ALVERNO COLLEGE MISSION & PURPOSE

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

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

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

1. Creating a curriculum
2. Creating a community of learning
3. Creating ties to the community
4. Creating relationships with higher education
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Alverno College is a four-year, liberal arts, independent Catholic college for women, located in Milwaukee, Wisconsin. Chartered in 1887, the college offers weekday and weekend (every other weekend) undergraduate programs, as well as graduate programs for women and men.

A century of teaching advancements
Among educators, Alverno’s fame stems from the teaching and curriculum changes it implemented in 1973. In that year, the college instituted its “ability-based” curriculum, now regarded as one of the most effective approaches to education in use today.

This highly individualized, performance-oriented approach to teaching and learning did not come to the faculty like a bolt out of the blue. It grew out of Alverno’s long history of dedicated teaching.

A tradition of seeking a better way
The college traces its history to 1887, when the School Sisters of St. Francis founded a school in Milwaukee to provide better preparation for teachers. In the forty years that followed, the School Sisters added a music conservatory and nursing program on the grounds of the teachers college, and the three schools prospered side by side.

Proximity, common sponsorship, and a desire to strengthen teaching in each of the schools made a merger inevitable. As a unified institution, the three schools could create a strong core of courses in English, history, philosophy, religious studies, science, and the behavioral sciences — subjects that bring students face to face with the questions of human purpose and meaning. A merger meant not just a common administration but a comprehensive curriculum.

The three united as Alverno College in 1946, creating a four-year liberal arts college for women. The name comes from a mountain in central Italy where, legend has it, St. Francis of Assisi often retreated for reflection and learning.

For its first president the newly unified college chose Sister Augustine Scheele, a practical, visionary educator who had headed the teachers college prior to the merger. Under her 22 years of leadership, the college tripled its enrollment and created the 46-acre campus that is the college’s current home. Faculty and students moved to their new home in August 1953. Young women from throughout the Midwest continued to beat a path to its highly regarded classrooms, raising enrollment from 501 in 1953 to 1,471 in 1965.

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 restructured 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 timelessly 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 (see p. 7). 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.

**Diagnostic Digital Portfolio**

The Diagnostic Digital Portfolio is a web-based electronic tool created at Alverno to aid the student’s development as a learner. It is a way to store and have more accessible in an anytime/anywhere format the criteria she needs to meet, the feedback she receives, and her self-assessments from courses, internships, and external assessments.

It is also a process — a means for the student to look back over her academic work and her volunteer and paid work, reflecting on how she has developed and making plans for future development. At graduation, and as needed before graduation, she can use selections from her own digital portfolio to build an electronic résumé.

**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.
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.
Introduction to Alverno’s Curriculum

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 multicultural 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 in Education, Master of Business Administration, Master of Science in Community Psychology, and Master of Science in Nursing. A list of degree programs appears on pp. 23-24.
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). (This item is not needed for international students; see below.)

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.

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The Admissions Office may request additional credentials in some cases.

(1) For information on the ACT, visit www.act.org or see your high school guidance counselor.

(2) For information on the SAT, visit www.collegeboard.com or see your high school guidance counselor.

(3) Proof of English language proficiency is required.

(4) Based on previous academic history, some applicants may be asked to complete the Communication Placement Assessment (see p. 12) as part of the application process.

(5) Alverno College welcomes high school juniors and seniors to experience college academics while still enrolled in high school through the State of Wisconsin Department of Public Instruction’s Youth Options Program. This program, open to women and men, gives students the chance to earn college credits at a reduced tuition rate while still in high school. A range of possible courses and timeframes is available from the Admissions Office. Students interested in this program should call the Alverno Admissions Office at 414-382-6100 for more information.

Students enrolling in the Youth Options Program must submit a Youth Options application, an official high school transcript indicating a minimum 3.0 GPA, and a letter of recommendation from a principal, counselor, or teacher. Students must meet with an Alverno College admissions counselor and submit all appropriate forms by August 1 for the fall semester or December 1 for the spring semester.
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) (See p. 12.)
- 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.
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. 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. 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/).
**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. She can complete:

- a major area of study and two support areas;
- two major areas of study; or
- a major area of study, a support area, and the Elective Studies option if she qualifies for it.

A student with a broadfield major completes the requirements for a support area or for the Elective Studies option in addition to those for her major.

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.

**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.”

**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.

**Alverno on the Weekend**

Alverno on the Weekend is an opportunity for women of all ages to earn a degree. Classes are held every other weekend during the fall and spring semesters. A full-time student can complete a bachelor's degree in four years, just as in the weekday program. For more information, visit the Alverno College website at 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; and Master of Science in Nursing. For more information, visit the Alverno College website at alverno.edu.

**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

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
Financial Policies

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:

- Monthly payment by cash, check, or credit card. To offset administrative expenses, there is a $50 service fee for this option.
- Monthly payment by ACH. There is no service fee for this option. 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>
General Education and Your First Two Years

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.

The knowledge that a student needs for mastery of the eight abilities includes history, English, philosophy, religious studies, arts, sciences, mathematics, psychology, and social science. 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.

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.

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. Some students who bring in previous college work take the Liberal Learning for Transfer Students course (LA 230).

A student takes two introductory arts and humanities courses (FA 110, HUM 150) 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 101), social science (SSC 101), and behavioral science (BSC 215) are taken in the first year to promote advancement of these abilities as well.

All first-year students also take a course in mathematics (CM 156Q) and courses that integrate writing, speaking, and other communication abilities (CM 110, CM 112). 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.

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.
### Required general education courses and external assessments

The following general education courses and external assessments are required of all Weekday College students. (The number in parentheses is the number of credit hours.)

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ADV 299</td>
<td>Intermediate-level Event</td>
<td>0</td>
</tr>
<tr>
<td>BSC 215</td>
<td>Small Group Behavior</td>
<td>2</td>
</tr>
<tr>
<td>CM 110</td>
<td>Integrated Communication Seminar 1: Exploring Boundaries</td>
<td>3</td>
</tr>
<tr>
<td>CM 112</td>
<td>Integrated Communication Seminar 2: Continuity and Change</td>
<td>1</td>
</tr>
<tr>
<td>CM 156Q</td>
<td>Mathematical Connections</td>
<td>2</td>
</tr>
<tr>
<td>CM 212</td>
<td>Integrated Communication Seminar 3: Strategies and Sources</td>
<td>2</td>
</tr>
<tr>
<td>FA 110</td>
<td>Introduction to the Arts</td>
<td>4</td>
</tr>
<tr>
<td>LA 230</td>
<td>Liberal Learning for Transfer Students</td>
<td>3</td>
</tr>
<tr>
<td>GEC 300</td>
<td>One course in the series Citizenship in a Global Community</td>
<td>3</td>
</tr>
<tr>
<td>HFA 210s</td>
<td>Two Humanities and Fine Arts courses at the 210 level</td>
<td>2, 2</td>
</tr>
<tr>
<td>HFA 310s</td>
<td>Two Humanities and Fine Arts courses at the 310 level</td>
<td>2, 2</td>
</tr>
<tr>
<td>HUM 150</td>
<td>Expressions and Interpretations of Human Experience</td>
<td>4</td>
</tr>
<tr>
<td>PPS 129</td>
<td>Preprofessional Seminar: Preparing for a Professional Career</td>
<td>1</td>
</tr>
<tr>
<td>PSY 101</td>
<td>General Psychology</td>
<td>4</td>
</tr>
<tr>
<td>SSC 101</td>
<td>Introduction to Social Science</td>
<td>4</td>
</tr>
<tr>
<td>AC 151</td>
<td>Initial Social Interaction Assessment</td>
<td>0</td>
</tr>
<tr>
<td>AC 309</td>
<td>Mid-program General Education Assessment</td>
<td>0</td>
</tr>
</tbody>
</table>

7-8 credits of mathematics and/or the natural sciences, including one laboratory science course.
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

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.

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.
## Overview of Undergraduate Academic Programs

<table>
<thead>
<tr>
<th>Bachelor Degree Programs</th>
<th>Major</th>
<th>Support Area</th>
<th>Program of Study</th>
<th>Associate of Arts</th>
<th>Licensure Program for Teaching</th>
</tr>
</thead>
<tbody>
<tr>
<td>Adult Education p. 42</td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>Art (Studio Art) p. 60</td>
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<tr>
<td>Art Education p. 44</td>
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<td>EC-A</td>
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<tr>
<td>Art Education/Art Therapy p. 48</td>
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<td>EC-A</td>
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<tr>
<td>Art History p. 63</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>EC-A</td>
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<tr>
<td>Art Special Education</td>
<td></td>
<td></td>
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<td></td>
<td>EC-A</td>
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<tr>
<td>Art Therapy p. 52</td>
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<td></td>
<td>EC-A</td>
</tr>
<tr>
<td>Asian Studies p. 65</td>
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+ = Support area for EC/MC and MC/EA
* Courses offered in Alverno on the Weekend
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.

Major Equivalency Programs
(open to women and men)

An individual who wants more depth in a subject area may complete a major (or support area) equivalent. In this situation, the student does not complete additional general education courses but focuses only on courses within the major or support area. Any Alverno on the Weekend major or support area is available as a major equivalent in the weekend timeframe. Majors and supports offered in the weekday program are not available during the weekend for major equivalency study.

Tuition for weekend major and support area equivalents is 50% of regular Alverno on the Weekend tuition on a space-available basis. Tuition for weekday major equivalents is the same as regular weekday tuition. Please call the Admissions Office at 414-382-6100 for more information.

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.
Options Following the Bachelor’s Degree

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
  - complete LA 100 and LA 126 in Alverno on the Weekend or LA 230 in Weekday College or equivalent substitutes
  - complete courses needed for the major area of concentration
  - do NOT declare a support area
  - may pursue 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 support area
  - may pursue 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
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.

Special schedule for new students

A special one-day schedule for new students begins the first semester. Here, the student gets to know the college curriculum and campus, and meets administrators, faculty, and students.

During this schedule, the student also meets the student who will be her peer advisor for her first semester at Alverno.

The first year and beyond

In her first semester, 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 options, social-interaction skills, and the wide array of opportunities on campus. In her second semester, she explores various majors and career options.

Throughout her first year, the student continues to work with her advisor. She regularly reviews her assessment results with them, to help her keep moving toward the goals she has set. Each semester they also work together to map out her learning plans for the next semester.

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 • Arts at Alverno

**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 five 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.

**Arts at Alverno**

**Alverno Presents performing arts series**

The vision for Alverno Presents is to produce a performing arts series of the first tier that is rigorously curated to achieve an unquestioned level of recognition, vitality, and excellence. Alverno Presents seeks a programming mix of provocative high art and “smart” popular art, to create a series in which it is readily evident that each artist is presented as part of a larger and ongoing conversation about what is new, exciting, and most valued in world culture in the 21st century.

**Art and Cultures Gallery**

The Art and Cultures Gallery provides a welcoming environment in order to enrich the cultural lives of Alverno students and the Milwaukee community as it presents a wide variety of visual-arts experiences.

The gallery serves as a professional exhibition space for showcasing art by local and national artists. This on-campus space also offers Alverno students the opportunity to exhibit their work through juried exhibitions and senior shows (graduating senior events). Opening receptions, which are free and open to the public, provide opportunities to talk with exhibiting artists. The gallery is used as a resource for many Alverno courses, and the gallery director is available to discuss the artwork and gallery with visitors.

Staffed by students under the guidance of the director, the gallery offers them experience and insight into the behind-the-scenes workings of an art space.
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/

Bookstore and A-store

The Alverno Bookstore is your resource for accurate course materials, including new and used texts, in-store and online textbook rental, study guides, and reference books.

The A-store, located adjacent to the new Commons, is Alverno’s one-stop shop for all school logo merchandise, including a full line of women’s and men’s clothing, athletic apparel, alumnæ items, and items for the whole family, including moms, dads, and kids. The A-store also carries a large selection of school supplies and gift items featuring the Alverno College logo.

Need a graduation gift? The A-store has custom frames and invitations. You can also order class rings and other graduation-related merchandise through the A-store’s webpage. Need a calculator or tablet? You’ll find a full line of electronics for coursework and personal use. Hungry? The A-store has a wide assortment of healthy snacks and candy options. You’ll also find sundry items, greeting cards, general office supplies, and bus passes and tickets. The A-store also provides fax service.

Visit the A-store webpage at alverno.bkstr.com for information on course materials, book rental, book buyback, store hours, and special events. You can also order and reserve course materials. Plus many of the clothing items, logo gifts, and supplies are available through the webpage. You’ll find contact information there too.
Student Affairs

Developing the whole self
As an integral part of the learning experience at Alverno, the Division of Student Affairs creates an environment that supports all dimensions of a student’s life, including the emotional, spiritual, physical, occupational, intellectual, and social aspects. Students learn with their whole selves, so their learning environment is the whole college, not just the classroom.

Centrally located and staffed by professional staff and students, the Office of Student Affairs works with students, faculty, staff, and the community to deliver programs and services designed to enhance the student experience. Serving as the information hub on campus, the Office of Student Affairs supports students, faculty, and the surrounding community by:

- communicating College policies and procedures
- advocating for students when appropriate
- serving as a resource and providing information about the College and campus
- assisting with student grievances, behavior issues, sexual assault, harassment, violence, and crisis prevention
- providing leadership and support for the departments within Student Affairs.

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 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 Institute of Management Accountants, Student Chapter
- Alverno Student WI Education Association
- Artourage (visual arts)
- Association for Women in Communication
- Club Clio (history)
- Enactus (business)
- Global Studies Club
- Music Therapy Club
- Pre-Professional Women of Alverno
- Psych Forum
- Society for Human Resource Management

Multicultural
- Black Students United
- C.H.I.C.A. (Latina organization)
- Muslim Student Association
- Women of Asian Ethnicity
- World Languages Club

Special interest
- Alverno College Democrats
- Alverno College Loves Animals
- Alverno College Republicans
- Alverno Inferno Dance and Cheer Teams
- Circle K (service)
- Co-Exist
- Gay–Straight Alliance
- Lights! Camera! Soul! (theater)
- R.A.I.S.E. (builds awareness of homelessness)
- Team Green

Student publications
- Alverno Alpha (online campus newspaper)
- 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, Winter Formal, 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 advisors, orientation 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. Weekday College peer advisors work with the Advising Office to help first-semester students adjust to the college environment. They must have attended Alverno for at least two semesters and be in good academic standing. Similarly, orientation 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. And community advisors, sponsored by the Residence Life department, serve as resources, peer counselors, and program planners in the residence halls. Finally, students can also work as ushers for Alverno Presents and attend performing arts events for free!
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 is open late every weeknight and 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, Bosu ball, 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, from ballet, jazz, and tap dance 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. To learn more or to become a member, stop by the Fitness Center and speak with a staff member.

Counseling and Health Services

The offices 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 counselor 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 La Verna Commons, 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. The Commons 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.milwaukeecollegelife.com; www.milwaukee.org; 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.

Preprofessional Seminar: Preparing for a professional career

One resource is the Preprofessional Seminar (PPS 129), a one-credit course that a student takes in her second semester. Here she begins to form a detailed image of herself: her interests, her patterns of interacting with others, her dominant vocational personality themes, her learning and working styles. She starts to think of herself as a future professional and presents that image to people in her field through information-gathering interviews with local professionals. Through this experience, she begins to construct a network of business contacts for future networking and support in her career.

The information she gathers in these interviews is part of her semester-long exploration of career fields and options. On the basis of these explorations, she confirms her major area of study.

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/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 • Instructional Services

Computer Center
As the student begins and progresses in her studies at Alverno College, she finds herself wanting to write a paper, find resources on the Internet, do “what-if” calculations, prepare a presentation, or create a visual image. She can do all of this with the technology resources available in the Alverno College Computer Center. In addition, she can check and send email, upload documents to her Diagnostic Digital Portfolio, or use learning management software to view course materials and participate in online discussions with her classmates.

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.

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

Student lab assistants provide support during Computer Center hours. They can help students access the many technology resources available to them, including online registration and progress reports, Alverno’s learning management system, the Diagnostic Digital Portfolio (Alverno’s web-based tool to track learning progress), and Office 365 email, calendaring, and cloud storage.

In addition to the resources in the Computer Center, there are ten self-contained computer classrooms with built-in projection/sound systems on campus available for class use. There are also several computer clusters with specialized, subject-related software in schools and departments such as nursing, biology, and music, and in the Media Hub lab. The residence halls also have small computer labs that provide 24-hour computer access for resident students.

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

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 abilities, behaviors, and strategies transferable to multiple contexts.

Classes in math, algebra, reading/writing, computer literacy, 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. In addition, Instructional Services sponsors the College Transition Program to assist applicants to meet admission requirements.

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 coordinator for student accessibility 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 curriculum. The internship is seen as a continuation of the experiential learning that takes place on campus.

The Alverno internship program includes several support systems to make sure that learning takes place:

• First, the Internship Office is responsible for all credit-bearing internships. Two staff members act as liaisons between the work site, faculty, and students. They help each student identify sites that match her interests and abilities. After interviewing at several sites, the student makes a selection. Staff provide a training workshop for students prior to the start of their work at the site. Along with faculty who teach the accompanying seminar, staff monitor the student’s progress throughout her internship by collecting and reviewing required documentation and by visiting each site.

• Second, individuals from the community agree to serve as on-site mentors. In that role, they give the student direction regarding her work goals at the site. They supervise the student, and evaluate her progress through oral and written feedback.

• Finally, faculty help students transfer their learning from classroom to workplace, and offer professional guidance as needed. This is accomplished through a biweekly seminar or through individual meetings, which provide the student with support and challenge her to learn through reflection on her experience at her work site.

Alverno’s commitment to internships is based on the fact that invaluable learning takes place in a real work situation. Students also perform valuable service for their sites. The following are examples of some recent internships:

• A business and management major worked with the foundation department of a world-renowned Milwaukee manufacturing company. She designed a new brochure to promote volunteer events to employees and coordinated numerous successful employee volunteer events such as a read-in event at an elementary school and a flower sale for a national nonprofit organization.

• A biology major assisted a team doing human-genome research at the Medical College of Wisconsin.
Internships, cont’d.

• An art and English double major had significant responsibility to mount a show at a local arts center. She interviewed the artists, wrote the catalogue, helped hang the art, and prepared publicity materials for the show.

• A professional communication major assisted a media relations director in a major county government office by writing press releases, coordinating press conferences, cataloguing media clippings for the archives, and creating print proclamations for events.

• A history major was responsible for researching and writing briefing papers and updating the website for a national nongovernmental organization (NGO) in Washington, D.C.

• A psychology major facilitated weekly group meetings of clients struggling with drug and alcohol addiction.

Our students are able to handle this kind of work due to their prior experience in our highly interactive classrooms. Alverno’s emphasis on experiential learning throughout the curriculum prepares students to bridge the gap between the classroom and the workplace. In addition, the college’s emphasis on the eight abilities mirrors the skills that are most sought after by employers. Mentors consistently praise our student interns for high-quality work and professional behavior.

National and international internship opportunities

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

A user-oriented college resource

The Alverno College Library promotes the development of lifelong learning and the ability to find, select, and critically evaluate information in all formats. The library’s services and collections are designed to assist students in developing these skills. The library collections and staff serve both adult learners and educators and its policies support intellectual freedom, fair use of copyrighted materials, and privacy of patron records.

The Alverno College Library offers a variety of materials, including online databases, journals, e-books, kits, music CDs, DVDs, software, and books. Patrons access the library on the second floor of Founders Hall or on the Internet at http://depts.alverno.edu/library. Alverno belongs to SWITCH, a consortium that includes Cardinal Stritch University, Concordia University Wisconsin, Milwaukee Institute of Art and Design, Mount Mary University, Sacred Heart School of Theology, St. Francis Seminary, and Wisconsin Lutheran College. The library offers access to more than 80 full-text online databases, shares in a daily delivery system among the SWITCH libraries, and shares resources with thousands of libraries worldwide. A valid Alverno College Library barcode is required.

The library has 41 fully networked computers available for patron use. Twenty-four computers are part of a fully automated lab and classroom used for library and other instruction.

Help with research and with finding and evaluating information is available in person and virtually through an email service. In addition, students can make an appointment with a librarian for a research consultation using a link from the library webpage. Instruction in the use of library resources and research strategies is provided in the library or as part of a course-integrated informational session. Wireless connectivity is available in the library, and 10 wireless laptops can be checked out. The library maintains the college archives; archival reference assistance is available by appointment.

The Alverno College Library is a place to study alone, to work in groups, to conduct research, and to find information. The library is committed to helping students succeed and partners with faculty to provide 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.

Campus Ministry
Campus Ministry, presided over by a campus minister, assists members of the Alverno community to fully explore their spiritual journey while attending college with a diverse student population. Persons of all faiths, denominations, and philosophies are welcomed and supported through inclusive programming, inviting hospitality, and celebrative prayer.

In addition, Campus Ministry sponsors weekly meditation sessions in the college’s Meditation Room. These midweek sessions—restful and restorative—are open to students, faculty, and staff.

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.
PROGRAMS OF STUDY
Adult Education  (Support)

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.

Beginning courses and the abilities developed in these courses
Choose one of the following:
- PED/PSY110  Life Span Development
- PED 150  Introduction to Psychology and Human Development
- CLD 220  Social Movements and Social Change
- MGT 221  Managing in Organizations
- PCM 101  Introduction to Professional Communication

• Understand psychological theories and their impact on teaching/learning
• Communicate clearly in oral and written modes

Intermediate courses and the abilities developed in these courses
- AED 354  Adult Education Human Resources Principles and Philosophy of Training
- PS 411  Professional Seminar

• Identify components of the psychology of the adult learner related to androgogy
• Analyze teaching methods for their results and teacher’s abilities of diagnosis, communication, coordination, conceptualization, and integrative interaction

Advanced courses and the abilities developed in these courses
- AED 488  Adult Education Human Resources Program Training
- AED 490  Adult Education Human Resources Practicum Training

• Work collaboratively with colleagues
• Plan and formulate curricular goals and design relevant learning experiences
• Examine how your values and students’ values shape the teaching/learning experience
• Teach in an adult education program

Career options
Specializing in adult education is useful for anyone working with adults — managers and supervisors, training and development specialists, health-care professionals, teachers, directors, religious education professionals, and professionals in gerontology. The need for adult educators is found in industrial training programs, in human resource management, in senior citizen activities, in religious education programs. Combining adult education with another area of expertise allows you to pursue opportunities in business, industry and allied health fields, and in-house training and development positions.

Have you thought about…?
Working with adults to improve productivity on the job is one function in human resource management. As more companies address workers’ needs for job security and updating employable skills, career opportunities for the person who is in tune with adult motivation and learning styles increase.

The adult educator working in public relations can use the ability to teach in the task of influencing the public on behalf of clients. She needs to be aware of issues affecting adult opinion concerning business, such as the impact of international trade and alternative sources of energy on the consumer. Often, she needs to use her interaction specialty to focus on training and development.
A word from the faculty

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.

In the Art Department, you have five choices of major areas of study: art education, art education/art therapy (adaptive art), art therapy, studio art, and Interactive Media Design. A support area in art history is also available.

Art education prepares you for licensure by the State of Wisconsin for teaching art in kindergarten through high school (K-12); with art education/art therapy as a major, you are qualified to add the Wisconsin license for adaptive art specialist in grades K-12. The art therapy major is a broadfield major designed for you to explore helping others and personal growth and wellness through artmaking. If you want to work with art therapeutically outside of the elementary and secondary school setting — in a long-term care facility, for example, or a residential treatment center — art therapy is the major for you.

Studio art, through Alverno’s distinctive community arts framework, prepares graduates for leadership positions in the arts and human services. Interactive Media Design is an ideal major for an inventive and resourceful woman who is drawn to digital media and eager to make her creative mark on the world.

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 risk-taker, 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.
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.

Beginning courses and the abilities developed in these courses

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<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Abilities</th>
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<tbody>
<tr>
<td>A 100</td>
<td>Community Art Mid-semester Assessment</td>
<td>• Gain experience in creating artworks by producing drawings and two- and three-dimensional design projects</td>
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<tr>
<td>A 121, 122</td>
<td>Analytic Drawing, Expressive Drawing</td>
<td>• Through the study of art history, learn to analyze works in light of the cultures in which they were produced</td>
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<tr>
<td>A 134</td>
<td>Studio Art 2:Two-dimensional Design</td>
<td>• Learn and apply theories of instructional design</td>
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<td>A 189S</td>
<td>Form and Space</td>
<td>• Become aware of career possibilities as well as the personal qualifications needed for a visual-arts career</td>
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<td>A 193C</td>
<td>Art in the Professions</td>
<td>• Understand psychological theories and their impact on teaching/learning</td>
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<td>A 210, 241</td>
<td>Art History 1, 2</td>
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<td>AE 222</td>
<td>Principles of Teaching Art</td>
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<td>ED 116</td>
<td>Human Relations Workshop</td>
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<td>PSY 110</td>
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### Intermediate courses and the abilities developed in these courses

<table>
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<th>Title</th>
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<tbody>
<tr>
<td>A</td>
<td>100 Community Art Mid-semester Assessment</td>
</tr>
<tr>
<td>A</td>
<td>146 Art Workshops (3 cr)</td>
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<tr>
<td>A</td>
<td>147 Grant Writing for Arts and Education</td>
</tr>
<tr>
<td>A</td>
<td>221 Beginning Figure Drawing</td>
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<tr>
<td>A</td>
<td>234 Studio Art 3: Three-dimensional Design</td>
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<tr>
<td>A</td>
<td>262 Computer Graphics: Design and Illustration</td>
</tr>
<tr>
<td>A</td>
<td>309 Art History 3</td>
</tr>
<tr>
<td>A</td>
<td>399 Advanced-level Event</td>
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<tr>
<td>AE</td>
<td>392 Art in the Early Childhood and Elementary School</td>
</tr>
<tr>
<td>AE</td>
<td>393 Art in the Secondary School</td>
</tr>
<tr>
<td>AE/AT</td>
<td>386 Media and Methods in Art Therapy and Art Education</td>
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<tr>
<td>AE/AT</td>
<td>387 Clinical Experience in Art Therapy/Adaptive Art</td>
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<tr>
<td>A/AE/AT</td>
<td>395 External Assessment of Aesthetic Engagement Level 4</td>
</tr>
<tr>
<td>ED</td>
<td>220 Interview Assessment</td>
</tr>
<tr>
<td>HS</td>
<td>308 United States History, 1607-1900</td>
</tr>
<tr>
<td>HS</td>
<td>309 The United States in the 20th Century</td>
</tr>
<tr>
<td></td>
<td><strong>Art electives (18 cr)</strong></td>
</tr>
</tbody>
</table>

- Develop a heightened individual sense of point of view as expressed through your own artworks
- Evaluate artwork and understand the basis for the critique
- Assess differing visual-arts backgrounds, abilities, and interests
- Learn to design learning experiences to meet student needs and to evaluate the work of individuals and groups

### Advanced courses and the abilities developed in these courses

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<tr>
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</thead>
<tbody>
<tr>
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<td>100 Community Art Mid-semester Assessment</td>
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<tr>
<td>A</td>
<td>310 Art History 4</td>
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<tr>
<td>A</td>
<td>409 Contemporary Topics in Art</td>
</tr>
<tr>
<td>A</td>
<td>491 Senior Seminar</td>
</tr>
<tr>
<td>AE</td>
<td>480 Directed Observation and Teaching in Art</td>
</tr>
<tr>
<td>A/AE/AT</td>
<td>400 External Assessment of Aesthetic Engagement Level 5</td>
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<tr>
<td>A/AE/AT</td>
<td>450 External Assessment of Aesthetic Engagement Level 6</td>
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<tr>
<td>A/AE/AT</td>
<td>482 External Assessment of Effective Citizenship</td>
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<tr>
<td>ED</td>
<td>412 Philosophy of Education</td>
</tr>
<tr>
<td>ED</td>
<td>475 Student Teaching Seminar</td>
</tr>
</tbody>
</table>

- Integrate creation of artwork with study of art history
- Demonstrate understanding and mastery of a variety of art forms in a culminating exhibit
- Organize and implement an art program in the classroom/school
### Sampling of elective artmaking and art history courses

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<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
</tr>
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<tbody>
<tr>
<td>A 146</td>
<td>Art Workshops (e.g., film, ceramics, art therapy, artist’s books, encaustic painting, glass)</td>
</tr>
<tr>
<td>A 250</td>
<td>Asian Art History</td>
</tr>
<tr>
<td>A 251</td>
<td>Pages in Time: Art of the Book</td>
</tr>
<tr>
<td>A 311</td>
<td>Understanding Contemporary Art</td>
</tr>
<tr>
<td>A 352</td>
<td>Painting</td>
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<tr>
<td>A 356</td>
<td>Printmaking</td>
</tr>
<tr>
<td>A 359</td>
<td>Computer Graphics: Animation</td>
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<tr>
<td>A 363</td>
<td>Beginning Fibers</td>
</tr>
<tr>
<td>A 364</td>
<td>Digital Photography</td>
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<td>Advanced Painting</td>
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<td>A 459</td>
<td>Advanced Computer Graphics: Expressive Film</td>
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<td>A 490</td>
<td>Self-Directed Project in Art</td>
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### Your first year of studies

Depending on your background and other areas of study, this sequence of courses shows the courses you will most likely take during your first year of study as an art education major.

#### Semester 1

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<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Sem. Hrs.</th>
</tr>
</thead>
<tbody>
<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>1</td>
</tr>
<tr>
<td>CM 110</td>
<td>Integrated Communication Seminar 1: Exploring Boundaries</td>
<td>3</td>
</tr>
<tr>
<td>CM 156Q</td>
<td>Mathematical Connections</td>
<td>2</td>
</tr>
<tr>
<td>PSY 101</td>
<td>General Psychology</td>
<td>4</td>
</tr>
<tr>
<td></td>
<td><strong>Total</strong></td>
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</tr>
</tbody>
</table>

#### Semester 2

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Sem. Hrs.</th>
</tr>
</thead>
<tbody>
<tr>
<td>A 121</td>
<td>Analytic Drawing</td>
<td>3</td>
</tr>
<tr>
<td>A 134</td>
<td>Studio Art 2: Two-dimensional Design</td>
<td>3</td>
</tr>
<tr>
<td>BSC 215</td>
<td>Small Group Behavior</td>
<td>2</td>
</tr>
<tr>
<td>CM 112</td>
<td>Integrated Communication Seminar 2: Continuity and Change</td>
<td>1</td>
</tr>
<tr>
<td>HUM 150</td>
<td>Expressions and Interpretations of Human Experience</td>
<td>4</td>
</tr>
<tr>
<td>SSC 101</td>
<td>Introduction to Social Science</td>
<td>4</td>
</tr>
<tr>
<td></td>
<td><strong>Total</strong></td>
<td><strong>17</strong></td>
</tr>
</tbody>
</table>
Career options
A degree in art education qualifies you to apply for a state license to teach art in grades K-12 in state public schools. Job opportunities are also available in private schools, recreation programs, care homes, and nondegree higher education programs.

Have you thought about…?
Teaching abroad?
In an age of expanded international exchange, teachers are no longer confined within their national borders. Art teachers are actively recruited by former Soviet countries in central Europe as well as by Korea, China, and Japan. Many corporations with offices abroad establish schools for the children of their foreign employees, creating a true multinational classroom. In addition, U.S. agencies, such as the Department of the Army, have established K-12 schools worldwide at embassies and military bases for the children of U.S. citizens and our allies.

Museum educator?
A degree in art education can lead to employment as an educational programs director for art and natural history museums. In this position you design educational programs for children and families of all ages. Historical sites, such as Colonial Williamsburg, employ art educators to teach visitors about specific art techniques and restoration activities.
Art

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.

Beginning courses and the abilities developed in these courses

<table>
<thead>
<tr>
<th>Code</th>
<th>Course Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>100  Community Art Mid-semester Assessment</td>
</tr>
<tr>
<td>A</td>
<td>121, 122 Analytic Drawing, Expressive Drawing</td>
</tr>
<tr>
<td>A</td>
<td>134  Studio Art 2: Two-dimensional Design</td>
</tr>
<tr>
<td>A</td>
<td>147  Grant Writing for Arts and Education</td>
</tr>
<tr>
<td>A</td>
<td>189S Form and Space</td>
</tr>
<tr>
<td>A</td>
<td>193C Art in the Professions</td>
</tr>
<tr>
<td>A</td>
<td>210, 241 Art History 1, 2</td>
</tr>
<tr>
<td>AE</td>
<td>222  Principles of Teaching Art</td>
</tr>
<tr>
<td>ED</td>
<td>116  Human Relations Workshop</td>
</tr>
<tr>
<td>PSY</td>
<td>110  Life Span Development</td>
</tr>
</tbody>
</table>

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.

• Gain experience in creating artworks by producing drawings and two- and three-dimensional design projects
• Through the study of art history, learn to analyze works in light of the cultures in which they were produced
• Become aware of career possibilities as well as the personal qualifications needed for a visual-arts career
• Understand psychological theories and their impact on teaching/learning
Intermediate courses and the abilities developed in these courses
A 100 Community Art Mid-semester Assessment
A 221 Beginning Figure Drawing
A 234 Studio Art 3: Three-dimensional Design
A 262 Computer Graphics: Design and Illustration
A 309 Art History 3
A 399 Advanced-level Event
AE/AT 285 Art in Therapy
AE/AT 386 Media and Methods in Art Therapy and Art Education
AE/AT 387 Clinical Experience in Art Therapy/Adaptive Art
AE 392 Art in the Early Childhood and Elementary School
AE 393 Art in the Secondary School
A/AE/AT 395 External Assessment of Aesthetic Engagement Level 4
ED 220 Interview Assessment
ED 396 Introduction to the Exceptional Learner
HS 309 United States History, 1607-1900 or
HS 309 The United States in the 20th Century
PSY 250 Abnormal Psychology

Art electives (15 cr)

Advanced courses and the abilities developed in these courses
A 100 Community Art Mid-semester Assessment
A 310 Art History 4
A 409 Contemporary Topics in Art
A 491 Senior Seminar
A 492 Expressive Arts Seminar
A/AE/AT 400 External Assessment of Aesthetic Engagement Level 5
A/AE/AT 450 External Assessment of Aesthetic Engagement Level 6
A/AE/AT 482 External Assessment of Effective Citizenship
AE 480 Directed Observation and Teaching in Art
AE 481 Directed Observation and Teaching in Adaptive Art
ED 412 Philosophy of Education
ED 475 Student Teaching Seminar

- Develop a heightened individual sense of point of view as expressed through your own artworks
- Evaluate artwork and understand the basis for the critique
- Assess differing visual-arts backgrounds, abilities, and interests
- Learn to design learning experiences to meet student needs and to evaluate the work of individuals and groups

- Integrate creation of artwork with study of art history
- Recognize and understand the elements inherent in arts experiences that may be useful in evaluating creative development in individuals and their work
- Organize and implement an art program in the classroom/school
- Understand therapy in the context of rehabilitation and the role of art as therapy
- Develop the interaction skills essential to professional practice
### Sampling of elective artmaking and art history courses

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<td>Asian Art History</td>
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<td>Pages in Time: Art of the Book</td>
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</tr>
<tr>
<td>Understanding Contemporary Art</td>
<td>A 311</td>
</tr>
<tr>
<td>Painting</td>
<td>A 352</td>
</tr>
<tr>
<td>Printmaking</td>
<td>A 356</td>
</tr>
<tr>
<td>Computer Graphics: Animation</td>
<td>A 359</td>
</tr>
<tr>
<td>Beginning Fibers</td>
<td>A 363</td>
</tr>
<tr>
<td>Digital Photography</td>
<td>A 364</td>
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</tr>
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<td>Advanced Sculpture</td>
<td>A 476</td>
</tr>
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</tr>
</tbody>
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### Your first year of studies

Depending on your background and other areas of study, this sequence of courses shows the courses you will most likely take during your first year of study as an art education/art therapy major.

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<tr>
<td>Art in the Professions</td>
<td>A 193C</td>
</tr>
<tr>
<td>Integrated Communication Seminar 1: Exploring Boundaries</td>
<td>CM 110</td>
</tr>
<tr>
<td>Mathematical Connections</td>
<td>CM 156Q</td>
</tr>
<tr>
<td>General Psychology</td>
<td>PSY 101</td>
</tr>
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Sem. Hrs. = 14

#### Semester 2

<table>
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<th>Code</th>
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<tbody>
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<tr>
<td>Studio Art 2: Two-dimensional Design</td>
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<td>Introduction to Social Science</td>
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<tr>
<td></td>
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</tr>
</tbody>
</table>

Sem. Hrs. = 17
Career options
Graduates with a major in art education/art therapy are qualified to work with individuals across the lifespan in various settings. The major leads to qualifications for licensure in K-12 art education and in K-12 adaptive education–art. As an educational specialist, the adaptive art specialist has a variety of opportunities in educational programs, from public and private schools to various adult and recreational programs. The art education/art therapy major helps prepare you for graduate study in education, visual art, curriculum and instruction, adaptive education, and art therapy.

Have you thought about…?
*The curative powers of art?*
Care and treatment of children with learning disabilities has been addressed by all states. Corresponding legislation has been enacted to provide special education for these children. Adaptive art can provide a powerful communicative tool with these populations.

Rehabilitation and community education programs use therapeutic and adaptive art with various populations and in various settings, including forensic, psychiatric, and general enrichment.

Adaptive art, which involves an intra/interpersonal relationship and a learning process within the structure of the activity, is also effective with people experiencing social adjustment problems.
Art

Art Therapy  (Major)

What you will study

In order to use art effectively as therapy, you first need to develop a solid basis in studio art. Through creating works of your own you develop 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 that 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 therapeutic art process through courses and on-site experiences that are designed to address a variety of client 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 study of the art therapy major lies in your successful completion of an art therapy practicum and the senior art seminar.

