultural concepts, emphasizing the development of all four language skills: listening, speaking, reading and writing. This class will present realistic situations and specialized vocabulary that reflects what business and finance professionals use with Hispanic members of the community in the course of their daily work. It will also introduce cultural frameworks for increased cultural competence in the diverse business field. Since business negotiations, styles and strategies differ from one country to another, these differences and tips for conducting business successfully with Spanish-speaking countries will be discussed. 
Prerequisite(s): SLC-204 completed or waived per SLC-100 Spanish Placement Assessment.

SLC-320 Intensive Spanish Immersion (5 credits)
This course gives students the opportunity for an immersion experience in a genuine Spanish speaking environment. In addition to 20 hours of Spanish instruction per week, students will be engaged in volunteer activities, homestays, and cultural excursions. All levels of language ability are accommodated; an evaluation of Spanish competency will occur at the beginning of the course. 
Prerequisite(s): $150 deposit in the Business Office required before registration. Course fee/trip cost will be added to student tuition bill. You will be required to sign a financial agreement when paying the deposit; it identifies dates when fees are charged to you. An interview with Susana Perez-Guijo is required Good academic standing; at least one SLC or SPI course completed. If you do not meet these requirements, you may contact the instructor Susana Perez-Guijo for permission to register. You can reach her at susana.perez@alverno.edu or 414-382-6152. Must be 18 years of age. Scanned Color Copy of Passport mailed to judeen.schulte@alverno.edu by February 10, 2017. If your passport is due to expire before May 1, 2017, you must renew your passport immediately. Contact IIC if you need information about how to obtain, or renew, a passport. 

SLC-325 Introduction to Hispanic Linguistics 3 (3 credits)
This course provides an introduction to Spanish linguistics and establishes the basis for the application of linguistic principles. The course begins with an introduction to the description and organization of data dealing with phonology (how sound patterns form words). Building on this, the course continues with topics in morphology (word formation and verbal inflection) and syntax (how words combine to form phrases and sentences). Finally the course ends by analyzing the regional variations of Spanish (dialectology) where the students apply what they learned to compare and contrast the regional categories of the use of Spanish worldwide: Peninsular (Northern/Southern Spain), Atlantic (Canary Islands/Latin America), USA, Equatorial Guinea, Judeo-Spanish and Creoles. Linguistics chapter about meaning (semantics and pragmatics) and structure beyond the sentence (discourse analysis) will be create in a future. The students will integrate multiple effective communication modes in professional contexts. They will develop autonomy in communicating in Spanish through synthesis, collaborative thinking, reflection and evaluation of self and others. Each student will apply analytic thinking at increasingly complex levels. This course provides a solid foundation in vocabulary and overview of cultural concepts, emphasizing the development of all five American Council Teaching Foreign Language's Standards for Foreign Language Learning: communication, cultures, connections, comparisons and communities. Through mini-immersion experiences and visits to the local Hispanic/Latino community, the students will use informational strategies, frameworks, and skills in Spanish. They will gather key information related to specific cultural and human values that integrate the structural, linguistic and cultural dimensions unique to Spanish. 
Prerequisite(s): SLC-303 or SLC-304 completed or waived per SLC-100 assessment.

SLC-330 Introduction to Hispanic Literature (3 credits)
In this course intermediate and advanced-level Spanish students will make the transition from edited textbook readings to the authentic works of key figures in contemporary and classical literature from Spain and Latin America. Drawing from a variety of genres, including short stories, poetry, fables, essays, and excerpts from novels and plays, students will systematically develop their ability to read and understand authentic works, express their ideas orally and in writing, and employ literary terms and concepts in analyzing content and style. 
Prerequisite(s): SLC-303 or SLC-304 or SLC-318 completed or waived per SLC-100 assessment.

SLC-397 Independent Study (0 credits)
Under the approval and direction of a faculty member, independent study is available to students.

SLC-400 Reflection/Spanish Immersion Experience (2 credits)
The student contracts with the instructor to fulfill one of three options or a combination thereof in order to improve her facility in communicating in a near native fashion with another people in their cultural setting. These options include participation in a Spanish language immersion or experimental program in the United States or abroad, or a period of residence in a country in which Spanish is the official language. 
Prerequisite(s): SLC-204 completed. Travel or immersion experience complete. Consent of instructor to enroll.
SLC-403 Advanced Grammar & Composition (3 credits)
In this advanced course, the student has the opportunity to observe and demonstrate standard use of the Spanish language. She interacts in Spanish using appropriate linguistic skills, and demonstrates quality and consistency in written performance, focusing on the integration of standard structural usage (including word forms and accents) and cultural idiom. For the bilingual native speaker, this course provides the opportunity to reexamine and refine patterns of usage in a variety of linguistic and cultural situations.
Prerequisite(s): SLC-303 or SLC-318 completed or waived per SLC-100.
This course requires 8-12 hrs of service learning in the community.
Fulfills SLC capstone requirement.

SLC-420 Spanish & Latin American Cinema (4 credits)
The course, taught entirely in Spanish, focuses on building written and oral language skills through cinema. Learning Spanish through cinema is an appealing and interactive way to connect with the society, culture, and history of countries throughout Latin America and Spain while learning the language. The course will review grammatical constructions through practical usage and present students with new vocabulary. In addition, students will refine their listening comprehension in Spanish as they actively explore, analyze and compare cultures. Students will enhance their written communication skills by writing essays and film reviews, their oral communication skills will improve with discussions, debates, and oral presentations. Students will also be introduced to filmic devices used in cinema, with emphasis on those popular among Latin American or Spanish filmmakers.
Prerequisite(s): SLC-303 completed or waived per SLC-100 Placement Assessment.

SLC-466 Hispanic Civilization (4 credits)
Offered in Spring Term only. The course is a focused study of significant aspects of Hispanic civilization in Spain, Latin America and the United States. Readings, class discussions and spoken and written work are in Spanish. Topics will rotate and may include: sociolinguistics, immigration and human rights, food in literature, medicine in literature, and Afro-Hispanic music and dance.
Prerequisite(s): SLC-303 completed or waived per SLC-100 Placement Assessment.