Beginning courses and the abilities developed in these courses

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<tr>
<td>A 100</td>
<td>Community Art Mid-semester Assessment</td>
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<td>Analytic Drawing, Expressive Drawing</td>
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<td>A 189S</td>
<td>Form and Space</td>
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<td>A 193C</td>
<td>Art in the Professions</td>
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<tr>
<td>A 210, 241</td>
<td>Art History 1, 2</td>
</tr>
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<td>AT 210, 215</td>
<td>Art Therapy Field Experience 1, 2</td>
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<td>DA/TA 115</td>
<td>Fundamentals of Voice and Movement</td>
</tr>
<tr>
<td>PSY 110</td>
<td>Life Span Development</td>
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- Gain experience in creating artworks by producing drawings and two- and three-dimensional design projects
- Through the study of art history, learn to analyze works in light of the cultures in which they were produced
- Become aware of career possibilities as well as the personal qualifications needed for a visual-arts career
Intermediate courses and the abilities developed in these courses

- Develop a heightened individual sense of point of view as expressed through your own artworks
- Evaluate artwork and understand the basis for the critique
- Assess differing visual-arts backgrounds, abilities, and interests
- Learn to design learning experiences to meet student needs and to evaluate the work of individuals and groups

Advanced courses and the abilities developed in these courses

- Integrate creation of artwork with study of art history
- Recognize and understand the elements inherent in arts experiences that may be useful in evaluating creative development in individuals and their work
- Integrate the theory and practice of art, art therapy, and psychology at an existing art therapy program site
- Understand therapy in the context of rehabilitation and the role of art as therapy
- Develop the interaction skills essential to professional practice
- Plan and implement a therapeutic art program in a community agency
## Sampling of elective artmaking and art history courses

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<td>CM 156Q</td>
<td>Mathematical Connections</td>
<td>2</td>
</tr>
<tr>
<td>PSY 101</td>
<td>General Psychology</td>
<td>4</td>
</tr>
<tr>
<td></td>
<td><strong>Total</strong></td>
<td><strong>14</strong></td>
</tr>
</tbody>
</table>

### Semester 2

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Sem. Hrs.</th>
</tr>
</thead>
<tbody>
<tr>
<td>A 121</td>
<td>Analytic Drawing</td>
<td>3</td>
</tr>
<tr>
<td>A 134</td>
<td>Studio Art 2: Two-dimensional Design</td>
<td>3</td>
</tr>
<tr>
<td>BSC 215</td>
<td>Small Group Behavior</td>
<td>2</td>
</tr>
<tr>
<td>CM 112</td>
<td>Integrated Communication Seminar 2: Continuity and Change</td>
<td>1</td>
</tr>
<tr>
<td>HUM 150</td>
<td>Expressions and Interpretations of Human Experience</td>
<td>4</td>
</tr>
<tr>
<td>SSC 101</td>
<td>Introduction to Social Science</td>
<td>4</td>
</tr>
<tr>
<td></td>
<td><strong>Total</strong></td>
<td><strong>17</strong></td>
</tr>
</tbody>
</table>
Career options

Baccalaureate-prepared art therapists work with people across the lifespan and in many contexts. They may function as integral members of a therapeutic team in a residential care center, community development program, day program for adults with cognitive and physical challenges, and many additional settings. They can also serve as consultants and conduct group art processes in programs they develop as part of their own practice. Art therapists function as supervisors, administrators, and expert witnesses. The profession of art therapy in title and practice varies from state to state according to individual state regulatory laws. Creative practitioners and researchers continue to develop new applications of and for art therapy.

Therapeutic art programming can be found throughout communities — in day programs, support groups, medical and forensic settings, arts agencies, and private studios. The art therapy major helps prepare graduates for graduate study in art therapy, which is required for registration and board certification as an art therapist.

Have you thought about...?

The curative powers of art?

The more psychological research uncovers about the different ways in which people make meaning, the more society recognizes the importance of modes of communication other than the spoken/written word. Art therapy’s utilization of right brain abilities is one such avenue of communication. The need for art therapists increases as this understanding increases in society.

The format of “art as therapy” recognizes art processes, forms, content, and associations as reflections of an individual’s development, abilities, personality, interests, and concerns. Art as therapy can be the foundation of wellness practices, structure for community building, and a means of reconciling emotional conflicts, fostering self-awareness as well as personal growth. At advanced levels, art therapy is used in the treatment, assessment, and evaluation of individuals, couples, families, and groups who can benefit from its therapeutic properties.

Art therapists work with people of all ages in clinical, educational, and rehabilitative settings. Through observation, analysis, and engagement, the art therapist formulates therapeutic art plans that support and enhance the total therapeutic program design for each individual.
What you will study

Interactive Media Design (IMD) is an interdisciplinary major merging the fields of art, communication, and technology. This creative major combines the study of media and its impact on culture with the making of media that influences a target audience. An IMD major becomes a communication designer who integrates communication elements — such as graphic design, photography, video, illustration, web, social, content, tutorial, and live event — to pursue communication and branding strategies. By practicing how to meet the communication needs of diverse clients and their audiences, you are laying the foundation for your success in the expanding field of communication design. As an IMD major, you are part of a cohort of innovative students interested in exploring their creativity and advancing their technical expertise. You have access to a wide variety of experiences that develop your professionalism, such as client-based projects, internships, design competitions, and collaborative service. IMD faculty support you in building your portfolio, creating venues for showcasing your work, and exploring career options.

IMD students take a variety of courses in Media Studies, Communication Design, and Professionalism:

**Media Studies — Exploring digital communication and culture**
- IMD 381  Content Development and Interactive Media
- IMD 401  New Media
- CLD 437  Fundraising and Grant Writing: Principles and Practices
- PCM 300  Advanced Writing: Professional Applications
- PCM 320  Advanced Media Studies and Multimedia Production
- PCM 477  Public Relations: Theories and Applications

**Communication Design — Integrating graphic design, photography, video, illustration, web, social, content, tutorial, live event**
- A 100s  Choose from 100-level art courses
- A 134  Studio Art 2: Two-Dimensional Design
- A 146  History of Graphic Design
- A 146 Typography
- A 262  Computer Graphics: Design and Illustration
- A/CIT 359  Computer Graphics: Animation
- A/PCM 364  Digital Photography
- A 459  Advanced Computer Graphics: Expressive Film
- CIT 200  Foundations of Computing and Information Technology
- CIT 270  Web Design
- PCM 170  Visual Communication
- PCM 490  Digital Publishing

**Professionalism — Launching a creative career**
- CIT 490  Project Management
- IMD 193C  IMD in the Professions
- IMD 399  Advanced-level Event
- IMD 499  Professional Practice Seminar
- INTERN 383  Internship Seminar

**IMD Electives — Sampling or specializing**
Consult with your IMD advisor to build 15 credits (five courses) of electives to enhance your Interactive Media Design major. You can choose from any 100-level to 400-level Alverno courses to broaden your media studies, expand your design skills, build your portfolio, or develop your content expertise. Or you can transfer credits from a previous major at Alverno or from another college.
### Beginning courses

<table>
<thead>
<tr>
<th>Code</th>
<th>Course Name</th>
</tr>
</thead>
<tbody>
<tr>
<td>CIT</td>
<td>200 Foundations of Computing and Information Technology</td>
</tr>
<tr>
<td>CIT</td>
<td>270 Web Design</td>
</tr>
<tr>
<td>IMD</td>
<td>193C IMD in the Professions</td>
</tr>
</tbody>
</table>

**Choose 4 credits of art (100-level courses)**

### Intermediate courses

<table>
<thead>
<tr>
<th>Code</th>
<th>Course Name</th>
</tr>
</thead>
<tbody>
<tr>
<td>IMD</td>
<td>381 Content Development and Interactive Media</td>
</tr>
</tbody>
</table>

**Choose one of the following:**

<table>
<thead>
<tr>
<th>Code</th>
<th>Course Name</th>
</tr>
</thead>
<tbody>
<tr>
<td>PCM</td>
<td>320 Advanced Media Studies and Multimedia Production</td>
</tr>
<tr>
<td>PCM</td>
<td>325 Media Management and Production: Online Radio Management Team</td>
</tr>
<tr>
<td>PCM</td>
<td>421 Digital Journalism</td>
</tr>
</tbody>
</table>

**Choose 2 credits of music (any course)**

**Choose one of the following:**

<table>
<thead>
<tr>
<th>Code</th>
<th>Course Name</th>
</tr>
</thead>
<tbody>
<tr>
<td>PCM</td>
<td>300 Advanced Writing: Professional Applications</td>
</tr>
<tr>
<td>PCM</td>
<td>427 Technical Communication</td>
</tr>
<tr>
<td>PCM</td>
<td>437 Fundraising and Grant Writing: Principles and Practices</td>
</tr>
<tr>
<td>PCM</td>
<td>477 Public Relations: Theories and Applications</td>
</tr>
</tbody>
</table>

### Advanced courses

<table>
<thead>
<tr>
<th>Code</th>
<th>Course Name</th>
</tr>
</thead>
<tbody>
<tr>
<td>IMD</td>
<td>401 New Media</td>
</tr>
<tr>
<td>IMD</td>
<td>399 Advanced-level Event</td>
</tr>
<tr>
<td>IMD</td>
<td>499 Professional Practice Seminar</td>
</tr>
<tr>
<td>INTERN</td>
<td>383 Internship Seminar</td>
</tr>
</tbody>
</table>

IMD electives 18 credits of general electives from across the curriculum
### Your first year of studies

Depending on your background and other areas of study, this sequence of courses shows the courses you will most likely take during your first year of study as an interactive media design major.

#### Semester 1

<table>
<thead>
<tr>
<th>Course</th>
<th>Code</th>
<th>Course Title</th>
<th>Sem. Hrs.</th>
</tr>
</thead>
<tbody>
<tr>
<td>CM</td>
<td>110</td>
<td>Integrated Communication Seminar 1: Exploring Boundaries</td>
<td>3</td>
</tr>
<tr>
<td>CM</td>
<td>156Q</td>
<td>Mathematical Connections</td>
<td>2</td>
</tr>
<tr>
<td>FA</td>
<td>110</td>
<td>Introduction to the Arts</td>
<td>4</td>
</tr>
<tr>
<td>LA</td>
<td>230</td>
<td>Liberal Learning for Transfer Students</td>
<td>3</td>
</tr>
<tr>
<td>PSY</td>
<td>101</td>
<td>General Psychology</td>
<td>4</td>
</tr>
<tr>
<td>SSC</td>
<td>101</td>
<td>Introduction to Social Science</td>
<td>4</td>
</tr>
</tbody>
</table>

**Semester 1 Total:** 16-17

#### Semester 2

<table>
<thead>
<tr>
<th>Course</th>
<th>Code</th>
<th>Course Title</th>
<th>Sem. Hrs.</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>134</td>
<td>Studio Art 2: Two-dimensional Design</td>
<td>3</td>
</tr>
<tr>
<td>IMD</td>
<td>193C</td>
<td>IMD in the Professions</td>
<td>1</td>
</tr>
<tr>
<td>BSC</td>
<td>215</td>
<td>Small Group Behavior</td>
<td>2</td>
</tr>
<tr>
<td>CIT</td>
<td>200</td>
<td>Foundations of Computing and Information Technology</td>
<td>3</td>
</tr>
<tr>
<td>CM</td>
<td>112</td>
<td>Integrated Communication Seminar 2: Continuity and Change</td>
<td>1</td>
</tr>
<tr>
<td>HUM</td>
<td>150</td>
<td>Expressions and Interpretations of Human Experience (interdisciplinary humanities course)</td>
<td>4</td>
</tr>
</tbody>
</table>

**General education science/mathematics requirement:** 3-4

**Semester 2 Total:** 17-18
Career options
You enhance your IMD major with a complementary support area (minor) of your choice, ideally in a field that could lead to or support career opportunities. For example, you might minor in biology, chemistry, or mathematics if you are interested in developing interactive media for the STEM fields (science, technology, engineering, mathematics). You might minor in political science if you want to produce media for political campaigns, or in global studies, religious studies, or women's and gender studies if you are interested in working for a regional or international nongovernmental organization in a multimedia capacity. A minor in adult education could lead to a career developing e-learning; a minor in art, music, creative writing, or dance and theater arts could give you the background to apply your media design skills in the arts or entertainment worlds.

Immersive museum exhibits are increasingly popular, and a minor in history, sociology, or philosophy could build a foundation for a career interpreting the human experience. A psychology minor might come in handy if you write interactive narrative for gaming design. A minor in Spanish language and cultures would enable you to develop bilingual and culturally appropriate content for multimedia targeted to a Spanish-speaking audience. And a business and management minor, combined with your major in Interactive Media Design, will prepare you for work in e-commerce. Whichever minor you choose, it will help you to think about communication in a broader context, to learn to collaborate with team members from other fields more productively, and to find your niche.

Transfer students, nontraditional students, and students changing majors
Many students bring prior work experience to the IMD major. Because interactive media is a new frontier, the field embraces individuals who bring a diversity of knowledge and experience to the profession. Nontraditional students find that their maturity forms a solid base for studying the impact of media on society. Transfer students bring prior learning that informs the design process and technical skill that facilitates production. Students changing majors soon find that their understanding of another discipline can be useful as they develop content for a particular audience. For example, students who have transferred to IMD from nursing discover they can put their knowledge of health care to good use by developing web content to inform populations about health care issues.

Internships and international travel
You can gain valuable professional experience during internships at businesses and organizations needing help in designing and producing media that supports their mission. IMD students can also take a semester to study abroad as an exchange student in a university that specializes in media studies. Another option is to take a travel course led by Alverno faculty that involves several weeks of travel during which you can focus on a media-related project in the context of a semester-long course.

Have you thought about . . . ?
Content development?
Once a website is designed, someone has to fill it with content — feature articles, news, photography, videos, podcasts, video tutorials, artwork, testimonials, infographics, and so on. The ability to engage an audience with clear and compelling visuals and writing is a talent that will put you at the center of the design process for interactive media. IMD graduates are strong writers as well as creative designers. This combination of skills is rare in the field of media design, which makes Alverno graduates more competitive in the job market.
What you will study

Your studies in studio art focus on both the meaning and form of art. By actively creating works of your own, you develop the skills of imagining, reflecting, seeing, and feeling in art. By working with various media, you expand your ability to invent and experiment. Your program of studies includes an introduction to drawing, design, and color theories. You learn the processes of ceramics, painting, metals, fibers, printmaking, computer graphics, 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 valid artistic judgments and to recognize the artistic relationships necessary to produce art.

The Alverno Art and Cultures Gallery, through regular exhibits, offers the opportunity to study firsthand the work of contemporary artists. Tours of museums in Chicago and Milwaukee, as well as international study opportunities, are a regular part of the curriculum.

Beginning courses and the abilities developed in these courses

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Abilities</th>
</tr>
</thead>
<tbody>
<tr>
<td>A 100</td>
<td>Community Art Mid-semester Assessment</td>
<td>• Gain experience in creating artworks by producing drawings and two- and three-dimensional design projects</td>
</tr>
<tr>
<td>A 121, 122</td>
<td>Analytic Drawing, Expressive Drawing</td>
<td>• Demonstrate command of the vocabulary of artistic production and technique through presentations of your work to others</td>
</tr>
<tr>
<td>A 134</td>
<td>Studio Art 2: Two-dimensional Design</td>
<td>• Through the study of art history, learn to analyze works in light of the cultures in which they were produced</td>
</tr>
<tr>
<td>A 189S</td>
<td>Form and Space</td>
<td>• Become aware of career possibilities as well as the personal qualifications needed for a visual-arts career</td>
</tr>
<tr>
<td>A 193C</td>
<td>Art in the Professions</td>
<td>• Develop a heightened individual sense of point of view as expressed through your own artworks</td>
</tr>
<tr>
<td>A 210, 241</td>
<td>Art History 1, 2</td>
<td>• Learn to assess yourself throughout the creative process and when it is completed</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Using the fundamental principles of art, learn to evaluate the work of peers</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Learn aspects of gallery design and interaction with aesthetic communities</td>
</tr>
</tbody>
</table>

Intermediate courses and the abilities developed in these courses

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Abilities</th>
</tr>
</thead>
<tbody>
<tr>
<td>A 100</td>
<td>Community Art Mid-semester Assessment</td>
<td>• Gain experience in creating artworks by producing drawings and two- and three-dimensional design projects</td>
</tr>
<tr>
<td>A 146</td>
<td>Art workshop</td>
<td>• Demonstrate command of the vocabulary of artistic production and technique through presentations of your work to others</td>
</tr>
<tr>
<td>A 147</td>
<td>Grant Writing for Arts and Education</td>
<td>• Through the study of art history, learn to analyze works in light of the cultures in which they were produced</td>
</tr>
<tr>
<td>A 221</td>
<td>Beginning Figure Drawing</td>
<td>• Become aware of career possibilities as well as the personal qualifications needed for a visual-arts career</td>
</tr>
<tr>
<td>A 234</td>
<td>Studio Art 3: Three-dimensional Design</td>
<td>• Develop a heightened individual sense of point of view as expressed through your own artworks</td>
</tr>
<tr>
<td>A 262</td>
<td>Computer Graphics: Design and Illustration</td>
<td>• Learn to assess yourself throughout the creative process and when it is completed</td>
</tr>
<tr>
<td>A 309, 310</td>
<td>Art History 3, 4</td>
<td>• Using the fundamental principles of art, learn to evaluate the work of peers</td>
</tr>
<tr>
<td>A 384</td>
<td>Art Gallery Management</td>
<td>• Learn aspects of gallery design and interaction with aesthetic communities</td>
</tr>
<tr>
<td>A/AE/AT 395</td>
<td>External Assessment of Aesthetic Engagement Level 4</td>
<td></td>
</tr>
<tr>
<td>A 399</td>
<td>Advanced-level Event</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Art electives (21 cr)</td>
<td></td>
</tr>
</tbody>
</table>
Advanced courses and the abilities developed in these courses

A 100 Community Art Mid-semester Assessment  
A 409 Contemporary Topics in Art
A/AE/AT 400 External Assessment of Aesthetic Engagement Level 5
A/AE/AT 450 External Assessment of Aesthetic Engagement Level 6
A/AE/AT 482 External Assessment of Effective Citizenship
A 491 Senior Seminar

INTERN 383 Internship Seminar

• Create works of art that show growth in self-expression
• Work in a visual style that shows personal commitment to your art
• Rely on own artistic strategies in creating independent works
• Select best works for gallery exhibition
• Investigate professional art career options

Sampling of elective artmaking and art history courses

A 146 Art Workshops (e.g., film, ceramics, art therapy, artist's books, encaustic painting, glass)
A 250 Asian Art History
A 251 Pages in Time: Art of the Book
A 311 Understanding Contemporary Art
A 352 Painting
A 356 Printmaking
A 359 Computer Graphics: Animation
A 363 Beginning Fibers
A 364 Digital Photography
A 366 Ceramics
A 371 Metalwork

A 376 Sculpture
A 380 Enameling/Fused Glass
A 397/497 Independent Study in Art
A 452 Advanced Painting
A 456 Advanced Printmaking
A 459 Advanced Computer Graphics: Expressive Film
A 463 Advanced Fibers
A 466 Advanced Ceramics
A 471 Advanced Metalwork
A 476 Advanced Sculpture
A 490 Self-Directed Project in Art
Your first year of studies

Depending on your background and other areas of study, this sequence of courses shows the courses you will most likely take during your first year of study as a studio art major.

<table>
<thead>
<tr>
<th>Semester 1</th>
<th>Sem. Hrs.</th>
</tr>
</thead>
<tbody>
<tr>
<td>A 189S Form and Space 4</td>
<td></td>
</tr>
<tr>
<td>A 193C Art in the Professions 1</td>
<td></td>
</tr>
<tr>
<td>CM 110 Integrated Communication Seminar 1: Exploring Boundaries 3</td>
<td></td>
</tr>
<tr>
<td>CM 156Q Mathematical Connections 2</td>
<td></td>
</tr>
<tr>
<td>PSY 101 General Psychology 4</td>
<td></td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>14</strong></td>
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</table>

<table>
<thead>
<tr>
<th>Semester 2</th>
<th>Sem. Hrs.</th>
</tr>
</thead>
<tbody>
<tr>
<td>A 121 Analytic Drawing 3</td>
<td></td>
</tr>
<tr>
<td>A 134 Studio Art 2: Two-dimensional Design 3</td>
<td></td>
</tr>
<tr>
<td>BSC 215 Small Group Behavior 2</td>
<td></td>
</tr>
<tr>
<td>CM 112 Integrated Communication Seminar 2: Continuity and Change 1</td>
<td></td>
</tr>
<tr>
<td>HUM 150 Expressions and Interpretations of Human Experience 4</td>
<td></td>
</tr>
<tr>
<td>SSC 101 Introduction to Social Science 4</td>
<td></td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>17</strong></td>
</tr>
</tbody>
</table>

Career options

The bachelor of arts major in studio art qualifies you to pursue graduate study in the visual arts in order to become a professional artist. It also serves as a basis for a career in the growing art world.

Artists can choose to work independently or within the larger setting of museums, galleries, archives, educational institutions, libraries, small businesses, or corporations. Many artists are choosing to work within technology and media firms in image creation and product design roles.

Have you thought about…?

Have you considered jobs in retail or display design, or creating your own small art product line? Art and entrepreneurship can provide opportunities in freelance graphic design or illustration.

Restoring old buildings?
Interior designers find new challenges as a result of the trend toward restoration or “adaptive reuse” of older buildings, and toward energy-efficient housing.

Art management?
Art management specialists combine a background in business procedures with a deep love and knowledge of art. Like the museum curator, the art collection manager administers and directs all affairs of a gallery and formulates gallery policy. She is also responsible for obtaining, developing, and organizing new collections to build and improve exhibits. Opportunities exist with federal and state arts commissions, theater groups, and private galleries.
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.

Learning outcomes for the Art History support

**Beginning to intermediate**

- Construct and effectively communicate a personal understanding of aspects of an era in art history based on the analysis of the relationships between the media, style, subject matter, and iconography of selected art historical artifacts
- Describe how the formal organization of an artwork (e.g., line, shape, color, balance, unity, variety) is used by the artist to construct a desired response from the viewer
- Make relationships among your observations and inferences about human behavior/expressions and the historical context of those behaviors/expressions.

**Intermediate to advanced**

- Use the deconstructionist framework to articulate reasonable generalizations concerning the relationships of a culture’s artmaking to its political, religious, philosophical, economic, technological, cultural, and social context
- Compare and evaluate your personal response to art from differing times and places to other perspectives on the same works using art frameworks (affective, journalistic, pedagogic, commercial, cross-cultural)
- Use reasoning to relate and organize individual pieces of historical information into explanations about aspects of the past and present; provide evidence from secondary and primary historical sources to develop convincing arguments about art historical topics
- Compare and evaluate diverse missions and goals of art institutions across aesthetic philosophies, social circumstances, and theories of audience reception.
### Beginning courses

<table>
<thead>
<tr>
<th>CRN</th>
<th>Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>210</td>
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<tr>
<td>A</td>
<td>241</td>
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</table>

*Select two of the following one-credit workshops:*

<table>
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<th>Title</th>
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</thead>
<tbody>
<tr>
<td>A</td>
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<tr>
<td>A</td>
<td>146</td>
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<tr>
<td>A</td>
<td>146</td>
</tr>
<tr>
<td>A</td>
<td>147</td>
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</table>

### Intermediate courses

<table>
<thead>
<tr>
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<th>Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>309</td>
</tr>
<tr>
<td>A</td>
<td>310</td>
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</table>

*Select three or four credits from the following:*

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<th>Title</th>
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<tbody>
<tr>
<td>A</td>
<td>244</td>
</tr>
<tr>
<td>A</td>
<td>250</td>
</tr>
<tr>
<td>A</td>
<td>251</td>
</tr>
<tr>
<td>A</td>
<td>311</td>
</tr>
<tr>
<td>A</td>
<td>384</td>
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<tr>
<td>EN</td>
<td>311</td>
</tr>
<tr>
<td>INS</td>
<td>300</td>
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### Advanced courses

<table>
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<tr>
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<th>Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>494</td>
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*Select four to six credits from the following:*

<table>
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<th>CRN</th>
<th>Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>344</td>
</tr>
<tr>
<td>A</td>
<td>384/484</td>
</tr>
<tr>
<td>A</td>
<td>409</td>
</tr>
<tr>
<td>IMD</td>
<td>401</td>
</tr>
</tbody>
</table>
A word from the faculty

As an Asian Studies support (minor), you focus your studies on one of the most dynamic, diverse, and historical regions in the world. Whether you are a passionate entrepreneur, a compassionate health-care worker, or a budding politician, chances are your intellectual path will lead you to study, if not travel to, Asia. Asian Studies at Alverno College offers you the opportunity to explore Asia’s cultures, languages, histories, economics, and politics as a complement to any of the college’s majors.

Not only does Asia comprise more than 60 percent of the world’s population, but Asian nations, peoples, and cultures have shaped much of the world’s history and culture and currently play an ever-increasing role in our world. Hinduism, Buddhism, Islam, and Christianity — the world’s most practiced religions — all have their origins in Asia. And if you plan to do business in Asia, you will connect to the largest potential consumer markets in the world. Knowing the cultures, histories, and unique trends in Asian nations gives any business a competitive edge. More people speak Mandarin Chinese as a first language than any other language in the world. Moreover, the study of Asian movements — from yoga to martial arts — is increasing in popularity throughout the world as a means to living healthier, longer lives.

Whether your interest is business, politics, communication, cultural studies, art, religious studies, education, or nursing, an understanding of Asia gives you a better understanding of our world as well as a competitive edge in the job market.

With a support in Asian Studies, you are prepared to:

• apply interdisciplinary frameworks and knowledge of Asian and other societies and countries, along with abilities developed in the curriculum, to interpret Asian societies and to identify issues and opportunities in building relationships locally and internationally;
• communicate your independent research integrating disciplinary concepts with your knowledge of Asian societies; and
• engage and communicate using Asian and native languages and cultural adaptation in diverse settings with varied audiences.

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.

Beginning courses

CHI 103 Chinese 1
CHI 104 Chinese 2

Intermediate courses

AS 200 Introduction to Asian Studies
or
GLS 200 Introduction to Global Studies
One of the following:

HUM 351 Studies in Civilization and Culture: China
HUM 352 Studies in Civilization and Culture: South Asia
HUM 355 Studies in Civilization and Culture: Japan

Asian Studies electives (6 cr)

Advanced course

AS 350 Asian Studies Immersion Experience
### Asian Studies electives

<table>
<thead>
<tr>
<th>Code</th>
<th>Course Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>A 250</td>
<td>Asian Art History</td>
</tr>
<tr>
<td>AS 335</td>
<td>Business and Economics in Asia</td>
</tr>
<tr>
<td>AS 380</td>
<td>Anime and Manga from Japan</td>
</tr>
<tr>
<td>CHI 203</td>
<td>Chinese 3</td>
</tr>
<tr>
<td>CHI 303</td>
<td>Chinese 4</td>
</tr>
<tr>
<td>DA 312</td>
<td>Asian Movement Arts</td>
</tr>
<tr>
<td>EN 250</td>
<td>Topics in Literature (Asian Literature)</td>
</tr>
<tr>
<td>GLS 410</td>
<td>Comparative Social Policy</td>
</tr>
<tr>
<td>INS 301</td>
<td>People, Culture and Society: Vietnam (travel course)</td>
</tr>
<tr>
<td>INS 308</td>
<td>Art and Religion of Asia: China (travel course)</td>
</tr>
<tr>
<td>MGT 364</td>
<td>Global Marketing</td>
</tr>
<tr>
<td>MGT 396</td>
<td>International Economics</td>
</tr>
<tr>
<td>PSY/SOC 365</td>
<td>Social Psychology: Cross-Cultural Perspectives</td>
</tr>
<tr>
<td>RL 251</td>
<td>Asian Religions</td>
</tr>
</tbody>
</table>

### Career options

By developing an understanding of Asia you acquire skills that are increasingly important to employers. Asian Studies supports practice the adaptability and versatility necessary to flourish in the 21st-century world. The program does this by focusing on students’ abilities to connect, relate, research, and communicate between cultures, across disciplines, and with communities at the local and international level. Career options for Asian Studies supports are as diverse as the peoples and cultures of Asia, but students in business, education, the humanities, the social sciences, and nursing find courses that directly relate to their careers in marketing, teaching, governmental service, and health care.
A word from the faculty

What makes biology exciting is its diversity. A biologist might gather field samples for 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 biomolecules 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.

The biology faculty of Alverno College believe that to understand science you must actively “do” science and reflect on what you are doing. A biology major needs to understand how data are gathered and how conclusions are drawn. Our courses teach you to make observations and form conclusions in settings that range from controlled laboratory experiments to field studies of living organisms.

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. Or you can 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. In the molecular biology specialization (see pp. 71-73), you major in a program of courses drawn from select areas of biology and the physical sciences. Your internship focuses on molecular techniques for working with nucleic acids, proteins, and cells.

As a biologist, you will probe the structure and interactions of a multitude of living things. To do this, you need to develop a wide variety of skills:

1. The ability to work with biological information, analyzing it from many different angles. We design our courses to give you experience in interpreting biological data sets, developing your own hypotheses, and critically evaluating the conclusions drawn from biological evidence.

2. The ability to find information using a variety of methods, and to critically evaluate it. You learn to find what you need in the scientific literature, to use electronic databases, and to perform appropriate quantitative and statistical analyses of your data.

3. The ability to design, conduct, and communicate biological experiments. You carry out your own experiments, working independently and as an effective member of a scientific research team. You also become expert at communicating your findings to a variety of audiences.

4. The ability to apply biology to environmental and societal issues. You explore ways to bring your scientific knowledge to bear on important issues facing our society. How do you design an approach to a problem that involves culture as well as nature? How do you make the connections you need to change policies? Our program gives you hands-on experience in applying your specialized knowledge to make a difference in issues you care about.

5. The ability to work as a professional in the scientific community. All the other abilities come together when you become a practicing biologist. As an advanced student, you participate more and more as a professional in course settings, in on-campus and off-campus research experiences, and in off-campus internships. Required internships provide you the dual opportunity to participate in high-level research projects and to explore a variety of career alternatives. As you delve more and more deeply into your chosen profession, you learn about the social context of research, practice and observe professional laboratory behaviors, and refine your code of professional ethics.

In summary, a biologist needs to learn how to integrate the technical skills and knowledge of a rapidly growing field with communication skills, imagination, and an ability to analyze situations from different perspectives. Alverno’s biology faculty take the whole picture into account in designing a curriculum that prepares you to take your place in the laboratory, classroom, or boardroom as an effective 21st-century biologist.

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.

### Beginning courses and the abilities developed in these courses

<table>
<thead>
<tr>
<th>Code</th>
<th>Course Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>SC</td>
<td>Foundations of Chemistry</td>
</tr>
<tr>
<td>SC</td>
<td>Foundations of Biology and Lab</td>
</tr>
<tr>
<td>MT</td>
<td>College Algebra</td>
</tr>
<tr>
<td>MT</td>
<td>Trigonometry</td>
</tr>
</tbody>
</table>

- Show the bases and limitations of scientific analyses
- Use the library and computers to gather and analyze data
- Comprehend graphs and models
- Apply concepts to environmental issues
- Design and conduct biological experiments

### Intermediate courses and the abilities developed in these courses

#### BI

- 221 Biology of Plants
- 222 Biology of Animals
- 223 Natural History of North America
- 231, 231L Human Anatomy and Physiology and Lab
- 251, 251L Microbiology and Lab
- 325, 325L Cellular Biology and Lab
- 341 Ecology
- 361, 361L Genetics and Lab
- 374 External Assessment in Biology for Effective Citizenship Level 4
- 399 Advanced-level Event

#### MT

- 256 Probability and Statistics

#### CH

- 213L Chemistry of Bioorganic Molecules
- 221, 221L Organic Chemistry 1 and Lab
- 234, 234L Analytical Chemistry/Quantitative Analysis and Lab
- 260, 260L Chemistry of Inorganic Materials and Lab

#### PH

- 231 General Physics 1
- 232 General Physics 2

#### INTERN

- 383 Internship Seminar

#### BI electives (7)

- Design and conduct biological experiments, using a wide variety of laboratory skills and drawing on library and computer skills
- Perform appropriate mathematical and statistical manipulation of data
- Understand basic anatomical features and unique functional adaptations of organisms, basic processes of organ systems, and homeostatic regulatory problems
- Work independently and collaboratively on biological problems
- Make independent value judgments on ethical issues in the conduct of biology and its application in society
Advanced courses and the abilities developed in these courses

BI 491 Senior Environmental Seminar
Individualized electives (9 cr)

• Solve complex problems, drawing on information from several areas
• Perform experiments, analyze data, and write scientific papers
• Work as a biologist with professionals and/or in the community
• Articulate judgments regarding competing scientific theories
• Read, interpret, and apply the scientific literature

Sampling of elective courses

BI 301 Microbial Ecology
BI 302 Virology
BI 303 Examining Evolution
BI 304 Developmental Biology
BI/CH 328 Biochemistry
BI 338 Physiological Mechanisms of Disease
BI 452 Immunology
BI 483 Advanced Internship
BI/CH 425, 425L Molecular Biology and Lab
BI 441 Animal Behavior

Your first year of studies

Depending on your background and other areas of study, this sequence of courses shows the courses you will most likely take during your first year of study as a biology major.

Semester 1

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>CM 110</td>
<td>Integrated Communication Seminar 1: Exploring Boundaries</td>
<td>3</td>
</tr>
<tr>
<td>CM 156Q</td>
<td>Mathematical Connections</td>
<td>2</td>
</tr>
<tr>
<td>FA 110</td>
<td>Introduction to the Arts</td>
<td>4</td>
</tr>
<tr>
<td>or LA 230</td>
<td>Liberal Learning for Transfer Students</td>
<td>3</td>
</tr>
<tr>
<td>MT 123</td>
<td>College Algebra</td>
<td>3</td>
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<td>MT 124</td>
<td>Trigonometry</td>
<td>1</td>
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<tr>
<td>SC 119</td>
<td>Foundations of Chemistry</td>
<td>4</td>
</tr>
<tr>
<td></td>
<td><strong>Total</strong></td>
<td><strong>16-17</strong></td>
</tr>
</tbody>
</table>

Semester 2

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>CH 213, 213L</td>
<td>Chemistry of Bioorganic Molecules and Lab</td>
<td>4</td>
</tr>
<tr>
<td>CM 112</td>
<td>Integrated Communication Seminar 2: Continuity and Change</td>
<td>1</td>
</tr>
<tr>
<td>HUM 150</td>
<td>Expressions and Interpretations of Human Experience</td>
<td>4</td>
</tr>
<tr>
<td>PSY 101</td>
<td>General Psychology</td>
<td>4</td>
</tr>
<tr>
<td>SC 120, 120L</td>
<td>Foundations of Biology and Lab</td>
<td>4</td>
</tr>
<tr>
<td></td>
<td><strong>Total</strong></td>
<td><strong>17</strong></td>
</tr>
</tbody>
</table>
Career options

A large proportion of biologists work in laboratories, in areas of research or industrial technology, or in health-related fields. The expansion of biology into fields beyond the traditional sciences is especially fast-growing, producing new opportunities in law, business, journalism, and related professions. With a background in biology, some students pursue careers in teaching, management, or sales, as science writers or illustrators, or as medical librarians. Still others use their undergraduate degree in biology as a foundation for professional training in such areas as medicine, dentistry, pharmacy, veterinary medicine, and environmental law, or for graduate study in biology.

Have you thought about…?

Bioinformatics?
This relatively new area of biology is computer-based; it entails the processing and analysis of large amounts of biologic information. It has been defined as “the mathematical, statistical, and computing methods that aim to solve biological problems using DNA and amino acid sequences and related information.”

Conservation biology?
Conservation biologists use their knowledge of life sciences, from molecules to ecosystems, to preserve the world’s biodiversity and other natural resources. They usually work on multidisciplinary teams for government or nongovernmental organizations to develop solutions to complex environmental issues.
A word from the faculty

One of the exciting challenges of modern science is unraveling the question of how genes and their DNA control living organisms. If you are interested in understanding DNA as the basis of life, you might choose to major in biology with a specialization in molecular biology. Molecular biology uses the core principles of physical science, genetics, and cellular biology to understand how DNA and other nucleic acids work and how DNA can be used in new technologies. The molecular biologist explores living systems in a way that sets her work apart from that of other biologists.

The Alverno molecular biology curriculum is designed to reflect the rapidly evolving challenges and opportunities of the field. DNA has become a vital part of all areas of biology. As a molecular biologist, you might work in biotechnology, medicine, forensic science, agriculture, environmental science, or many other scientific fields. You might also use your molecular biology degree in law, business, communications, or other fields outside of traditional science.

As a student of molecular biology, you learn the theory of DNA function and control and use this information to experiment with DNA. You develop a wide variety of skills:

1. **The ability to analyze information about nucleic acids from a variety of biological and chemical perspectives.** You learn from course and laboratory experiences how to apply biological and chemical models, how to develop your own hypothesis, how to evaluate conclusions based on evidence, and how to relate your conclusions to biological and chemical properties of DNA.

2. **The ability to apply a variety of information technologies to investigate nucleic acids and then to critically evaluate that information.** You use electronic databases to find articles in the scientific literature or information about DNA sequences. You also use computer-based instrumentation and analytical software to acquire and analyze data in the laboratory. You use a variety of computational tools to qualitatively and quantitatively evaluate scientific data.

3. **The ability to design, conduct, and communicate molecular experiments that manipulate and analyze DNA.** You apply concepts of DNA structure and function to design your own experiments and interpret your own data. You use the specialized techniques of molecular biology to conduct the experiments accurately, precisely, and safely. You also become expert in communicating your results verbally and in written form to a variety of audiences.

4. **The ability to form value judgments and to actively respond to ways in which molecular biology and biotechnology innovations impact society.** You learn to question how advances in molecular biology are viewed either positively or negatively by different cultures and social groups. You debate the economic, political, and environmental implications of modern molecular science. You have the opportunity to apply your knowledge of molecular biology concepts to serve your community in a hands-on project.

5. **The ability to apply your molecular biology education as a practicing member of the scientific community.** Required internships put your theoretical knowledge of DNA and your laboratory experience manipulating DNA to use in the professional world. You have the opportunity to explore career options and gain valuable experience for future employment. You also interact closely with practicing molecular biologists and develop a sense of professional ethics and behavior from that example.

In summary, Alverno’s molecular biology specialization emphasizes practical ways to apply the theoretical knowledge you acquire as you progress through the curriculum. You actively experience the field as well as studying it. Alverno’s molecular biology faculty have designed a curriculum that integrates theoretical knowledge, laboratory experiments, contemporary information technology, and awareness of ethical and social issues, so that you may apply them to working as a professional in your internships and future career.
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.