SLC-497 Independent Study (0 credits)
Under the approval and direction of a faculty member, independent study is available to students.
SPANISH/ENGLISH INTERPRETATION (SPI)

SPI-100 Bilingual Proficiency Assessment (0 credits)
This bilingual assessment is required of all students who wish to pursue a support in Spanish/English Health Care Interpretation. Students will be assessed for their reading, writing, speaking and listening skills in both Spanish and English. Students who are not successful in their assessment but show that with further work they have the potential for success on the assessment, would be required to take SLC-403 and successfully reassess before entering the program.
Prerequisite(s): A prerequisite to enroll in SPI courses. This test measures proficiency in written English and Spanish and reading comprehension. If necessary, students will be contacted for an interview to assess oral skills in both languages. Some Spanish experience and/or Spanish formal study needed. Placement assessment is taken in the Assessment Center Monday-Friday 8 am - 2 pm.

SPI-210 Intro Spanish/Eng Hlth Care Interpretatin (3 credits)
This course is primarily designed for the student in the Spanish/English Health Care Interpretation Support Area. It is also open to any bilingual Spanish and English student or professional who is interested in acquiring or further developing skills necessary to act as an interpreter in the health care field. This first course in the two course series will focus on the acquisition or expansion of a specialized vocabulary and technical terminology relevant to the field of health care interpreting. It will introduce the student to the prevalent modes of interpreting in health care which include the techniques of sight, consecutive and simultaneous interpretation. Students will develop improved listening skills required for effective interpreting as well as participate in drills that will help increase recall and short-term memory. This course will also address other parameters that affect effective communication in interpreter-mediated events such as the positioning of the interpreter, shifting register, his/her involvement or non-involvement, issues of confidentiality, advocacy, the interpretation of emotive and non-verbal language, as well as cultural issues.
Prerequisite(s): FA-110 or LA-230 completed; HUM-150 completed. CM-125 completed. For Spanish/English bilingual students. Students will be required to take SPI-100 Bilingual Proficiency Assessment. Test may be taken in the Assessment Center Monday-Friday from 8 am-2 pm.

SPI-310 Cultural Competence in Health Care (2 credits)
This course is primarily designed for students in the Spanish/English Health Care Interpretation Support Area. However, it is also open to any student interested in understanding the multicultural aspects of health care. The course focuses on the theoretical frameworks defining culture, cultural competence and cultural proficiency, examines the CLAS standards ( Culturally and Linguistically Appropriate Standards in Health Care) from the federal Office of Minority Health, discusses diversity and immigration in the United States, and present issues in the transcultural communication. The final portion of the course focuses specifically on the Latino culture and health care as it relates to the issues previously presented.
Prerequisite(s): One HFA-210 completed; Communication Level 3 ICM completed.

SPI-320 Spanish/Eng Interp Practice/Hlth Care (3 credits)
This second course in the two course series for students in the Spanish/English Health Care Interpretation Support Area will focus on aspects of interpretive theory and practice drills and simulations designed to approximate as closely as possible the challenges faced by medical interpreters. These simulations will incorporate sight, consecutive, and simultaneous interpretation drills from English to Spanish and vice-versa. These simulations will expose the student to a variety of interpreting settings that they might encounter: hospitals, clinics, doctors’ offices, mental health facilities, etc. They will use their developing expertise in Spanish health care terminology and their awareness of cultural issues in health care to analyze and respond to the interpretive issues raised in these settings.
Prerequisite(s): SPI-210 completed. Students will be required to complete a minimum of 8 hours of job shadowing outside of the regularly scheduled class time during the semester.

SPI-350 Ethics of Health Care Interpretation (3 credits)
This course is designed to prepare the student for the significant ethical challenges she will meet in her practicum experiences and in her profession. In this course students will examine the kinds of professional ethical issues most commonly encountered in the field of interpreting, and include in its outcomes objectives of impartiality, respect, confidentiality, role boundaries, professionalism, and advocacy.
Prerequisite(s): SPI-310 completed. SPI Capstone course.

SPI-360 Written Translation/Hlth Care Interpret (3 credits)
This course is designed for students in the Spanish/English Healthcare Interpretation Support Area. The course focuses on language skills necessary for translation, which is defined as the rendering of written text from a source language into a target language. Interpreting, however, consists of the oral rendition of a source language into a target language. Although the support focuses on the latter, there is an increasing demand for interpreters with strong translation skills, and students can adapt many of these concepts when working on translation in other disciplines. This course will review current grammar rules in English and Spanish, as well as present students with an opportunity to develop the ability to identify audience, style, tone and register, and the role each of these has in written communication. Through practice and an introduction to the challenges that translators face, students will problem-solve difficult linguistic constructions while refining their writing skills as they work to translate and edit medical texts from Spanish to English and English to Spanish within the framework of their role as a medical interpreter.
Prerequisite(s): SPI-320 completed. Course fee to cover cost of student membership to the Midwest Association of Translators and Interpreters. Students will complete a service learning project in this course.

SPI-397 Independent Study (0 credits)
Under the approval and direction of a faculty member, independent study is available to students.
**SPI-483 Health Care Interpreter Intern (2 credits)**
In this course, the student participates in field experience that allows her to further develop the skills that she has learned in the coursework completed as part of the Spanish/English Healthcare Interpretation (SPI) support area. She works under the direction of mentoring professionals in a health care setting to shadow and later interpret for patients during an individual field placement at a local health care organization. Students will meet with the instructor at different points during the semester, as well as complete reflective assignments. The student will effectively transfer the skills she obtained in the classroom to a real-world work environment.

*Prerequisite(s):* SPI-320 & SPI-350 completed. One Internship completed; departmental consent; confer with advisor prior to registration. Contact Internship Office for details and placement assistance. Course fee is for membership to Midwest Association of Translators & Interpreters. In addition to the 120 hour requirement at the internship site, students are expected to attend a hybrid seminar that will meet periodically online or in person during the semester. Check Moodle for more details.

**SPI-497 Independent Study (2 credits)**
Independent Study
SPE-600 Orientation-SPE Students (0 credits)
Orientation for persons beginning the SPE program who are not taking SPE-611. Check with your advisor.

SPE-611 Human Learning & Development (3 credits)
Students in this course work with a broad base of theoretical perspectives in developmental psychology as they are applied to the needs of the learner. Informed by these theoretical frameworks, students evaluate their application in diverse learning environments. Students build an understanding of the dynamic interaction between and among teaching, learning, and assessment in work with adolescents and young adults. They examine theories that address questions raised in the areas of development of cognition, emotion, and motivation as they apply to learners of various ages, cultural and socioeconomic backgrounds, and learning needs. They work with these theories in writing and analyzing case studies. Students examine and build on the perspectives of theorists such as Bronfenbrenner, Piaget, Vygotsky, Bandura, Perry, Kohlberg, Gilligan, and Gardner.

SPE-612 Gen Methods of Teaching Special Educat (4 credits)
Studying a variety of instructional models and learning theories, students plan and implement differentiated instruction and assessment, reflecting both the Wisconsin Model Academic Standards and the Wisconsin Teacher Standards. Students analyze multiple classroom settings to design model learning communities focused on student engagement and learning. They design, evaluate and use technology to enhance learning environments, and they address the teacher as professional by developing an initial philosophy of education. To provide an opportunity to apply their learning with regard to instructional design, students are assigned a minimum of 20 hours in a field experience in which they work with diverse middle and/or high school learners. Students will schedule a field experience requiring 2 hours a week.

SPE-614 Foundations of Special Education (4 credits)
Students gain an understanding of the historical, philosophical, and legal background of special education, through analysis of case studies that illustrate theory and practice related to the needs of exceptional learners. They consider special education issues related to diversity, equity, professionalism, public access, and political control, and explore the effects of state and federal laws, regulations, and litigation on students with CD, EBD, and LD. They also build skills necessary for working with paraprofessionals, parents, and other community members to support special needs learners in the least restrictive environment. Prerequisite(s): SPE-611 & SPE-612 or equivalent or permission of instructor.

SPE-615 Charac, Assmtn-Lrnrs With Disabilities (3 credits)
Students build a commitment to advocacy by learning about the characteristics of specific disabilities, with a particular emphasis on learning disabilities, cognitive disabilities, and emotional/behavioral disabilities. The developmental manifestations of the various disabilities are viewed and analyzed in relation to the development of a typical learner ranging from middle childhood through adolescence. Students look at the causes and etiologies of various disabilities, the impact of cultural and environmental milieu on the student and family, and the effects of medical interventions. They gain an initial understanding of intervention strategies to accommodate learning, behavioral, social, and emotional strengths and needs. Prerequisite(s): SPE-611 & SPE-612 or equivalent or permission of instructor.

SPE-620 Lang & Literacy Dev/Students W/Disabilit (4 credits)
This course provides an overview of the theoretical underpinnings for language and literacy practices, assessments, and methods of facilitating growth in students with learning disabilities. Students gain experience with designing, organizing, implementing, and assessing comprehensive literacy instruction for individuals with learning 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 learning 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. Prerequisite(s): SPE-611 & SPE-612 or equivalent or permission of instructor.

SPE-634A Tchg Adapt-Stds W/Learning Disabilities (4 credits)
Through learning experiences in the course and associated field placement experience, students build their knowledge base related to typical developmental patterns to explore the etiology and characteristics of learning disabilities, emotional/behavioral disabilities, or cognitive disabilities. They plan and implement academic and life skill learning experiences that are appropriate for the level of students in the field placement setting and support these students as they meet appropriately set expectations as defined in students’ IEPs. Concepts and techniques related to universal design, adaptive/assistive technology, and effective instructional practices for both regular and special education are infused into the design of learning experiences. Prerequisite(s): SPE-615 completed.

SPE-634B Tchg Adapt-Stds W/Emot & Beh Disabil (4 credits)
Through learning experiences in the course and associated field placement experience, students build their knowledge base related to typical developmental patterns to explore the etiology and characteristics of learning disabilities, emotional/behavioral disabilities, or cognitive disabilities. They plan and implement academic and life skill learning experiences that are appropriate for the level of students in the field placement setting and support these students as they meet appropriately set expectations as defined in students’ IEPs. Concepts and techniques related to universal design, adaptive/assistive technology, and effective instructional practices for both regular and special education are infused into the design of learning experiences. Prerequisite(s): SPE-615 completed.

SPE-634C Tchg Adapt-Stds W/Cognitive Disabilities (4 credits)
Through learning experiences in the course and associated field placement experience, students build their knowledge base related to typical developmental patterns to explore the etiology and characteristics of learning disabilities, emotional/behavioral disabilities, or cognitive disabilities. They plan and implement academic and life skill learning experiences that are appropriate for the level of students in the field placement setting and support these students as they meet appropriately set expectations as defined in students’ IEPs. Concepts and techniques related to universal design, adaptive/assistive technology, and effective instructional practices for both regular and special education are infused into the design of learning experiences. Prerequisite(s): SPE-615 completed.
SPE-635A Community Envir W/Learning Disabilities (3 credits)
With a special emphasis on classroom environment, the course focuses on elements that foster a successful learning experience for students with 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. Students analyze behavioral principles, including measurement of behavior, reinforcement strategies, 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.
Prerequisite(s): SPE-615 completed.

SPE-635B Community Envir W/Emot/Beh Disabilities (3 credits)
With a special emphasis on classroom environment, the course focuses on elements that foster a successful learning experience for students with 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. Students analyze behavioral principles, including measurement of behavior, reinforcement strategies, 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.
Prerequisite(s): SPE-615 completed.