Beginning courses and the abilities developed in these courses

SC 119  Foundations of Chemistry
SC 120, 120L  Foundations of Biology and Lab
BI 221  Biology of Plants
or
BI 222  Biology of Animals
or
BI 223  Natural History of North America
or
BI 231, 231L  Human Anatomy and Physiology and Lab
CH 213, 213L  Chemistry of Bioorganic Molecules and Lab
CH 221, 221L  Organic Chemistry 1 and Lab
MT 123  College Algebra
or
MT 148  Functions and Modeling
or
MT 152  Calculus 1
MT 124  Trigonometry

- Show the basis and limitations of scientific analysis
- Use traditional and computer information resources to gather and analyze data
- Comprehend graphs and models
- Develop scientific concepts to societal and environmental issues
- Design and conduct experiments
Intermediate courses and the abilities developed in these courses

- BI 251, 251L Microbiology and Lab
- BI 325, 325L Cellular Biology and Lab
- BI/CH 328, 328L Biochemistry and Lab
- BI 361, 361L Genetics and Lab
- BI 374 External Assessment in Biology for Effective Citizenship Level 4
- BI 399 Advanced-level Event
- CH 234, 234L Analytical Chemistry/Quantitative Analysis and Lab
- MT 256 Probability and Statistics
- PH 231 General Physics 1
- PH 232 General Physics 2

Advanced courses and the abilities developed in these courses

- BI/CH 425, 425L Molecular Biology and Lab
- BI 452 Immunology
- BI 491 Senior Environmental Seminar
- INTERN 383 Internship Seminar
- • Design and conduct biological experiments with increasing level of independence
- • Analyze molecular basis of biology at increasingly sophisticated levels
- • Begin to use tools of molecular biology in laboratory experiments
- • Begin to use the literature and language of molecular biology to investigate and communicate about living things
- • Apply computer resources to model and investigate biological systems
- • Develop diverse biological and chemical perspectives on living cells, leading to molecular view of living systems
- • Explore relationships of biology to ethical and societal values

Sampling of elective courses

- BI 301 Microbial Ecology
- BI 302 Virology
- BI 303 Examining Evolution
- BI 304 Developmental Biology
- BI 341 Ecology
- BI/CH 395 Biochemistry of Micronutrients
- BI 483 Advanced Internship
- • Work as a professional with scientists in the community
- • Independently design, conduct, and analyze experiments using the tools of molecular biology
- • Analyze and solve complex biological problems, drawing on information from several fields
- • Bring together the perspectives of multiple areas of biology and chemistry to understand the nature of DNA
- • Form and communicate professional judgments on current scientific theories and debates
### Broadfield Science (Major)

**A word from the faculty**

A major in broadfield science gives an aspiring teacher the necessary exposure to a wide range of topics in science. It also provides the depth of study required to be certified to teach science in grades 6-10. To teach grades 11 and 12, you need to take additional courses in biology or chemistry.

This program includes coursework in biology, chemistry, physics, earth science, and mathematics. As a broadfield science major, you have the opportunity to work at one of several field stations to develop skill in outdoor education and to enhance your understanding of environmental science. You become both scientifically and technologically literate, to prepare you to serve as a science specialist at the middle school level, or as a science team member at the high school level. **Please note:** Specific requirements in this program may change to meet state guidelines.

**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 interrelatedness 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.

### Beginning courses and the abilities developed in these courses

<table>
<thead>
<tr>
<th>Code</th>
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</tr>
</thead>
<tbody>
<tr>
<td>SC</td>
<td>119  Foundations of Chemistry</td>
</tr>
<tr>
<td>SC</td>
<td>120, 120L Foundations of Biology and Lab</td>
</tr>
<tr>
<td>CH</td>
<td>213, 213L Chemistry of Bioorganic Molecules and Lab</td>
</tr>
<tr>
<td>MT</td>
<td>123  College Algebra</td>
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<td>MT</td>
<td>124  Trigonometry</td>
</tr>
<tr>
<td>BI</td>
<td>221  Biology of Plants</td>
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<tr>
<td>BI</td>
<td>222  Biology of Animals</td>
</tr>
<tr>
<td>BI</td>
<td>223  Natural History of North America</td>
</tr>
</tbody>
</table>

- Develop knowledge of current science literature
- Explain and apply major concepts, laws, and theories of science
- Use critical-thinking skills in solving science problems
- Learn how to acquire new information through scientific analysis
- Communicate effectively about scientific phenomena, using both quantitative and qualitative analysis
Intermediate courses and the abilities developed in these courses

- BI 251, 251L Microbiology and Lab
- BI 325, 325L Cellular Biology and Lab
- CH 221, 221L Organic Chemistry 1 and Lab
- CH 234, 234L Analytical Chemistry/Quantitative Analysis and Lab
- BI/CH 328, 328L Biochemistry and Lab
- CH 260, 260L Chemistry of Inorganic Materials and Lab
- BI 399 Advanced-level Event
- CH 399 Advanced-level Event
- ED 399 Advanced-level Event
- GE 220 Earth Science
- MT 256 Probability and Statistics
- PH 231 General Physics 1
- PH 232 General Physics 2

- Identify information resources appropriate to the sciences
- Understand the functional adaptations unique to various organisms
- Identify basic structural features at all levels of scientific organization
- Explain the processes and mechanisms of living and nonliving systems
- Demonstrate a wide range of laboratory skills and investigative techniques in both the laboratory and in literature
- Demonstrate the integration of science principles across disciplines

Advanced courses and the abilities developed in these courses

- BI 341 Ecology
- GE 410 Environmental Geology

- Interpret, use, and design scientific models to illustrate specialized mechanisms or constructs
- Analyze complex environments and contemporary issues, using scientific frameworks and models
- Engage in independent and collaborative problem solving through experimentation
- Organize information into specific frameworks of each area of science and use the specialized tools of each framework
Your first year of studies

Depending on your background and other areas of study, this sequence of courses shows the courses you will most likely take during your first year of study as a broadfield science major.

### Semester 1

<table>
<thead>
<tr>
<th>Course</th>
<th>Sem. Hrs.</th>
</tr>
</thead>
<tbody>
<tr>
<td>CM 110 Integrated Communication Seminar 1: Exploring Boundaries</td>
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</tr>
<tr>
<td>CM 156Q Mathematical Connections</td>
<td>2</td>
</tr>
<tr>
<td>ED 116 Human Relations Workshop</td>
<td>2</td>
</tr>
<tr>
<td>FA 110 Introduction to the Arts</td>
<td>4</td>
</tr>
<tr>
<td><strong>or</strong></td>
<td></td>
</tr>
<tr>
<td>LA 230 Liberal Learning for Transfer Students</td>
<td>3</td>
</tr>
<tr>
<td>SC 119 Foundations of Chemistry</td>
<td>4</td>
</tr>
<tr>
<td>SSC 101 Introduction to Social Science</td>
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### Semester 2

<table>
<thead>
<tr>
<th>Course</th>
<th>Sem. Hrs.</th>
</tr>
</thead>
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<tr>
<td>CH 213, 213L Chemistry of Bioorganic Molecules and Lab</td>
<td>4</td>
</tr>
<tr>
<td>CM 112 Integrated Communication Seminar 2: Continuity and Change</td>
<td>1</td>
</tr>
<tr>
<td>HUM 150 Expressions and Interpretations of Human Experience</td>
<td>4</td>
</tr>
<tr>
<td>PED 110 Life Span Development</td>
<td>4</td>
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<tr>
<td><strong>or</strong></td>
<td></td>
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<tr>
<td>PED 150 Introduction to Psychology and Human Development</td>
<td>6</td>
</tr>
<tr>
<td>SC 120, 120L Foundations of Biology and Lab</td>
<td>4</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>17-19</strong></td>
</tr>
</tbody>
</table>

### Career options

This major combines a teaching concentration with studies in science, enabling you to teach science in grades 6-10. In addition, with a major in broadfield science you might look to a career in conservation or energy education; sales of scientific and technical equipment, tests, and supplies; quality control positions in business; and management positions in a science or nature center.

### Have you thought about...?

#### Education specialties?

This degree is preparation to enter educational programs for K-12 certification. It can also be used as a basis for becoming a museum educator, specialized teacher, or researcher (e.g., on human impact on Great Plains flora and fauna).

Additionally, the background may lead to careers with national or state agencies such as the Forest Service, Department of the Interior, Department of Natural Resources, or Wildlife Management, as well as with national and state parks, forests, and wetlands. Some job titles to explore: environmental interpreter, forest ranger, and warden.
A word from the faculty

We live in a rapidly changing world in which managers need communication, critical-thinking, problem-solving, and interpersonal skills to perform effectively in a competitive, global marketplace. In our business and management program, we are committed to providing you with the learning opportunities and environment that will support your personal and professional development to meet emerging challenges and opportunities.

We prepare our graduates to be successful working in a variety of organizations. But the added advantage of an Alverno education is that you will also learn how to learn, so that you can continue to grow and develop after graduation.

All of our graduates develop these three major abilities:

1. The ability to accurately use discipline models and theories to analyze the interdependence among systems, organizations, individuals, and events. You learn to effectively communicate your analyses to others in a variety of professional contexts.

2. The ability to apply business and management principles to develop and deliver quality products and/or services. You learn to take the initiative in identifying or pursuing opportunities for organizational growth or improvement.

3. The ability to use team and organizational skills to work effectively with individuals, teams, and organizational units to meet stakeholder and organizational goals. You demonstrate this ability in organizational contexts that require the leadership of groups or other types of interpersonal interactions.

You also have the opportunity to participate in a variety of student organizations in which you can further develop your knowledge, abilities, and community and professional involvement.

Alverno College Enactus

Alverno College Enactus, formerly known as SIFE, is a student organization committed to using the power of entrepreneurial action to transform lives and shape a better, more sustainable world. You develop and apply your leadership, teamwork, project management, and entrepreneurial abilities to provide opportunities on campus and in the Milwaukee community to help improve people’s lives and assist them in achieving their personal and career goals. Projects have included organizing job fairs, presenting résumé writing and career search workshops, and offering budgeting and financial literacy seminars for K-12 students, college students, and disadvantaged persons. Alverno College Enactus collaborates in a network of 66,000 students at 1,600 colleges and universities in 36 countries.

Pi Sigma Epsilon (PSE) Delta Omicron Chapter

PSE is the only professional co-ed fraternity that trains its members in marketing and sales. The hands-on experience gained through active involvement with PSE helps position you for better career opportunities in your chosen field. PSE has won awards for its projects on campus and nationally.

Society for Human Resource Management (SHRM)

The student SHRM chapter acquaints you with the field of human resource management and provides practical learning, networking, leadership development, and service opportunities through interaction with HR practitioners, optimizing your contribution as a leader and decision maker to organizations and to the community. SHRM also provides student scholarships and internship opportunities. The Alverno chapter has won successive Merit Awards from the international SHRM for its outstanding activities, service, and programs.

Alverno Institute of Management Accountants Student Chapter (AIMASC)

Through participation in AIMASC, you have the opportunity to refine your professional skills, network through the Institute of Management Accountants (IMA), and reinforce the habit of lifelong professional development. This student organization has developed Excel workshops, study groups, and homework help for accounting classes. Members are involved in community service projects, off-campus social activities, and fundraising events.
Business and Management

**Business and Management (Major, Support)**

### What you will study

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. You learn how to take effective action when confronted with multiple problems and challenges. And you learn how to function effectively as a member of a team to achieve both organizational and personal goals.

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.

### Beginning courses and the abilities developed in these courses

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Abilities</th>
</tr>
</thead>
<tbody>
<tr>
<td>MGT 100</td>
<td>Introduction to Business and Management</td>
<td>Identify effective individual and team skills</td>
</tr>
<tr>
<td>MGT 201D</td>
<td>Introduction to Accounting</td>
<td>Identify and analyze information relevant to problem situations and decisions</td>
</tr>
<tr>
<td>MGT 210</td>
<td>Economic Environment</td>
<td>Identify and define problem situations</td>
</tr>
</tbody>
</table>

### Intermediate courses and the abilities developed in these courses

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Abilities</th>
</tr>
</thead>
<tbody>
<tr>
<td>INTERN 383</td>
<td>Internship Seminar</td>
<td>Use interpersonal and team skills to achieve objectives in organizational contexts</td>
</tr>
<tr>
<td>MGT 221</td>
<td>Managing in Organizations</td>
<td>Gather, organize, and analyze information to solve problems</td>
</tr>
<tr>
<td>MGT 250</td>
<td>Business Models and Quantitative Methods</td>
<td>Take initiative and develop strategies to solve problems</td>
</tr>
<tr>
<td>MGT 300</td>
<td>Marketing Principles and Management</td>
<td></td>
</tr>
<tr>
<td>MGT 310</td>
<td>Finance</td>
<td></td>
</tr>
<tr>
<td>MGT 399</td>
<td>Advanced-level Event</td>
<td></td>
</tr>
</tbody>
</table>
Advanced courses and the abilities developed in these courses

- Use discipline models and theories to analyze the interdependence among systems, organizations, individuals, and events
- Integrate and apply management principles to effectively work with others to solve problems
- Effectively communicate analyses to others in a variety of professional contexts
- Apply business and management principles to develop and deliver quality products or services
- Develop sound, integrated solutions to organizational problems

Sampling of elective courses

<table>
<thead>
<tr>
<th>MGT 202</th>
<th>Principles of Accounting</th>
</tr>
</thead>
<tbody>
<tr>
<td>MGT 275</td>
<td>New Enterprise Accounting Issues</td>
</tr>
<tr>
<td>MGT 315</td>
<td>Global Human Resource Management</td>
</tr>
<tr>
<td>MGT 335</td>
<td>Business and Economics in Asia</td>
</tr>
<tr>
<td>MGT 360</td>
<td>Marketing Research</td>
</tr>
<tr>
<td>MGT 361</td>
<td>Understanding Personal and Professional Selling</td>
</tr>
<tr>
<td>MGT 362</td>
<td>Integrated Marketing Communications</td>
</tr>
<tr>
<td>MGT 363</td>
<td>Marketing Technology and Strategy Implementation</td>
</tr>
<tr>
<td>MGT 364</td>
<td>Global Marketing</td>
</tr>
<tr>
<td>MGT 367</td>
<td>Practicing Professional Selling</td>
</tr>
<tr>
<td>MGT 370</td>
<td>Human Resource Management</td>
</tr>
<tr>
<td>MGT 380</td>
<td>Business Law</td>
</tr>
<tr>
<td>MGT 396</td>
<td>International Economics</td>
</tr>
<tr>
<td>MGT 405</td>
<td>Women and Leadership</td>
</tr>
<tr>
<td>MGT 488</td>
<td>Adult Education Human Resources Program Training</td>
</tr>
</tbody>
</table>
Your first year of studies

Depending on your background and other areas of study, this sequence of courses shows the courses you will most likely take during your first year of study as a business and management major.

<table>
<thead>
<tr>
<th>Semester 1</th>
<th>Sem. Hrs.</th>
</tr>
</thead>
<tbody>
<tr>
<td>CM 110</td>
<td>3</td>
</tr>
<tr>
<td>CM 156Q</td>
<td>2</td>
</tr>
<tr>
<td>FA 110</td>
<td>4</td>
</tr>
<tr>
<td>LA 230</td>
<td>3</td>
</tr>
<tr>
<td>SSC 101</td>
<td>4</td>
</tr>
<tr>
<td></td>
<td>3-4</td>
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<tr>
<td></td>
<td>15-17</td>
</tr>
<tr>
<td>or</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Semester 2</th>
<th>Sem. Hrs.</th>
</tr>
</thead>
<tbody>
<tr>
<td>CM 112</td>
<td>1</td>
</tr>
<tr>
<td>HUM 150</td>
<td>4</td>
</tr>
<tr>
<td>MGT 100</td>
<td>3</td>
</tr>
<tr>
<td>PPS 129</td>
<td>1</td>
</tr>
<tr>
<td>PSY 101</td>
<td>4</td>
</tr>
<tr>
<td></td>
<td>3-4</td>
</tr>
<tr>
<td></td>
<td>16-17</td>
</tr>
</tbody>
</table>

General education science/mathematics requirement

Career options

The management or “enterprising” professions require an ability to motivate, persuade, and lead others to achieve an organizational goal or company profits. Since the management degree program provides you with the concepts, abilities, and skills for entry-level employment in many different professions, you can choose from a wide spectrum of work options in the public and private sectors.

Have you thought about…?

Combining your business skills with your favorite “fun” activities?

Almost every recreational and leisure time activity is supported by some business activity. Therefore, any avocational interest can become a vocation. For example, if sports are your passion, you may want to look into the many related business and management opportunities in the sports industry. Contact negotiation (with suppliers, advertisers, networks, and athletes), ticket sales and management, facilities management, and sporting equipment sales are just some areas you could explore.

Arts management is another growing area as arts organizations seek to increase funding and build audiences. Arts management specialists combine business knowledge with arts interest. For example, large orchestras and theater companies require the services of a general manager, personnel manager, development director, marketing director, and many other business professionals.
What you will study

Would you like to travel to China to examine its international banking and global media? Would you want to participate in a videoconference on marketing strategies with business students and marketing executives in Europe? Consider traveling to Brazil to study the tourism infrastructure needed to implement Carnival in Rio? These are just a few examples of the activities in which an Alverno international business major may take part.

In today's global environment, all business is international business. Even the smallest organization uses concepts and products from a range of countries and markets goods and services to a culturally varied audience. Alverno's major in international business enables you to work effectively in this global setting.

As an international business major, you acquire specialized knowledge and abilities regarding cultures, global economies, and international systems and processes for products and services. You also learn how environmental variables affect international business operations in achieving organizational objectives. You work with experienced faculty and advisors who have forged partnerships with foreign institutions of higher education, with local businesses, and with national and international professional organizations.

Beginning courses and the abilities developed in these courses

| GLS 200 Introduction to Global Studies | • Identify effective individual and team skills |
| or | • Identify and analyze information relevant to problem situations and decisions |
| AS 200 Introduction to Asian Studies | • Identify and define problem situations |
| MGT 100 Introduction to Business and Management | |
| MGT 201D Introduction to Accounting | |
| MGT 210 Economic Environment | |
| Foreign language (6 cr) | |

When you choose an international business major, you learn:

- To use discipline models and theories to analyze the interdependence among systems, organizations, individuals, and events in global settings
- To apply business and management principles to develop and deliver quality products and services in global markets
- To use team and organizational skills to work effectively with diverse individuals, teams, and organizational units to meet stakeholder and organizational goals
- To integrate global, social, economic, cultural, and political frameworks with other disciplines to analyze international business issues and practices.
Intermediate courses and the abilities developed in these courses

INTERN 383  Internship Seminar
MGT 221  Managing in Organizations
MGT 250  Business Models and Quantitative Methods
MGT 300  Marketing Principles and Management
MGT 310  Finance
MGT 335  Business and Economics in Asia
MGT 399  Advanced-level Event

• Use interpersonal and team skills to achieve objectives in organizational contexts
• Gather, organize, and analyze information to solve problems
• Take initiative and develop strategies to solve problems

Advanced courses and the abilities developed in these courses

When you study abroad for one semester, you must take a minimum of 12 credits (at least half must be business-related). If you choose to take an approved course abroad that is also a required Alverno course, you are required to take an Alverno elective in its place.

Study abroad (12 cr)

MGT 364  Global Marketing
or
GLS 475  Global Studies Senior Seminar
MGT 396  International Economics
MGT 400  Small Business Management
MGT 410  Business Policy and Strategy
MGT 412  Business Practicum
MGT 483  Advanced Internship
AC 400  Management External Assessment

• Use discipline models and theories to analyze the interdependence among systems, organizations, individuals, and events
• Integrate and apply management principles to effectively work with others to solve problems
• Effectively communicate analyses to others in a variety of professional contexts
• Apply business and management principles to develop and deliver quality products or services
• Develop sound, integrated solutions to organizational problems
Your first year of studies
Depending on your background and other areas of study, this sequence of courses shows the courses you will most likely take during your first year of study as an international business major.

Semester 1

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Sem. Hrs.</th>
</tr>
</thead>
<tbody>
<tr>
<td>CM 110</td>
<td>Integrated Communication Seminar 1: Exploring Boundaries</td>
<td>3</td>
</tr>
<tr>
<td>CM 156Q</td>
<td>Mathematical Connections</td>
<td>2</td>
</tr>
<tr>
<td>FA 110</td>
<td>Introduction to the Arts</td>
<td>4</td>
</tr>
<tr>
<td>LA 230 or</td>
<td>Liberal Learning for Transfer Students</td>
<td>3</td>
</tr>
<tr>
<td>SSC 101</td>
<td>Introduction to Social Science</td>
<td>4</td>
</tr>
</tbody>
</table>

General education science/mathematics requirement
3-4
15-17

Semester 2

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Sem. Hrs.</th>
</tr>
</thead>
<tbody>
<tr>
<td>CM 112</td>
<td>Integrated Communication Seminar 2: Continuity and Change</td>
<td>1</td>
</tr>
<tr>
<td>HUM 150</td>
<td>Expressions and Interpretations of Human Experience</td>
<td>4</td>
</tr>
<tr>
<td>MGT 100</td>
<td>Introduction to Business and Management</td>
<td>3</td>
</tr>
<tr>
<td>PPS 129</td>
<td>Preprofessional Seminar</td>
<td>1</td>
</tr>
<tr>
<td>PSY 101</td>
<td>General Psychology</td>
<td>4</td>
</tr>
</tbody>
</table>

General education science/mathematics requirement
3-4
16-17

Career options
Beef from Argentina, silks from Asia, amber from Poland, autos from South Korea, shoes from Port Washington — all of these goods are brought to global markets through international business functions. People with expertise in finance, sales, marketing, and consulting in international business are sought by multinational firms. These jobs require demonstrated leadership and decision-making skills, as well as excellent networking and communication skills. Understanding cultural differences, being multilingual, internships or work experience, living abroad, and strong business and management skills are key to opening doors to international careers.

Have you thought about…?

Customer analysis?
In order to create or expand business in the United States and other markets, a firm needs to have sufficient customer information. Customer analysis and customer relationship management are two careers that are important to developing new markets.

Sales and marketing?
Having a good product is not enough: it has to be sold. Creation and execution of marketing plans and the ability to direct sales teams to meet their goals are essential to international business sales and sector expansion.

Global consulting?
Demand remains high for global consultants in marketing, finance, accounting, and other business specialties. Professionals who enjoy business styles and cultures different from their own, who have an interest in learning new languages, and who enjoy working and living in new environments may find that consulting is an excellent fit.
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.

Beginning courses and the abilities developed in these courses

- Define problems in structured, discipline-specific situations
- Identify effective individual and team skills
- Identify and analyze information relevant to problem situations and decisions
Intermediate courses and the abilities developed in these courses

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Abilities Developed</th>
</tr>
</thead>
<tbody>
<tr>
<td>INTERN 383</td>
<td>Internship Seminar</td>
<td>• Independently select and evaluate problem-solving strategies in a variety of discipline-specific situations</td>
</tr>
<tr>
<td>MGT 221</td>
<td>Managing in Organizations</td>
<td>• Act in a manner consistent with the professional code of conduct</td>
</tr>
<tr>
<td>MGT 250</td>
<td>Business Models and Quantitative Methods</td>
<td>• Use interpersonal and team skills to achieve objectives in an organizational context</td>
</tr>
<tr>
<td>MGT 275</td>
<td>New Enterprise Accounting Issues</td>
<td></td>
</tr>
<tr>
<td>MGT 300</td>
<td>Marketing Principles and Management</td>
<td></td>
</tr>
<tr>
<td>MGT 310</td>
<td>Finance</td>
<td></td>
</tr>
<tr>
<td>MGT 375</td>
<td>Reporting and Management Accounting Issues</td>
<td></td>
</tr>
<tr>
<td>MGT 376</td>
<td>Growth and Expansion Accounting Issues</td>
<td></td>
</tr>
<tr>
<td>MGT 399</td>
<td>Advanced-level Event</td>
<td></td>
</tr>
<tr>
<td>CIT or MGT elective (3 cr)</td>
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</tbody>
</table>

Advanced courses and the abilities developed in these courses

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Abilities Developed</th>
</tr>
</thead>
<tbody>
<tr>
<td>AC 400</td>
<td>Management External Assessment</td>
<td>• Integrate a variety of discipline perspectives to collaboratively develop solutions to multifaceted organizational problems</td>
</tr>
<tr>
<td>MGT 400</td>
<td>Small Business Management</td>
<td>• Use professional code of conduct to resolve ethical issues</td>
</tr>
<tr>
<td>MGT 410</td>
<td>Business Policy and Strategy</td>
<td>• Integrate appropriate technology and software skills to develop informative presentations to a variety of users</td>
</tr>
<tr>
<td>MGT 412</td>
<td>Business Practicum</td>
<td></td>
</tr>
<tr>
<td>MGT 475</td>
<td>Going Public Accounting Issues</td>
<td></td>
</tr>
<tr>
<td>MGT 483</td>
<td>Advanced Internship</td>
<td></td>
</tr>
<tr>
<td>MGT 487</td>
<td>The Audit Function – Internal and External</td>
<td></td>
</tr>
<tr>
<td>MGT electives (9 cr)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>General electives (6 cr)</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

N.B. Management accounting courses are offered in Alverno on the Weekend.
Your first year of studies

Depending on your background and other areas of study, this sequence of courses shows the courses you will most likely take during your first year of study as a management accounting major.

**Semester 1**

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<tr>
<td>CM</td>
<td>110</td>
<td>Integrated Communication Seminar 1: Exploring Boundaries</td>
<td>3</td>
</tr>
<tr>
<td>CM</td>
<td>156Q</td>
<td>Mathematical Connections</td>
<td>2</td>
</tr>
<tr>
<td>FA</td>
<td>110</td>
<td>Introduction to the Arts</td>
<td>4</td>
</tr>
<tr>
<td>LA</td>
<td>230</td>
<td>Liberal Learning for Transfer Students</td>
<td>3</td>
</tr>
<tr>
<td>MGT</td>
<td>100</td>
<td>Introduction to Business and Management</td>
<td>3</td>
</tr>
<tr>
<td>PSY</td>
<td>101</td>
<td>General Psychology</td>
<td>4</td>
</tr>
</tbody>
</table>

**15-16**

**Semester 2**

<table>
<thead>
<tr>
<th>Course</th>
<th>Code</th>
<th>Title</th>
<th>Sem. Hrs.</th>
</tr>
</thead>
<tbody>
<tr>
<td>BSC</td>
<td>215</td>
<td>Small Group Behavior</td>
<td>2</td>
</tr>
<tr>
<td>CM</td>
<td>112</td>
<td>Integrated Communication Seminar 2: Continuity and Change</td>
<td>1</td>
</tr>
<tr>
<td>HUM</td>
<td>150</td>
<td>Expressions and Interpretations of Human Experience</td>
<td>4</td>
</tr>
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<td>Introduction to Accounting</td>
<td>3</td>
</tr>
<tr>
<td>MGT</td>
<td>210</td>
<td>Economic Environment</td>
<td>3</td>
</tr>
<tr>
<td>PPS</td>
<td>129</td>
<td>Preprofessional Seminar</td>
<td>1</td>
</tr>
<tr>
<td></td>
<td></td>
<td>General education science/mathematics requirement</td>
<td>3-4</td>
</tr>
</tbody>
</table>

**17-18**

**Career options**

Management accountants are involved with decision making, directing management teams, and strategic planning. A degree in management accounting prepares you for a variety of opportunities in the world of financial administration, whether in the corporate, not-for-profit, or government sector.

**Have you thought about...?**

*Investment analysis? Systems analysis? E-commerce?*

A degree in management accounting offers a foundation for employment or graduate school, leading to a number of related careers. You might consider working as an investigator for the FBI, or as an investment analyst for a brokerage firm. Or you might provide systems analysis as a consultant. E-business is another growing field of opportunity.
What you will study

Are you aware that about 30% of all jobs in the United States are in marketing and related positions? With a marketing management major, you are prepared to seek a wide range of career opportunities in areas including financial services, health care, social services, small business, government, advertising, manufacturing, and education.

The marketing management major provides valuable preparation leading to and developing careers such as public relations executive, advertising account executive, media buyer, and business owner. It also prepares you for management positions in sales, marketing research, web marketing, new product development, and customer service.

As a marketing management major, you learn how to create and develop the best ideas for new products and services and how to make them available to consumers and organizations in both domestic and global markets. You develop a greater understanding and ability to help others learn about the benefits of products and services and about why and how they buy, allowing them to make better buying decisions to meet their needs.

Beginning courses and the abilities developed in these courses

- MGT 100 Introduction to Business and Management
- MGT 201D Introduction to Accounting
- MGT 210 Economic Environment

Intermediate courses and the abilities developed in these courses

- INTERN 383 Internship Seminar
- MGT 221 Managing in Organizations
- MGT 250 Business Models and Quantitative Methods
- MGT 300 Marketing Principles and Management
- MGT 310 Finance
- MGT 399 Advanced-level Event
- MGT electives (6 cr)

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- MGT 221 Managing in Organizations
- MGT 250 Business Models and Quantitative Methods
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- MGT electives (6 cr)

What you will study

Are you aware that about 30% of all jobs in the United States are in marketing and related positions? With a marketing management major, you are prepared to seek a wide range of career opportunities in areas including financial services, health care, social services, small business, government, advertising, manufacturing, and education.

The marketing management major provides valuable preparation leading to and developing careers such as public relations executive, advertising account executive, media buyer, and business owner. It also prepares you for management positions in sales, marketing research, web marketing, new product development, and customer service.

As a marketing management major, you learn how to create and develop the best ideas for new products and services and how to make them available to consumers and organizations in both domestic and global markets. You develop a greater understanding and ability to help others learn about the benefits of products and services and about why and how they buy, allowing them to make better buying decisions to meet their needs.

Beginning courses and the abilities developed in these courses

- MGT 100 Introduction to Business and Management
- MGT 201D Introduction to Accounting
- MGT 210 Economic Environment

Intermediate courses and the abilities developed in these courses

- INTERN 383 Internship Seminar
- MGT 221 Managing in Organizations
- MGT 250 Business Models and Quantitative Methods
- MGT 300 Marketing Principles and Management
- MGT 310 Finance
- MGT 399 Advanced-level Event
- MGT electives (6 cr)
Advanced courses and the abilities developed in these courses

MGT  400  Small Business Management  
MGT  410  Business Policy and Strategy  
MGT  412  Business Practicum  
MGT  483  Advanced Internship  
AC  400  Management External Assessment  

Five of the following six courses:
MGT  360  Marketing Research  
MGT  361  Understanding Personal and Professional Selling  
MGT  362  Integrated Marketing Communications  
MGT  363  Marketing Technology and Strategy Implementation  
MGT  364  Global Marketing  
MGT  367  Practicing Professional Selling  

- Use discipline models and theories to analyze the interdependence among systems, organizations, individuals, and events
- Integrate and apply management principles to effectively work with others to solve problems
- Effectively communicate analyses to others in a variety of professional contexts
- Apply business and management principles to develop and deliver quality products or services
- Develop sound, integrated solutions to organizational problems

**N.B. Marketing management courses are offered in Alverno on the Weekend.**

Sampling of elective courses

MGT  202  Principles of Accounting  
MGT  275  New Enterprise Accounting Issues  
MGT  335  Business and Economics in Asia  
MGT  370  Human Resource Management  
MGT  380  Business Law  
MGT  360  Marketing Research  
MGT  361  Understanding Personal and Professional Selling  
MGT  362  Integrated Marketing Communications  
MGT  363  Marketing Technology and Strategy Implementation  
MGT  364  Global Marketing  
MGT  367  Practicing Professional Selling  

International Economics  
Women and Leadership  
Adult Education Human Resources Program Training

Your first year of studies

Depending on your background and other areas of study, this sequence of courses shows the courses you will most likely take during your first year of study as a marketing management major.

Semester 1

<table>
<thead>
<tr>
<th>Course</th>
<th>Description</th>
<th>Sem. Hrs.</th>
</tr>
</thead>
<tbody>
<tr>
<td>CM 110</td>
<td>Integrated Communication Seminar 1: Exploring Boundaries</td>
<td>3</td>
</tr>
<tr>
<td>CM 156Q</td>
<td>Mathematical Connections</td>
<td>2</td>
</tr>
<tr>
<td>FA 110</td>
<td>Introduction to the Arts</td>
<td>4</td>
</tr>
<tr>
<td>LA 230</td>
<td>Liberal Learning for Transfer Students</td>
<td>3</td>
</tr>
<tr>
<td>MGT 100</td>
<td>Introduction to Business and Management</td>
<td>3</td>
</tr>
<tr>
<td>PSY 101</td>
<td>General Psychology</td>
<td>4</td>
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</table>

15-16
Semester 2

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Sem. Hrs.</th>
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<tbody>
<tr>
<td>BSC 215</td>
<td>Small Group Behavior</td>
<td>2</td>
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<tr>
<td>CM 112</td>
<td>Integrated Communication Seminar 2: Continuity and Change</td>
<td>1</td>
</tr>
<tr>
<td>HUM 150</td>
<td>Expressions and Interpretations of Human Experience</td>
<td>4</td>
</tr>
<tr>
<td>MGT 210</td>
<td>Economic Environment</td>
<td>3</td>
</tr>
<tr>
<td>PPS 129</td>
<td>Preprofessional Seminar</td>
<td>1</td>
</tr>
<tr>
<td></td>
<td>General education science/mathematics requirement</td>
<td>3-4</td>
</tr>
<tr>
<td></td>
<td></td>
<td>14-15</td>
</tr>
</tbody>
</table>

**Career options**

With a marketing management major, your career options are diverse. You could become a product manager, managing all aspects of an industrial or consumer product from product design to pricing to marketing. You could focus on a career in advertising or promotional management, serving as an account executive with an advertising agency and meeting with clients to direct their promotional campaigns. Advertising careers also include art directors, who create the ads; media buyers, who purchase the media space and time for ads; and copywriters, who write copy for ads. You could also become a marketing manager, who directs marketing planning for an organization. All of these careers focus on combining the skills and abilities of product or service design and development, managing the relationship with the customer, setting the price, and distributing and promoting the product or service.

**Have you thought about…?**

*Your own business?*

Some people with marketing degrees are entrepreneurial and start their own businesses, such as restaurants, corporate training consulting firms, or fashion stores. They consider activities they truly enjoy doing, and look for business opportunities. Some Alverno alumnae have established their own insurance agencies, video production companies, Internet businesses, and personal care businesses.

With a marketing management major, you learn how to create and develop new products and services. You also learn how to market the products in global markets such as Brazil, Mexico, Italy, China, and Australia.
Chemistry (Major, Support)

A word from the faculty

Science is a way of knowing about the world. It includes making observations, developing hypotheses, testing the hypotheses in controlled experiments, and drawing conclusions from data.

Chemistry is a way of knowing about the composition, structure, function, and properties of substances and the transformations they undergo.

Chemists work to understand and interpret patterns in the behavior of matter and use those patterns to predict further behavior of substances. Their creative work has enabled us to transform the way human life is conducted on this planet. They play a large role in solving the everyday problems of health and comfort. They also play a role in addressing global concerns related to the environment, agriculture, and defense.

To continue that work, a chemist needs certain key abilities:

1. The ability to analyze: to look at information from every conceivable angle; to think systematically and to think creatively, trusting her ability to make sense of incomplete data, willing to risk making a connection or inferring a pattern or putting forth a hypothesis.

2. The ability to solve complex problems: to define a problem clearly and lay out alternative approaches to it, even while noting various trade-offs.

3. The ability to communicate: to work collaboratively with others as a member of a team; to make complex matters clear to the nonspecialist; to be flexible enough to adapt to others’ ideas and approaches while retaining the integrity of her own vision.

4. The ability to make responsible decisions about the use of chemical knowledge and material: to find and use information about the possible effects of knowledge and materials on individuals and the environment; to consider her own values and the values and needs of her clients and of society as a whole.

What you will study

As a chemistry major 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.

Finally, in your courses, an internship, and extracurricular activities in science, you have opportunities to explore the application of your learning in research, health care, technology, and education.
Beginning courses and the abilities developed in these courses

SC  119  Foundations of Chemistry
SC  120, 120L  Foundations of Biology and Lab
CH 213, 213L  Chemistry of Bioorganic Molecules and Lab
MT  123  College Algebra
MT  124  Trigonometry
MT  148  Functions and Modeling
MT  152  Calculus 1

In the laboratory, you:
• Make precise measurements and observations
• Become familiar with the properties and reactions of chemicals

Intermediate courses and the abilities developed in these courses

CH 221, 221L  Organic Chemistry 1 and Lab
CH 234, 234L  Analytical Chemistry/Quantitative Analysis and Lab
CH 260, 260L  Chemistry of Inorganic Materials and Lab
CH 322, 322L  Organic Chemistry 2 and Lab
CH 374  External Assessment in Chemistry for Effective Citizenship Level 4
CH 399  Advanced-level Event
MT  253  Calculus 2
PH  231  General Physics 1
PH  232  General Physics 2
CH 328, 328L  Biochemistry and Lab
CH 337  Instrumental Methods of Analysis
CH 395  Biochemistry of Micronutrients

In the laboratory, you:
• Practice responsible methods for handling materials
• Use instrumental and wet chemical methods to analyze substances
• Engage in a broad range of laboratory activities, from the study of water chemistry to the study of the chemical processes of living cells

Advanced courses and the abilities developed in these courses

CH  414  Chemistry Professional Portfolio
CH  441  Physical Chemistry 1
CH  442  Physical Chemistry 2
CH  450L  Physical Chemistry Laboratory
CH  483  Advanced Internship
CH   or
INTERN 383  Internship Seminar

In these courses, you:
• Integrate concepts and information from different science and mathematics courses
• Participate in research and typical professional laboratory activities
Your first year of studies

Depending on your background and other areas of study, this sequence of courses shows the courses you will most likely take during your first year of study as a chemistry major.

<table>
<thead>
<tr>
<th>Semester 1</th>
<th>Sem. Hrs.</th>
</tr>
</thead>
<tbody>
<tr>
<td>CM 110</td>
<td>Integrated Communication Seminar 1: Exploring Boundaries</td>
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<td>CM 156Q</td>
<td>Mathematical Connections</td>
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<td>FA 110</td>
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<tr>
<td>or LA 230</td>
<td>Liberal Learning for Transfer Students</td>
</tr>
<tr>
<td>MT 123</td>
<td>College Algebra</td>
</tr>
<tr>
<td>MT 124</td>
<td>Trigonometry</td>
</tr>
<tr>
<td>OR MT 152</td>
<td>Calculus 1</td>
</tr>
<tr>
<td>SC 119</td>
<td>Foundations of Chemistry</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>16-17</strong></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Semester 2</th>
<th>Sem. Hrs.</th>
</tr>
</thead>
<tbody>
<tr>
<td>CH 213, 213L</td>
<td>Chemistry of Bioorganic Molecules and Lab</td>
</tr>
<tr>
<td>CM 112</td>
<td>Integrated Communication Seminar 2: Continuity and Change</td>
</tr>
<tr>
<td>HUM 150</td>
<td>Expressions and Interpretations of Human Experience</td>
</tr>
<tr>
<td>MT 148</td>
<td>Functions and Modeling</td>
</tr>
<tr>
<td>or MT 253</td>
<td>Calculus 2</td>
</tr>
<tr>
<td>PPS 129</td>
<td>Preprofessional Seminar</td>
</tr>
<tr>
<td>PSY 101</td>
<td>General Psychology</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>17-18</strong></td>
</tr>
</tbody>
</table>
Career options

A degree in chemistry opens many doors for women today. Job descriptions for chemists are wide and varied. For example, as a chemist you may collect samples on site, analyze them in a laboratory, develop remediation programs with a team, change production processes in a factory to yield a more environmentally friendly product, advise workers on safety and emergency responses, or deal with government regulations and compliance issues for a company.

A chemistry graduate is prepared for immediate employment in a variety of positions. If you enjoy working in a lab, job opportunities include analysis and testing, product development, quality control, basic research, and diagnostics. These positions exist in industry, government, and academia; places of employment include food industries, manufacturing, governmental agencies, pharmaceutical companies, health care organizations, universities, and businesses. Outside of lab work, you may find positions in sales, marketing, consulting, purchasing, health and safety, technical library work, and information technology.