SPE-635C Community Envir W/Cognitive Disabilities (3 credits)
With a special emphasis on classroom environment, the course focuses on elements that foster a successful learning experience for students with 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. Students analyze behavioral principles, including measurement of behavior, reinforcement strategies, 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.
Prerequisite(s): SPE-615 completed.

SPE-641 A Student Teaching W/Portfolio Assessment (4 credits)
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 candidates, prepare a folder that documents their proficiency in the ten Wisconsin Teaching Standards and the Alverno graduate education abilities. Student teaching is a full-time, full-semester commitment, based on the calendar of the local school.
Prerequisite(s): Praxis II & WI Foundations of Reading completed. AC-640 completed. Must register concurrent with SPE-675.

SPE-641B Student Teaching (5 credits)
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.
Prerequisite(s): Praxis II & WI Foundations of Reading completed. AC-640 completed. Must register concurrent with SPE-675.

SPE-675 Student Teaching Seminar-SPE (0 credits)
The student explores critical issues in education in meetings held during the student-teaching semester.

SPE-697 Independent Study (1 credit)
Independent Study
TEACHER EDUCATION PROGRAM TFA (EDT)

EDT-600 Orientation for EDT Students (0 credits)
This is an orientation for new Teach for America program.

EDT-604 Methods of Mathematics (3 credits)
Through this course, students become familiar with the national and state standards related to the teaching of mathematics in grades K-8 and develop strategies to teach mathematics for understanding.

EDT-608 Literacy in Middle Childhood (4 credits)
Students continue their study of the nature and process of reading. They 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 in emphasized, including spelling instruction, vocabulary, comprehension, and the integration of reading, writing, and language arts into the curriculum for developmental and fluent readers and writers. Students will further their knowledge of and experience with authentic assessment tools and procedures, developmentally appropriate practice vocabulary, comprehension and spelling instruction.

EDT-611 Human Development & Learning (3 credits)
Students 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. Students apply developmental and learning theory to support learning approaches appropriate to their target learning groups.

EDT-612 General Methods of Teaching (4 credits)
Students make links across current literature in education and instructional design, examining the connections between theories of multiple intelligences and ability-based learning. They explore constructivist approaches to curriculum design and examine the role of metacognition in learning. They apply frameworks from human development and learning to actual teaching environments. Students examine a range of cases, including their own teaching experiences, as they design approaches to effectively address the teaching and learning issues of the environments in which they work.

EDT-613 Field Experience (2 credits)
Field experience for EDT students.

EDT-621 Lit in Early Adolescence/Adolescence (3 credits)
Students study the nature and process of literacy development, including objectives, methods, materials and techniques for teaching literacy in adolescence, recognizing the range of student needs they may encounter, including those from whom English is a new language. Becoming aware of the key role of literacy in content area learning they develop a range of strategies to support students' reading skills, especially with regard to comprehension. In addition, they develop approaches to the integration of language arts across the curriculum. Students learn to interpret standardized assessment information as well as to develop meaningful classroom assessment of literacy.
Prerequisite(s): Praxis/Core completed Praxis II completed

EDT-622 Middle School Content & Methods (3 credits)
Students learn teaching strategies and assessment methods specific to their subject areas to respond to diverse early adolescent/adolescent learners. They develop inviting dispositions and articulate their educational assumptions and rationale for decisions regarding content and methodology. Using the Wisconsin Model Academic Standards as well as national standard for subject areas, students design effective lesson/unit plans. Students design learning opportunities that use disciplinary strategies to promote current student learning, achievement, and enjoyment. Students examine interdisciplinary approaches to teaching, learning and assessing in order to design interdisciplinary instruction with students from other subject areas. Drawing upon literature focused on teaching in their subject areas, students engage in professional discourse.

EDT-631 Teaching Exceptional Learners (3 credits)
Students in this course explore the range of factors that impact students' schooling both at the personal and structural levels. Building an understanding of the categories of students learning needs and the legal requirements for addressing those needs, they identify resources and processes that can support special needs learners in the classroom and the school building. The course focuses particularly on developing understanding and skill in adapting instruction to meet the needs of exceptional learners, with a special emphasis on the Individualized Educational Plan (IEP) process. In addition, students develop strategies to proactively engage parents/guardians, special education teachers and others in meeting learner needs.
Prerequisite(s): Praxis I/Core completed Praxis II completed

EDT-632 Curriculum, Instruction & Assessment (3 credits)
Students in this course learn to see the connections between large curricular goals and the assessment of student learning in the classroom. Working with content standards and ability outcomes, they explore the important concepts and skills their learners need to develop in a grade level or levels. 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 the concept of assessment-as-learning, which involves a formative approach, positive feedback and self assessment as means of guiding learning.

EDT-635 Teaching Arts/Science/Soc Stds Methods (4 credits)
In this course students will explore methods of teaching arts, science and social studies at the elementary school level. Drawing upon previous experiences in lesson and unit planning, students will incorporate science, health, social studies, and technological content knowledge with process skills and assessment strategies. Students will design integrated learning experiences based on appropriate frameworks linking science and social studies to other content areas including art, math and language arts.

EDT-641 Learning Organization & Social Change (3 credits)
Students 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.
Prerequisite(s): EDT-675 completed. Concurrent with EDT-750
EDT-651 Educational Inquiry: Research in Action (3 credits)
Students 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. Through their experiences with a small-scale action research project, they develop skills in conceptualizing researchable questions; designing research projects; collecting, analyzing, and interpreting data; communicating their findings; and identifying potential limits and benefits of their inquiry for their own professional practice and specific setting.

EDT-675 Student Teaching (2 credits)
The student explores critical issues in education in meetings held during the student-teaching semester.

EDT-750 Practicum (3 credits)
Students 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. Students 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 students, while also making links to broader questions. They prepare for the presentation of their inquiry in a conference setting.

Prerequisite(s): EDT-675 completed. Concurrent with EDT-641
TEACHING, LEARNING & ASSESSMENT (TLA)

TLA-600 Orientation for MAE Students (0 credits)
This is an orientation for new graduate students in Education who do not take TLA-611.

TLA-611 Ed & Hum Dev I: Understanding Learner (3 credits)
Students 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. Students apply developmental and learning theory to support learning approaches appropriate to their target learning groups. (e.g., elementary, middle, and secondary students, teacher colleagues, clients and staff in professional settings.)

TLA-612 ED & Hum Dev II: scholarship of Teaching (3 credits)
Students make links across current literature in education and instructional design, examining the connections between theories of multiple intelligences and ability-based learning. They explore constructivist approaches to curriculum design and examine the role of metacognition in learning. They apply frameworks from human development and learning to actual teaching environments. Students examine a range of cases, including their own teaching experiences, as they design approaches to effectively address the teaching and learning issues of the environments in which they work.
Prerequisite(s): TLA-611 completed or concurrent registration.

TLA-641 Learning Organization & Social Change (3 credits)
Students 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.
Prerequisite(s): For LTM students: LTM-641 completed. For SPE students: SPE-641. For other MA students: TLA-612 completed.

TLA-651 Educational Inquiry: Research in Action (3 credits)
Students 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. Through their experiences with a small-scale action research project, they develop skills in conceptualizing researchable questions; designing research projects; collecting, analyzing, and interpreting data; communicating their findings; and identifying potential limits and benefits of their inquiry for their own professional practice and specific setting.

TLA-697 Independent Study (4 credits)
Under the approval and direction of a faculty member, independent study is available to students.

TLA-750 Practicum (3 credits)
Students 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. Students 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 students, while also making links to broader questions. They prepare for the presentation of their inquiry in a conference setting.
Prerequisite(s): AC-653 completed. Current registration in AC-753.
THEATRE ARTS (TA)

TA-115 Fundamentals of Voice & Movement (2 credits)
In this studio/lab course, the student explores the potential of the human body. Focusing on techniques of breath control, relaxation, vocal production, and movement, she increases her self-awareness and expressive potential by expanding her personal repertoire of vocal and movement choices.
Prerequisite(s): Open to all students.

TA-210 Improvisation: Creative Approach Perform (2 credits)
The student experiences and examines improvisational techniques and structures from theater and dance/movement perspectives. She creates and analyzes her own classroom improvisations; she also examines and evaluates theater and dance works generated through improvisation.
Prerequisite(s): FA-110 or LA-230 completed; HUM-150 completed; CM-125 completed. Preference given to students required to take this course if enrollment exceeds limit.

TA-215 Dramatic Literature (3 credits)
Offered Fall Term only. Beginning with classical Greek drama and proceeding through contemporary plays, the student analyzes play scripts as a basis for articulating the relationships among theater, its historical context, and its cultural milieu.

TA-250 Musical Theatre: On Stage & Screen (4 credits)
In this studio-and-discussion class, students will study the most popular theatrical genre of the 20th and 21st Centuries—the musical. By analyzing scripts, libretti, scores and production practices, the students will explore the musical's evolution in terms of form and content. Using performance-based analytic frameworks, the students will investigate the relationship among spoken text, music, movement and visual production practices. Through cultural and historical analysis, students will explore how the musical reflects or envisions political, economic, and social realities. The students will also analyze how the medium of film has influenced the musical's development. These multi-dimensional analyses will assist students in making creative physical, vocal and music choices to present scenes from musicals in class.
Prerequisite(s): FA-110 & HUM-150 completed; CM-125 completed. Preference will be given to Major and Support area students required to take this course if enrollment exceeds limit.

TA-265 Fundmts of Acting On-Stage and Off (2 credits)
In this course, the student develops a method for approaching acting problems. Working on selected scenes, she experiences and examines the process of preparing for a role, creating a character, and presenting the character in performance.
Prerequisite(s): Open to all students.

TA-307 Selected Topics in Theatre (2 credits)
Selected topics in theatre covered.
Prerequisite(s): Students must work on departmental production--as a cast member or member of a production crew.

TA-310 Cont Theatre: Silenced Voices Heard (2 credits)
In this course, the student studies play scripts and performances as a basis for analyzing contemporary theater with a special emphasis on playwrights who speak for groups who have previously been silenced in the theater—e.g., women, Latino-Americans, African-Americans, gays, and other populations. In so doing, she simultaneously explores her own moral and aesthetic assumptions and the theater's potential for engendering cultural change.
Prerequisite(s): One Communication Level 3 ICM completed; one course in HFA-210 elective completed.

TA-340 Introduction to Directing (3 credits)
Offered Fall Term only. The student develops strategies for approaching the challenges and problems of the directing process. She analyzes scripts, develops production concepts, practices staging techniques, and explores methods of collaborating with actors and designers. Based on her personal goals, each student selects a short scene, develops and implements appropriate production strategies, collaborates with actors in rehearsal, and presents the scene in class.
Prerequisite(s): TA-265 completed. Offered in Fall terms every other year.

TA-355 Creative Drama (3 credits)
Creative drama uses process-oriented, non-exhibitionist activities as a basis for examining human experience. This course emphasizes the fundamentals of creative drama, focusing on philosophy, dramatic materials, and guidance. The course provides the student with opportunities to explore connections between drama and human development and to participate in and lead activities.
Prerequisite(s): ED-201 completed.

TA-397 Independent Study (2 credits)
Offered Spring Term only. Under the approval and direction of a faculty member, independent study is available to students.

TA-440 Advanced Directing (3 credits)
This course extends the beginning director's experience in theater. While studying directing from a variety of historical and theoretical perspectives, each student directs, designs, and presents a one-act play or original theater piece in performance. She addresses problems relevant to planning, management, and administration.
Prerequisite(s): TA-340 completed.