Graduates with a degree in chemistry may find positions that build on their other interests: teaching, environmental protection projects, environmental law analysis, and arson scene analysis. If you have industrial experience after graduation, you might be employed as an executive who manages a production facility, a business, a research group, or an entire laboratory.

In addition, knowledge of chemistry helps you gain employment in many fields related to chemistry, such as molecular biology and biotechnology, materials science, forensic science, hazardous waste management, and textile chemistry. Agricultural and pharmaceutical chemical companies across the country are starting up divisions of biotechnology, a rapidly growing field.

You can also combine your undergraduate chemistry degree with advanced studies in other fields to qualify for a wide range of careers that require interdisciplinary backgrounds. Further, advanced degrees (in chemistry or related fields in science, medicine, business, and law) offer expanded opportunities to pursue independent work and administrative or supervisory positions.

Have you thought about...?

A career in government?

Job seekers with chemistry degrees often overlook careers with government agencies. Many governmental units seek employees with a chemistry background, for positions such as analyst, chemical or environmental engineer, consumer safety officer, food technologist, intelligence specialist, or toxicologist. Moreover, state and federal legislation has increased the need for chemists to assess air quality, industrial production pollution, and product safety. In addition, chemistry professionals may find employment in drug, arson, and other law-enforcement bureaus. Federal agencies employing chemists include:

- U.S. Environmental Protection Agency
- U.S. Drug Enforcement Administration
- Federal Bureau of Investigation
- National Institute of Standards and Technology
- U.S. Customs laboratories.
A word from the faculty

The world is becoming a global village, and more and more Americans are becoming aware of the value of second-language competence and cross-cultural understanding. At Alverno College we know that we are enriched by the varied cultures in American society and in the world beyond our borders. Thus we have expanded our study of language and cultures in general (in addition to Chinese Language and Culture, we offer a support area in Spanish Language and Cultures and multiple semesters of French), have integrated multicultural studies and experiences in almost every area of study, and have welcomed a student body that is rich in diversity.

The Chinese Language and Culture support area is designed to help you become a viable member of the global community. Chinese is spoken by nearly a quarter of the world’s population, with twice the number of native speakers as English. As the oldest continuously spoken and written language, it has had a profound effect on shaping the languages and cultures of Japan, Korea, and Southeast Asia. Chinese is also the lingua franca of the overseas Chinese community—70 million strong in more than 200 countries. It is one of the official languages of the United Nations and has passed English for volume of Internet communication. Furthermore, it is the fastest growing foreign language in secondary schools and colleges in the United States.

What you will study

With a support in Chinese Language and Culture, you take four semesters of Mandarin Chinese, focusing on the communicative and cultural aspects of Chinese language learning. You also take an upper-level course in Chinese history and culture. The study of Chinese language is greatly enhanced by knowledge of Chinese history, and the study of Chinese history is enriched by knowledge of the language.

You master the following key skills:

• Acquire the listening skills to distinguish the phonemes, morphemes, tones, tone sandhi, and word boundaries of modern Mandarin and practice active and contextual listening
• Master the speaking skills of accurate pronunciation, forming declarative, interrogative, imperative, and exclamatory sentences, and acquire a repertoire of responses to predictable and novel contexts
• Learn the Chinese writing system through the history, principles, practice, and esthetics of calligraphy; recognize and write several hundred traditional and simplified forms
• Develop literacy by reading classical, colloquial, and journalistic styles and by mastering print and online lexical tools
• Develop the study skills unique to Chinese language acquisition, maintain a portfolio of all course material, and use online resources for reference and virtual immersion
• Develop cultural literacy and awareness of current events through the festivals of the lunar calendar, exercises in Chinese body language and etiquette, field trips, and Chinese newspaper headlines
• Apply analytic frameworks from the humanities disciplines to demonstrate an understanding of Chinese history and culture and its role in the world
• Gain knowledge of career opportunities and take advantage of study-abroad programs and internships.
The natural extension of Chinese language study on campus is to spend a semester or academic year abroad. Alverno has three education partners in China, each of which offers Chinese language classes in addition to other courses taught in English. The institutions are the China Studies Institute at the University of Peking, Beijing; the Hong Kong Institute of Education; and the Hong Kong Polytechnic University.

**Beginning courses**

CHI 103  Chinese 1  
CHI 104  Chinese 2  

**Intermediate courses**

CHI 203  Chinese 3  
CHI 303  Chinese 4  

**Advanced course**

HUM 351  Studies in Civilization and Culture: China  

**Career options**

Students who develop advanced proficiency in a foreign language in the context of cultural understanding have an additional edge in the job market. They have a skill that employers increasingly see as an asset and even as a requirement for working in, for example, international trade, journalism, foreign service, and many other fields.
Community Leadership and Development
(Major, Support)

A word from the faculty

The Community Leadership and Development (CLD) program combines aspects of sociology, business and management, leadership, communication, and political studies to prepare students to work for social justice and social change. CLD graduates typically enter careers in community organizations, government human services agencies, foundations dedicated to improving community life, grassroots activism, and social research. CLD graduates are highly sought after for their unusual combination of skills from different academic areas — a broad training that enables them to perform very effectively in many different roles and to deal with social problems at many different levels, from the local to the national. Courses include:

- Basics of community systems and social institutions
- Social interaction and organizational management skills
- Social movements and social change
- Marketing, accounting, economics, and quantitative research skills
- Politics and power
- Visions of the good society
- Fundraising and grant writing
- Program evaluation
- Internship(s)

To truly make a difference in your community, you have to walk your talk and know how to blend theory with practice. So CLD has some very distinctive features:

- **Internships.** A strong internship is a core requirement for all majors, and you can add to this by taking further service learning coursework to meet elective requirements.
- **Learning by doing.** In most courses, you do hands-on projects and case studies that help you demonstrate that you can apply theory and data to solve real problems.
- **Networking with professionals.** Faculty help students network with area community development practitioners, who often come into classes as both guest presenters and volunteer assessors to evaluate your work — so you get real feedback from real community leaders.
- **Collaboration and leadership.** Team projects and research are also very typical, to help you build the collaboration and leadership skills so necessary later on the job.
- **Cultural diversity.** CLD students come from a wide variety of backgrounds, so we focus a great deal on diversity issues and cultural competence — key ingredients of authentic social justice work.
- **Using feedback to improve.** And, you learn how to better use feedback from faculty and peers to evaluate and improve your own performance, so you can become your own best teacher in the future.

Beginning courses and the abilities developed in these courses

<table>
<thead>
<tr>
<th>Course</th>
<th>Course Title</th>
<th>Abilities</th>
</tr>
</thead>
<tbody>
<tr>
<td>CLD</td>
<td>150 Introduction to Community Leadership</td>
<td>• Observe patterns of social behavior</td>
</tr>
<tr>
<td>MGT</td>
<td>100 Introduction to Business and Management</td>
<td>• Use basic social scientific language to analyze what you observe</td>
</tr>
<tr>
<td>MGT</td>
<td>201D Introduction to Accounting</td>
<td>• Explore how the social context influences one’s values</td>
</tr>
<tr>
<td>MGT</td>
<td>210 Economic Environment</td>
<td>• Identify effective individual and team skills</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Identify and define problem situations and analyze relevant information</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Draw inferences from the observation of social and community issues, applying disciplinary frameworks to the problem-solving process</td>
</tr>
</tbody>
</table>
Intermediate courses and the abilities developed in these courses

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>BSC 255</td>
<td>Behavioral Science Research Methods</td>
</tr>
<tr>
<td>BSC 256</td>
<td>Probability and Statistics</td>
</tr>
<tr>
<td>CLD 220</td>
<td>Social Movements and Social Change</td>
</tr>
<tr>
<td>CLD 337</td>
<td>Leading Nonprofits</td>
</tr>
<tr>
<td>CLD 338</td>
<td>Program Evaluation</td>
</tr>
<tr>
<td>CLD 399</td>
<td>Advanced-level Event</td>
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<tr>
<td>MGT 300</td>
<td>Marketing Principles and Management</td>
</tr>
<tr>
<td>POL 225</td>
<td>American Politics</td>
</tr>
<tr>
<td>SOC 301</td>
<td>Social Theory</td>
</tr>
</tbody>
</table>

- Use relevant social scientific frameworks and theories to identify and analyze issues affecting groups, organizations, institutions, and society
- Use interpersonal and team skills to achieve objectives in organizational contexts
- Develop basic skills in analysis and application in research, finance, and marketing
- Take initiative and develop strategies to solve problems related to community, political, and social justice issues
- Assess own skills and abilities related to community development and leadership

Advanced courses and the abilities developed in these courses

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>INTERN 383</td>
<td>Internship Seminar</td>
</tr>
<tr>
<td>CLD 492</td>
<td>Service Learning Internship</td>
</tr>
<tr>
<td>CLD 398</td>
<td>Community, Power and Change</td>
</tr>
<tr>
<td>CLD 412</td>
<td>Community Development</td>
</tr>
<tr>
<td>CLD 437</td>
<td>Fundraising and Grant Writing:</td>
</tr>
<tr>
<td></td>
<td>Principles and Practices</td>
</tr>
<tr>
<td>CLD 491</td>
<td>Senior Seminar</td>
</tr>
<tr>
<td>AC 416</td>
<td>External Assessment (CLD)</td>
</tr>
<tr>
<td>Electives</td>
<td>(15 cr)</td>
</tr>
</tbody>
</table>

- Effectively compare and evaluate different approaches to addressing social issues, employing a variety of social, political and cultural perspectives
- Employ appropriate theories and research methods to analyze the performance of organizations that help shape community life
- Use community development frameworks and social science analytical tools to make informed decisions addressing social and civic concerns
- Analyze and compare diverse approaches to meeting social needs, with increasing awareness of the moral-ethical dimensions of community issues
- Articulate and assess personal stance as a professional and civic leader
### Sampling of elective courses

<table>
<thead>
<tr>
<th>Course</th>
<th>Code</th>
<th>Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>CIT</td>
<td>200</td>
<td>Foundations of Computing and Information Technology</td>
</tr>
<tr>
<td>CIT</td>
<td>490</td>
<td>Project Management</td>
</tr>
<tr>
<td>CLD</td>
<td>354</td>
<td>Adult Education Human Resources Principles and Philosophy of Training</td>
</tr>
<tr>
<td>CLD</td>
<td>405</td>
<td>Women and Leadership</td>
</tr>
<tr>
<td>MGT</td>
<td>202</td>
<td>Principles of Accounting</td>
</tr>
<tr>
<td>MGT</td>
<td>211</td>
<td>Microeconomics</td>
</tr>
<tr>
<td>MGT</td>
<td>360</td>
<td>Marketing Research</td>
</tr>
<tr>
<td>MGT</td>
<td>362</td>
<td>Integrated Marketing Communications</td>
</tr>
<tr>
<td>MGT</td>
<td>370</td>
<td>Human Resource Management</td>
</tr>
<tr>
<td>MGT</td>
<td>395</td>
<td>Women and the Economy</td>
</tr>
<tr>
<td>PCM</td>
<td>427</td>
<td>Technical Communication</td>
</tr>
<tr>
<td>PCM</td>
<td>477</td>
<td>Public Relations: Theories and Applications</td>
</tr>
<tr>
<td>POL</td>
<td>342</td>
<td>American Political Behavior: Elections</td>
</tr>
<tr>
<td>PSY/SOC</td>
<td>320</td>
<td>Comparative Social Institutions: The Family</td>
</tr>
<tr>
<td>PSY/SOC</td>
<td>365</td>
<td>Social Psychology: Cross-Cultural Perspectives</td>
</tr>
<tr>
<td>SOC</td>
<td>321</td>
<td>Criminology and Justice</td>
</tr>
</tbody>
</table>

### Your first year of studies

Depending on your background and other areas of study, this sequence of courses shows the courses you will most likely take during your first year of study as a community leadership and development major.

#### Semester 1

<table>
<thead>
<tr>
<th>Course</th>
<th>Code</th>
<th>Title</th>
<th>Sem. Hrs.</th>
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<tbody>
<tr>
<td>CM</td>
<td>110</td>
<td>Integrated Communication Seminar 1: Exploring Boundaries</td>
<td>3</td>
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<tr>
<td>FA</td>
<td>110</td>
<td>Introduction to the Arts</td>
<td>4</td>
</tr>
<tr>
<td>or LA</td>
<td>230</td>
<td>Liberal Learning for Transfer Students</td>
<td>3</td>
</tr>
<tr>
<td>PSY</td>
<td>101</td>
<td>General Psychology</td>
<td>4</td>
</tr>
<tr>
<td>SSC</td>
<td>101</td>
<td>Introduction to Social Science</td>
<td>4</td>
</tr>
</tbody>
</table>

**Sem. Hrs.: 14-15**

#### Semester 2

<table>
<thead>
<tr>
<th>Course</th>
<th>Code</th>
<th>Title</th>
<th>Sem. Hrs.</th>
</tr>
</thead>
<tbody>
<tr>
<td>BSC</td>
<td>215</td>
<td>Small Group Behavior</td>
<td>2</td>
</tr>
<tr>
<td>CLD</td>
<td>150</td>
<td>Introduction to Community Leadership</td>
<td>3</td>
</tr>
<tr>
<td>CM</td>
<td>112</td>
<td>Integrated Communication Seminar 2: Continuity and Change</td>
<td>1</td>
</tr>
<tr>
<td>CM</td>
<td>156Q</td>
<td>Mathematical Connections</td>
<td>2</td>
</tr>
<tr>
<td>HUM</td>
<td>150</td>
<td>Expressions and Interpretations of Human Experience</td>
<td>4</td>
</tr>
<tr>
<td>MGT</td>
<td>100</td>
<td>Introduction to Business and Management</td>
<td>3</td>
</tr>
<tr>
<td>PPS</td>
<td>129</td>
<td>Preprofessional Seminar</td>
<td>1</td>
</tr>
</tbody>
</table>

**Sem. Hrs.: 16**
Career options
This major prepares you for a career in government; not-for-profit or social service organizations; politics; community, workforce, and economic development; and small businesses and larger corporations with an interest in improving communities. Activities within these careers may include service, organizing, grant writing, research and evaluation, lobbying, fundraising, marketing, designing programs, planning, budget work, and administrative work.

Have you thought about…?
Community educator or coordinator?
Community educators and coordinators often focus on empowering neighborhood residents to identify and address critical issues in order to build stronger communities. They work on economic development and employment issues in areas designated for revitalization. Their community-building work involves creating connections among residents, local businesses, nonprofit organizations, and government agencies to address urgent needs. They also conduct social research, such as workforce development surveys among residents to determine their employment needs. They raise resources for their communities through writing grants and other activities, and work one-on-one with community residents to link them with the resources they require. Opportunities for creativity and leadership are plentiful!
Computing and Information Technology
(Major, Support)

A word from the faculty
Alverno’s computing and information technology curriculum balances technical and theoretical knowledge with practical hands-on experience. Both technical and theoretical components as well as the practical ones enable you to understand how the computer works, to appreciate its power, to work effectively with existing systems, and to create your own solutions to problems. As a computing and information technology major or support student, you practice solving problems collaboratively and independently. You acquire the practical and conceptual tools of current information technology (including software, hardware, and multimedia) to analyze systems. The ability to communicate processes and products in these analyses is emphasized in every course.

The computing and information technology major enables students to analyze, develop, implement, and evaluate computer solutions to diverse problems. As you proceed through your computing and information technology courses, you learn to analyze systems, to effectively communicate, to facilitate the ethical use of technology, to apply the principles of usability to the design and implementation of computer systems, and to integrate, synthesize, and adapt your learning in an ever-changing environment.

All companies and professions use aspects of technology. Students with a support area in computing and information technology apply computer technology in a variety of contexts by working with frameworks from their major and by completing cross-disciplinary projects.

In the computing and information technology program, you use the technology of today to develop skills you will use throughout your professional and personal life. You develop:

1. The ability to solve problems. You learn to effectively use computing and information technology frameworks to develop communication and technology solutions to a variety of problems.
2. The ability to analyze. You learn how to analyze and create systems to accomplish tasks. You learn how to evaluate rapidly evolving trends and to integrate knowledge from appropriate fields to make effective and ethical technology decisions.
3. The ability to communicate. You effectively communicate about technical systems to a variety of audiences. You facilitate the implementation of technology by articulating technical issues and their impact on individuals, organizations, and society as a whole.

What you will study
In the introductory course in computing and information technology, you gain a foundational understanding of how a computer works, how components of a system work together, and the broad range of professions that comprise the computing environment. You become an independent user of technology.

Through the study of programming, you experience in depth the process of creating computing solutions to a variety of problems. Courses in databases and information systems provide hands-on experience with analyzing and solving problems. Web design courses provide opportunities to learn about technical and communication issues in working with and through the World Wide Web.

Throughout the curriculum, you are able to choose electives to gain further experience in particular areas to deepen your knowledge or to broaden your understanding of a variety of ways that computers are used.

In advanced courses, you concentrate on information, its storage and use, analytics, and communications. In your final computing and information technology course, project management, you integrate and synthesize your learning by designing a project that involves managing resources and budgets and controlling the project’s scope.
### Beginning courses and the abilities developed in these courses

<table>
<thead>
<tr>
<th>Course</th>
<th>Code</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>CIT</td>
<td>200</td>
<td>Foundations of Computing and Information Technology</td>
</tr>
<tr>
<td>CIT</td>
<td>280</td>
<td>Introduction to Databases</td>
</tr>
</tbody>
</table>

- Develop an understanding of how a computer works and fundamentals of computing and information management
- Develop an understanding of programming logic and the fundamentals of code structure
- Develop logical thinking patterns through work with a programming language

### Intermediate courses and the abilities developed in these courses

<table>
<thead>
<tr>
<th>Course</th>
<th>Code</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>CIT</td>
<td>250</td>
<td>Programming Fundamentals</td>
</tr>
<tr>
<td>CIT</td>
<td>300</td>
<td>Computer Components</td>
</tr>
<tr>
<td>CIT</td>
<td>399</td>
<td>Advanced-level Event</td>
</tr>
</tbody>
</table>

- Learn basic concepts of data, its type, storage, use, and analysis
- Develop an understanding of how computing works, and how to troubleshoot through hands-on practice
- Explore computing careers

### Advanced courses and the abilities developed in these courses

<table>
<thead>
<tr>
<th>Course</th>
<th>Code</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>CIT</td>
<td>376</td>
<td>Systems Analysis and Design</td>
</tr>
<tr>
<td>CIT</td>
<td>420</td>
<td>Integrative Systems</td>
</tr>
<tr>
<td>CIT</td>
<td>470</td>
<td>Advanced Database</td>
</tr>
<tr>
<td>CIT</td>
<td>490</td>
<td>Project Management</td>
</tr>
<tr>
<td>INTERN</td>
<td>383</td>
<td>Internship Seminar</td>
</tr>
<tr>
<td>CIT</td>
<td></td>
<td>electives (12 cr)</td>
</tr>
</tbody>
</table>

- Integrate knowledge of previously studied theories, processes, frameworks, and technologies to link items for a predictive business solution
- Integrate knowledge to make effective and ethical decisions
- Articulate technical issues to facilitate implementation
- Synthesize learning in the major by using frameworks to design and implement projects involving computing or information technology

### Sampling of elective courses

<table>
<thead>
<tr>
<th>Course</th>
<th>Code</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>CIT</td>
<td>270</td>
<td>Web Design</td>
</tr>
<tr>
<td>CIT</td>
<td>284</td>
<td>Spreadsheet Analysis and Design</td>
</tr>
<tr>
<td>CIT</td>
<td>359</td>
<td>Computer Graphics: Animation</td>
</tr>
<tr>
<td>CIT</td>
<td>368</td>
<td>Dynamic Web Pages</td>
</tr>
<tr>
<td>CIT</td>
<td>372</td>
<td>Advanced Database Design</td>
</tr>
<tr>
<td>PCM</td>
<td>320</td>
<td>Advanced Media Studies and Multimedia Production</td>
</tr>
<tr>
<td>PCM</td>
<td>325</td>
<td>Media Management and Production: Online Radio Management Team</td>
</tr>
</tbody>
</table>
Your first year of studies

Depending on your background and other areas of study, this sequence of courses shows the courses you will most likely take during your first year of study as a computing and information technology major.

Semester 1

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Hrs</th>
</tr>
</thead>
<tbody>
<tr>
<td>CM 110</td>
<td>Integrated Communication Seminar 1: Exploring Boundaries</td>
<td>3</td>
</tr>
<tr>
<td>CM 156Q</td>
<td>Mathematical Connections</td>
<td>2</td>
</tr>
<tr>
<td>HUM 150</td>
<td>Expressions and Interpretations of Human Experience</td>
<td>4</td>
</tr>
<tr>
<td>PSY 101</td>
<td>General Psychology</td>
<td>4</td>
</tr>
</tbody>
</table>

Semester 2

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Hrs</th>
</tr>
</thead>
<tbody>
<tr>
<td>BSC 215</td>
<td>Small Group Behavior</td>
<td>2</td>
</tr>
<tr>
<td>CM 112</td>
<td>Integrated Communication Seminar 2: Continuity and Change</td>
<td>1</td>
</tr>
<tr>
<td>HUM 150</td>
<td>Expressions and Interpretations of Human Experience</td>
<td>4</td>
</tr>
<tr>
<td>PPS 129</td>
<td>Preprofessional Seminar</td>
<td>1</td>
</tr>
<tr>
<td>PSY 101</td>
<td>General Psychology</td>
<td>4</td>
</tr>
</tbody>
</table>

Career options

Today’s workplace is driven by technology and the need for up-to-the-second information. The Wisconsin Department of Workforce Development predicts a 43.5% growth in networking systems and data communication analyst positions between 2006 and 2016, making this career number one on the list of high-growth occupations in Wisconsin. Jobs in this category include data analyst, business system analyst, help desk worker, database administrator, PC system specialist, web developer, and project coordinator, to name a few. Nationally and internationally, there is a steady or increasing demand for computing professionals in information technology, web technology, business system analysis technology, and technical writing.

Have you thought about…?

Information technology?
There is an almost insatiable demand for networking software. Trends in this area include the development of home media servers (that connect PCs and other devices to home electronic devices such as big-screen TVs), portable entertainment devices (smart phones, automotive entertainment systems), and video game technology.

Web technology?
Educational institutions are a growing segment of the web technology market. Careers include developing e-portfolios for universities, creating social networking systems, and developing course and student information management systems. In addition, the industry requires web technologists who can design and implement database management systems, project management systems, and firewalls to protect their systems when being used by sales and consulting staff in the field.

Business system analyst?
Business system analysts design and implement processes to improve the efficiency of organizations through automation. Computer-based management of expense reports, purchase orders, order processing, resource allocation, network security, credit authorization, and project management are examples of some of the business systems you may oversee as an analyst.
A word from the faculty

We have designed the creative arts support area for students who want to study the arts, but not with the focus of a single art form or a major area of study.

The approaches, processes, strategies, and techniques developed in the arts are particularly useful for anyone interested in developing a more effective personal style, especially with regard to "presentation of self." General outcomes include more fruitful and gratifying interactions with individuals and groups, as well as more creative approaches to the tasks and challenges presented by life and work.

Courses are designed to assist students in developing communication, problem-solving, and social-interaction abilities. The support area in creative arts provides a wealth of experiences for someone interested in developing a livelier, more original and creative approach to every endeavor.

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.

Beginning courses and the abilities developed in these courses

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>DA/TA 115</td>
<td>Fundamentals of Voice and Movement</td>
</tr>
<tr>
<td>MU 101</td>
<td>Music Experiences 1</td>
</tr>
</tbody>
</table>

Choose two of the following:

- A 140C Creativity in the Natural Environment
- A 141 Discovering Your Creative Source
- A 146 Art Workshops

Choose one of the following:

- DA 130 Contemporary Dance Technique 1
- DA 132 Ballet Technique 1
- DA 133 Jazz Dance Technique 1
- DA 134 Introduction to Hatha Yoga 1

- Articulate personal goals and explore how experience and study in the arts can assist in meeting these goals
Intermediate courses and the abilities developed in these courses

TA 265  Fundamentals of Acting: On Stage and Off

Choose one of the following:

DA/TA 210  Improvisation: Creative Approaches to Performance

DA/MU/TA

250  Musical Theater: On Stage and Screen

MU 210  Improvisational Music

Choose one of the following:

A 310  Art History 4: 20th Century

DA/MU/TA

250  Musical Theater: On Stage and Screen

DA 310  Contemporary Dance in America: Movement and Meaning

DA 315  Dance in Cultures

MU 310  Popular Music

TA 310  Contemporary Theater: Silenced Voices Heard

Choose one of the following:

A 221  Beginning Figure Drawing

A 234  Studio Art 3: Three-Dimensional Design

A 262  Computer Graphics: Design and Illustration

A 352A  Painting

A 366A  Ceramics

A 376A  Sculpture

Advanced courses and the abilities developed in these courses

Choose one of the following:

DA 340  Dance Composition and Performance 1

TA 340  Introduction to Directing

TA 355  Creative Drama

• Integrate the approaches, techniques, and strategies learned in the arts, applying them in collaborative contexts

• Engage diverse cultural perspectives and values in forming responses to artistic works

Career options

Whatever your major area of study, a support area in creative arts will help you enhance your self-presentation skills. In addition, the range of arts you study provides opportunities to develop and practice creative approaches to projects, skills that you can transfer to other areas of study and to work tasks.
A word from the faculty

Whether you aspire to be a novelist, a poet, or a freelance writer, or to work in a business environment, becoming a more imaginative and creative writer is an asset to your professional and personal development.

A support area in Creative Studies in Writing puts your imagination to work in unique and rewarding ways that will complement your major area of study. The program will help you develop your creative thinking skills and your ability to adapt to a variety of writing contexts. In addition, you will learn how to navigate the challenging and changing world of publishing.

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.

Beginning course
EN 251 Introduction to Creative Writing

Intermediate course
EN 343 Creative Writing 2

Advanced course
EN 453 From Printout to Publication

Advanced electives (6-8 cr)

Career options

You will be prepared for a wide range of professional positions that demand creative thinking, a distinctive style, strong narrative skills, and a sophisticated use of language. In addition, the program will help you learn to navigate the publishing world and getting published, should you choose to follow that path.
Dance and Theater Arts *(Support)*

**A word from the faculty**
In Alverno’s dance and theater program, you develop awareness and command of the expressive potential of your body and voice. You also focus on the role that your intellectual and emotional processes play in this learning. You study performance from the perspective of both audience and artist.

As an audience member, you learn how to analyze and engage with live dance and theater performances. Participating in a range of classroom experiences and cocurricular student productions, you develop performing skills that emerge from your personal creativity.

You experience, observe, play, reflect, create, analyze, and assess as you explore what theater and dance mean to you personally, as well as the roles these art forms play in various cultures.

In addition, you develop sensitivity to a range of diverse expressions — not only in formal production contexts but also in informal social situations.

**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.

**Beginning courses and the abilities developed in these courses**

<table>
<thead>
<tr>
<th>Course Code</th>
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</tr>
</thead>
<tbody>
<tr>
<td>DA/TA 115</td>
<td>Fundamentals of Voice and Movement</td>
</tr>
</tbody>
</table>

- Integrate performance-related physical and vocal strategies to develop a distinctive and effective personal communication style

**Intermediate courses and the abilities developed in these courses**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>DA/TA 210</td>
<td>Improvisation: Creative Approaches to Performance</td>
</tr>
</tbody>
</table>

- Use creative approaches in making and responding to performance

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>DA 310</td>
<td>Contemporary Dance in America: Movement and Meaning</td>
</tr>
<tr>
<td>TA 310</td>
<td>Contemporary Theater: Silenced Voices Heard</td>
</tr>
<tr>
<td>TA 265</td>
<td>Fundamentals of Acting: On Stage and Off</td>
</tr>
</tbody>
</table>

Dance class (2 cr) (technique)
Advanced courses and the abilities developed in these courses

- DA 340 Dance Composition and Performance 1
- TA 340 Introduction to Directing
- DA 440 Dance Composition and Performance 2
- TA 440 Advanced Directing

- Demonstrate skills of cooperation, collaboration, and leadership

Career options

In combination with a major such as business and management or professional communication, a support area in dance and theater arts is ideal for those interested in video and television work, as well as for those interested in marketing and promotion work in the arts and in arts management.

With an emphasis in theater and further training in graduate school or a conservatory setting, you could pursue writing, acting, directing, and design work in the theater.

With an emphasis in dance, you could pursue further work in a variety of fields: performance, choreography, dance therapy, dance scholarship, and criticism.

Have you thought about...?

The arts as therapy?

In this fast-paced age, the need to manage stress is apparent. Dance and theater arts are now used in stress-management programs and as a vehicle for increased self-awareness.

Studies in movement contribute depth and new perspectives to the areas of nursing, communication, business and management, cultural anthropology, sport and fitness training, actor training, and performance studies.
Education

Early/Middle Childhood Education (ELC) (Major) ................................................................. p. 110
Middle Childhood/Early Adolescence Education (ELM) (Major) ........................................ p. 110
Early Adolescence/Adolescence Education (SED) (Support) ........................................... p. 113
Paraprofessional Programs (AA Degree) ............................................................................... p. 115
Teacher Education Licensure Programs ........................................................................... p. 116

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).

You can choose a major in early/middle childhood education (prekindergarten/elementary) or middle childhood/early adolescence education (elementary/middle) and a support area in specific teaching areas. Alverno also offers you the choice of early adolescence/adolescence education (middle/secondary) as a support area with a variety of majors.

For students who already have a bachelor’s degree, Alverno offers licensure programs in a variety of fields: early/middle childhood, middle childhood/early adolescence, and early adolescence/adolescence education. Alverno also offers a Licensure to Master’s and a Master of Arts in Education (see the Graduate Programs Bulletin for further information).

In addition to having a background in content knowledge, students must be prepared to guide learning effectively and appropriately for all students, including those with different abilities and backgrounds. 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.

In compliance with the Higher Education Act and the Title II report for 2013-14, Alverno College reported that 100% of initial program completers passed the Praxis II Subject Assessment that corresponds with their license issued by the Wisconsin Department of Public Instruction.

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.
Education

Early/Middle Childhood Education (ELC)  *(Major)*
(Prekindergarten/Elementary)

Middle Childhood/Early Adolescence Education (ELM)  *(Major)*
(Elementary/Middle)

What you will study

At Alverno College, majors in early/middle childhood and middle childhood/early adolescence education are designed to help you develop complex professional abilities and to explore a wide range of career options.

Throughout your program, you engage in field experiences — you have four semester-long placements before you student teach.

In your first field placement, taken as part of the initial introductory education course, you learn to trace patterns of teacher-learner interaction and analyze their effect on the learner's attitudes toward self and others. At the same time, in your coursework you learn theoretical frameworks for describing teacher-learner processes and individual development.

Your second field placement enables you to work with a central focus in literacy learning in the elementary school. You observe and analyze teaching strategies and teach lessons based on literacy frameworks learned in literacy methods courses.

As you progress, you add to your understanding of human development and learning and become familiar with several approaches to the design of learning experiences. Meanwhile, in your fieldwork, you take a more active role. You apply the full process of diagnosing a learner's needs and abilities, designing an appropriate pattern of learning experiences, carrying out the teaching role called for in your design (in close partnership with the field teacher), and evaluating the effectiveness of your work.

Throughout your fieldwork, you extend your awareness of groups of learners. Applying the several developmental theories you have learned, you describe the variety of individual learners in a given setting and trace their growth patterns over a period of time. This challenges your ability to generalize, from creating strategies for the individual learner to coordinating the learning of an entire group.

In advanced work, you refine your ability to use various assessment and instructional methods and to design learning for exceptional learners. You also formulate your own philosophy as an educator and strengthen your ability as teacher-researcher. Prior to student teaching, you prepare a portfolio to demonstrate your abilities as a teacher candidate and present it before a School of Education faculty–school practitioner team.

As a student teacher, you spend an intensive semester taking major responsibility for student learning. In your student teaching experience, you draw together your many abilities. In short, you begin to function as an independent professional.

Both elementary majors are required to have a support area appropriate for teaching. Middle childhood/early adolescence majors can also be licensed in that area for middle school. The support areas are as follows:

<table>
<thead>
<tr>
<th>ELC</th>
<th>ELM</th>
</tr>
</thead>
<tbody>
<tr>
<td>Creative arts</td>
<td>English</td>
</tr>
<tr>
<td>English</td>
<td>Mathematics</td>
</tr>
<tr>
<td>Mathematics</td>
<td>Science</td>
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<tr>
<td>Science</td>
<td>Social studies</td>
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<tr>
<td>Social studies</td>
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<tr>
<td>Spanish language</td>
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<tr>
<td>and cultures</td>
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</tbody>
</table>
Beginning courses and the abilities developed in these courses

<table>
<thead>
<tr>
<th>Code</th>
<th>Course Title</th>
<th>Abilities</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>135</td>
<td>Studio Art 1: Art Fundamentals</td>
</tr>
<tr>
<td>ED</td>
<td>116</td>
<td>Human Relations Workshop</td>
</tr>
<tr>
<td>ED</td>
<td>201</td>
<td>Foundations of Teaching, Learning, and Assessing</td>
</tr>
<tr>
<td>ED</td>
<td>216</td>
<td>Technology in Education</td>
</tr>
<tr>
<td>MU</td>
<td>101</td>
<td>Music Experiences 1</td>
</tr>
<tr>
<td>PED</td>
<td>110</td>
<td>Life Span Development</td>
</tr>
<tr>
<td>PED</td>
<td>150</td>
<td>Introduction to Psychology and Human Development</td>
</tr>
</tbody>
</table>

Intermediate courses and the abilities developed in these courses

<table>
<thead>
<tr>
<th>Code</th>
<th>Course Title</th>
<th>Abilities</th>
</tr>
</thead>
<tbody>
<tr>
<td>ED</td>
<td>215R</td>
<td>Preprofessional Field Experience in Reading</td>
</tr>
<tr>
<td>ED</td>
<td>220</td>
<td>Interview Assessment</td>
</tr>
<tr>
<td>ED</td>
<td>225</td>
<td>Literacy in Early Childhood</td>
</tr>
<tr>
<td>ED</td>
<td>325</td>
<td>Literacy in Middle Childhood</td>
</tr>
<tr>
<td>ED</td>
<td>351</td>
<td>Science in the Elementary Curriculum</td>
</tr>
<tr>
<td>ED</td>
<td>352</td>
<td>Social Studies in the Elementary Curriculum</td>
</tr>
<tr>
<td>ED</td>
<td>353</td>
<td>Arts and Movement in the Elementary Curriculum</td>
</tr>
<tr>
<td>ED</td>
<td>365</td>
<td>Literacy in Middle Childhood/Early Adolescence</td>
</tr>
<tr>
<td>ED</td>
<td>396</td>
<td>Introduction to the Exceptional Learner</td>
</tr>
<tr>
<td>ED</td>
<td>399</td>
<td>Advanced-level Event</td>
</tr>
<tr>
<td>HS</td>
<td>308</td>
<td>United States History, 1607-1900</td>
</tr>
<tr>
<td>HS</td>
<td>309</td>
<td>The United States in the 20th Century</td>
</tr>
<tr>
<td>MT</td>
<td>243, 244</td>
<td>Fundamental Concepts of Mathematics for Elementary/Middle School Teachers 1, 2</td>
</tr>
</tbody>
</table>

For the ELC major, the following courses are also required:

<table>
<thead>
<tr>
<th>Code</th>
<th>Course Title</th>
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<tbody>
<tr>
<td>ED</td>
<td>231 Understanding the Young Child</td>
</tr>
<tr>
<td>ED</td>
<td>338 Early Childhood Teaching and Field</td>
</tr>
<tr>
<td>TA</td>
<td>355 Creative Drama</td>
</tr>
</tbody>
</table>

For the ELM major, the following course is also required:

<table>
<thead>
<tr>
<th>Code</th>
<th>Course Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>ED</td>
<td>321 Middle School Teaching and Field</td>
</tr>
</tbody>
</table>
Advanced courses and the abilities developed in these courses

- Collaborate with colleagues
- Interact effectively with persons of different cultures, ages, and positions
- Plan and formulate curricular goals and design relevant learning experiences
- Plan lessons based on objectives derived from learning goals
- Monitor progress of learners toward goals
- Assume full responsibility of the classroom teacher

Your first year of studies

Depending on your background and other areas of study, this sequence of courses shows the courses you will most likely take during your first year of study as a major in elementary education.

Semester 1

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Hrs</th>
</tr>
</thead>
<tbody>
<tr>
<td>CM 110</td>
<td>Integrated Communication Seminar 1: Exploring Boundaries</td>
<td>3</td>
</tr>
<tr>
<td>CM 156Q</td>
<td>Mathematical Connections</td>
<td>2</td>
</tr>
<tr>
<td>ED 116</td>
<td>Human Relations Workshop</td>
<td>2</td>
</tr>
<tr>
<td>FA 110</td>
<td>Introduction to the Arts</td>
<td>4</td>
</tr>
<tr>
<td>or LA 230</td>
<td>Liberal Learning for Transfer Students</td>
<td>3</td>
</tr>
<tr>
<td>SSC 101</td>
<td>Introduction to Social Science</td>
<td>4</td>
</tr>
</tbody>
</table>

Semester 1 Total: 14-15

Semester 2

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Hrs</th>
</tr>
</thead>
<tbody>
<tr>
<td>BSC 215</td>
<td>Small Group Behavior</td>
<td>2</td>
</tr>
<tr>
<td>CM 112</td>
<td>Integrated Communication Seminar 2: Continuity and Change</td>
<td>1</td>
</tr>
<tr>
<td>HUM 150</td>
<td>Expressions and Interpretations of Human Experience</td>
<td>4</td>
</tr>
<tr>
<td>PED 110</td>
<td>Life Span Development</td>
<td>4</td>
</tr>
<tr>
<td>or PED 150</td>
<td>Introduction to Psychology and Human Development</td>
<td>6</td>
</tr>
<tr>
<td></td>
<td>General education science/mathematics requirement</td>
<td>3-4</td>
</tr>
</tbody>
</table>

Semester 2 Total: 14-17

Career options

In addition to traditional classroom teaching, an education career can consist of administration, supplementary school services, the development and promotion of educational materials, government service, or training and development within the business, industrial, or health-care institution setting.

Have you thought about...?

The educational materials industry?

This industry develops and promotes educational materials and services, and includes numerous textbook and software publishers as well as educational divisions in some large corporations.

With additional education, other career options include school principal, media specialist, reading specialist, curriculum coordinator, educational consultant, and guidance counselor.
Early Adolescence/Adolescence Education (SED) (Support)
(Middle/Secondary)

What you will study
To teach at the early adolescent/adolescent level (middle school and high school), you are required to have a teaching area in which you have completed a major and may add a teaching support area. Alverno offers such majors in biology, chemistry, English language arts, history, mathematics, broadfield science, and social studies–history. Support areas that constitute teaching minors are available in biology, chemistry, English, history, and mathematics.