TA-490 Seminar: Collaboration in Performance (2 credits)
Offered Spring Term only. The focus of this course is the collaborative creation of an original interdisciplinary work. Students from a variety of arts disciplines share their skills and perspectives as they explore issues and themes of common choosing. Using a workshop process, they give form to a performance that is publicly presented as the end of the semester.
Prerequisite(s): Offered Spring Term only.

TA-497 Independent Study (2 credits)
Offered Spring Term only. Under the approval and direction of a faculty member, independent study is available to students.
WE-101 Body Toning (1 credit)
Join this class if you want to become more physically active. You will learn the basic components of physical fitness, implement those components into your everyday living, develop a personal fitness plan and set fitness goals.

WE-112 Sport & Leisure (1 credit)
We will be covering numerous sports (e.g., volleyball, basketball, badminton, pickle ball and soccer) along with many leisure games (e.g., ladder golf, ultimate Frisbee, disc golf, bags and bocce ball). If you want to learn the rules and how to play the various games and become an expert for that next picnic or family event, this is the class for you! Come out and HAVE FUN!

WE-113 Weight Training (1 credit)
This course is designed to provide students with an introductory knowledge base in topics pertaining to strength training. The course will enable students an opportunity to experience a variety of strength training techniques in conjunction with general conditioning principles.

WE-120 Bosu Fit (1 credit)
Use the Bosu Ball for a full body workout that includes cardio, toning and balance.

WE-121 College Life 102: Leadership (1 credit)
Developing and identifying leadership skills in college can help you for years to come. Learn about basic leadership theories, campus leadership opportunities, and applying leadership skills in a collegiate setting and beyond.

WE-122 Skinny Jeans Class (1 credit)
Learn a variety of ways to exercise to get a full body workout. Emphasis is on strengthening the core of your body in a safe manner. A variety of equipment will be used and provided. No experience necessary.

WE-123 Meditation 101: Simple Silence (1 credit)
Meditation is practiced around the world, by people of diverse nationalities, faiths and cultures. Many who do not claim any particular religious tradition still practice the discipline of meditation. Various forms and techniques of meditation will be presented and practiced.

WE-124 From Campus to Career (1 credit)
This course is a dynamic, interactive course with personal assessments, hands-on projects and guest presentations designed to help you to: enhance your self knowledge and vocational direction — increase your sense of self reliance, confidence and competence — plan for a future which offers personal meaning & reward — develop your ability to effectively make important decisions — recognize the promise of your potential

WE-125 Concepts of Health & Wellness (2 credits)
This course will explore the concept of health/wellness, at personal, community, state, and global levels. Using theories, frameworks, and models, this course will highlight population health and the role of the nurse. Key concepts will include a focus on health promotion, disease prevention, and cultural awareness.

WE-126 Personal Budgeting (1 credit)
Learn how to better manage your income and expenses by developing and using a personal budget. Topics include ideas for increasing your income, reducing and controlling your expenses, decreasing stress in managing money, and setting financial goals. We will also discuss making good decisions on credit cards, insurance, auto expenses, health care, and saving.

WE-127 Stress Management (1 credit)
You will learn different techniques to develop your resilience to everyday stress. We will explore what personal situations create stressful responses for you and how to develop stress resilience through various activities such as guided imagery, values clarification, energy exercises, breath work and acupressure points.

WE-129 Yoga-Lates (1 credit)
In this introductory course, Yoga and Pilates are combined in a core ritual to assist you to build confidence, tone your abs, strengthen your muscles from head to toe and remove tension from your body.

WE-131 Learning & Study Strat/Successful Studen (1 credit)
This course will teach strategies and processes that you can use to be successful in your classes including time management, learning and study strategies, concentration and listening strategies, and preparing for and taking assessments. In addition, the class will explore how motivation, attitude, interpersonal skills, and anxiety can help or hinder you in your college studies.

WE-132 Lose Weight From Inside Out (1 credit)
We already know what to eat, what not to eat and that moving our bodies is essential. Yet our motivation and resolve seem to leave us before our goal is reached. If you are seriously committed to adapting a new way of living that enhances health, vitality, and empowerment which includes weight loss, this class is for you. In this class you will: Learn about what sabotages your efforts and develop strategies to deal with it. Become more in charge of what, when, why and how you eat, and take back the control from food. Explore psychological and spiritual tools that allow you to change perceptions and beliefs about yourself, your body, and weight loss. Begin to live a life of freedom with new self-esteem, creating a life of vitality, health, creativity, and joy.

WE-133 Discover Your Strengths (1 credit)
Using the Strengthsfinder instrument, discover your top five strengths and learn how working with your strengths in college will help you to navigate your educational experience, recognize the strengths of others, handle challenges and select your career path. Understanding and utilizing your strengths leads to an improved sense of confidence as well as career and life satisfaction.

WE-134 Developing Stress Resilience (1 credit)
Learn different techniques to develop your resilience to everyday stress. We will explore what personal situations create stressful responses for you and how to develop stress resilience through various activities such as guided imagery, values clarification, energy exercises, breath work and acupressure points.

WE-135 Developing Stress Resilience (1 credit)
Learn different techniques to develop your resilience to everyday stress. We will explore what personal situations create stressful responses for you and how to develop stress resilience through various activities such as guided imagery, values clarification, energy exercises, breath work and acupressure points.

WE-136 Introduction to Peacemaking Circles (1 credit)
We live in a very fast paced world and college can often create stressors when we are trying to balance all that life hands us. Inevitably, we encounter conflicts with others and we experience harm. To that end we are always searching for ways to resolve conflicts, hopefully, without creating more harm. The peacemaking circle is a process that enables us to create a safe space to communicate with others. - builds on the ways that indigenous peoples engaged in a ceremonial process to bring balance and repair harm. - strives to create bonding and respectful relationships with all who sit in the circle. - uses a talking piece to enable everyone’s voice to be heard. Come sit in the round to share and take a deep breath!

WE-137 Test-Taking Strategies/Nursing Student (1 credit)
Do you have a process for answering questions on your nursing assessments, or do you just quickly read the question and scan the answers for what seems to be the best fit? Do you understand course content and still struggle on assessments? This course will give you an opportunity to learn and practice test taking strategies, including analyzing test questions and responses, identifying key words, and reducing anxiety.

Prerequisite(s): N-250 completed.
WE-138 Making Connections, Building Relations (1 credit)
Participate in discussions related to the history and impact of racism, internalized racism, civility and respect while exploring your background, assumptions and how you interact and problem solve in challenging situations. You will build resources and tools while developing supportive social networks.

WE-139 Basic Exercise & Strength Training (1 credit)
This class will focus on very simple exercises to increase cardiovascular conditioning and strength. The cardiovascular portion will use HIIT training which is a high intensity, short intervals lasting 3 minutes. The strength portion is designed to elicit a quick increase of strength tone and muscle definition. You will experience an increase in overall physical conditioning, muscle tone and shape. The equipment used in class will be BOSU, body weight and jump ropes. No previous experience needed and modifications and progressions will be made for individual success.

WE-140 Beginning Yoga (1 credit)
You will learn the basic fundamentals of yoga and 15 yoga poses. This class will not incorporate vinyasa flow between poses. It is a slow paced class that focuses on the breath and holding the poses and ending with a guided Savasana and meditation. Students will need to bring a yoga mat.

WE-141 Pilates (1 credit)
You will learn the basic fundamentals of Pilates and the 12 beginning exercises. This class is designed to increase breath awareness, improve posture and develop core strength and muscle tone of the arms and legs.

WE-142 Body Rock XFIT (1 credit)
Body Rock will simulate the same exercises that professional athletes perform, giving you that sculpted lean look you always wanted. It is specifically designed to blast fat and build muscle all in one work out. Through a challenging circuit combination of cardio and core strength exercises you will get a total body workout in just 50 minutes. Open to all fitness levels and exercise modifications will be made. No equipment needed, strength exercises performed with body weight only.

WE-143 Medication Dosing: Must Know Math/Nurses (1 credit)
In this course, students will learn the mathematics required to accurately dispense medications. This will include exposures to physical representations of various measurement units that nurses commonly encounter in their practice. While students learn the frequently used abbreviations, conversions, approximations, calculations and rounding in dosing, strategies for maintaining accuracy and attention to detail will be emphasized. Genres of calculations will include weight based, flow rate and injection computations.
Prerequisite(s): Open to Nursing students

WE-144 Zumba (1 credit)
Latin inspired cardio-dance workout that uses music and choreographed steps to form a fitness party atmosphere. While many of the types of dance and music featured in the program are Latin American inspired, classes can also contain everything from jazz to African beats to country to hip-hop and pop.

WE-145 Cardio Circuit Boot Camp (1 credit)
Ultimate cardio and body sculpting workout burning fat and building strength. Using alternating timed circuits of cardio and weight training, you will maximize strength and firm your entire body, while burning up to 400 calories in 50 minutes. Open to all fitness levels. Exercise modifications will be made.

WE-146 Strength Training & Athletic Conditioning (1 credit)
Designed to enhance your body's natural athletic abilities, you will focus on strength, power, core stability, balance and coordination through a combination of aerobic and anaerobic exercises. Burn fat and calories while building essential strength and power for the ultimate athletic performance.

WE-147 8 Great Milw Wellness Walks (1 credit)
Students will participate in a minimum of six walks around Milwaukee County. Locations will include parks, river ways, the lakefront and neighborhoods near the campus and their homes. Together, we will explore the natural and cultural history of Milwaukee. We will also emphasize walking as a form of physical exercise, stress release, social interaction and community building. Physiology and psychology will intersect with environmental education as we explore our surroundings on foot.

WE-148 R. I. P. P. E. D (1 credit)
Resistance, Intervals, Power, Plometrics and Endurance: This total body, high intensity style program utilizes free weights and resistance to burn calories. This class is tough yet doable. It will challenge your levels of fitness and endurance.

WE-149 Leading in Service (1 credit)
This class will expose students to experiences, theories and examples of "servant leadership." It would allow students to "practice" service and see "Models of Service" through the eyes of those who made it their life's work, such as Martin Luther King, Jr., Mahatma Gandhi, Nelson Mandela, Dorothy Day, Francis of Assisi as well as countless others within the Milwaukee community. Students will participate in attending 3 St. Ben's Meal Programs and 4 classroom sessions.

WE-150 Making Spirituality Relevant (1 credit)
Students will use short reflections on topics as a basis for open discussion about spiritual issues and faith.

WE-151 As Seen on TV! Current Fitness Workouts (1 credit)
This class is a combination of today's popular fitness workouts including: P90X, Insanity, Jillian Michael's Kickbox, Crossfit and more. Each workout offers a different style of exercise keeping the clean fun and fresh! Throughout the section you will learn exercises that focus on fat/calorie burn, muscular endurance, core stability, balance and coordination.

WE-152 Peer Education @ College (1 credit)
Develop your skills common to students in leadership positions on campus, including the Residence Halls. Topics include: Programming from idea plannint to evaluation, time management, stress management, leadership skills/theories, careers in higher education, student development theory, and hot topics in higher education.

WE-153 Arts Alive-Milwaukee After Dark (1 credit)
This 1-credit wellness class will explore the arts scene around Milwaukee. Practice your social and cultural wellness by seeing three different performances, and learn more about what Milwaukee has to offer. Students must provide their own transportation to and from the performance space. The beginning of each class will start at Alverno with brief classroom discussion/instruction, and then re-locate to a designated performance space. The instructor will choose the performances and handle all ticket purchases. Needs a minimum of 10 students registered (for group discount pricing) o Registration cut-off point should be Aug. 14 for ticket purchasing purposes. Course fee of $90

WE-154 Alverno Gospel Choir (1 credit)
Alverno Gospel choir
WE-155 Beginning Crochet Your Stress Away (1 credit)
Learn the basics of crochet including the stitches, types of yarn, hook choices and pattern reading. Projects will include a washcloth, a scarf, coasters along with a project of your choice.