Your preparation for teaching parallels the program described for elementary education. You engage in field experiences throughout your program, including four semester-long placements prior to student teaching. Your education courses assist you to integrate concepts from your content area major with the principles of teaching that area at the middle and secondary level. Of particular help in this regard are the specialized methods courses in your major and support areas.

Beginning courses and the abilities developed in these courses

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Abilities Developed</th>
</tr>
</thead>
<tbody>
<tr>
<td>ED 116</td>
<td>Human Relations Workshop</td>
<td>• Communicate clearly in oral, written, and technological modes</td>
</tr>
<tr>
<td>ED 201</td>
<td>Foundations of Teaching, Learning, and Assessing</td>
<td>• Understand psychological theories and their impact on teaching/learning</td>
</tr>
<tr>
<td>ED 216</td>
<td>Technology in Education</td>
<td>• Understand and apply theory and pedagogy in instructional design and practice</td>
</tr>
<tr>
<td>PED 110</td>
<td>Life Span Development</td>
<td></td>
</tr>
<tr>
<td>PED 150</td>
<td>Introduction to Psychology and Human Development</td>
<td></td>
</tr>
</tbody>
</table>

Intermediate courses and the abilities developed in these courses

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Abilities Developed</th>
</tr>
</thead>
<tbody>
<tr>
<td>ED 215</td>
<td>Preprofessional Field Experience</td>
<td>• Demonstrate understanding of individual differences, especially psychological and cultural differences</td>
</tr>
<tr>
<td>ED 220</td>
<td>Interview Assessment</td>
<td>• Design materials for learning</td>
</tr>
<tr>
<td>ED 321</td>
<td>Middle School Teaching and Field</td>
<td>• Communicate through effective use of audiovisual media</td>
</tr>
<tr>
<td>ED 395</td>
<td>Technology in Education</td>
<td>• Draw from a variety of sources, including technology, in order to communicate effectively</td>
</tr>
<tr>
<td>ED 396</td>
<td>Introduction to the Exceptional Learner</td>
<td>• Interact effectively with persons of different cultures, ages, and positions</td>
</tr>
<tr>
<td>ED 399</td>
<td>Advanced-level Event</td>
<td></td>
</tr>
<tr>
<td>HS 308</td>
<td>United States History, 1607-1900</td>
<td></td>
</tr>
<tr>
<td>HS 309</td>
<td>The United States in the 20th Century</td>
<td></td>
</tr>
</tbody>
</table>

Courses in content major and middle school methods
Advanced courses and the abilities developed in these courses

ED 315  Professional Field Experience
ED 412  Philosophy of Education
ED 420  Portfolio Interview Assessment
ED 452  Teaching Reading and Language Arts in Secondary School
ED 455A, 455EA  Directed Observation and Teaching in Adolescent Education and in Early Adolescent Education
ED 475  Student Teaching Seminar
PST 329  Praxis II Preparation Seminar

One of the following, depending on major:
ED 471  Teaching English in Middle/Secondary School
ED 473  Teaching Mathematics in Middle/Secondary School
ED 477  Teaching Science in Middle/Secondary School
ED 478  Teaching Social Studies in Middle/Secondary School

Career options

In addition to traditional classroom teaching, an education career can lead to work in administration, supplementary school services, the development and promotion of educational materials, government service, or training and development within business, industry, or health care settings. Options also include media specialist, curriculum coordinator, diagnostic tester, educational consultant, and guidance counselor.

The teaching concentration area that one selects can lead to other careers, such as an educational specialist in a specific industry, museum, library, or historical site.

Have you thought about…?

Teaching abroad?

There are abundant opportunities to teach abroad. A summer in Poland? Four months in Thailand or six months in China? A year in Hungary or Korea? A long-term position in a school at a U.S. military base in Germany, Spain, or the Philippines? All of these options are available to teachers with a sense of adventure, an interest in exploring the world, and a willingness to live in a different culture.

• Collaborate with colleagues
• Interact effectively with persons of different cultures, ages, and positions
• Formulate curricular goals and design and implement relevant learning experiences, including integrated curriculum
Early Childhood Paraprofessional Program

Students earning an associate of arts (AA) degree in Alverno’s Early Childhood Paraprofessional Program are qualified to be paraprofessionals or educational assistants in programs serving children ages 3-6. They are also qualified as day-care and nursery-school teachers, and may seek careers in before- and after-school programs and in direct child-care positions, such as nannies.

In this program, students develop the abilities of communication, coordination, conceptualization, diagnosis, and integrative interaction. They complete all first-year courses required in their sequence of studies, and enter the School of Education after completion of these courses.

Students work with an advisor from the School of Education to plan their program of study.

Paraprofessional Program

Students earning an associate of arts (AA) degree in Alverno’s Paraprofessional Program are qualified to be paraprofessionals or educational assistants in programs serving children in grades 1-6. They may also seek careers in before- and after-school programs and in direct child-care positions, such as nannies.

In this program, students develop the abilities of communication, coordination, conceptualization, diagnosis, and integrative interaction. They complete all first-year courses required in their sequence of studies, and enter the School of Education after completion of these courses.

Students work with an advisor from the School of Education to plan their program of study.
Teacher Education Licensure Programs

Postbaccalaureate licensure or Licensure to Master of Arts in Education

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, and early adolescence/adolescence education.

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.

Early/Middle Childhood Education (Prekindergarten/Elementary)

Middle Childhood/Early Adolescence Education (Elementary/Middle)

Alverno’s early/middle childhood and middle childhood/early adolescence education licensure programs open new opportunities for you to teach at the prekindergarten/elementary, and middle school levels. The programs require approximately 50 education credits* — many of them in field experience and student teaching.

Students in middle childhood/early adolescence education are also required to complete a teaching support (minor). Options include language arts, mathematics, science, and social studies.

Required courses build a firm foundation in human development, human relations, and teaching expertise. Special emphasis is given to diagnostic and progress-assessment methods. A typical program includes many of the following courses:

- Life Span Development
- Fundamental Concepts of Mathematics
- Foundations of Teaching, Learning, and Assessing
- Literacy in Early Childhood or Literacy in Middle Childhood
- Science/Social Studies in the Elementary Curriculum
- Field experiences
- Student teaching

Early Adolescence/Adolescence Education (Middle/Secondary)

Persons who have already completed their bachelor’s degree can teach their major subject in high school by adding secondary education licensure. The approximately 30 credits* required for such licensure include coursework in human development, human relations, and teaching skills, as well as field experiences and student teaching. Applicants must have an undergraduate major related to one of the following areas: English, mathematics, science, or social studies.

Add-on licenses

Teachers already licensed may add other initial licenses or areas of concentration. Requirements for such additional endorsements vary and are sometimes fulfilled partially by previous coursework.

Art education

Art education/art therapy

Alverno also offers programs leading to licensure in art education and art education/art therapy. Requirements for these licensure programs depend greatly on previous art experience and training. These programs are available only through the postbaccalaureate licensure program.

* The exact number of credits varies depending on previous coursework.
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. Students may seek initial licensure in one of the following areas:

**Regular education:**
- early childhood/middle childhood education (birth to age 11)
- middle childhood/early adolescence education (ages 6 to 13)
- early adolescence/adolescence education (ages 10 to 21)

**Cross-categorical special education:**
- middle childhood/early adolescence education (ages 6 to 13)
- early adolescence/adolescence education (ages 10 to 21).

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 degree either in or related to English, mathematics, science, or social studies.
Elective Studies Option

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. (Nursing majors complete 10-12 credits.)

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.
What you will study

The English program at Alverno College is designed to deepen your experience of literature by heightening your ability to discover meaning in a variety of literary works and genres. In addition to studying American, British, and world literature, as an English major you are able to take courses in film, creative writing, and journalism. You can choose to focus your academic program on literature and theory, literature and writing, or English education (see the English Language Arts major). As a major or support area student in English, you have the opportunity to write creatively for the college literary magazine, published by the English Department.

Studying English at Alverno College 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 on the Diagnostic Digital Portfolio.

Learning outcomes for the English major

Students majoring in English at Alverno College have the opportunity to concentrate on different paths of study, focusing their work on English education, creative and nonfiction writing, or literary scholarship. While the sequence of courses varies for each path, the following learning outcomes are the same for all English majors. The student:

- 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.

Intermediate courses

- EN 210 Perspectives on Literature
  - OR
    - EN 211 The Graphic Novel
    - EN 310 Life, Love and Literature
  - OR
    - EN 250 Topics in Literature
    - EN 251 Introduction to Creative Writing
    - EN 311 Fiction into Film
    - EN 330 Identity and Imagination in Literary Studies
    - EN 399 Advanced-level Event
    - EN 300-level courses (9 cr)

Advanced courses

- EN 400-level courses (8 cr)
- EN 430 Integrating External Assessment in English
- HUM 350 Series Studies in Civilization and Culture
- HUM 410 Senior Humanities Seminar
- INTERN 383 Internship Seminar
Reading list benchmarks on the DDP

In addition to taking courses in American, British, and world literature, each English major and support area student creates and maintains an individualized reading list that reflects her development as a literary scholar and her professional interests and goals. The student begins the list in EN 330, developing a personal reading history and an annotated bibliography on the Diagnostic Digital Portfolio (DDP). Each semester after EN 330, she completes a “reading list benchmark” on the DDP, adding to her reading list and reorganizing it in order to reflect on her reading preferences and academic development. The reading list benchmarks highlight different aspects of literary studies. These include literary genre, literary history, and style; for the English major, they also include critical frameworks and professional goals. Each reading list benchmark external assessment includes a self-assessment, a commentary in which the student reflects on what the reorganization says about her development as a reader, writer, and literary scholar. She receives feedback on her reading list benchmarks from English Department faculty members.

Your first year of studies

Depending on your background and other areas of study, this sequence of courses shows the courses you will most likely take during your first year of study as an English major.

**Semester 1**

<table>
<thead>
<tr>
<th>Course (Code)</th>
<th>Course Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>CM 110</td>
<td>Integrated Communication Seminar 1: Exploring Boundaries</td>
</tr>
<tr>
<td>CM 156Q</td>
<td>Mathematical Connections</td>
</tr>
<tr>
<td>FA 110</td>
<td>Introduction to the Arts</td>
</tr>
<tr>
<td>or LA 230</td>
<td>Liberal Learning for Transfer Students</td>
</tr>
<tr>
<td>SSC 101</td>
<td>Introduction to Social Science</td>
</tr>
<tr>
<td></td>
<td>General education science/mathematics requirement</td>
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</table>

<table>
<thead>
<tr>
<th>Total</th>
<th>Sem. Hrs.</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>15-17</td>
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</table>

**Semester 2**

<table>
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<tr>
<th>Course (Code)</th>
<th>Course Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>BSC 215</td>
<td>Small Group Behavior</td>
</tr>
<tr>
<td>CM 112</td>
<td>Integrated Communication Seminar 2: Continuity and Change</td>
</tr>
<tr>
<td>HUM 150</td>
<td>Expressions and Interpretations of Human Experience (interdisciplinary humanities course, such as Immigrant Fiction)</td>
</tr>
<tr>
<td>PPS 129</td>
<td>Preprofessional Seminar</td>
</tr>
<tr>
<td>PSY 101</td>
<td>General Psychology</td>
</tr>
<tr>
<td></td>
<td>General education science/mathematics requirement</td>
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</table>

<table>
<thead>
<tr>
<th>Total</th>
<th>Sem. Hrs.</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>15-16</td>
</tr>
</tbody>
</table>
Career options
Pursuing a major in English equips you with practical skills in analysis and communication, particularly writing. With the knowledge and abilities you develop through the study of English, you are well prepared for careers in a variety of challenging areas.

Alverno English alumnae have built on their internships to pursue successful careers in education, public relations, advertising, radio, teaching, television, theater, film, and community work. Others have continued their education to prepare for careers in law, politics, education, and medicine.

Have you thought about…?

Technology and writing?
The information age has created an almost insatiable “need to know” in America, and this can lead to a variety of exciting careers. English majors write for TV news magazines, serve as technical writers who make complex technology accessible for end users and consumers, translate foreign literature and business correspondence, and subtitle foreign films for English-speaking audiences.

Nonprofit organizations?
Nonprofit and nongovernmental organizations (NGOs) rely heavily on well-written brochures, webpages, annual reports, and media inserts to get their message to the public. In positions such as communication and program associate, you have responsibilities that include the writing and editing of website texts, newsletters, brochures, annual reports, media releases, and agency public service announcements.

Instructional design?
An area that offers increasing opportunity is the field of instructional design. The combination of communication and technical expertise positions a professional to assume an entry role in the dynamic field of instructional design and provides a foundation for the graduate-level work typically required for professional growth.
English Language Arts (Major)

A word from the faculty
To read and interpret literature is an act of passion, an emotional and intellectual activity that can delight the senses and stimulate the mind. The English language arts major at Alverno College is designed to heighten your ability to discover meaning from a variety of literary works and genres. In addition to studying American, British, and world literature, as an English language arts major you have the opportunity to take courses in film, creative writing, and journalism.

The English language arts major combines the traditional English major with an emphasis on teaching literature and language. Taken with a support area in early adolescence/adolescence education, this program prepares and certifies you to teach literature, writing, speech, journalism, and language arts in both middle school and high school.

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
- Demonstrates an understanding of the structure and history of the language, linguistic development in England and America, and major grammatical systems.
Beginning and intermediate courses

EN 210 Perspectives on Literature
EN 310 Life, Love and Literature
EN 210 Perspectives on Literature
OR
EN 311 Fiction into Film
OR
EN 211 The Graphic Novel
OR
EN 310 Life, Love and Literature
OR
EN 211 The Graphic Novel
OR
EN 311 Fiction into Film
OR
EN 250 Topics in Literature
OR
EN 251 Introduction to Creative Writing
EN 327 Literature for Young Adults
EN 330 Identity and Imagination in Literary Studies
EN 340 Understanding English Grammar: Form and Function
EN 343 Creative Writing 2
EN 360 or EN 370 Series (3 cr)
EN 381 Shakespeare
EN 399 Advanced-level Event
PCM 230 Influence and General Semantics

Advanced courses

EN 430 Integrating External Assessment in English
EN 460 Series, 470 Series, 480 Series (8 cr)
HUM 350 Series: Studies in Civilization and Culture

Reading list benchmarks on the DDP

In addition to taking courses in American, British, and world literature, each English language arts major creates and maintains an individualized reading list that reflects her development as a literary scholar and her professional interests and goals. The student begins the list in EN 330, developing a personal reading history and an annotated bibliography on the Diagnostic Digital Portfolio (DDP). Each semester after EN 330, she completes a “reading list benchmark” on the DDP, adding to her reading list and reorganizing it in order to reflect on her reading preferences and academic development. The reading list benchmarks highlight different aspects of literary studies. These include literary genre, literary history, and style. Each reading list benchmark external assessment includes a self-assessment, a commentary in which the student reflects on what the reorganization says about her development as a reader, writer, and literary scholar. She receives feedback on her reading list benchmarks from English Department faculty members.
Your first year of studies
Depending on your background and other areas of study, this sequence of courses shows the courses you will most likely take during your first year of study as an English language arts major.

<table>
<thead>
<tr>
<th>Semester 1</th>
<th>Sem. Hrs.</th>
</tr>
</thead>
<tbody>
<tr>
<td>CM 110 Integrated Communication Seminar 1: Exploring Boundaries</td>
<td>3</td>
</tr>
<tr>
<td>ED 116 Human Relations Workshop</td>
<td>2</td>
</tr>
<tr>
<td>FA (or) 110 Introduction to the Arts</td>
<td>4</td>
</tr>
<tr>
<td>LA 230 Liberal Learning for Transfer Students</td>
<td>3</td>
</tr>
<tr>
<td>SSC 101 Introduction to Social Science</td>
<td>4</td>
</tr>
<tr>
<td>General education science/mathematics requirement</td>
<td>3-4</td>
</tr>
<tr>
<td></td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Semester 2</th>
<th>Sem. Hrs.</th>
</tr>
</thead>
<tbody>
<tr>
<td>CM 112 Integrated Communication Seminar 2: Continuity and Change</td>
<td>1</td>
</tr>
<tr>
<td>CM 156Q Mathematical Connections</td>
<td>2</td>
</tr>
<tr>
<td>HUM 150 Expressions and Interpretations of Human Experience (interdisciplinary humanities course, such as Immigrant Fiction)</td>
<td>4</td>
</tr>
<tr>
<td>PED (or) 110 Life Span Development</td>
<td>4</td>
</tr>
<tr>
<td>PED 150 Introduction to Psychology and Human Development</td>
<td>6</td>
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<tr>
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<td>3-4</td>
</tr>
<tr>
<td></td>
<td>14-17</td>
</tr>
</tbody>
</table>
A word from the faculty

The environmental science program prepares the student to explore the relationships between humans and their environment in a proactive manner. The student employs problem-solving methods, data-search strategies, analysis, evaluation, and prediction in her study of complex environmental issues.

This major is designed to give the student an interdisciplinary liberal arts experience with an emphasis on the natural sciences. Students are required to complete a set of core courses that include the natural sciences, mathematics, and humanities. Each student is also required to complete either two support areas or a second major. Strongly recommended support areas include biology, chemistry, computing and information technology, mathematics, business and management, global studies, sociology, and education.

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.

Beginning courses and the abilities developed in these courses

- MGT 210 Economic Environment
- MT 123 College Algebra
- MT 124 Trigonometry
- SC 119 Foundations of Chemistry
- SC 120, 120L Foundations of Biology and Lab

• Analyze national and global issues by integration of a set of core frameworks with those of other disciplines
Intermediate courses and the abilities developed in these courses

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Name</th>
</tr>
</thead>
<tbody>
<tr>
<td>BI 251, 251L</td>
<td>Microbiology and Lab</td>
</tr>
<tr>
<td>BI 341</td>
<td>Ecology</td>
</tr>
<tr>
<td>CH 213, 213L</td>
<td>Chemistry of Bioorganic Molecules and Lab</td>
</tr>
<tr>
<td>CH 234, 234L</td>
<td>Analytical Chemistry/Quantitative Analysis and Lab</td>
</tr>
<tr>
<td>GE 220</td>
<td>Earth Science</td>
</tr>
</tbody>
</table>

One of the following:

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Name</th>
</tr>
</thead>
<tbody>
<tr>
<td>MT 148</td>
<td>Functions and Modeling</td>
</tr>
<tr>
<td>MT 152</td>
<td>Calculus 1</td>
</tr>
<tr>
<td>MT 256</td>
<td>Probability and Statistics</td>
</tr>
<tr>
<td>PH 231</td>
<td>General Physics 1</td>
</tr>
</tbody>
</table>

- Make precise observations and become familiar with chemical properties
- Apply science concepts to environmental issues
- Design, discuss, and conduct scientific experiments
- Develop an understanding of the market economy
- Analyze interactions of social, political, environmental, and economic policies and their impact on the economy
- Practice responsible methods in handling materials
- Work independently and collaboratively to gather, organize, and analyze information to solve problems and make independent value judgments
- Perform appropriate mathematical and statistical manipulation of data
- Conduct research in the field and practice a variety of laboratory procedures to gather meaningful data and to establish relationships using a scientific problem-solving framework

Advanced courses and the abilities developed in these courses

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Name</th>
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</thead>
<tbody>
<tr>
<td>BI 301</td>
<td>Advanced Microbiology: Microbial Ecology</td>
</tr>
<tr>
<td>CH 337</td>
<td>Instrumental Methods of Analysis</td>
</tr>
<tr>
<td>ENV 341</td>
<td>GIS (Geographic Information Systems)</td>
</tr>
<tr>
<td>ENV 374</td>
<td>External Assessment in Environmental Science for Effective Citizenship Level 4</td>
</tr>
<tr>
<td>ENV 399</td>
<td>Advanced-level Event</td>
</tr>
<tr>
<td>ENV 491</td>
<td>Senior Environmental Seminar</td>
</tr>
<tr>
<td>GE 410</td>
<td>Environmental Geology</td>
</tr>
<tr>
<td>GLS 330</td>
<td>The United Nations and the World</td>
</tr>
<tr>
<td>GLS 370</td>
<td>World Geography: People, Places and Change</td>
</tr>
<tr>
<td>GLS 396</td>
<td>International Economics</td>
</tr>
<tr>
<td>INTERN 383</td>
<td>Internship Seminar</td>
</tr>
</tbody>
</table>

- Integrate concepts and information drawn from a variety of disciplines to analyze environmental issues on the personal, professional, and social levels
- Articulate judgments regarding competing scientific theories
- Participate in research and typical professional environmental science activities

ENV electives (5 cr)
Sampling of elective courses

BI 221 Biology of Plants
BI 222 Biology of Animals
BSC 255 Behavioral Science Research Methods
CH 221, 221L Organic Chemistry 1 and Lab
CH 260, 260L Chemistry of Inorganic Materials and Lab
CLD 398 Community, Power and Change
CLD 437 Fundraising and Grant Writing: Principles and Practices
GEC 302 The Power of Water
GEC 312 The End of Nature
GLS/POL 410 Comparative Social Policy
MGT 221 Managing in Organizations
PCM 300 Advanced Writing: Professional Applications

Your first year of studies

Depending on your background and other areas of study, this sequence of courses shows the courses you will most likely take during your first year of study as an environmental science major.

Semester 1

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Sem. Hrs.</th>
</tr>
</thead>
<tbody>
<tr>
<td>CM 110</td>
<td>Integrated Communication Seminar 1: Exploring Boundaries</td>
<td>3</td>
</tr>
<tr>
<td>CM 156Q</td>
<td>Mathematical Connections</td>
<td>2</td>
</tr>
<tr>
<td>FA 110</td>
<td>Introduction to the Arts</td>
<td>4</td>
</tr>
<tr>
<td>or LA 230</td>
<td>Liberal Learning for Transfer Students</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>1</td>
</tr>
<tr>
<td>SC 119</td>
<td>Foundations of Chemistry</td>
<td>4</td>
</tr>
<tr>
<td></td>
<td>Total</td>
<td>16-17</td>
</tr>
</tbody>
</table>

Semester 2

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Sem. Hrs.</th>
</tr>
</thead>
<tbody>
<tr>
<td>CM 112</td>
<td>Integrated Communication Seminar 2: Continuity and Change</td>
<td>1</td>
</tr>
<tr>
<td>CH 213, 213L</td>
<td>Chemistry of Bioorganic Molecules and Lab</td>
<td>4</td>
</tr>
<tr>
<td>or GE 220</td>
<td>Earth Science</td>
<td>4</td>
</tr>
<tr>
<td>HUM 150</td>
<td>Expressions and Interpretations of Human Experience</td>
<td>4</td>
</tr>
<tr>
<td>PPS 129</td>
<td>Preprofessional Seminar</td>
<td>1</td>
</tr>
<tr>
<td>PSY 101</td>
<td>General Psychology</td>
<td>4</td>
</tr>
<tr>
<td>SC 120, 120L</td>
<td>Foundations of Biology and Lab</td>
<td>4</td>
</tr>
<tr>
<td></td>
<td>Total</td>
<td>18</td>
</tr>
</tbody>
</table>

Career options

With a bachelor’s degree in environmental science, you can pursue a career in business, education, industry, or government, or you can join the staff of a political organization, nonprofit organization, or a private consulting firm. The degree also enables you to enter a graduate-degree program in most sciences, resource management, engineering, law, or public policy.

Have you thought about…?

Working in a nature center or as an environmental advocate in the community? You could also do research for various agencies on environmental issues. Or you could combine a degree in environmental science with a career in journalism, communications, environmental law, or health professions, looking, for example, at the causes and spread of disease.
Global Studies and International Affairs  
*(Major, Support)*

**A word from the faculty**

Alverno’s Global Studies and International Affairs program brings together courses from international politics, world history, international economics, and world languages to offer you a well-rounded, multidisciplinary introduction to world events. The program has been designed with some flexibility within it so that if you choose to, you can concentrate a bit on a certain issue or a particular region of the world. Through the courses in this program, you develop the ability to see what makes a particular country or region unique, while at the same time understanding the patterns, issues, and problems that are seen around the world.

The program in Global Studies and International Affairs helps prepare you for a range of career opportunities in a world in which globalization is increasingly shaping the ways that organizations and businesses operate, and in which a global perspective is critical to success.

**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.

**Beginning courses and the abilities developed in these courses**

- GLS 200 Introduction to Global Studies
- MGT 210 Economic Environment
- POL 225 American Politics

Foreign language: two semesters

- BSC 255 Behavioral Science Research Methods and BSC 256 Probability and Statistics

OR

Two additional semesters of a foreign language

- Analyze national and global issues by integrating a set of core frameworks with those of other disciplines
Intermediate courses and the abilities developed in these courses

GLS 330  The United Nations and the World
GLS 370  World Geography: People, Places and Change
GLS 396  International Economics
GLS 399  Advanced-level Event
HUM 350 Series  Studies in Civilization and Culture
INTERN 383  Internship Seminar

- Apply interdisciplinary frameworks to explore international issues in depth
- Analyze relationships among global systems and processes
- Take responsibility for the global environment by proposing solutions to global/international problems

Advanced courses and the abilities developed in these courses

GLS 410  Comparative Social Policy
GLS 475  Global Studies Senior Seminar

GLS electives (8 cr)
Travel experience

- Analyze the factors that help explain why diverse societies develop different policies to address similar social challenges
- Analyze the intricate connections between global issues and the capacity of nation-states, international organizations, and individuals to effect global change

Electives

One source of flexibility in the Global Studies program is the electives requirement. The 8 credits that are required can be fulfilled in a number of ways. In most cases, courses taken while studying abroad can count as global studies electives, if they do not fulfill a global studies requirement. Secondly, when extra courses are taken within a required area, these extra courses can count as global studies electives. For example, you have to take a world history course from the HUM 350 series on civilizations and cultures. In this series, you can choose from courses on China, Japan, South Asia, Latin America, Africa, and the Middle East. If you were to take two courses from this series, the second would be considered an elective. Finally, courses with an international focus count as electives.
Your first year of studies

Depending on your background and other areas of study, this sequence of courses shows the courses you will most likely take during your first year of study as a global studies major.

<table>
<thead>
<tr>
<th>Semester 1</th>
<th>Sem. Hrs.</th>
</tr>
</thead>
<tbody>
<tr>
<td>FA 110 Introduction to the Arts</td>
<td>4</td>
</tr>
<tr>
<td>or LA 230 Liberal Learning for Transfer Students</td>
<td>3</td>
</tr>
<tr>
<td>CM 110 Integrated Communication Seminar 1: Exploring Boundaries</td>
<td>3</td>
</tr>
<tr>
<td>CM 156Q Mathematical Connections</td>
<td>2</td>
</tr>
<tr>
<td>SSC 101 Introduction to Social Science</td>
<td>4</td>
</tr>
<tr>
<td>General education science/mathematics requirement</td>
<td>3-4</td>
</tr>
<tr>
<td></td>
<td>15-17</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Semester 2</th>
<th>Sem. Hrs.</th>
</tr>
</thead>
<tbody>
<tr>
<td>BSC 215 Small Group Behavior</td>
<td>2</td>
</tr>
<tr>
<td>CM 112 Integrated Communication Seminar 2: Continuity and Change</td>
<td>1</td>
</tr>
<tr>
<td>HUM 150 Expressions and Interpretations of Human Experience</td>
<td>4</td>
</tr>
<tr>
<td>PPS 129 Preprofessional Seminar</td>
<td>1</td>
</tr>
<tr>
<td>PSY 101 General Psychology</td>
<td>4</td>
</tr>
<tr>
<td>General education science/mathematics requirement</td>
<td>3-4</td>
</tr>
<tr>
<td></td>
<td>15-16</td>
</tr>
</tbody>
</table>
Global studies and travel study

Global studies majors are expected to participate in an immersion experience in another culture, either abroad or here in the United States. This requirement is designed to complement each student’s course of study and can be fulfilled in a variety of ways, according to individual needs. Students are strongly encouraged to take advantage of the many opportunities available through Alverno’s international study programs to study outside the United States as exchange students or to take travel courses led by Alverno faculty. Students may also participate in international programs independently. Global studies supports are likewise encouraged to take part in an international studies program. Please refer to the section in the bulletin on International Study Opportunities (p. 137) for further information.

Career options

As global technology, economic development, and globally shared social and environmental challenges bring the world together around common concerns while creating new boundaries, demand is growing for professionals who understand the complexities of globalization and cross-cultural issues. Organizations, including businesses, are increasingly seeking individuals who are able to work in more than one cultural environment, or who can train others to be sensitive to differences across cultures.

Have you thought about…?

Opportunities exist in many sectors for those who can interpret foreign customs, laws, international political developments, and economic and social trends. Financial analysts and investment managers who specialize in overseas markets are among the careers that require this international background and experience. Social service agencies need employees who can assist in resettlement and immigration for foreign nationals living in the United States. Increasingly, nonprofit organizations, like the YWCA and the Rotary Club, are developing their international programs. International aid and development agencies also need individuals with a global understanding of the common good, and global advocacy groups, like international human rights and environmental organizations, are growing. Global studies also offers excellent preparation for students interested in pursuing careers in international education, law, journalism, or public policy.
Graduate School Preparation for Health Sciences

Alverno provides special support for students preparing for entry into graduate professional schools in medicine, veterinary medicine, pharmacy, and dentistry. Each area has an academic advisor who specializes in preprofessional counseling for that field. This advisor helps you shape your Alverno curriculum to meet the requirements of the professional schools you intend to apply to.

**Preprofessional health seminars**

Each semester, preprofessional health students attend a preprofessional health seminar (PP 100, PP 200, PP 250, PP 300, PP 350). These seminars keep students up-to-date on important application requirements and entrance examination preparation. (Course descriptions for the preprofessional health seminars appear at the back of the bulletin.)

Students also meet one-on-one with the preprofessional health advisor to review academic progress, course selection, and professional health school application materials targeted to their personal goals.

**Entrance exam preparation**

The entrance exam preparation seminars in the Preprofessional Health Program (PP 200, PP 250, PP 300, and PP 350) assist students in navigating admission test procedures, introduce productive study and test-taking strategies, and provide students an opportunity to practice the tests.

**Relevant professional experience**

Alverno’s internship program puts students in contact with faculty at area professional schools. Through the internship, students can work in medically oriented laboratories and clinics in the area, which provides valuable experience that professional schools desire.

**Leadership activities**

Alverno student organizations such as Preprofessional Women of Alverno, the preprofessional health student organization, provide valuable community service and leadership opportunities in addition to peer support throughout the professional health school application process.
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.

Learning outcomes for the history major

History majors demonstrate the following advanced-level outcomes through their coursework in history. The student:

- Identifies culturally grounded assumptions that have influenced the perception of behavior of people in the past and identifies those that influence her own perception and behavior
- Identifies and critiques the theories, concepts, and assumptions that historians have used to create coherent interpretations of the past
- Identifies, analyzes, and communicates the implications of the values and valuing orientations that underlie her own and other historians’ choices of subjects for study, their theoretical approaches to these subjects, and their interpretations of these subjects
- Independently uses theories and conceptual frameworks to organize, synthesize, and communicate her interpretations of historical phenomena
- Takes responsibility for her own interpretations of the past by explaining and defending them publicly in a variety of personal and professional contexts.
### Intermediate courses

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>HS 250</td>
<td>Ancient World Cultures and Civilizations</td>
</tr>
<tr>
<td>OR HS 251</td>
<td>Making of the Modern World</td>
</tr>
<tr>
<td>OR HS 211</td>
<td>Studies in U.S. Culture and Society</td>
</tr>
<tr>
<td>OR HS 212</td>
<td>Studies in European Culture and Society</td>
</tr>
<tr>
<td>OR HS 213</td>
<td>Women's Rights and Lives</td>
</tr>
<tr>
<td>HS 310</td>
<td>Ideology and Creativity</td>
</tr>
<tr>
<td>OR HS 311</td>
<td>History on Trial: Debates on Culture</td>
</tr>
<tr>
<td>OR HS 312</td>
<td>Native American Experience</td>
</tr>
<tr>
<td>HS 308</td>
<td>United States History, 1607-1900</td>
</tr>
<tr>
<td>OR HS 309</td>
<td>The United States in the 20th Century</td>
</tr>
<tr>
<td>HS 399</td>
<td>Advanced-level Event</td>
</tr>
</tbody>
</table>

### Advanced courses

<table>
<thead>
<tr>
<th>Course</th>
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</tr>
</thead>
<tbody>
<tr>
<td>HS 355</td>
<td>Critical Perspectives on the American Past</td>
</tr>
<tr>
<td>HS 375</td>
<td>Historical Analysis</td>
</tr>
<tr>
<td>OR HS 411</td>
<td>Topics in American History</td>
</tr>
<tr>
<td>OR HS 412</td>
<td>Topics in European History</td>
</tr>
<tr>
<td>OR HS 413</td>
<td>Topics in World History</td>
</tr>
<tr>
<td>HS 475</td>
<td>Independent Research</td>
</tr>
<tr>
<td>HS 451</td>
<td>Critical Perspectives on the Early Modern World, 1350-1750</td>
</tr>
<tr>
<td>HUM 350 Series</td>
<td>Studies in Civilization and Culture (China, South Asia, Latin America, Africa, Japan, or the Middle East)</td>
</tr>
<tr>
<td>HUM 410</td>
<td>Senior Humanities Seminar</td>
</tr>
<tr>
<td>INTERN 383</td>
<td>Internship Seminar</td>
</tr>
</tbody>
</table>

### Your first year of studies

Depending on your background and other areas of study, this sequence of courses shows the courses you will most likely take during your first year of study as a history major.

#### Semester 1

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<th>Sem. Hrs.</th>
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</thead>
<tbody>
<tr>
<td>CM 110</td>
<td>Integrated Communication Seminar 1: Exploring Boundaries</td>
<td>3</td>
</tr>
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<td>CM 156Q</td>
<td>Mathematical Connections</td>
<td>2</td>
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<tr>
<td>FA 110</td>
<td>Introduction to the Arts</td>
<td>4</td>
</tr>
<tr>
<td>LA 230</td>
<td>Liberal Learning for Transfer Students</td>
<td>3</td>
</tr>
<tr>
<td>SSC 101</td>
<td>Introduction to Social Science</td>
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</tr>
<tr>
<td></td>
<td>General education science/mathematics requirement</td>
<td>3-4</td>
</tr>
</tbody>
</table>

**Total Semester 1: 15-17**

#### Semester 2

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Sem. Hrs.</th>
</tr>
</thead>
<tbody>
<tr>
<td>BSC 215</td>
<td>Small Group Behavior</td>
<td>2</td>
</tr>
<tr>
<td>CM 112</td>
<td>Integrated Communication Seminar 2: Continuity and Change</td>
<td>1</td>
</tr>
<tr>
<td>HUM 150</td>
<td>Expressions and Interpretations of Human Experience</td>
<td>4</td>
</tr>
<tr>
<td>PPS 129</td>
<td>Preprofessional Seminar</td>
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</tr>
<tr>
<td>PSY 101</td>
<td>General Psychology</td>
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</tr>
<tr>
<td></td>
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<td>3-4</td>
</tr>
</tbody>
</table>

**Total Semester 2: 15-16**
Career options

Specialized training in the study of history, along with your broader study in the humanities, can be of great value to you in selecting a career. It is, first of all, an excellent foundation for further professional and graduate training in history, education, law, theology, journalism, mass communications, business, library or archival science, and museum work. To be a professional historian, you must have an advanced degree.

History majors also find work in private corporations and as consultants to editors, publishers, and producers of materials for radio, television, and film. Historians serve as government administrators and researchers who prepare studies, articles, and books on their findings.

Have you thought about…?

Legislative assistant?
Using historical analysis and research skills, legislative staff members conduct primary research, such as determining the original intent of a law or regulation, researching legal precedents, interpreting legislation in its historical context, and identifying historical materials that support a specific position on an issue.

Information management?
As trained researchers and specialists in analyzing and synthesizing data and information, historians are particularly well suited for various positions as information managers. This growing field can include library systems analysts, documentation specialists, business analysts, and online search specialists. These careers require information researchers to conduct research and to synthesize their findings into narrative and at times visual or data descriptions for clients and colleagues to use in almost every field — from business to nonprofits to higher education.

Public history?
This is a growing field for historians interested in practicing history outside the traditional classroom in ways that serve a broader public. Many public historians work in museums, public and private archives, libraries, historical societies, and living history sites. Others work as historical preservationists, researchers, and editors, or as filmmakers. The growing number of master’s programs in public history provide students with specialized training and fieldwork opportunities.
International Business -
See Business and Management
International Study Opportunities

A variety of programs and options are available to the student interested in international studies. By combining her interests and relevant elements of these options, she can design her own unique program. Detailed information on each of these programs is available in other sections of this bulletin.

**Asian Studies Support Area (p. 65)**
In the Asian Studies support area, the student explores the art, culture, language, history, economics, and politics of China, Japan, Korea, and India. The flexibility of the support allows the student to build her knowledge and abilities in Asian studies, to support her learning in her major area of study, and to prepare for a career enhanced by her knowledge and experience of Asian societies.

**Chinese Language and Culture Support Area (p. 94)**
In this support area, the student takes four semesters of Mandarin Chinese as well as a course in Chinese history and culture. In addition to mastering communication skills, she develops cultural literacy and awareness of current world events, and she builds networks that can culminate in a career.

**Global Studies and International Affairs Major (p. 128)**
The interdisciplinary major in global studies and international affairs allows students to integrate learning from a wide variety of disciplines: arts and humanities, social sciences, environmental science, and economics and business. Global studies is also available as a support area.

**Global Studies and International Affairs Support Area (p. 128)**
This interdisciplinary support area integrates the perspectives of economics, humanities, and the social sciences in investigations of international relations, comparative policies, and global issues.

**International Business Major (p. 81)**
Alverno’s international business major requires spending a semester abroad, language experience, business internships, and projects with international emphases. This major prepares the student to conduct international business from this country or to live, study, and work in other countries.

**Spanish Language and Cultures Support Area (p. 182)**
This support area provides extended study in the Spanish language and Hispanic cultures for students with any level of prior learning knowledge, from true beginners to heritage speakers. It is designed to assist students to meet specific career goals across an array of disciplines as they master grammatical applications and an array of disciplines as they master grammatical applications in the framework of linguistic analysis. Service learning and short-term study-abroad opportunities are also strongly encouraged to boost cultural awareness and authentic communication.

**Spanish/English Health Care Interpretation Support Area (p. 184)**
This support is designed to strengthen the student’s bilingual language skills to prepare her for a successful career as a medical interpreter. A medical interpreter assists people with limited English proficiency when they communicate with health care providers in a variety of clinical, community, and home health settings. The medical interpreter student gains valuable skills in bilingual medical terminology, modes of interpreting, ethical practice, and cultural awareness. At the end of her studies, she applies what she has learned as she improves her interpreting skills during a semester-long internship at a local hospital or clinic. Short-term study-abroad opportunities are available and encouraged in this support area.

**Study Abroad (p. 40)**
Alverno students are strongly encouraged to participate in one of the college’s many study-abroad options. These include student-exchange agreements in Canada, Chile, England, France, Hong Kong, Mexico, Korea, and Japan, as well as semester-abroad programs in China, Ireland, Scotland, Wales, Denmark, Sweden, and many other countries. There are also many specially designed courses that include short-term travel abroad.
Language Arts for
Elementary and Early Childhood Education *(Support)*
Elementary and Middle School Education *(Support)*

A word from the faculty

Language is at the heart of an elementary and middle school teacher’s curriculum. Even when she is working with students on other subjects such as science, social studies, or mathematics, a teacher’s knowledge and skills related to language play a critical role — so critical that some education critics have argued that language arts ought to be the sole focus of the first four years of the elementary program.

Alverno College’s support area in English for elementary and middle school teachers is built on the assumption that teachers need not only pedagogical training but solid development in an area of study that includes work at the advanced levels. Completing a support area in English for elementary and early childhood education or in English for elementary and middle school education meets State of Wisconsin Department of Public Instruction requirements for a certifiable minor.

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.
Management Accounting and Marketing Management - See Business and Management
A word from the faculty

Mathematics and mathematical abilities are important to all areas of our society and to almost any career. The integrated analytical, problem-solving, and communication abilities that you develop in the study of mathematics prepare you for any work in which these abilities are essential.

In mathematics courses at Alverno College, you expand your mathematical knowledge and skills, applying these to a wide variety of problems using appropriate computational tools.

In studying both theoretical and applied mathematics at Alverno, you develop the following abilities:

1. *The ability to analyze*. You study the nature and characteristics of algebraic structures, analytic systems, statistics, and geometry. Your work includes identifying and representing patterns, formulating mathematical models, and writing mathematical proofs.

2. *The ability to solve problems*. You use your mathematical abilities together with current technology tools to solve problems from a variety of disciplines, including the natural and social sciences. As you become more involved in your studies, you develop your own investigations and projects from actual situations. You have the opportunity to do so both independently and collaboratively.

3. *The ability to communicate*. You extend your written and oral communication skills to include mathematical communication. This includes the ability to use abstract symbolic systems and graphical representations and to integrate them into written exposition.

As you solve real problems in internship settings, you develop the approach of the professional — habitually using your mathematical analytic, modeling, and problem-solving abilities, along with your communication skills.

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. You have a further opportunity to explore real applications and put your knowledge to work in an internship.

Mathematics support areas

A mathematics support area complements majors across a wide spectrum, from the sciences to business to elementary education.

For those interested in teaching, special mathematics support areas provide preparation for specialization in mathematics teaching at the elementary levels, and meet Wisconsin state guidelines for a certifiable minor in mathematics at the elementary and middle school levels.
Prerequisite courses
MT 123  College Algebra
MT 124  Trigonometry
MT 148  Functions and Modeling

Beginning courses and the abilities developed in these courses
MT 152  Calculus 1
MT 221  Discrete Structures and Algorithms
MT 253  Calculus 2
- Employ standard problem-solving techniques, develop new strategies
- Identify and graph mathematical functions, use functions to represent relationships
- Use calculator and computer as problem-solving and communication tools
- See relevance of and relationship between mathematical concepts and other disciplines

Intermediate courses and the abilities developed in these courses
MT 267  Introduction to Programming: Java
MT or 268  Introduction to Programming: Visual Basic
MT or 269  Introduction to Programming: C++
MT 254  Calculus 3
MT 255  Linear Algebra
MT 256  Probability and Statistics
MT 399  Advanced-level Event
- Use previously learned concepts as foundation for expanding mathematical understanding
- Use the computer as a tool for exploration of mathematical ideas and solution of problems
- Analyze the structure of mathematical systems, develop proofs
- Construct mathematical models to represent and solve problems
- Communicate mathematical concepts effectively, orally and in writing, to varied audiences

In addition, for MT major without secondary education support:
PH 231  General Physics 1
PH 232  General Physics 2

In addition, for MT major with secondary education support:
CIT elective (3 cr)

Advanced courses and the abilities developed in these courses
MT 347  Modern Algebra
- Read mathematics journals and textbooks analytically
- Apply mathematical theories to realistic situations
- Incorporate computer solutions in mathematical problem solving
- Demonstrate facility in mathematical proofs
- Design and complete independent research projects
- Communicate mathematical concepts at a professional level
Sampling of elective courses
MT 340  History of Mathematics
MT 345  College Geometry
MT 350  Differential Equations
MT 420  Axiomatic Systems
MT 441  Introduction to Number Theory
MT 460  Introduction to Real Analysis

Your first year of studies
Depending on your background and other areas of study, the sequence of courses below shows the courses you will most likely take during your first year of study as a mathematics major.

Semester 1

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Name</th>
<th>Sem. Hrs.</th>
</tr>
</thead>
<tbody>
<tr>
<td>CM 110</td>
<td>Integrated Communication Seminar 1: Exploring Boundaries</td>
<td>3</td>
</tr>
<tr>
<td>CM 156Q</td>
<td>Mathematical Connections</td>
<td>2</td>
</tr>
<tr>
<td>FA 110</td>
<td>Introduction to the Arts</td>
<td>4</td>
</tr>
<tr>
<td>or LA 230</td>
<td>Liberal Learning for Transfer Students</td>
<td>3</td>
</tr>
<tr>
<td>MT 152</td>
<td>Calculus 1</td>
<td>4</td>
</tr>
</tbody>
</table>

General education science/mathematics requirement 3-4

15-17

Semester 2

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Name</th>
<th>Sem. Hrs.</th>
</tr>
</thead>
<tbody>
<tr>
<td>CM 112</td>
<td>Integrated Communication Seminar 2: Continuity and Change</td>
<td>1</td>
</tr>
<tr>
<td>HUM 150</td>
<td>Expressions and Interpretations of Human Experience</td>
<td>4</td>
</tr>
<tr>
<td>MT 253</td>
<td>Calculus 2</td>
<td>4</td>
</tr>
<tr>
<td>PPS 129</td>
<td>Preprofessional Seminar</td>
<td>1</td>
</tr>
<tr>
<td>SSC 101</td>
<td>Introduction to Social Science</td>
<td>4</td>
</tr>
</tbody>
</table>

General education science/mathematics requirement 3-4

17-18

Career options
The Alverno graduate in the mathematics program may pursue a variety of careers: statistician, teacher, data analyst, systems analyst, research analyst, actuarial scientist, attorney, financial officer, underwriter, industrial traffic manager, applied mathematician, credit representative, payroll specialist, computer programmer. A mathematics degree from Alverno College prepares you to successfully pursue graduate-level work in your field, thus opening the door to myriad professional opportunities.

Have you thought about…?
A career in business analysis?
Very few positions are actually labeled “mathematician.” The primary employers for new mathematics graduates are in the business world. Insurance, banking, and investment firms hire many graduates, as do state and federal government agencies. Careers such as benefit and compensation analyst, actuary, computer system analyst, statistician, economist, or operations research analyst all require extensive mathematics knowledge.
Engaging children in learning mathematics is exciting, vital work. The Alverno mathematics support for majors in early/middle childhood education and in middle childhood/early adolescence education is designed to prepare you to take up this work with confidence.

In your course of study in this support area, you:

- deepen your knowledge of the mathematics you will teach
- develop an understanding of the variety of ways children learn mathematics
- broaden your knowledge of the school mathematics curriculum
- develop your mathematical problem-solving ability, persistence, and confidence
- develop a hands-on understanding of how technology-rich environments can support mathematics learning
- learn how to find and use the rich array of mathematics education resources available to today’s teacher, such as federally supported curriculum programs, curriculum enrichment materials, professional organizations, their conferences and websites, technology training workshops, and Wisconsin’s lively mathematics teacher networks.

Be in demand!

The Alverno mathematics support meets Wisconsin guidelines for a certifiable minor in mathematics. A concentration in mathematics will help you land a good teaching job. Many Alverno alumnae with a mathematics support have moved up in their schools or school districts to become mathematics specialists or curriculum directors.
A word from the faculty

At Alverno College, our emphasis in the music major is on the fast-growing field of music therapy. You can pursue a bachelor of music degree in music therapy, with an emphasis on analysis of music, high-level music making, and clinical activities that are relevant to the profession.

If you major in a different field at Alverno, you can continue your interest in music by undertaking a support (minor) in one of two areas: music history and cultures and music performance.

As a student of music, you employ several key abilities:

1. *The ability to analyze.* You need to understand the history of musical styles, forms, performance practices, and distinctive characteristics in the contributions of recognized musicians and composers.

2. *The ability to solve problems.* You need versatility as a problem solver. You need to have a range of resources and approaches, and the flexibility to fashion an eclectic approach that combines several of them, if that is needed.

3. *The ability to engage fully with aesthetic experience.* You must be readily able to enter into and understand music from any era or culture, and to understand what your own contemporaries — perhaps your clients and fellow students — are creating and listening to.

4. *The ability to think and act in an intercultural context.* You need to understand the place and value of music in many cultures and the beliefs and traditions that it serves.

You may work as a music therapist in a variety of settings, using music to build a therapeutic relationship to address the physical, psychological, cognitive, and social needs of individuals.

Students interested in a music support area (minor) can choose between two tracks at Alverno College: one focuses on courses in music history and cultures (diverse cultural styles, European classical history, fundamentals of music). There is no prerequisite for musicianship/music-reading skills in the Music History and Cultures track. The other concentrates on music performance and musicianship (learning an instrument/voice, performing in ensembles, as well as coursework).

**Music entrance assessment**

A music entrance assessment is required of students who seek admission as a music major at Alverno College. The assessment consists of performance audition and music theory components.

On the student's primary instrument we request to hear three compositions that are representative of her current state of development, preferably of contrasting historical periods and styles (see recommended entrance assessment repertoire on following page). The student should also be prepared to perform a few technical exercises such as scales and arpeggios.

A student who has some piano background but whose primary instrument is other than piano is asked also to play one or two compositions representative of her current piano repertoire, and to sight-read some music at her current level of piano development. This is to enable placement in the appropriate course within the piano proficiency series of courses. Piano proficiency, at a level equivalent to four semesters of college-level piano classes, is required of all music majors whose primary instrument is other than piano. Students who have achieved the required level prior to auditioning are encouraged to take piano studies relevant to their professional goals, such as improvisational keyboard. Students who have little or no piano background need not complete this part of the assessment. They are placed in the beginning piano proficiency course upon starting classes at Alverno.
The music theory portion of the assessment covers music fundamentals such as intervals, major and minor scales, triads, 7th-chords, and melodic and rhythmic dictation. It is intended to determine the student’s preparation for the initial course in the music theory sequence taken by all music majors. A student not prepared for the initial music theory course may still be admitted, but needs to take the music fundamentals course prior to registering for the initial music theory course.

**MUA applied music courses**

Applied music requirements vary according to the major you declare. These requirements can be fulfilled through private study and ensemble participation.

Appropriate technical training is outlined in a departmental syllabus for each instrument and for voice. Literature is selected from compositions by preclassical, Classical, Romantic, and contemporary composers, as well as from relevant popular and folk material.

**Recommended music entrance assessment repertoire**

*For piano or strings:*

- one composition from the Baroque or Classical period (for example, by Bach, Haydn, Mozart, or Beethoven)
- one composition from the Romantic period
- one composition from the 20th century, including popular or folk material

*For other instruments:*

- one study (étude)
- one movement of a Classical sonata or solo piece
- one composition from the Romantic period or 20th century, including folk or popular material

*For voice:*

- two simple art songs, one of which is preferably in a foreign language; or, one art song in a foreign language and one popular or Broadway song
- one extended work, such as an aria or longer art song.
Music Therapy  *(Bachelor of Music) (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 off-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 Therapist–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.

**Beginning courses and the abilities developed in these courses**

- **MU 102**  Music Fundamentals
- **MU 13X**  Ensemble
- **MU 151, 152**  Musicianship 1, 2
- **MUA 175/275**  Music Performance Assessments
- **MUA XXX**  Music Performance Area Lesson and Lab (6 semesters total)
- **MUE 105/106/107**  Group Piano 1, 2, 3 (as per assessment)
- **MUE 119, 219**  Beginning Guitar, Intermediate Guitar
- **MUY 129**  Music Preprofessional Seminar
- **MUY 160**  Orientation in Music Therapy
- **MUY 171, 171L**  Clinical and Lab Experience 1: Geriatrics
- **PSY 110**  Life Span Development

- Evaluate past music training as means of determining goals; focus on broad technical aspects of performative skills; hear oneself objectively
- Develop proficiency at keyboard or other instruments and at techniques such as score and sight reading, transposing, improvising, accompanying, sight singing, and identifying aurally and visually the basic structural and stylistic elements of a work
- Learn basic principles of performance on autoharp, electronic keyboard, and other portable instruments
- Develop group leadership skills that can motivate client performance in varied health-care settings
- Understand therapy in broad context of treatment, rehabilitation, and the promotion of wellness; understand the direct and support roles of music therapy
Intermediate courses and the abilities developed in these courses

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>BI 231, 231L</td>
<td>Human Anatomy and Physiology and Lab</td>
</tr>
<tr>
<td>MU 13X</td>
<td>Ensemble</td>
</tr>
<tr>
<td>MU 210</td>
<td>Improvisational Music</td>
</tr>
<tr>
<td>MU 241</td>
<td>Musicianship 3</td>
</tr>
<tr>
<td>MU 242</td>
<td>Musicianship 4</td>
</tr>
<tr>
<td>MU 261</td>
<td>Origins of Music</td>
</tr>
<tr>
<td>MU 262</td>
<td>Favorites of Classical Music</td>
</tr>
<tr>
<td>MU 276</td>
<td>Music Technology</td>
</tr>
<tr>
<td>MU 310</td>
<td>Popular Music</td>
</tr>
<tr>
<td>MU 399</td>
<td>Advanced-level Event</td>
</tr>
<tr>
<td>MUE 209</td>
<td>Vocal Techniques</td>
</tr>
<tr>
<td>MUE 211</td>
<td>Instrumental Techniques: Percussion</td>
</tr>
<tr>
<td>MUY 272, 272L</td>
<td>Clinical and Lab Experience 2: Developmental Disabilities</td>
</tr>
<tr>
<td>MUY 273, 273L</td>
<td>Clinical and Lab Experience 3: Developmental Disabilities</td>
</tr>
<tr>
<td>MUY 361, 361L</td>
<td>Psychology of Music 1 and Lab</td>
</tr>
<tr>
<td>MUY 362, 362L</td>
<td>Psychology of Music 2 and Lab</td>
</tr>
<tr>
<td>MUY 363</td>
<td>Creative Music Making</td>
</tr>
<tr>
<td>PSY 250</td>
<td>Abnormal Psychology</td>
</tr>
<tr>
<td>RL 210</td>
<td>Contemporary Issues in Religion: Control of Life and Death</td>
</tr>
</tbody>
</table>

- Independently prepare a performance analysis of a given piece; perform compositions with increasing stylistic understanding
- Use aural and visual methods of analysis of structural/stylistic elements of musical composition
- Analyze music within a historical context
- Develop an understanding of the various disabilities that music therapists treat and the practices and interaction skills essential to the profession
- Demonstrate understanding of sound as both a stimulus and a response with a focus on the physical basis of music and the perception of its elements; apply insights and understanding of psychoacoustics and human musical response through practical application
- Develop skills to effectively carry out the ongoing observation and evaluation that are basic to the role of music therapist
- Demonstrate ability to evaluate research and use the research process in a clinical setting

Advanced courses and the abilities developed in these courses

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
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</thead>
<tbody>
<tr>
<td>MU 125</td>
<td>Music Workshops</td>
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<tr>
<td>MU 13X</td>
<td>Ensemble</td>
</tr>
<tr>
<td>MU 372</td>
<td>Contemporary Music</td>
</tr>
<tr>
<td>MU 491</td>
<td>Senior Seminar</td>
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<tr>
<td>MU 495</td>
<td>Applied Music Culmination Project</td>
</tr>
<tr>
<td>MUA 375</td>
<td>Music Performance Assessment</td>
</tr>
<tr>
<td>MUE 111</td>
<td>Improvisational Keyboard</td>
</tr>
<tr>
<td>MUY 461</td>
<td>Theoretical Foundations of Music Therapy</td>
</tr>
<tr>
<td>MUY 462</td>
<td>Design and Application of Music Therapy</td>
</tr>
<tr>
<td>MUY 472, 472L</td>
<td>Clinical and Lab Experience 4: Psychoemotional Disabilities</td>
</tr>
<tr>
<td>MUY 473, 473L</td>
<td>Clinical and Lab Experience 5: Psychoemotional Disabilities</td>
</tr>
<tr>
<td>MUY 480A</td>
<td>Clinical Internship in Music Therapy A (internship application; individual training plan)</td>
</tr>
<tr>
<td>MUY 480B</td>
<td>Clinical Internship in Music Therapy B (music therapy interview; ethics)</td>
</tr>
<tr>
<td>MUY 480C</td>
<td>Clinical Internship in Music Therapy C (internship; clinical affiliation)</td>
</tr>
</tbody>
</table>

- Apply insights and understanding derived from music history and theory to musical performance
- Demonstrate proficiency in performance area with representative works from all periods of music
- Analyze human responses to music from physiological, cognitive, affective, and sociological perspectives
- Translate behavioral theories into functional approaches to music that are applicable to music therapy
- Analyze the effectiveness of an identified treatment framework by designing and implementing procedures at varying levels of music therapy in a clinical setting
Your first year of studies
Depending on your background and other areas of study, this sequence of courses shows the courses you will most likely take during your first year of study as a music therapy major.

Semester 1

<table>
<thead>
<tr>
<th>Course</th>
<th>Code</th>
<th>Title</th>
<th>Hrs.</th>
</tr>
</thead>
<tbody>
<tr>
<td>CM</td>
<td>110</td>
<td>Integrated Communication Seminar 1: Exploring Boundaries</td>
<td>3</td>
</tr>
<tr>
<td>FA</td>
<td>110</td>
<td>Introduction to the Arts (music focus)</td>
<td>4</td>
</tr>
<tr>
<td>or LA</td>
<td>230</td>
<td>Liberal Learning for Transfer Students</td>
<td>3</td>
</tr>
<tr>
<td>MU</td>
<td>13X</td>
<td>Ensemble</td>
<td>1</td>
</tr>
<tr>
<td>MU</td>
<td>102</td>
<td>Music Fundamentals</td>
<td>2</td>
</tr>
<tr>
<td>MUA</td>
<td>XXX</td>
<td>Music Performance Area Lesson and Lab</td>
<td>1</td>
</tr>
<tr>
<td>MUY</td>
<td>129</td>
<td>Music Preprofessional Seminar</td>
<td>1</td>
</tr>
<tr>
<td>MUY</td>
<td>160</td>
<td>Orientation in Music Therapy</td>
<td>2</td>
</tr>
<tr>
<td>PSY</td>
<td>101</td>
<td>General Psychology</td>
<td>4</td>
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<td></td>
<td></td>
<td></td>
<td>17-18</td>
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</tbody>
</table>

Semester 2

<table>
<thead>
<tr>
<th>Course</th>
<th>Code</th>
<th>Title</th>
<th>Hrs.</th>
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</thead>
<tbody>
<tr>
<td>CM</td>
<td>112</td>
<td>Integrated Communication Seminar 2: Continuity and Change</td>
<td>1</td>
</tr>
<tr>
<td>CM</td>
<td>156Q</td>
<td>Mathematical Connections</td>
<td>2</td>
</tr>
<tr>
<td>HUM</td>
<td>150</td>
<td>Expressions and Interpretations of Human Experience</td>
<td>4</td>
</tr>
<tr>
<td>MU</td>
<td>13X</td>
<td>Ensemble</td>
<td>1</td>
</tr>
<tr>
<td>MU</td>
<td>151</td>
<td>Musicianship 1</td>
<td>4</td>
</tr>
<tr>
<td>MUA</td>
<td>XXX</td>
<td>Music Performance Area Lesson and Lab</td>
<td>1</td>
</tr>
<tr>
<td>MUY</td>
<td>171</td>
<td>Clinical and Lab Experience 1: Geriatrics</td>
<td>2</td>
</tr>
<tr>
<td>SC</td>
<td>119</td>
<td>Foundations of Chemistry</td>
<td>4</td>
</tr>
<tr>
<td></td>
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<td>19</td>
</tr>
</tbody>
</table>

Career options
As a member of the therapeutic team, the music therapist helps assess the psychological, educational, social, and/or physiological needs of clients. In light of these assessments, the music therapist plans and implements appropriate treatment interventions. Employment opportunities abound in a variety of health care settings: geriatric, adult and child mental health, drug and alcohol rehabilitation, hospice, medical centers, cognitive and physical disabilities, private practice, public schools, and physical rehabilitation. There are now more positions available for music therapists than there are therapists to fill them. Alverno boasts a 100% placement rate for music therapy grads within three months of graduation.

Have you thought about...?
Consulting?

New and expanding areas of health care delivery are creating opportunities for the creative and entrepreneurial music therapist. Combining knowledge of music therapy with skills in computer software design, video production, or writing may lead to interesting careers in hospice care, oncology treatment centers, pain/stress management clinics, or prisons and other correctional settings.
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 support area 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.

Career options
By adding a support area in Music History and Cultures to your major area of study, you broaden your knowledge of cultural diversity through music. Having a multicultural background is highly sought out in today's work environment, where being comfortable serving a diverse clientele enhances the success of both the business and the employee.

Have you thought about…?
Multicultural arts presenting
There is a great need for individuals with broad knowledge of cultural traditions to help present music and other forms of performance in museums, at festivals, and on concert series. Combining a major such as professional communication or business and management with a Music History and Cultures support makes the graduate desirable for work in presenting culturally diverse arts programs.

Beginning courses
MU 102 Music Fundamentals
MU 210 Improvisational Music

Intermediate courses
MU 210 Elective (Music and Culture series)
(optional: MU 251: Rebels: Women in the World of Music)
MU 310 Popular Music
MU 261 Origins of Music (no lab)
MU 262 Favorites of Classical Music (no lab)

Advanced courses
MU 382 Music Across Cultures (lab)
MU 372 Contemporary Music (no lab)
MUA Music Performance Area Lesson and Lab electives (2 semesters)
MU 13X Ensemble electives
Music Performance and Musicianship  *(Support)*

**What you will study**

If you love to sing or play an instrument, the Music Performance and Musicianship support area 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.

**Career options**

Adding a Music Performance and Musicianship support to your major area of study increases the diversity of your liberal arts knowledge and abilities, enhancing the broad background that many employers look for in job candidates. Involvement in music performance and musicianship has been shown to contribute to stronger abilities in other areas, including mathematical thinking and communication.

**Have you thought about...?**

*Music management*

As an experienced performer of music, combined with knowledge from another major discipline such as business and management, you are in a perfect position to work as a manager of a music performing organization. You could represent an individual performer or a group, or work in numerous other music businesses.

**Beginning courses**

MU 102  Music Fundamentals  
MU 151  Musicianship 1 (MU 151, MU 151L-01 [keyboard skills]), MU 151L-02 [aural skills])  
MUA  Music Performance Area Lesson and Lab (4 semesters)

**Intermediate courses**

MU 210  Improvisational Music  
MU 13X  Ensemble (3 semesters)  
MU 261  Origins of Music  

*or*

MU 262  Favorites of Classical Music (no lab)

**Advanced courses**

MU 210 or 310 elective (from Music and Culture series or from Music and Popular Culture series)
Nursing *(Bachelor of Science in Nursing) (Major)*

**A word from the faculty**

If you are a woman who is interested in developing your heart, mind, and spirit; if you are a woman who wants to connect with others in your community; if you want to be a professional nurse who brings knowledge, skill, and compassion to your service, then Alverno College’s innovative liberal arts professional nursing program is for you.

In professional nursing, you find a lifetime of intellectual challenge, growth, and unlimited career pathways as you help individuals, groups, and systems achieve their identified health outcomes. The integrity, technical knowledge, and many abilities you learn at Alverno help make you, the Alverno nurse, a leader among peers. You also learn how to learn and how to use your self-assessment capacities so that you are competent, adaptable, and proactive in dealing with the changing health care landscape.

At Alverno you develop the abilities you need as a professional nurse leader; care provider; teacher; advocate; designer, manager, and coordinator of care; and member of the nursing profession. These include:

- The ability to communicate creatively and effectively
- The ability to integrate analytic frameworks within the practice of professional nursing
- The ability to apply problem-solving processes to promote wellness in multiple environments
- The ability to use valuing frameworks and ethical codes to promote human dignity
- The ability to interact effectively in interpersonal, therapeutic, and group contexts
- The ability to advocate for and improve access to health care
- The ability to fulfill the responsibilities of a professional practitioner in contemporary society
- The ability to appreciate the uniqueness of self and others to promote wellness.

**What you will study**

Alverno’s liberal arts professional nursing program is distinctive in that support area courses (a minor) and liberal arts courses are integrated with your nursing studies. 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.
Beginning courses and the abilities developed in these courses

<table>
<thead>
<tr>
<th>SC</th>
<th>119</th>
<th>Foundations of Chemistry</th>
</tr>
</thead>
<tbody>
<tr>
<td>SC</td>
<td>120L</td>
<td>Foundations of Biology and Lab</td>
</tr>
<tr>
<td>AC</td>
<td>120</td>
<td>Nursing Diagnostic Assessment</td>
</tr>
<tr>
<td>CH</td>
<td>213, 213L</td>
<td>Chemistry of Bioorganic Molecules and Lab</td>
</tr>
<tr>
<td>N</td>
<td>250</td>
<td>Creating Your Healthy Future</td>
</tr>
<tr>
<td>N</td>
<td>260</td>
<td>Health Assessment – Individual, Family, and Community</td>
</tr>
<tr>
<td>N</td>
<td>265</td>
<td>Nutrition for Wellness</td>
</tr>
<tr>
<td>PSY</td>
<td>110</td>
<td>Life Span Development</td>
</tr>
</tbody>
</table>

- Demonstrate a variety of information and communication techniques and technologies to promote the health of clients and aggregates
- Understand the importance of using theories, frameworks, and models in professional nursing practice
- Use disciplinary frameworks to identify the needs of individuals/aggregates and to generate interventions to facilitate health promotion and disease prevention
- Relate personal and professional values to ethical models in addressing dilemmas that human diversity creates in health care
- Understand the impact of using social-interaction abilities to implement effective nursing care and practice
- Explore health issues of global significance from multiple perspectives
- Articulate characteristics, roles, and responsibilities of professionals and health care systems
- Identify clients’ and own affective responses to various populations, environments, and situations

Intermediate courses and the abilities developed in these courses

<table>
<thead>
<tr>
<th>BI</th>
<th>231, 231L</th>
<th>Human Anatomy and Physiology and Lab</th>
</tr>
</thead>
<tbody>
<tr>
<td>BI</td>
<td>251, 251L</td>
<td>Microbiology and Lab</td>
</tr>
<tr>
<td>BI</td>
<td>338</td>
<td>Physiological Mechanisms of Disease</td>
</tr>
<tr>
<td>BSC</td>
<td>257</td>
<td>Probability and Statistics for Nurses</td>
</tr>
<tr>
<td>N</td>
<td>350</td>
<td>Pharmacology and Nursing Practice</td>
</tr>
<tr>
<td>N</td>
<td>355*</td>
<td>Nursing Clinical Skills and Procedures</td>
</tr>
<tr>
<td>N</td>
<td>360</td>
<td>Nursing Theory of Healthy Populations</td>
</tr>
<tr>
<td>N</td>
<td>365</td>
<td>Nursing Practice with Healthy Populations</td>
</tr>
<tr>
<td>N</td>
<td>368</td>
<td>Nursing Care of the Childbearing and Child-Rearing Family</td>
</tr>
<tr>
<td>N</td>
<td>370</td>
<td>Nursing Theory of Acutely and Chronically Ill Populations</td>
</tr>
<tr>
<td>N</td>
<td>375**</td>
<td>Nursing Practice with Acutely and Chronically Ill Populations</td>
</tr>
<tr>
<td>N</td>
<td>399</td>
<td>Advanced-level Event</td>
</tr>
<tr>
<td>PSY</td>
<td>250</td>
<td>Abnormal Psychology</td>
</tr>
</tbody>
</table>

- Effectively use a variety of information and communication techniques and technologies to enhance the well-being of individuals and aggregates in diverse health settings
- Appropriately select frameworks and models to use in the professional practice of nursing
- Using multiple theories and frameworks, independently plan and implement interventions and evaluate outcomes that effectively address the needs of a defined population
- Use professional and ethical frameworks to effectively respond to dilemmas in health care and to implement value-based nursing practice
- Appropriately select meaningful frameworks, taking into account cultural diversity, for interpersonal, therapeutic, and group interactions within clinical and professional nursing roles
- Apply disciplinary frameworks to formulate an appropriate response to local and global health issues
- Use citizenship skills and self-assessment processes to enhance client and personal ability to navigate and negotiate health-related systems and to articulate career trajectory
- Incorporate the uniqueness of self and others when creating strategies to meet the needs of diverse populations

*The student who is unsuccessful (less than 100%) in two attempts at the math for meds assessment in N 355 is required to enroll in N 050, Using Math for Medication Calculations.
**The student who is unsuccessful (less than 100%) in two attempts at the math for meds assessment in N 375 is required to enroll in N 150, Advanced Math Concepts for Medication Administration.
**Advanced courses and the abilities developed in these courses**

INTERN 383  Internship Seminar

N 450  Nursing Theory of Vulnerable Populations

N 455*  Nursing Practice with Vulnerable Populations

N 460  Leadership for Change in Health Care

N 465  Nursing and Research

N 470**  Professional Nursing Internship

N 475  Professional Nursing Portfolio

AC 475  Professional Nursing Interview Assessment (with N 475)

- Habitually and resourcefully use information and communication techniques and technologies to assist individuals and aggregates to access and interpret the meaning and validity of health information
- Evaluate the effectiveness of using selected theories, concepts, frameworks, and models in the practice of professional nursing
- Habitually integrate multiple disciplinary and interdisciplinary theories and frameworks and proactively collaborate as an autonomous member of the health care team to meet the complex health-illness needs of clients in a variety of settings and contexts
- Integrate personal and professional values in a consistent application of professional and ethical frameworks to promote health, prevent disease, and ensure access to quality health care
- Use effective interaction strategies to collaborate with multidisciplinary team members on behalf of clients and professional practice
- Collaboratively and creatively use multiple interdisciplinary frameworks to analyze universal community health care issues to generate a contextualized and pragmatic response
- Consistently use reflective self-assessment as the basis for professional collaboration to promote health, prevent disease, and ensure access to quality health care
- Habitually engage strategies that reflect appreciation for the uniqueness of self and others to facilitate caring encounters within personal and professional roles

* The student who is unsuccessful (less than 100%) in two attempts at the math for meds assessment in N 455 is required to enroll in N 151, Advanced Math Concepts for Medication Administration 2.

** The student who is unsuccessful (less than 100%) in two attempts at the math for meds assessment in N 470 is required to enroll in N 152, Advanced Math Concepts for Medication Administration 3.

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**Your first year of studies**

Depending on your background and other areas of study, this sequence of courses shows the courses you will most likely take during your first year of study as a nursing student.

**Semester 1**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Name</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>CM 110</td>
<td>Integrated Communication Seminar 1: Exploring Boundaries</td>
<td>3</td>
</tr>
<tr>
<td>CM 156Q</td>
<td>Mathematical Connections</td>
<td>2</td>
</tr>
<tr>
<td>FA 110</td>
<td>Introduction to the Arts</td>
<td>4</td>
</tr>
<tr>
<td>LA 230</td>
<td>Liberal Learning for Transfer Students</td>
<td>3</td>
</tr>
<tr>
<td>PSY 101</td>
<td>General Psychology</td>
<td>4</td>
</tr>
<tr>
<td>SC 119</td>
<td>Foundations of Chemistry</td>
<td>4</td>
</tr>
<tr>
<td>AC 120</td>
<td>Nursing Diagnostic Assessment</td>
<td>0</td>
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</tbody>
</table>

**Sem. Hrs.**

16-17
### Semester 2

<table>
<thead>
<tr>
<th>Code</th>
<th>Course</th>
<th>Sem. Hrs.</th>
</tr>
</thead>
<tbody>
<tr>
<td>BSC</td>
<td>215 Small Group Behavior</td>
<td>2</td>
</tr>
<tr>
<td>CH</td>
<td>213, 213L Chemistry of Bioorganic Molecules and Lab</td>
<td>4</td>
</tr>
<tr>
<td>CM</td>
<td>112 Integrated Communication Seminar 2: Continuity and Change</td>
<td>1</td>
</tr>
<tr>
<td>HUM</td>
<td>150 Expressions and Interpretations of Human Experience</td>
<td>4</td>
</tr>
<tr>
<td>SC</td>
<td>120, 120L Foundations of Biology and Lab</td>
<td>4</td>
</tr>
<tr>
<td></td>
<td><strong>Total</strong></td>
<td><strong>15</strong></td>
</tr>
</tbody>
</table>

### Career options

The U.S. Bureau of Labor Statistics reports that job opportunities for nurses are expected to grow much faster than average through 2020, driven by factors such as the retirement of “baby boomer” nurses, an increasing national emphasis on preventive care, and the health care needs of an aging U.S. population. Many nursing graduates are exploring advanced nursing degrees so that they can become college faculty to produce the nurses of the future.

Most job growth is expected in hospital outpatient facilities, rehabilitation centers, chemotherapy clinics, and specialized environments such as physicians’ offices, nursing homes, stroke clinics, and Alzheimer’s or hospice centers. In hospitals, critical-care units, emergency departments, and operating rooms continue to seek skilled nursing professionals.

### Have you thought about …?

**Ob/gyn nursing?**
Opportunities abound for nurses interested in obstetrics and gynecology specialties. There are several subspecialty services that assist women before, during, and after pregnancy, such as family planning counselor, young parent trainer, delivery room nurse, or clinician in preterm labor, infertility, or high-risk pregnancy practices.

**Community health nursing?**
Community health nurses work with individuals, families, and groups. They practice autonomously in public health departments, schools, free-standing clinics, women’s services, and occupational health settings.
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.

Beginning courses and the abilities developed in these courses

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Explore, Feel, Enjoy</th>
</tr>
</thead>
<tbody>
<tr>
<td>PL 210</td>
<td>Search for Meaning</td>
<td>• Examine how your own values and experiences shape your response to art</td>
</tr>
<tr>
<td>PL 250</td>
<td>Thinking and Knowing</td>
<td>• Discover how other points of view shape your response</td>
</tr>
<tr>
<td>PL 251</td>
<td>Philosophy of Food</td>
<td>• Recognize art forms as expressions of human meaning</td>
</tr>
<tr>
<td>PL 252</td>
<td>Medical Ethics</td>
<td>• Infer value questions about human experience posed by works of art</td>
</tr>
</tbody>
</table>

Intermediate courses and the abilities developed in these courses

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Think, Reflect, Express</th>
</tr>
</thead>
<tbody>
<tr>
<td>PL 310</td>
<td>Philosophy of Love and Friendship</td>
<td>• Apply a range of frameworks to artistic and humanistic expressions</td>
</tr>
<tr>
<td>PL 311</td>
<td>Themes in Philosophy: Confronting Evil</td>
<td>• Understand how the perspectives you choose affect the way in which you analyze and respond</td>
</tr>
<tr>
<td>PL 399</td>
<td>Advanced-level Event</td>
<td>• Take multiple perspectives on artistic and humanistic expressions</td>
</tr>
</tbody>
</table>
**Advanced courses and the abilities developed in these courses**

- **HUM 350 Series**
  - Studies in Civilization and Culture
- **HUM 410** Senior Humanities Seminar
- **PL 350** American Philosophy
- **PL 375** Humanistic Existentialism
- **PL 385** Studies in Ethics: Theory and Practice
- **INTERN 383** Internship Seminar
  - **or**
  - **PL 483** Advanced Internship
  - **or**
  - **PL 497** Independent Study in Philosophy
- **PL 410** Philosophical Perspectives and Methodologies
- **PL 475** Independent Research

*Judge, Evaluate, Integrate*
- Use persistent question-asking as a method in reading a text, responding to the ideas of others, and exploring the complexity of issues
- Use consistency and logic as a tool in developing/following the argument/discussion of selected philosophers
- Use the ideas of philosophers and other thinkers in addressing personal, professional, and broader social questions
- Identify the culturally grounded assumptions underlying the ideas of philosophers/thinkers and your own response to those ideas

**Your first year of studies**

Depending on your background and other areas of study, this sequence of courses shows the courses you will most likely take during your first year of study as a philosophy major.

**Semester 1**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Sem. Hrs.</th>
</tr>
</thead>
<tbody>
<tr>
<td>CM 110</td>
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<tr>
<td>FA 110</td>
<td>Introduction to the Arts</td>
<td></td>
</tr>
<tr>
<td>or</td>
<td></td>
<td></td>
</tr>
<tr>
<td>LA 230</td>
<td>Liberal Learning for Transfer Students</td>
<td>3</td>
</tr>
<tr>
<td>SSC 101</td>
<td>Introduction to Social Science</td>
<td>4</td>
</tr>
<tr>
<td></td>
<td>General education science/mathematics requirement</td>
<td>3-4</td>
</tr>
<tr>
<td></td>
<td><strong>Total</strong></td>
<td>15-17</td>
</tr>
</tbody>
</table>

**Semester 2**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Sem. Hrs.</th>
</tr>
</thead>
<tbody>
<tr>
<td>BSC 215</td>
<td>Small Group Behavior</td>
<td>2</td>
</tr>
<tr>
<td>CM 112</td>
<td>Integrated Communication Seminar 2: Continuity and Change</td>
<td>1</td>
</tr>
<tr>
<td>HUM 150</td>
<td>Expressions and Interpretations of Human Experience</td>
<td>4</td>
</tr>
<tr>
<td>PPS 129</td>
<td>Preprofessional Seminar</td>
<td>1</td>
</tr>
<tr>
<td>PSY 101</td>
<td>General Psychology</td>
<td>4</td>
</tr>
<tr>
<td></td>
<td>General education science/mathematics requirement</td>
<td>3-4</td>
</tr>
<tr>
<td></td>
<td><strong>Total</strong></td>
<td>15-16</td>
</tr>
</tbody>
</table>
Career options

In the process of analyzing philosophical arguments, evaluating sometimes subtle assumptions, and applying concepts to particular issues, you can become the kind of clear thinker and self-directed learner who could be successful in any number of careers.

Your exposure to a broad range of ideas and perspectives serves you well in interacting with people from varying backgrounds who might have attitudes and beliefs quite different from your own. The experience of considering numerous alternatives in deciding an issue helps you foster the imagination it takes to be creative about the career options you eventually consider.

Have you thought about…?

How thinking skills transfer to a wide variety of professions?