WE-156 Intro to Reiki (1 credit)
This course introduces students to the practice of Reiki. Reiki is a Japanese technique for stress reduction and relaxation that also promotes healing. It is administered by "laying on hands" and is based on the idea that an unseen "life force energy" flows through us and is what causes us to be alive. If one's "life force energy" is low, then we are more likely to get sick or feel stress, and if it is high, we are more capable of being happy and healthy. At this introductory level students will learn about the history of Reiki, meditation practices, and how energy centers (called chakras) work in our bodies.

WE-157 Empowerment of Self: Ancestors (1 credit)
The negative effects of racism can be mitigated with a ritual connection to an individual's ancestry. The process of constructing a sacred space for your ancestors descends from a spiritual concept from historical West African cultural traditions and is intended to promote cross cultural understandings.

WE-158 S.O.A.R. to Healthy Habits (1 credit)
S: simple nutrition O: on-going support A: active lifestyles R: real life and health balance In this course the student will learn a simple approach based on key nutrition basics, exercise body in balance by using the following keys: Focusing on body fat percentage rather than body weight. Setting measurable, motivating goals (short and long-term, internal and external). Following a customized, efficient, diverse exercise plan that makes you feel energetic and strong. Harnessing the powers of sleep, water, and stress management, all in perfect sync to optimize your body's performance. Pre and post fitness testing and online wellness coaching via (www.loseit.com)

WE-159 Book Club (1 credit)
We will explore different book titles.

WE-160 Professional Use of Social Media (1 credit)
This course instructs students about the professional use of contemporary social media, such as Facebook, Twitter, LinkedIn, and Google Plus. The appropriate use of these communication tools in order to stay connected to friends and family versus presenting oneself as a candidate for employment will be covered.

WE-161 Advanced Crochet Stress Away (1 credit)
Learn more advanced stitches of crochet. Projects will include baby booties and hat, a shawl or sweater and a project of your choice.

WE-162 Crunch Time Fitness (1 credit)
Throughout the class students will participate in workouts that require no equipment and very little time. Workouts will change every class to keep things fresh. By the end of the course students will be able to design their own at home workout to stay in shape when they just don't have time to get to the gym!

WE-163 Flourishing @ Alverno (1 credit)
This class will focus on enhancing personal well-being through self-reflection and interactive group activities. We will cover the following topics: acceptance, autonomy, sense of belonging, managing responsibilities to self and others, personal growth, and making sense out of the world in which we live.

WE-164 Wellness Yoga Mix (1 credit)
WELLNESS YOGA MIX combines the practice of asanas (yoga poses), with pranayama (breathing), a good sense of humor and a dash of creativity! We will use yoga to align the spine and contribute to positive postural habits. Muscles will be strengthened and lengthened which will protect the body's joints. Unwanted tensions will be released with the goal of unifying the breath with body moves. We will use a thematic approach to enjoy, release, renew and awaken.

WE-167 Independent Study (1 credit)
Wellness Independent Study course
WOMEN'S & GENDER STUDIES (WGS)

WGS-200 Intro to Women's & Gender Studies (4 credits)
This course has been designed to provide students with a solid grounding in theory, research and practice issues related to women's and gender studies. It will serve as the foundational course for the WGS program. This course will be a place to create a community of learners invested in women's and gender issues. It will introduce students to the Research Center for Women and Girls, other community resources and key faculty who will be teaching in the program. It will also prepare students to apply feminist frameworks to their major disciplines and/or support areas and to recognize and formulate important questions from a women's and gender studies perspective.
Prerequisite(s): CM-120 and FA-110 and HUM-150 completed

WGS-297 Independent Study (4 credits)
The student selects a topic in Women's & Gender Studies related to her career goals and, under the direction of a Women's & Gender Studies faculty member, investigates that topic in depth.

WGS-306 Gender Diversity (3 credits)
In this course, students explore the social construction of gender around the world. To gain a better understanding of the ways that societies understand and respond to gender, students examine the methods that societies use to encourage gender conformity and discourage gender non-conformity. After looking at these issues in the United States, each student chooses a country and researches how people operate within that country's gender system. Finally, students will articulate the human rights issues that are associated with efforts to control and limit expressions of gender diversity.
Prerequisite(s): Communication Level 3 ICM completed. Analysis Level 3 completed. Social Interaction Level 3 completed. Dev a Global Perspective Level 2 completed. Effective Citizenship Level 2 completed.

WGS-397 Independent Study (4 credits)
The student selects a topic in Women's & Gender Studies related to her career goals and, under the direction of a Women's & Gender Studies faculty member, investigates that topic in depth.

WGS-399 Formal Introduction to Advanced Work (0 credits)
The Advanced-Level Event marks a significant accomplishment for each student as she proceeds into the work of her major department. When a department determines that a student is ready for advanced work within a discipline, the student is invited to participate in a ceremony that is both a celebration and an explanation of future requirements of the major and support areas. She registers for this experience at a point determined by her major department: for most majors the registration is connected to the taking of a particular course. Students and faculty gather for an afternoon during Mid-semester Assessment Days. Following a general program, students meet in departmental sessions with their faculty to discuss advanced outcomes, department courses, advising procedures, and so on.

WGS-483 Advanced Internship Seminar (2 credits)
Based on her personal, academic, and professional goals and interests, the student does individual fieldwork at a job setting related to women & gender studies applications.
Prerequisite(s): Departmental consent, confer with advisor. Contact Internship Office for details and placement assistance.

WGS-491 Senior Seminar (4 credits)
Senior seminar for Women's & Gender Studies majors.
Prerequisite(s): WGS-200 completed; two Communication Level 4 ICM completed., WGS-306 & PL-410 completed or concurrent registration.

WGS-497 Independent Study (4 credits)
Independent Study
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