Philosophy graduates are found in virtually every career field. Finance, sales, law, arts management, college recruitment, development, computing, counseling, PR, journalism, advertising, personnel, marketing, banking, accounting, and social service outreach: each of these is a field in which the abilities of listening to others; evaluating the significance, coherence, and value of various positions; and logically presenting one’s views are valued attributes. Just as significantly, philosophy majors can select careers that enable them to benefit their families and communities as well as their personal aspirations.
Politics  (Major, Support)

A word from the faculty

Political science is a discipline that studies how people think about politics, how they interact politically, what governmental institutions do, and what effect all of this has on our lives. Politics affects all of us — the education we receive, how our towns and cities are run, how the environment is cared for, how much we pay in taxes, and the economic future we are likely to experience. The Alverno program in politics is designed to help you be a more informed citizen in daily life and also a more savvy individual who can use the tools of this field to effectively pursue desired social changes through political means.

You develop the following abilities:

1. **Analysis**: the ability to identify and describe political issues, examine how they arise, and what effects politics has on other aspects of society. You learn to apply research tools such as statistical analysis and interviewing to more deeply explore particular political questions.

2. **Problem solving**: the ability to evaluate how well individuals, groups, and institutions understand and resolve political issues. You also practice working to address important social problems through political means, such as developing political campaigns, shaping public opinion, and working to pass or defeat important legislation.

3. **Effective citizenship**: the ability to think and act in a multicultural, often competitive context. You learn to better understand and act on political viewpoints, resolve conflicts, collaborate with others to mobilize political resources, and cope with political situations. You learn to more effectively advance your own or your group’s interests by developing your ability to identify opportunities to do so and by developing your ability to advocate on their behalf.

What you will study

Politics starts with people — their values, their interests, and their resources. Who are they? What do they want? Why do some people get involved in politics while others do not? Why are some people successful in achieving their political goals while others are not? What is public opinion and how is it determined? How are liberals different from conservatives? How are Republicans different from Democrats? Who gets elected? Who gets to be mayor, governor, or president?

With a major or support area in politics, you learn about how politics works — how people get elected to office, how laws are made, what effects those laws have on people like you, and how you yourself are a political actor. You learn about politics through experience — through simulations, such as attending a National Model United Nations, and through the completion of two politically focused internships — so you get to know firsthand what it is like to “do” politics as much as to understand politics.

Politics is also about building and sustaining institutions. You study the major political institutions — the U.S. Presidency, Congress, the courts, and state and local structures like the Common Council. What do they do and how do they interact? How do they decide what to do? How do they make laws? How important are interest groups?

Politics is finally about taking action to make something happen. Thus you study public policy, the art of creating an approach to deal with an issue using laws and other tools of government. What happens after a law is made? How are laws actually implemented and enforced?

There are opportunities for study in other countries where you can learn how other political systems operate and how they compare with ours. See the section on study abroad (p. 40) for information on Alverno’s study-abroad options.
Beginning and Intermediate courses and the abilities developed in these courses

- BSC 255 Behavioral Science Research Methods
- BSC 256 Probability and Statistics
- INTERN 383 Internship Seminar
- MGT 210 Economic Environment
- POL 225 American Politics
- POL 301 Social Theory
- POL 399 Advanced-level Event
- SOC 220 Social Movements and Social Change
- POL electives (6-8 cr)

- Observe patterns in social behavior
- Use basic social science language to analyze what you observe
- Use interpersonal and team skills to achieve objectives in organizational contexts
- Learn the basic structure of American government at the local, state, and national levels, and become familiar with key documents and political history
- Use social science frameworks to analyze the social and economic behavior of individuals, groups, and institutions
- Develop basic research skills
- Assess own developing abilities in politics
- Examine political behavior from empirical and theoretical perspectives

Advanced courses and the abilities developed in these courses

- POL 342 American Political Behavior: Elections
- POL 390 Political Practicum
- POL 398 Community, Power and Change
- POL 491 Senior Seminar

- Develop and refine scientific research skills
- Apply own abilities to political settings in the community
- Articulate and assess personal position as a political scientist

Your first year of studies

Depending on your background and other areas of study, this sequence of courses shows the courses you will most likely take during your first year of study as a major in politics.

Semester 1

<table>
<thead>
<tr>
<th>Course</th>
<th>Description</th>
<th>Sem. Hrs.</th>
</tr>
</thead>
<tbody>
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<td>LA 230</td>
<td>Liberal Learning for Transfer Students</td>
<td>3</td>
</tr>
<tr>
<td>SC 117</td>
<td>Integrated Science 1</td>
<td>4</td>
</tr>
<tr>
<td>SSC 101</td>
<td>Introduction to Social Science</td>
<td>4</td>
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Total: 16-17
### Semester 2

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Sem. Hrs.</th>
</tr>
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<tbody>
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<td></td>
<td>General education science/mathematics requirement</td>
<td>3-4</td>
</tr>
</tbody>
</table>

### Career options

This major prepares you for any job that requires a liberal arts degree with political experience, strong research skills, and the ability to work well on a team. You will be especially prepared for jobs in federal, state, and local government, not-for-profit groups, and civic organizations. Politics is also an excellent background if you wish to work in the field of public policy, in which the ability to conduct research, the ability to analyze, and the ability to develop potential solutions to social problems are critical skills. It also prepares you for work in for-profit companies that have research capabilities, such as most large corporations, marketing research companies, and advertising agencies. If you like journalism, you might also consider politics to give you an understanding of political issues and to improve your abilities to gather, analyze, and communicate information.

The major in politics offers especially strong preparation for students who intend to enter the field of law. By learning about the political and legal system, you learn about the context in which law is practiced. You also develop research and analytical abilities that are essential to success in law school and in the legal profession. Students considering a career in public administration also find a degree in politics a valuable background.

Finally, politics is also for you if you see yourself running for political office. Whether you envision yourself as a leader in local, state, or national government, understanding political institutions and processes is an essential first step.

### Have you thought about...?

**Becoming a campaign manager?**

A candidate runs for election, but somebody has to manage the campaign. You could help a candidate sharpen her image and zero in on the most important issues. You could talk with the press, organize media events, promote the candidate, arrange the candidate’s schedule, and supervise professional staff and volunteers. If your candidate wins, there is no telling where you could go!
A word from the faculty

Professional communication as we teach it at Alverno prepares you to understand and translate communication theory into skilled practice. The coursework provides you with a broad-based approach to acquiring and honing your skills as you develop critical abilities related to careers in public relations, corporate communication, writing, graphic design, media production, and a variety of other career opportunities.

As a communicator, you frequently make decisions about what issues to address and how to address them — and these choices relate to your sense of career and personal values. In your major you learn professional codes of ethics for determining and evaluating the approaches you might use in your decision-making process.

An undergraduate degree in professional communication at Alverno means that in addition to mastering the discipline, you have learned and developed competence in several primary abilities.

1. *The ability to analyze.* For effective communication you must digest volumes of information and evaluate its essence and merits in projecting ideas clearly. Analysis, for the purpose of the professional communicator, means being able to identify and separate the essential from the nonessential without losing focus or depth. Final communication projects result from critical examination, structuring, and/or creation of information, always directed by a careful analysis of the audience for the communication.

2. *The ability to solve problems.* As a professional communicator you work within limits not set by yourself — space, technology, budget, and time, among them. To balance and focus your message properly, you need a clear sense of purpose and the ability to make decisions within a framework in which some of those problems, quite simply, are inherent.

3. *The ability to make complex value decisions.* Whether you work in advertising, publishing, human relations, media communications, technical writing, event planning, or public relations, weighing decisions about what and how to communicate means employing a system of ethics.

4. *The ability to interact effectively with others.* Communication breaks down when people cannot or will not understand and cooperate with one another. As a professional communicator, you must know how to ensure a steady flow of communication while you are in the process of producing a message, and you need to be able to project and assess whether or not the message you are producing will achieve its purpose.

What you will study

Alverno’s professional communication degree program offers you opportunities for examining and applying communication theory within specific course projects. These include writing, public speaking, visual communication, persuasion strategies, research, interpersonal and group communication, and print and video production through technology.

By emphasizing the integration of theory and practical application, the program prepares you to assume professional positions with such responsibilities as writing and editing corporate, public, and nonprofit communications; analyzing, designing, and producing visual media through photography and/or other digital technologies; examining social and political issues objectively; and facilitating group communication — all with a solid sense of communication standards and ethics.
### Beginning courses and the abilities developed in these courses

- PCM 101 Introduction to Professional Communication
- PCM 130 Writing: The Editing Process
- PCM 170 Visual Communication
- PCM 200 Public Communication: Principles and Practice

- Develop understanding of the basic theories of effective communication through oral, written, and visual modes
- Articulate awareness of the sender-receiver relationship in interpersonal and media communication
- Demonstrate understanding of theories and techniques by examining communication processes in professional settings

### Intermediate courses and the abilities developed in these courses

- PCM 230 Influence and General Semantics
- PCM 300 Advanced Writing: Professional Applications
- PCM 399 Advanced-level Event

- Broaden knowledge of the effects of language on attitudes and behaviors
- Expand applications of persuasive strategies and writing abilities to complex situations
- Explore and refine understanding of interpersonal and group dynamics

### Advanced courses and the abilities developed in these courses

- INTERN 383 Internship Seminar
- PCM 320 Advanced Media Studies and Multimedia Production
- PCM 486 Communication Theory and Research
- PCM 499 Professional Practice Seminar
- PCM electives (12 cr)

- Design and create writing projects for professional purposes
- Evaluate and produce media demonstrating mastery of aesthetic frameworks, technical skills, and creative problem solving
- Demonstrate refined facility with theoretical aspects of communication, including the appropriate use of technology
- Apply communication knowledge and practices in new settings
- Develop professional ethics standards and practice ethical decision making

### Sampling of elective courses (offered on a rotating basis)

- PCM 325 Media Management and Production: Online Radio Management Team
- PCM 364 Digital Photography
- PCM/PS 411 Professional Seminar
- PCM 421 Digital Journalism
- PCM 427 Technical Communication
- PCM 437 Fundraising and Grant Writing: Principles and Practices
- PCM 441 Business and Professional Speaking
- PCM 445 Intercultural Communication
- PCM 464 Advanced Photocommunications
- PCM 477 Public Relations: Theories and Applications
- PCM 490 Digital Publishing
- PCM 493 Interactive Listening
Your first year of studies

Depending on your background and other areas of study, this sequence of courses shows the courses you will most likely take during your first year of study as a professional communication major.

### Semester 1

<table>
<thead>
<tr>
<th>Course</th>
<th>Code</th>
<th>Course Name</th>
<th>Sem. Hrs.</th>
</tr>
</thead>
<tbody>
<tr>
<td>CM</td>
<td>110</td>
<td>Integrated Communication Seminar 1: Exploring Boundaries</td>
<td>3</td>
</tr>
<tr>
<td>CM</td>
<td>156Q</td>
<td>Mathematical Connections</td>
<td>2</td>
</tr>
<tr>
<td>FA</td>
<td>110</td>
<td>Introduction to the Arts</td>
<td>4</td>
</tr>
<tr>
<td>or LA</td>
<td>230</td>
<td>Liberal Learning for Transfer Students</td>
<td>3</td>
</tr>
<tr>
<td>PCM</td>
<td>101</td>
<td>Introduction to Professional Communication</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td></td>
<td>General education science/mathematics requirement</td>
<td>3-4</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>14-16</td>
</tr>
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</table>

### Semester 2

<table>
<thead>
<tr>
<th>Course</th>
<th>Code</th>
<th>Course Name</th>
<th>Sem. Hrs.</th>
</tr>
</thead>
<tbody>
<tr>
<td>CM</td>
<td>112</td>
<td>Integrated Communication Seminar 2: Continuity and Change</td>
<td>1</td>
</tr>
<tr>
<td>HUM</td>
<td>150</td>
<td>Expressions and Interpretations of Human Experience</td>
<td>4</td>
</tr>
<tr>
<td>PCM</td>
<td>130</td>
<td>Writing: The Editing Process</td>
<td>3</td>
</tr>
<tr>
<td>PPS</td>
<td>129</td>
<td>Preprofessional Seminar</td>
<td>1</td>
</tr>
<tr>
<td>PSY</td>
<td>101</td>
<td>General Psychology</td>
<td>4</td>
</tr>
<tr>
<td></td>
<td></td>
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</tr>
<tr>
<td></td>
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<td>16-17</td>
</tr>
</tbody>
</table>

### Career options

With a degree in professional communication, the choice of career options is almost limitless. Employers seek professionals who can write clearly, speak effectively in a variety of business situations, and use communication technologies with ease. Women with a degree in professional communication are sought after in print communication (newspapers, publishing houses), broadcasting, film, advertising, marketing, public relations, graphics and multimedia, design, event planning, training and development, nonprofit management, and corporate communication.

### Have you thought about…?

*The many options in public relations?*

The U.S. Bureau of Labor Statistics anticipates that employment of public relations professionals will grow by 24% through 2018. Public relations specialists contribute to mutual understanding between the general public and business, governmental units, hospitals, colleges, community organizations, and other corporate bodies. Their primary audience is an external one; however, they also counsel businesses on the public’s attitudes, fears, interests, and concerns.

Public relations careers include such exciting options as press secretary, diplomat, speech writer, publicist, press agent, fundraiser, development director, public affairs officer, and recruiter. As a PR professional, you may work in entertainment, government, sports, higher education, community service, consumer products, and emergency response firms. The rise of foreign-language TV and radio stations and sports-related entertainment has created new opportunities.
Psychology (Major, Support)

A word from the faculty

Psychology is the science that studies human behavior and mental processes. Psychologists use theory and research to observe, describe, explain, and predict any given behavior or behavioral patterns that take place in various settings such as home, work, and school. Therefore, because of travel, migration, technological advance, and globalization, the world is our stage. No other field challenges the individual's analytic abilities as directly as psychology, because it requires human knowledge and training to understand another human's behavior.

At Alverno College, you develop an understanding of both research and practitioner approaches to the field, as well as acquiring first-hand experience that helps you develop the kind of understanding and empathy that characterizes the competent professional in psychology.

If you major in psychology, you can choose courses and projects that prepare you for careers in a variety of areas, notably as a researcher or a practitioner. Alverno psychology graduates have become leaders in:

- Governmental and nongovernmental human services organizations
- Nonprofit community advocacy
- Business and industry settings
- Graduate school in psychology, both in clinical and research specializations
- Other professional graduate training, such as law, education, and social work

Whatever your career plans, you will find that a major or support in psychology exposes you to a broad base of psychological theory and methodological issues in research and clinical practice.

The student majoring in psychology gains proficiency in five advanced outcomes:

1. **Theoretical reasoning:** to construct plausible psychological explanations for complex human behavior relying on reasoning and evidence. Those who work in psychology use theories to analyze behavior, whether they are critiquing a theoretical model, reading a clinical diagnosis about a client, constructing a case study, or examining cross-cultural patterns of behavior.

2. **Methodological proficiency:** to solve problems of human experience, using and evaluating a variety of methods. Those who work in psychology need to define problems clearly and to weigh various alternatives judiciously, whether in selecting treatment approaches, designing an effective empirical experiment, or designing training and development materials for a corporation. Understanding the research literature that underlies any problem-solving approach is also critical to the competent professional.

3. **Professional interaction:** to interact and communicate with people in a variety of professional contexts, including collaborating on research teams, assisting others in resolving life challenges, and presenting research conclusions in oral and written formats. This includes an awareness and understanding of cultural perspective in order to interact sensitively and effectively with others, whether collaborators, clients, or students. It also includes professional strategies for effective reading, writing, and speaking using appropriate tools from the discipline.

4. **Self-reflection:** to be self-directed in using the tools of metacognition to accurately discern the quality of one's own performance in academic, professional, personal, and civic settings. In other words, self-assessment is an ongoing process in developing competent professional demeanor.

5. **Ethical insight and action:** to respond to the needs of others with sensitivity to various perspectives, including cultural, national, economic, and spiritual differences; to act interpersonally and, in working with groups, to act with integrity, initiative, and vision in relationship to the American Psychological Association (APA) Code of Ethics and the APA Guidelines for Serving Diverse Populations.
**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.

### Beginning courses and the abilities developed in these courses

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Abilities</th>
</tr>
</thead>
<tbody>
<tr>
<td>PSY 110</td>
<td>Life Span Development</td>
<td>• Understand, communicate, and apply psychological concepts</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Relate own observations to existing research, drawing inferences about</td>
</tr>
<tr>
<td></td>
<td></td>
<td>processes underlying human behavior</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Evaluate relationships in existing research</td>
</tr>
</tbody>
</table>

### Intermediate courses and the abilities developed in these courses

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Abilities</th>
</tr>
</thead>
<tbody>
<tr>
<td>BSC 255</td>
<td>Behavioral Science Research</td>
<td>• Reflect on behavior within a theoretical framework of psychology</td>
</tr>
<tr>
<td></td>
<td>Methods</td>
<td></td>
</tr>
<tr>
<td>BSC 256</td>
<td>Probability and Statistics</td>
<td>• Conduct research to establish relationships using scientific method</td>
</tr>
<tr>
<td>PSY 250</td>
<td>Abnormal Psychology</td>
<td>• Assess own performance in applying psychological principles</td>
</tr>
<tr>
<td>PSY 301</td>
<td>Analytic Reading in Psychology</td>
<td></td>
</tr>
<tr>
<td>PSY 350</td>
<td>Experimental Psychology</td>
<td></td>
</tr>
<tr>
<td>PSY 399</td>
<td>Advanced-level Event</td>
<td></td>
</tr>
<tr>
<td>PSY electives (8 cr)</td>
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</tbody>
</table>

### Advanced courses and the abilities developed in these courses

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Abilities</th>
</tr>
</thead>
<tbody>
<tr>
<td>INTERN 383</td>
<td>Internship Seminar</td>
<td>• Analyze behavior within theoretical frameworks supported by empirical data</td>
</tr>
<tr>
<td>PCM/PS 411</td>
<td>Professional Seminar</td>
<td>• Integrate psychology with other areas of study</td>
</tr>
<tr>
<td>PSY 483</td>
<td>Advanced Internship</td>
<td>• Develop sophistication in understanding role of psychologist in the world</td>
</tr>
<tr>
<td>PSY 490</td>
<td>Clinical Psychology</td>
<td></td>
</tr>
<tr>
<td>PSY 492</td>
<td>Applied Psychological Science</td>
<td></td>
</tr>
<tr>
<td>PSY 491</td>
<td>Senior Seminar</td>
<td></td>
</tr>
</tbody>
</table>
### Sampling of elective courses

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>PSY 330</td>
<td>Psychological Assessment</td>
</tr>
<tr>
<td>PSY 345</td>
<td>Physiological Psychology</td>
</tr>
<tr>
<td>PSY 360</td>
<td>Psychology of Women</td>
</tr>
<tr>
<td>PSY 365</td>
<td>Social Psychology: Cross-Cultural Perspectives</td>
</tr>
<tr>
<td>PSY 375</td>
<td>Theories of Personality</td>
</tr>
<tr>
<td>PSY 380</td>
<td>Learning and Cognition</td>
</tr>
<tr>
<td>PSY 390</td>
<td>Case Management</td>
</tr>
</tbody>
</table>

### Your first year of studies

Depending on your background and other areas of study, this sequence of courses shows the courses you will most likely take during your first year of study as a psychology major.

#### Semester 1

<table>
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<td>or LA 230</td>
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<tr>
<td>PSY 101</td>
<td>General Psychology</td>
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</tr>
<tr>
<td></td>
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<tr>
<td></td>
<td></td>
<td><strong>15-17</strong></td>
</tr>
</tbody>
</table>

#### Semester 2

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Sem. Hrs.</th>
</tr>
</thead>
<tbody>
<tr>
<td>CM 112</td>
<td>Integrated Communication Seminar 2: Continuity and Change</td>
<td>1</td>
</tr>
<tr>
<td>HUM 150</td>
<td>Expressions and Interpretations of Human Experience</td>
<td>4</td>
</tr>
<tr>
<td>PPS 129</td>
<td>Preprofessional Seminar</td>
<td>1</td>
</tr>
<tr>
<td>PSY 110</td>
<td>Life Span Development</td>
<td>4</td>
</tr>
<tr>
<td>SSC 101</td>
<td>Introduction to Social Science</td>
<td>4</td>
</tr>
<tr>
<td></td>
<td>General education science/mathematics requirement</td>
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</tr>
<tr>
<td></td>
<td></td>
<td><strong>17-18</strong></td>
</tr>
</tbody>
</table>
Career options

It is true that to be a licensed psychologist or therapist, graduate education is necessary. However, there are many rewarding and interesting career options for those earning baccalaureate degrees, too.

Many psychology majors enter sales or human resource careers in which their understanding of behavior, motivation, and personality theories helps them to analyze concerns and determine appropriate strategies and solutions. Careers in these areas include public relations analyst, sales person, job development specialist, executive recruiter, and employment counselor.

In addition, a degree in psychology, with its emphasis on observation, analysis, and communication, is a strong basis for careers in law, law enforcement, public service, foster care and adoption services, and education.

Have you thought about…?

Careers on campus?

Do you want to make a difference in the lives of college and university students? A degree in psychology is excellent preparation for student-centered careers. There are myriad opportunities to put your psychology degree to work in an environment that provides intellectual and personal challenge daily. For example, counselors are employed in career centers, advising offices, international student centers, health centers, and educational outreach centers for students with disabilities.

In addition, there are careers as first-year orientation director, Greek life director (overseeing fraternity and sorority activities, often at large universities), admissions counselor (recruitment), multicultural program specialist, international student advisor, advisor for LGBT affairs, alumni/ae director, campus minister, student housing director, service learning director, residence life coordinator, student union programming director, and many, many others.

Becoming an employee assistance program specialist?

Today’s workers demand more than just money and security; they need help in resolving their social and emotional needs as well. Those trained to apply psychological techniques to personnel administration and management are used increasingly by companies to improve worker productivity and morale. The job enrichment specialist, with background in psychology, can organize training programs, apply principles of learning and individual differences, and measure the effectiveness of training methods. She can also counsel workers to improve job and personal adjustment. These specialists are crucial to the survival of today’s workforce.
Religious Studies  (Major, Support)

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.

Beginning courses and the abilities developed in these courses

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>RL 210</td>
<td>Contemporary Issues in Religion: Control of Life and Death</td>
</tr>
<tr>
<td>RL 214</td>
<td>Images of Jesus: Past and Present</td>
</tr>
<tr>
<td>RL 310</td>
<td>Religious Experience: Myth and Symbol</td>
</tr>
<tr>
<td>RL 313</td>
<td>Moral Theology</td>
</tr>
</tbody>
</table>

Explore, Feel, Enjoy
- Examine how your own values and experiences shape your response to art
- Discover how other points of view shape your response
- Recognize art forms as expressions of human meaning
- Infer value questions about human experience posed by works of art

Intermediate courses and the abilities developed in these courses

<table>
<thead>
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<th>Course Title</th>
</tr>
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<tbody>
<tr>
<td>RL 210</td>
<td>Contemporary Issues in Religion: Control of Life and Death</td>
</tr>
<tr>
<td>RL 214</td>
<td>Images of Jesus: Past and Present</td>
</tr>
<tr>
<td>RL 250</td>
<td>Judaism, Christianity, and Islam</td>
</tr>
<tr>
<td>RL 251</td>
<td>Asian Religions</td>
</tr>
<tr>
<td>RL 310</td>
<td>Religious Experience: Myth and Symbol</td>
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</table>

Think, Reflect, Express
- Apply a range of frameworks to artistic and humanistic expressions
- Understand how the perspectives you choose affect the way in which you analyze and respond
- Take multiple perspectives on artistic and humanistic expressions
Advanced courses and the abilities developed in these courses

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>HUM 350</td>
<td>Studies in Civilization and Culture (one course in series)</td>
</tr>
<tr>
<td>HUM 410</td>
<td>Senior Humanities Seminar</td>
</tr>
<tr>
<td>RL 350</td>
<td>The Biblical Worldview</td>
</tr>
<tr>
<td>RL 375</td>
<td>Religion in America and in the World</td>
</tr>
<tr>
<td>RL 410</td>
<td>Senior Religious Studies Seminar: Spirituality</td>
</tr>
<tr>
<td>RL 413</td>
<td>External Assessment for Religious Studies Majors</td>
</tr>
<tr>
<td>RL 475</td>
<td>Religious Studies Design: Christian Ministry</td>
</tr>
</tbody>
</table>

*Judge, Evaluate, Integrate*

- Analyze and aesthetically respond to the stories, symbols, and rituals of religious traditions as expressions of human faith experience
- Explore the unique meanings and values expressed in various religious traditions throughout history and recognize the contribution each tradition makes toward the quest for the transcendent in life
- Integrate those theological frameworks offered by alternative voices based upon race, gender, and class into work in religious studies
- Analyze the formative role religion plays in human moral living; develop and articulate a personal moral stance that responds to the complexity of the world today
- Integrate academic study of religion with personal faith tradition and connect the study of religion with life experiences

Your first year of studies

Depending on your background and other areas of study, this sequence of courses shows the courses you will most likely take during your first year of study as a religious studies major.

**Semester 1**

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<td>LA 230</td>
<td>Liberal Learning for Transfer Students</td>
<td>3</td>
</tr>
<tr>
<td>SSC 101</td>
<td>Introduction to Social Science</td>
<td>4</td>
</tr>
</tbody>
</table>

General education science/mathematics requirement: 3-4

Total: 15-17

**Semester 2**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Sem. Hrs.</th>
</tr>
</thead>
<tbody>
<tr>
<td>BSC 215</td>
<td>Small Group Behavior</td>
<td>2</td>
</tr>
<tr>
<td>CM 112</td>
<td>Integrated Communication Seminar 2: Continuity and Change</td>
<td>1</td>
</tr>
<tr>
<td>HUM 150</td>
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<td>PSY 101</td>
<td>General Psychology</td>
<td>4</td>
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</tbody>
</table>

General education science/mathematics requirement: 3-4

Total: 15-16
Career options

The specialist in religious studies is particularly well prepared to be adept in assessing personal value and belief systems and in understanding the values and beliefs that people share in groups. The religious studies graduate can make valuable contributions in varied areas of human service and development.

A student in religious studies who integrates in her learning experiences relevant support areas increases her options for employment. For example, religious studies coupled with a management or adult education support area leads to positions such as director of religious education or program manager of parish adult education centers.

Have you thought about…?

*International tourism or business consulting?*

Today, it is common for people to travel to and conduct business in countries that were inaccessible only a few short years ago. As a consultant or cultural liaison, you help others interact successfully and respectfully with religious cultures, beliefs, practices, and institutions that are unfamiliar and very different from their own. Such careers can provide deep personal satisfaction as well as the opportunity to travel and study.

*Global studies?*

As you progress in your studies, you focus on expressions of religion across traditions and on the implications of religious beliefs, practices, and institutions for contemporary life. You develop the ability to clarify and affirm your own faith and to understand cultural differences within groups of people, whether at work or in your neighborhood or in society at large.

Through an ongoing process of identifying and refining religious questions and of using collaborative problem solving, you develop skills essential for theological inquiry and for responsible coping with contemporary issues.
Reserve Officer Training Corps (ROTC) Programs

Alverno College students have the opportunity to participate fully in the Air Force Reserve Officer Training Corps program and the Army Reserve Officer Training Corps program.

Air Force Reserve Officer Training Corps (AFROTC)

AFROTC is a nationwide program that allows students to pursue commissions (i.e., become officers) in the United States Air Force (USAF) while simultaneously attending college. AFROTC classes are held on college campuses throughout the United States and Puerto Rico; students register through normal course registration processes. AFROTC consists of four years of aerospace studies courses (Foundations of the USAF, Evolution of USAF and Space Power, Air Force Leadership Studies, and National Security Affairs/Preparation for Active Duty) and a corresponding leadership laboratory each year (in which students apply leadership skills, demonstrate command and effective communication, develop physical fitness, and practice military customs and courtesies). College students enrolled in the AFROTC program (known as "cadets") who successfully complete both AFROTC training and college degree requirements graduate and simultaneously commission as second lieutenants in the Active Duty Air Force. The AFROTC program is currently offered at Marquette University; the university has a cross-town agreement that allows students to enroll in AFROTC and become full-fledged cadet participants. For more information on AFROTC course descriptions, see http://bulletin.marquette.edu/undergrad/helenwayklinglercollegeofartsandsciences/reserveofficers_trainingcorps/airforceaerospacestudies_afas/. For more information on the AFROTC program, please see http://www.marquette.edu/rotc/airforce/.

Army Reserve Officer Training Corps (Army ROTC)

A student enrolled in the Army ROTC program attends courses in the Department of Military Science and Leadership at Marquette University. She registers for these courses and receives credit from Marquette University.

Upon completion of the Army ROTC program and receipt of her degree, the student is commissioned an officer in the U.S. Army, U.S. Army Reserve, or Army National Guard.

Alverno students in selected majors are eligible to apply for Air Force ROTC and for Army ROTC scholarships. At Alverno, both programs are part of the college’s Division of Natural Sciences, Mathematics and Technology.

ROTC Course Descriptions

AFAS 1011/1012 FOUNDATIONS OF THE AIR FORCE 1 & 2 (1 ea) – These courses are designed to introduce students to the U.S. Air Force and to provide an overview of the basic characteristics, missions, and organization of the Air Force. They include an introduction to communication skills. Open to all students. Students pursuing an Air Force commission must also be concurrently enrolled in AFAS 1051.

AFAS 1051 LEADERSHIP LABORATORY (0) – Supervised instruction is conducted within the framework of organized cadet corps activities designed to develop each student’s leadership potential. The student also studies Air Force customs and courtesies, drill and ceremonies, career opportunities, and the life and work of an Air Force junior officer. All students pursuing an Air Force commission must register for this course. An average two hours per week throughout the student’s enrollment in AFROTC.

AFAS 2021/2022 EVOLUTION OF THE AIR FORCE/AIR AND SPACE POWER 1 & 2 (1 ea) – These courses feature topics on Air Force heritage and leaders; an introduction to air and space power through examination of distinctive capabilities and functions; and continued application of communication skills. They instill an appreciation of the development and employment of air and space power and motivate sophomore students to transition from AFROTC cadet status to Air Force ROTC officer candidate. Open to all students. Students pursuing an Air Force commission must also be concurrently enrolled in AFAS 1051.
AFAS 2964 AIR FORCE FIELD TRAINING (1-4) Prereq. Consent of department chair – This off-campus summer program is held at Maxwell Air Force Base, Montgomery, Alabama. The program provides the student with practical leadership experience and extensive practical training in fundamental leadership and military skills. It is offered in lieu of AFAS 1011, 1012, 2021, and/or 2022 at the direction of the department chair for students pursuing an Air Force commission. Students do not incur military obligation and do not pay expenses but do receive pay for the training. Offered only during the summer. S/U grade assessment.

AFAS 3131/3132 AIR FORCE LEADERSHIP STUDIES 1 & 2 (3 ea) – These courses are a study of leadership, quality management fundamentals, professional knowledge, leadership ethics, and communication skills required of an Air Force officer. Students use case studies to examine Air Force leadership and management situations as a means of demonstrating and exercising practical application of the concepts being studied. Students pursuing an Air Force commission must register for AFAS 1051.

AFAS 4141/4142 NATIONAL SECURITY AFFAIRS/ PREPARATION FOR ACTIVE DUTY 1 & 2 (3 ea) – These courses examine the national security policy process, regional studies, and formulation of American defense policy, strategy, and joint doctrine. Special topics of interest focus on the military as a profession; U.S. Air Force functions, competencies, and doctrine; officership; the military justice system; civilian control of the military; preparation for Air Force active duty; and current issues affecting military professionalism. Within this structure, continued emphasis is given to the refinement of communication skills. Students pursuing an Air Force commission must register for AFAS 1051.

MISL 1001/1002/2001/2002/3001/3002/ 4001/4002 MILITARY PHYSICAL TRAINING LABORATORY (1 ea) – Goal-oriented, small-unit approach to physical conditioning and military drill. This lab is conducted three times per week. It is oriented toward strength, mobility, and endurance development. Physical development and the ability to master principles of small-unit leadership are stressed. Student physical development is measured by the Army Physical Fitness Test, consisting of push-ups, sit-ups, and a timed two-mile run. Drill instruction is conducted on Fridays, and stresses fundamentals of unit organization, wear of the uniform, and practical application of small-unit leadership techniques.

MISL 1100 FOUNDATIONS OF OFFICERSHIP (1) – This course is an introduction to issues and competencies central to a commissioned officer’s responsibilities. It is designed to establish a framework for understanding officership, leadership, and U.S. Army values. In addition, the semester addresses “life skills,” including fitness and time management. The course is designed to give the student accurate insight into the Army profession and the officer’s role within the Army.

MISL 1200 BASIC LEADERSHIP (1) – This course is designed to build on the experiences of the fall term and further broaden the student’s introduction to the U.S. Army. The student receives an introduction to communication principles, military briefings, effective writing, problem solving, goal setting, listening and speaking skills, and counseling. The student is provided a broad overview of life in the Army, including the employment benefits and work experiences of junior officers.

MISL 1800 AMERICAN CRUCIBLE: THE MILITARY AND THE DEVELOPMENT OF THE UNITED STATES (3) Prereq. Consent of department chair – This course explores American military history from the Colonial period to the present through the lens of military affairs and primarily through the land component of the military, the Army. The course uses the Army and the military itself as a lens through which to explore the impact of governmental structures and policies, international affairs, societal change, technological and industrial innovation, governmental structures and policies, international affairs, and geography on American development.

MISL 2100 INDIVIDUAL LEADERSHIP STUDIES (2) Prereq. MISL 1100; MISL 1200 – This course explores the dimensions of creative and innovative tactical leadership strategies and styles by examining team dynamics and two historical leadership theories that form the basis of the Army leadership framework. It continues to develop knowledge of leadership attributes and core leader competencies through understanding of Army rank, structure, and duties and through broadening knowledge of land navigation and squad tactics. Aspects of personal motivation and team building are practiced by planning, executing, and assessing team exercises.

MISL 2200 LEADERSHIP AND TEAMWORK (2) Prereq. MISL 1100 and MISL 1200 or consent of instructor – This course examines the challenges of leading tactical teams in the complex contemporary operating environment (COE), highlighting dimensions of terrain analysis, patrolling, and operation orders. Further study of the theoretical basis of the Army Leadership Requirements Model explores the dynamics of adaptive leadership in the context of military operations. Cadets develop greater self-awareness as they assess their own leadership styles and practice communication and team-building skills.
MISL 3100 LEADERSHIP AND PROBLEM SOLVING
(2) Prereq. MISL 1100; MISL 1200; MISL 2100; MISL 2200; MISL 3101 completed or concurrent; OR consent of instructor – This course is designed to help prepare the student for the challenges of accepting greater responsibility in teaching and participating in Military Science and Leadership labs. It is the first course that all students seeking a commission in the U.S. Army must take. The student is introduced to the principles of the Leader Development Program and to the Army’s troop leading procedures, and is taught how to plan and conduct individual and small-unit training.

MISL 3101 APPLIED LEADERSHIP LABORATORY
1 (1) Prereq. MISL 3100 completed or concurrent – This course includes practical exercises and evaluations in military leadership skills, including operational planning, quality management and inspections, and controlling small groups in realistic settings. The student develops training programs, plans training sessions, and presents classes for this and other Military Science and Leadership labs. Topics include individual and small-unit movement techniques, communication by tactical radio, water survival (drownproofing), drill and ceremony, and land navigation skills.

MISL 3200 LEADERSHIP AND ETHICS (2) Prereq. MISL 3100; MISL 3202 completed or concurrent – This course is designed to continue the student’s development as a leader as s/he receives further instruction in interpersonal communication, values and ethics, and leadership. In addition, the student receives an introduction and overview of various summer training opportunities, such as airborne school and the National Advanced Leadership Camp (NALC). The student is also introduced to the many career choices that the U.S. Army has to offer.

MISL 3202 APPLIED LEADERSHIP LABORATORY 2
(1) Prereq. MISL 3200 completed or concurrent – This course includes practical exercises and evaluations in military leadership skills, including operational planning, quality management and inspections, and controlling small groups in realistic settings. The student develops training programs, plans training sessions, and presents classes for Military Science and Leadership labs. Topics include field training exercises, tactical leadership, decision making, and squad-level offensive and defensive battle drills.

MISL 3964 MILITARY SCIENCE PRACTICUM (6)
Prereq. Consent of department chair – This off-campus summer program is offered at the U.S. Army Reserve Officer’s Training Corps Basic Camp, Fort Knox, Kentucky. The six-week program provides the student with practical leadership experience and extensive practical training in fundamental leadership and military skills. The student does not incur military obligation and does not pay expenses; s/he does receive pay for this training. The program is offered in lieu of MISL 1100, 1200, 2100, and 2200 and counts as completion of the Basic Course. Offered only during the summer.

MISL 4100 OFFICERSHIP (2) Prereq. MISL 3100; MISL 3200; MISL 4101 completed or concurrent – This course focuses on three main areas: the military decision-making process, the U.S. Army’s training management system, and ethical leadership and decision making. It also covers several critical areas needed to operate effectively as an Army officer, including coordinating activities with staffs, counseling theory and practice within the “Army context,” and ethics.

MISL 4101 ADVANCED LEADERSHIP LABORATORY
1 (0) Prereq. MISL 4100 completed or concurrent – This lab includes weekly practical exercises and preparatory periods for command staff functions, drill and ceremonies, assistant instructor roles, and field training exercises. The student performs roles of cadet officers in assigned positions or tasks. SNC/UNC grade assessment.

MISL 4200 LEADERSHIP AND MANAGEMENT (2)
Prereq. MISL 4100; MISL 4101; MISL 4202 completed or concurrent – This course focuses on completing the transition from cadet to lieutenant. The student receives instruction on the legal aspects of decision making and leadership, operations from the tactical to the strategic level, administrative and logistical management, and a series of capstone seminars that focus on entering the U.S. Army as a new lieutenant. These seminars require that students, both individually and collectively, apply their knowledge to solve problems and confront situations commonly faced by junior officers.

MISL 4202 ADVANCED LEADERSHIP LABORATORY
2 (0) Prereq. MISL 4200 completed or concurrent – This lab includes weekly practical exercises and preparatory periods for command staff functions, drill and ceremonies, assistant instructor roles, and field training exercises. The student performs roles of cadet officers in assigned positions or tasks. SNC/UNC grade assessment.

MISL 4964 COMMAND GROUP LEADERSHIP (2)
Prereq. Senior standing; consent of department chair – This practicum provides seniors who will be leading the Golden Eagle Battalion with in-depth practical applications and analyses of leadership at the senior-command level of battalion-level organizations. Topics include the development of training plans for battalion-size units, staff management, garrison operations, tactical operations, and direct leadership of the university’s Army ROTC battalion.

MISL 4995 INDEPENDENT STUDY IN MILITARY SCIENCE AND LEADERSHIP (1-3) Prereq. Consent of department chair – This is an independent study of special topics in military science carried out under faculty supervision. Topics are selected by student/faculty conference.
Science
(Support for majors in Early/Middle Childhood Education and Middle Childhood/Early Adolescence Education)

A word from the faculty

Elementary teachers are expected to teach all of the science disciplines, while emphasizing problem solving and the nature of science. This support area in science for students who plan to teach at the elementary or middle school level emphasizes integrated science knowledge. Since science knowledge is developed in the context of investigating real problems and issues, this program emphasizes scientific practices that help teaching candidates engage elementary and middle school students.

Those who complete the science support area meet Wisconsin Department of Public Instruction guidelines for a certifiable minor. They exhibit curiosity about the natural world, are able to ask answerable questions, collect and analyze data, and use the results of their analysis to develop explanations. They are aware of the interactions among science, technology, and society. They are poised to take advantage of the tremendous job opportunities in science education.

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.

Beginning and intermediate courses

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>SC 119</td>
<td>Foundations of Chemistry</td>
</tr>
<tr>
<td>SC 120, 120L</td>
<td>Foundations of Biology and Lab</td>
</tr>
<tr>
<td>BI 221</td>
<td>Biology of Plants</td>
</tr>
<tr>
<td>BI 222</td>
<td>Biology of Animals</td>
</tr>
<tr>
<td>BI 223</td>
<td>Natural History of North America</td>
</tr>
<tr>
<td>BI 341</td>
<td>Ecology</td>
</tr>
<tr>
<td>CH 213, 213L</td>
<td>Chemistry of Bioorganic Molecules and Lab</td>
</tr>
<tr>
<td>GE 220</td>
<td>Earth Science</td>
</tr>
<tr>
<td>MT 123</td>
<td>College Algebra</td>
</tr>
<tr>
<td>MT 124</td>
<td>Trigonometry</td>
</tr>
</tbody>
</table>

Advanced courses

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>PH 231</td>
<td>General Physics 1</td>
</tr>
<tr>
<td>SC 492</td>
<td>Natural Science Seminar</td>
</tr>
</tbody>
</table>

In this support area, you develop several key abilities:

1. The ability to teach elementary or middle school science to the standards outlined in the National Science Education Standards and Wisconsin's Planning Curriculum in Science.
2. The ability to analyze. You learn to observe the natural world and draw inferences, predictions, and meaning from the interplay of living and nonliving matter.
3. The ability to solve problems. You develop your problem-solving skills in science by designing experiments, critiquing designed experiments, recording and analyzing data, and identifying a viable solution.
A word from the faculty

The areas labeled “social studies” in the elementary and middle school curriculum include a range of topics that are significant in the development of children’s sense of themselves as members of the human community and as citizens of a city, state, nation, world, and time in history.

Alverno College faculty created a support area in social studies for students who plan to teach at the elementary or middle school level. It concentrates on study of the social studies disciplines and teaching/learning theory. Because teacher education in a liberal arts context is built on the assumptions that teachers need solid development at the advanced levels of an area of study, this support area provides a personal grounding in the assumptions, frameworks, and values of history and social science to support the teacher’s work with her students. The social studies support area meets Wisconsin Department of Public Instruction guidelines for a certifiable 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.
Social Studies—History  *(Major)*

Social studies–history is a major area of study for those seeking Wisconsin Department of Public Instruction certification in social studies education. It consists of a major in history with additional coursework in psychology, geography, political science, sociology, and economics. If you wish to teach history and the other social sciences, this major provides you with the necessary certification.

If you seek state certification, you take early adolescence/adolescence education as a support area in conjunction with the social studies–history major. If you already have a major in history or social science, you may add this area through additional study.

The following history and social science courses are required.*

### Beginning courses

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>GLS 200</td>
<td>Introduction to Global Studies</td>
</tr>
<tr>
<td>MGT 210</td>
<td>Economic Environment</td>
</tr>
</tbody>
</table>

### Intermediate courses

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>BSC 255</td>
<td>Behavioral Science Research Methods</td>
</tr>
<tr>
<td>HS 250</td>
<td>Ancient World Cultures and Civilizations</td>
</tr>
<tr>
<td>or HS 251</td>
<td>Making of the Modern World</td>
</tr>
<tr>
<td>HS 308</td>
<td>United States History, 1607-1900</td>
</tr>
<tr>
<td>HS 309</td>
<td>The United States in the 20th Century</td>
</tr>
<tr>
<td>HS 399</td>
<td>Advanced-level Event</td>
</tr>
<tr>
<td>POL 225</td>
<td>American Politics</td>
</tr>
</tbody>
</table>

### Advanced courses

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>GLS 370</td>
<td>World Geography: People, Places and Change</td>
</tr>
<tr>
<td>GLS/POL 330</td>
<td>The United Nations and the World</td>
</tr>
<tr>
<td>or GLS/POL 410</td>
<td>Comparative Social Policy</td>
</tr>
<tr>
<td>HS 355</td>
<td>Critical Perspectives on the American Past</td>
</tr>
<tr>
<td>HS 375</td>
<td>Historical Analysis</td>
</tr>
<tr>
<td>HS 451</td>
<td>Critical Perspectives on the Early Modern World, 1350-1750</td>
</tr>
<tr>
<td>HUM 350 Series</td>
<td>Studies in Civilization and Culture</td>
</tr>
<tr>
<td>(one of the following is required: China, South Asia, Africa, Japan, Latin America, or the Middle East)</td>
<td></td>
</tr>
<tr>
<td>PST 329</td>
<td>Praxis II Preparation Seminar</td>
</tr>
<tr>
<td>SOC 320</td>
<td>Comparative Social Institutions: The Family</td>
</tr>
</tbody>
</table>

* For learning outcomes in social studies–history, see the learning outcomes for sociology and the learning outcomes for history.
Your first year of studies
Depending on your background and other areas of study, this sequence of courses shows the courses you will most likely take during your first year of study as a social studies–history major.

### Semester 1

<table>
<thead>
<tr>
<th>Course</th>
<th>Code</th>
<th>Title</th>
<th>Sem. Hrs.</th>
</tr>
</thead>
<tbody>
<tr>
<td>CM</td>
<td>110</td>
<td>Integrated Communication Seminar 1: Exploring Boundaries</td>
<td>3</td>
</tr>
<tr>
<td>ED</td>
<td>116</td>
<td>Human Relations Workshop</td>
<td>2</td>
</tr>
<tr>
<td>FA</td>
<td>110</td>
<td>Introduction to the Arts</td>
<td>4</td>
</tr>
<tr>
<td>or LA</td>
<td>230</td>
<td>Liberal Learning for Transfer Students</td>
<td>3</td>
</tr>
<tr>
<td>SSC</td>
<td>101</td>
<td>Introduction to Social Science</td>
<td>4</td>
</tr>
</tbody>
</table>

- General education science/mathematics requirement: 3-4 sem. hrs.

**Total for Semester 1:** 15-17 sem. hrs.

### Semester 2

<table>
<thead>
<tr>
<th>Course</th>
<th>Code</th>
<th>Title</th>
<th>Sem. Hrs.</th>
</tr>
</thead>
<tbody>
<tr>
<td>BSC</td>
<td>215</td>
<td>Small Group Behavior</td>
<td>2</td>
</tr>
<tr>
<td>CM</td>
<td>112</td>
<td>Integrated Communication Seminar 2: Continuity and Change</td>
<td>1</td>
</tr>
<tr>
<td>CM</td>
<td>156Q</td>
<td>Mathematical Connections</td>
<td>2</td>
</tr>
<tr>
<td>HUM</td>
<td>150</td>
<td>Expressions and Interpretations of Human Experience</td>
<td>4</td>
</tr>
<tr>
<td>MGT</td>
<td>210</td>
<td>Economic Environment</td>
<td>3</td>
</tr>
<tr>
<td>PED</td>
<td>110</td>
<td>Life Span Development</td>
<td>4</td>
</tr>
<tr>
<td>or PED</td>
<td>150</td>
<td>Introduction to Psychology and Human Development</td>
<td>6</td>
</tr>
</tbody>
</table>

**Total for Semester 2:** 16-18 sem. hrs.
A word from the faculty

Sociology is part of the multidisciplinary Social Sciences Department, which offers a variety of related academic programs. As the systematic study of how people live together in groups, sociology is essential for understanding why people think and act as they do, how societies hold together or experience conflict, and how cultures differ. The sociology program helps you learn to see how the social world is organized and structured, and helps you better see connections between your personal life, your community, and the world. This helps you evaluate approaches to the social issues you face today and contributes to improving our collective quality of life.

The sociology program places a heavy emphasis on career exploration and planning. What can you do with a sociology degree? A lot, and we help you find a great path for your future! Whatever your personal and career goals in life, you need to know how the social world around you works and how it might be changed for the better. This is true regarding the smallest units in the social system, such as your household or workplace, and the larger ones, such as your community, your country, or even the world ecosystem. The Alverno sociology program offers courses about all these levels of social life. This is why sociology not only forms a fascinating area of study in itself but is also at the heart of so many other areas of study and professions that deal with people. To study sociology is to study a core framework that can influence all your other endeavors.

To become an effective sociological thinker, you develop a number of key abilities. For example, they include the ability to:

1. **Analyze societies and the world around you.** You learn a language for identifying and describing the key features of social life and apply various theories to explain how they interconnect. You learn how to relate your personal experiences with larger cultural trends and social conditions. And you examine in depth key social institutions, like the family, work and the economy, politics, and the criminal justice system.

2. **Conduct research and use data professionally.** You learn the tools that sociologists employ to solve the problem of how to collect and organize useful, valid information through surveys, interviews, and statistical analysis.

3. **Interact and make value-based decisions effectively in a multicultural world.** By learning more about how and why different cultural groups think and act as they do, and how to thoughtfully compare different values and ways of life, you can interact more sensitively and helpfully with others in a variety of situations, and manage conflicts more successfully.

4. **Explain your own social philosophy and take sound positions on social issues.** You become better able to discuss and debate political and social questions from a more clearly developed stance of your own.

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.

- You can travel and study abroad. You can take courses that include study trips to foreign countries or study abroad for an entire semester. Alverno sociology students regularly study abroad to help themselves understand other cultures.

- You develop your sociological imagination. This means that you understand how your personal experiences and outlook shape and are shaped by the social context you are part of, and that you learn to build a social and political outlook that you can employ in debating important social issues. In particular, you take a course in social theory, where you study how some great thinkers of the past and present understand society and imagine its direction. You also take Senior Seminar, where you continue to learn about contemporary social debates. Also in Senior Seminar, you carry out more specialized research on one social issue, so as to become more expert in the field you are likely to work in after graduation.

### Beginning and Intermediate courses and the abilities developed in these courses

<table>
<thead>
<tr>
<th>Code</th>
<th>Course Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>BSC</td>
<td>255 Behavioral Science Research Methods</td>
</tr>
<tr>
<td>BSC</td>
<td>256 Probability and Statistics</td>
</tr>
<tr>
<td>MGT</td>
<td>210 Economic Environment</td>
</tr>
<tr>
<td>POL</td>
<td>225 American Politics</td>
</tr>
<tr>
<td>SOC</td>
<td>220 Social Movements and Social Change</td>
</tr>
<tr>
<td>SOC</td>
<td>399 Advanced-level Event</td>
</tr>
</tbody>
</table>

- Observe patterns in social behavior
- Use basic social scientific language to analyze what one observes
- Explore how the social context influences one’s values
- Use various social scientific frameworks to analyze the social behavior of groups, organizations, and institutions
- Develop basic research skills
- Develop social-interaction abilities
- Assess own developing abilities in sociology
### Advanced courses and the abilities developed in these courses

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Abilities Developed</th>
</tr>
</thead>
<tbody>
<tr>
<td>CLD 338</td>
<td>Program Evaluation</td>
<td>- Compare theoretical traditions in social science and their influence on the broader culture</td>
</tr>
<tr>
<td>or</td>
<td>Fundraising and Grant Writing: Principles and Practices</td>
<td>- Refine and apply social scientific research skills</td>
</tr>
<tr>
<td>or</td>
<td>GIS (Geographic Information Systems)</td>
<td>- Compare diverse societies’ approaches to meeting social needs</td>
</tr>
<tr>
<td>SOC 341</td>
<td></td>
<td>- Articulate and assess personal stance as a sociologist</td>
</tr>
<tr>
<td>or</td>
<td></td>
<td>- Refine abilities to interact and make value-based decisions effectively in a multicultural world</td>
</tr>
<tr>
<td>INTERN 383</td>
<td>Internship Seminar</td>
<td></td>
</tr>
<tr>
<td>SOC 301</td>
<td>Social Theory</td>
<td></td>
</tr>
<tr>
<td>SOC 320</td>
<td>Comparative Social Institutions: The Family</td>
<td></td>
</tr>
<tr>
<td>SOC 321</td>
<td>Criminology and Justice</td>
<td></td>
</tr>
<tr>
<td>SOC 491</td>
<td>Senior Seminar</td>
<td></td>
</tr>
<tr>
<td>SOC electives (6 cr)</td>
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</tr>
</tbody>
</table>

### Sampling of elective courses

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Course Code</th>
<th>Course Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>CLD/PCM 437</td>
<td>Fundraising and Grant Writing: Principles and Practices</td>
<td>HUM 352</td>
<td>Studies in Civilization and Culture: South Asia</td>
</tr>
<tr>
<td>CLD/POL 412</td>
<td>Community Development</td>
<td>MGT 396</td>
<td>International Economics</td>
</tr>
<tr>
<td>GLS/POL 330</td>
<td>The United Nations and the World</td>
<td>PCM 445</td>
<td>Intercultural Communication</td>
</tr>
<tr>
<td>GLS 370</td>
<td>World Geography: People, Places and Change</td>
<td>PL 311</td>
<td>Themes in Philosophy: Confronting Evil</td>
</tr>
<tr>
<td>GLS/POL 410</td>
<td>Comparative Social Policy</td>
<td>RL 375</td>
<td>Religion in America and in the World</td>
</tr>
<tr>
<td>HS 308</td>
<td>United States History, 1607-1900</td>
<td>SOC 390</td>
<td>Case Management</td>
</tr>
</tbody>
</table>
Your first year of studies
Depending on your background and other areas of study, this sequence of courses shows the courses you will most likely take during your first year of study as a sociology major.

Semester 1

<table>
<thead>
<tr>
<th>Course</th>
<th>Sem. Hrs.</th>
</tr>
</thead>
<tbody>
<tr>
<td>CM 110 Integrated Communication Seminar 1: Exploring Boundaries</td>
<td>3</td>
</tr>
<tr>
<td>CM 156Q Mathematical Connections</td>
<td>2</td>
</tr>
<tr>
<td>FA 110 Introduction to the Arts</td>
<td>4</td>
</tr>
<tr>
<td>or LA 230 Liberal Learning for Transfer Students</td>
<td>3</td>
</tr>
<tr>
<td>SSC 101 Introduction to Social Science</td>
<td>4</td>
</tr>
<tr>
<td>General education science/mathematics requirement</td>
<td>3-4</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>15-17</strong></td>
</tr>
</tbody>
</table>

Semester 2

<table>
<thead>
<tr>
<th>Course</th>
<th>Sem. Hrs.</th>
</tr>
</thead>
<tbody>
<tr>
<td>BSC 215 Small Group Behavior</td>
<td>2</td>
</tr>
<tr>
<td>CM 112 Integrated Communication Seminar 2: Continuity and Change</td>
<td>1</td>
</tr>
<tr>
<td>HUM 150 Expressions and Interpretations of Human Experience</td>
<td>4</td>
</tr>
<tr>
<td>PPS 129 Preprofessional Seminar</td>
<td>1</td>
</tr>
<tr>
<td>PSY 101 General Psychology</td>
<td>4</td>
</tr>
<tr>
<td>General education science/mathematics requirement</td>
<td>3-4</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>15-16</strong></td>
</tr>
</tbody>
</table>

Career options
Given the breadth, adaptability, and usefulness of sociology to a variety of industries and careers, there are many employment opportunities for undergraduates. Skills in research design, data analysis, and identification of social trends can lead to careers in community and social services organizations, business and educational consulting, health organizations, criminal justice, federal and state government, the military, research centers, law enforcement, and public office. The discipline of sociology is excellent preparation for analyst-type careers such as emergency response planner, census analyst, foreign relations analyst, social impact assessment specialist, public opinion analyst, and interorganizational specialist (assisting organizations in different countries or industries develop mutually beneficial structures and working relationships).

A sociology degree, combined with support areas or graduate study in political science, communication, history, English, or nursing, also prepares you for practitioner-centered careers such as lawyer, public works administrator, city planner, community health director, social worker, contract mediator, elected public official, and political advisor.

Have you thought about…?
Using your sociology skills to fulfill your desire for making societal change?
As a sociology major, you develop a solid base for understanding social change. You acquire a sense of history, other cultures and times. Your training helps you formulate problems, ask appropriate questions, search for answers, and analyze situations and data. Because you develop the capacity to effectively interact with others and to recognize the interconnectedness of social life, you have the ideal background for becoming social change agents. With this degree, you can be a key player in improving your community and society.
A word from the faculty

One language is never enough! If you already speak two languages, why not study a third or fourth language? At Alverno College, we teach Mandarin Chinese, French, and Spanish. Besides the fact that it is fun to speak another language and impress your friends with your knowledge of other cultures, an extended study of language enriches your life, enhances your professional marketability, and prepares you to work successfully in a culturally diverse environment. The ability to speak a second or third language with confidence enables you to live, work, and travel in a world where English is no longer sufficient to be an effective global citizen. The need to develop an informed global perspective is greater than ever.

The Alverno World Languages Department offers small classes taught by personable instructors who supplement the classroom experience with interactive language techniques and experiential learning. The instructors are committed to helping you expand your communicative proficiency and acquire cultural literacy — knowledge about gestures, idioms, and current events. In your learning, you will deepen your knowledge of a nation's geography, food, art, and history, and experience world literature, film, and music in the original language. Through comparison, you also gain greater insight into your own language, culture, and values.

Spanish is spoken in 27 countries around the world. In the United States, Spanish is no longer a foreign language but rather the second most common language after English. The Spanish Language and Cultures support area is specifically designed to help you develop your spoken and written communication skills and to become a viable member of the growing Spanish-speaking community in the United States and abroad. As a student of Spanish language and cultures, you learn several key abilities that include:

1. communicative proficiency in listening, speaking, reading, and writing; and
2. cultural literacy (knowledge about customs, gestures, and current events).

What you will study

The Spanish Language and Cultures (SLC) support 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.

Beginning courses and the abilities developed in these courses

- SLC 100 Spanish Language Placement Assessment
- SLC 103 Beginning Spanish 1
- SLC 104 Beginning Spanish 2
- Develop a beginning ability to understand and speak Spanish through analysis of structural patterns and appropriate application of basic vocabulary
- Learn to analyze the diversity of cultures through an integrated study of language, geography, history, and art
Intermediate courses and the abilities developed in these courses

<table>
<thead>
<tr>
<th>Code</th>
<th>Course</th>
</tr>
</thead>
<tbody>
<tr>
<td>SLC</td>
<td>203 Intermediate Spanish 1</td>
</tr>
<tr>
<td>SLC</td>
<td>204 Intermediate Spanish 2</td>
</tr>
<tr>
<td>SLC</td>
<td>303 Conversation and Composition</td>
</tr>
<tr>
<td>SLC</td>
<td>318 Spanish for Business</td>
</tr>
</tbody>
</table>

• Develop a functional foundation for proficiency, learning through systematic interaction
• Demonstrate cultural awareness as it pertains to Hispanic and U.S. Latino cultures and its relationship to the global community

Advanced courses and the abilities developed in these courses

One of the following:

<table>
<thead>
<tr>
<th>Code</th>
<th>Course</th>
</tr>
</thead>
<tbody>
<tr>
<td>HUM</td>
<td>356 Studies in Civilization and Culture: Latin America (in Spanish)</td>
</tr>
<tr>
<td>SLC</td>
<td>403 Advanced Grammar and Composition</td>
</tr>
<tr>
<td>SLC</td>
<td>420 Spanish and Latin American Cinema</td>
</tr>
<tr>
<td>SLC</td>
<td>466 Topics in Hispanic Civilization</td>
</tr>
</tbody>
</table>

• Demonstrate a personal and professional proficiency in the Spanish-language communication skills of listening, speaking, reading, and writing
• Integrate and enhance a personal and informed response to diverse voices in Hispanic/Latino art, music, and literature
• Apply methodology of linguistic analysis to the explanation of the structure and idiom of Spanish and draw relationships between the structure and history of the language and linguistic developments

Students of Spanish as a Second Language can test out of the first 12 credits of SLC courses. In this case, you are required to take SLC 303 and your choice of one capstone course. Capstone courses provide further practice in writing and a deepened appreciation of Hispanic literature, cultures, history, art, and music.

Bilingual heritage and native speakers can test out of the first 12 credits of SLC courses. Your spoken proficiency is determined by an oral proficiency interview with SLC faculty. If approved, you can bypass SLC 303. You are required to take SLC 403 and your choice of one capstone course.

Career options

Students who develop advanced proficiency in a foreign language in the context of cultural understanding have an additional edge in the job market. They have a skill that employers increasingly see as an asset and even as a requirement for working in education, health, and business environments that include many Spanish-speaking people.

Have you thought about…?

International business opportunities?
New trade agreements with Spanish-speaking nations have increased the demand, both in the United States and abroad, for bilingual professionals. Sales, training, marketing, tourism, health, and service-related industries seek college graduates with language proficiency as well as an understanding of complex regional cultures. Many experts predict that increased trade with Central and South American nations will be a major source of new jobs.

A career in media and communications?
The growth of Spanish-speaking audiences has increased the demand for college graduates with fluency in business Spanish. Those fluent in Spanish who also have a creative streak are finding careers in weather and news broadcasting, translating government and social service agency pamphlets, feature writing for magazines and websites, radio programming, TV program concept design, advertising, and point-of-purchase display design. Each of these careers offers the opportunity to use knowledge of Spanish and culture in a public forum.
Spanish/English Health Care Interpretation  (Support)

A word from the faculty
The Hispanic population, already the second-largest minority group in the United States, continues to be the fastest-growing community across our nation, including in the Milwaukee area. This surge in the Latino population means a correspondingly increasing demand for trained interpreters in health care settings. There is a critical shortage of bilingual and bicultural health care providers as well as of trained interpreters. As a result, institutions that were previously using bilingual staff or family members as interpreters are now hiring trained professionals who can bridge the communication gap that currently exists between health care providers and Latino patients. Thus, health care interpreting (also known as medical interpreting) is a booming profession; the U.S. Bureau of Labor Statistics predicts that the field will grow 46% between 2012 and 2022, which is much faster than the average for most other occupations.

The Spanish/English health care interpretation support area is designed specifically to prepare future interpreters in the crucial role of serving as conduits of consistent, accurate, and transparent interpretation who are qualified to seek employment as a health care interpreter in hospitals, clinics, and other health care entities where language access services are provided.

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.

Beginning courses
- SPI 100 Bilingual Proficiency Assessment
- SPI 210 Bilingual Medical Terminology

Intermediate courses
- SPI 310 Cultural Competence in Health Care: The Latino Perspective
- SPI 320 Advanced Interpreting Practice

Advanced courses
- SPI 350 Ethics for Health Care Interpreters
- SPI 360 Written Translation Skills for Health Care Interpreters
- SPI 483 Health Care Interpreter Internship
Career options

According to the U.S. Census Bureau, as reported on Milwaukee County Quick Facts, the Hispanic or Latino population of Milwaukee is growing. Persons of Hispanic or Latino origin represent 13.3% of the population in Milwaukee County and 5.9% of the population in Wisconsin. Much of this growth is driven by the influx of Spanish-speaking immigrants from the Caribbean, Mexico, and Central and South America.

When Spanish is the first language of patients, it is usually the one in which they are most comfortable discussing important decisions. English-speaking family and friends may not have the highly specialized medical vocabulary required to accurately interpret medical terms, procedures, and diagnostic questions. In addition, cultural taboos may make it difficult for friends and family to ask deeply personal questions related to medical care and decision making.

This situation has created a demand for skilled health care interpreters who can accurately interpret the questions, recommendations, and information between medical personnel and their Spanish-speaking patients while also being sensitive to the cultural concerns of patients and families.

Health care interpreters may work in a variety of settings such as clinics, hospitals, emergency rooms, social service agencies, and schools. Some interpreters are hired by hospitals to visit patients at home in order to verify that patients and their families have the medical information and support they need.

The wide variety of career options available to health care interpreters can be very attractive to those seeking to balance work and life demands. For example, in addition to full-time interpreter positions, many hospitals hire part-time or on-call staff. Many interpreters create their own businesses as freelance interpreters and cultural experts, who typically contract with language agencies and charge an hourly fee. Some interpreters may work for third-party case management agencies dealing with workers’ compensation or for attorneys who specialize in accident or malpractice cases, sometimes requiring that they interpret in court. In addition, there are careers with local, state, and federal agencies related to health and immigration.

Similarly, with the advancement of technology, current trends in language access services increasingly rely on telephonic or video relay interpreting tools to connect trained interpreters with limited English proficient (LEP) clients across the country in order to provide more cost-effective service.

Have you thought about . . .?

The pharmaceutical and surgical devices industries?

New drugs and surgical equipment are constantly being developed to help people live longer, more productive lives. With the U.S. Census Bureau projecting that the Hispanic or Latino population of this country will continue to grow — to nearly 60 million by 2020 — the demand for accurate Spanish-language translation of prescription data and information on the use of surgical/medical equipment can also be expected to grow.

Other medically oriented industries, such as biotechnology and clinical research, are likewise expected to grow. These industries, many of which are international in scope, will require translators — of, for example, scientific papers and research data. Moreover, health care interpretation courses that meet certification standards can be expected to create a need for teachers as interpreter training programs are established across the country.

Industry-specific resources

• Certification Commission for Health Care Interpreters (CCHI)
• International Medical Interpreters Association (IMIA)
• Midwest Association of Translators and Interpreters (MATI)
• National Board of Certification for Medical Interpreters (NBCMI)
• National Council on Interpreting in Health Care (NCIHC)
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.

Learning outcomes

Critical analysis and engagement

- Integrate and apply a variety of interdisciplinary perspectives to engage in critical analysis of issues related to women and gender issues
- Identify and articulate one’s position as a woman and identities in the larger global sphere and imagine one’s role as a contributor to the development of women and the community

Analysis of systems

- Articulate understanding of the dynamic relationship between systems of prejudice and privilege, recognizing the personal and behavioral consequences of organizations and communities that influence and are influenced by such systems
- Detect problems resulting from systems of prejudice and privilege, and identify and implement creative strategies that address solutions

Employ theory to create opportunities for personal and political efficacy

- Employ theoretical frameworks from disciplines of study in combination with study in Women’s and Gender Studies to envision and create avenues for effective change
- Recognize the role of aesthetic and cultural expressions as avenues for conceptualizing change
- Engage in meaningful aesthetic and cultural dimensions of women’s experiences across societies and communities and through self-expression

Professional interaction through collaboration and leadership

- Articulate a personal leadership style through developing understanding of leadership models and reflection on one’s own preferred method of engaging and leading others
- Appropriately interact and communicate in a variety of professional settings to foster development of ideas, collaborate to solve and resolve issues, and effectively engage individuals and/or organizations in working for change.
# Intermediate courses

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>WGS 200</td>
<td>Introduction to Women's and Gender Studies</td>
</tr>
<tr>
<td>SOC 220</td>
<td>Social Movements and Social Change</td>
</tr>
<tr>
<td>HS 213</td>
<td>Women's Rights and Lives</td>
</tr>
<tr>
<td>WGS 306</td>
<td>Gender Diversity</td>
</tr>
<tr>
<td>PSY 360</td>
<td>Psychology of Women</td>
</tr>
<tr>
<td>MGT 395</td>
<td>Women in the Economy</td>
</tr>
<tr>
<td>INTERN 383</td>
<td>Internship</td>
</tr>
<tr>
<td>WGS 399</td>
<td>Advanced-level Event</td>
</tr>
</tbody>
</table>

*One of the following:*

- A 241 Art History 2: Renaissance
- EN 453 From Printout to Publication
- IMD 381 Content Development and Interactive Media
- IMD 401 New Media
- MU 251 Rebels: Women in the World of Music
- PCM 325 Media Management and Production: Online Radio Management Team
- PCM 421 Digital Journalism

# Advanced courses

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>PL 410</td>
<td>Philosophical Perspectives and Methodologies (Feminist Theory)</td>
</tr>
<tr>
<td>HS 451</td>
<td>Critical Perspectives on the Early Modern World, 1350-1750</td>
</tr>
<tr>
<td>WGS 491</td>
<td>Senior Seminar</td>
</tr>
<tr>
<td>WGS electives (2-4 cr)</td>
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</tbody>
</table>

*One of the following:*

- AED/PSY 335 Psychology of the Adult Learner
- CLD/MGT 405 Women and Leadership
- HUM 364 Confronting the Holocaust
- N 384 Nursing Care of Women Across Life
- WGS 397 Independent Study
- WGS 483 Advanced internship

# Sampling of elective courses

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
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</thead>
<tbody>
<tr>
<td>A/WGS 146</td>
<td>Art Workshop: Postmodern Feminist Art and the Media</td>
</tr>
<tr>
<td>AED/PSY 335</td>
<td>Psychology of the Adult Learner</td>
</tr>
<tr>
<td>CLD/MGT 405</td>
<td>Women and Leadership</td>
</tr>
<tr>
<td>EN 310</td>
<td>Life, Love and Literature</td>
</tr>
<tr>
<td>HUM 396</td>
<td>Ecology and Spirituality</td>
</tr>
<tr>
<td>N 384</td>
<td>Nursing Care of Women Across Life</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>PL 350</td>
<td>American Philosophy</td>
</tr>
<tr>
<td>PL 385</td>
<td>Studies in Ethics: Theory and Practice</td>
</tr>
<tr>
<td>PSY/SOC 320</td>
<td>Comparative Social Institutions: The Family</td>
</tr>
<tr>
<td>SC 112</td>
<td>Science and Women</td>
</tr>
<tr>
<td>TA 310</td>
<td>Contemporary Theater: Silenced Voices Heard</td>
</tr>
</tbody>
</table>

# Women's and Gender Studies Support Area

## Required courses

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>WGS 200</td>
<td>Introduction to Women's and Gender Studies</td>
</tr>
<tr>
<td>HS 213</td>
<td>Women's Rights and Lives</td>
</tr>
<tr>
<td>PL 410</td>
<td>Philosophical Perspectives and Methodologies (Feminist Theory)</td>
</tr>
</tbody>
</table>

*One of the following:*

- MGT 395 Women in the Economy
- PSY 360 Psychology of Women
- WGS 306 Gender Diversity

WGS electives (6-8 cr from list of courses in the WGS major)
Your first year of studies

Depending on your background and other areas of study, this sequence of courses shows the courses you will most likely take during your first year of study as a Women’s and Gender Studies major.

<table>
<thead>
<tr>
<th>Semester 1</th>
<th>Sem. Hrs.</th>
</tr>
</thead>
<tbody>
<tr>
<td>CM 110 Integrated Communication Seminar 1: Exploring Boundaries</td>
<td>3</td>
</tr>
<tr>
<td>CM 156Q Mathematical Connections</td>
<td>2</td>
</tr>
<tr>
<td>FA 110 Introduction to the Arts</td>
<td>4</td>
</tr>
<tr>
<td>LA 230 Liberal Learning for Transfer Students</td>
<td>3</td>
</tr>
<tr>
<td>SSC 101 Introduction to Social Science</td>
<td>4</td>
</tr>
<tr>
<td></td>
<td>General education science/mathematics requirement</td>
</tr>
<tr>
<td></td>
<td>Total</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Semester 2</th>
<th>Sem. Hrs.</th>
</tr>
</thead>
<tbody>
<tr>
<td>BSC 215 Small Group Behavior</td>
<td>2</td>
</tr>
<tr>
<td>CM 112 Integrated Communication Seminar 2: Continuity and Change</td>
<td>1</td>
</tr>
<tr>
<td>HUM 150 Expressions and Interpretations of Human Experience</td>
<td>4</td>
</tr>
<tr>
<td>PPS 129 Preprofessional Seminar</td>
<td>1</td>
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<tr>
<td>PSY 101 General Psychology</td>
<td>4</td>
</tr>
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<td></td>
<td>General education science/mathematics requirement</td>
</tr>
<tr>
<td></td>
<td>Total</td>
</tr>
</tbody>
</table>

Career options

The Women’s and Gender Studies major offers a unique opportunity to combine multiple areas of study to enhance and refine career goals. The career possibilities are unlimited, as you will find that women who have specialized in women’s and gender studies programs have gone on to widely diverse careers. With a Women’s and Gender Studies major, especially when it is combined with another major area of study, you may find yourself following in such career paths as:

- Advocate or trainer in anti–domestic violence organizations
- Advocate for women’s-related issues
- Affirmative action officer/liaison
- Arts administrator
- Athletic recruiter
- Business owner
- Career in student life, academic affairs
- College professor
- College recruiter or counselor
- Community organizer
- Corporate recruiter
- Director of nonprofit agency
- Educator
- Health care director
- Lawyer
- Legislative aide
- Parenting skills educator
- Program director
- Politician
- Public affairs officer
- Researcher for political action group
- Specialist for nongovernmental organization
- Writer
- Women’s rights advocate

The career options are vast and you can adapt your Alverno program of study to fit your particular career needs. Over the past three decades, graduates of women’s and gender studies programs around the country have shown remarkable success in a wide range of careers.
COURSE DESCRIPTIONS AND EXTERNAL ASSESSMENTS
A 100 COMMUNITY ART MID-SEMESTER ASSESSMENT (0) – Each semester during Mid-Semester Assessment Days, the entire Art Department — students and faculty — meets to experience a unique visual artmaking opportunity organized by a student committee. All art majors (except student teachers/interns) are required to register, be present, and participate. 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 assessment typically allows 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 student email. Participation in this assessment is a prerequisite for participation in Art Department external assessments.

A 121 ANALYTIC DRAWING (3) Prereq. A 189S; A 193C completed or concurrent – 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. The student also learns to present, analyze, and evaluate the work created in class.

A 122 EXPRESSIVE DRAWING (3) Prereq. A 189S; A 193C; CM 156Q – 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.

A 134 STUDIO ART 2: TWO-DIMENSIONAL DESIGN (3) Prereq. A 189S; A 193C – 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 techniques with a domain focus and problem-solving theory.

A 135 STUDIO ART 1: ART FUNDAMENTALS (2) – The student explores a variety of art materials and both two- and three-dimensional artmaking processes. The student develops understanding of what it means to be an artist by going through the process of learning about art and making it personally. Analytical and problem-solving skills are used to understand why and how each of us chooses to express ideas through the visual arts.

A 140C CREATIVITY IN THE NATURAL ENVIRONMENT (1) – The student explores the relationship between the individual and the natural environment through artmaking at various local parks or during a weekend stay in a retreat setting.

A 141 DISCOVERING YOUR CREATIVE SOURCE (1) – The student is offered guidance and support through experiential processes using image making, journaling, and relaxation exercises to discover her creative source. Working with various art media, music, and inspirational readings, she develops a sense of trust in her ability to create spontaneously. Line, shape, color, symbol, and form are some of the externalized images she explores.

A 144/244/344 ART IN THE MUSEUM (1) – These courses focus on the stylistic evolution of art within a selected art-historical period and on the artwork from the period as creative problem solving by the artists. The student is introduced to cultural, aesthetic, and historical information that allows her to develop an educated personal response to the artworks under study. She also participates in a one-day class trip to the Art Institute of Chicago to view and respond to the artwork firsthand.

A 146 ART WORKSHOPS (1) – Art workshops covering a variety of media, processes, and themes are offered on a rotating basis every semester. These workshops give the student several options for study and introduce her to exciting ways to work in the visual arts. Check the current Course Offerings book online for more information. Recent workshop offerings have included the following:

- Animation
- Art Activism and Its Global Impact
- Art at the Mitchell Park Domes
- Artistic Layouts with Illustrator
- The Artist’s Book
- Ceramics
- Community Art – Visiting Artist Series
- The Digital Image Redefined
- Drawing from the Masters
- Drawing Portraits
- Encaustic Painting
- Painting with a Palette Knife
- Papermaking in World Cultures
- Rotoscoping
- You Call That Art!!

A 146 (also WGS 146) ART WORKSHOP: POSTMODERN FEMINIST ART AND THE MEDIA (1) – The student explores the distinctive artwork and intent of postmodern feminist artists in relation to contemporary culture in general and to the media in particular. The student examines media depiction of women and explores personal reactions by creating artwork ranging from emotional responses to activist statements.
A 147 GRANT WRITING FOR ARTS AND EDUCATION (1) – The student learns the fundamentals of finding funding sources, making a case for funding, and evaluating a funded program's success. She learns how to write a grant proposal and how to plan fundraising projects.

A 189S FORM AND SPACE (4) – 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 (1) – 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. The student engages in study, discussion, and activities that detail her interests, patterns of interaction, and career options. She also learns basic matting and framing techniques.

A 210 ART HISTORY 1: ANCIENT ART (2) Prereq. FA 110; HUM 150; CM 112; CM 156Q – In this course, the student explores cultural artifacts classified as art and identified and/or collected and studied as “art history.” This course 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.

A 221 BEGINNING FIGURE DRAWING (3) Prereq. A 121; A 122; A 193C; CM 156Q – The student applies the principles of the visual arts to special concepts, techniques, and materials focusing on figure drawing and basic anatomical study. She progresses to apply anatomical learning in personally expressive visions of figurative meaning.

A 234 STUDIO ART 3: THREE-DIMENSIONAL DESIGN (3) Prereq. A 134; A 193C; CM 156Q – The student uses multiple materials and techniques to design three-dimensional objects and to explore relief and freestanding sculptural concepts.

A 241 ART HISTORY 2: RENAISSANCE (2) Prereq. For art majors, A 193C, A 210, CM 156Q – 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.

A 250 ASIAN ART HISTORY (4) Prereq. FA 110; HUM 150; CM 112 – In this course, depending on its focus in a given semester, the student is introduced to the long and rich art historical culture of different regions of Asia and/or to the art forms of Asia (e.g., Indian miniature painting, Japanese lacquerware, images of Buddha). She learns how and why an art form arises in a particular culture at a particular time and place, and she learns the vocabulary that is used to discuss the aesthetics of art forms. The course includes reading, in-class discussion, presentations, artmaking, and museum visits.

A 251 PAGES IN TIME: ART OF THE BOOK (4) Prereq. FA 110; HUM 150; CM 112 – 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.

A 262 COMPUTER GRAPHICS: DESIGN AND ILLUSTRATION (3) Prereq. A 134; A 193C; CM 156Q – The student uses the latest technology to create visual designs that incorporate text and image, communicating information about products, events, or businesses to specific audiences.

A 309 ART HISTORY 3: 19TH CENTURY (2) Prereq. CM 156Q; one Integrated Communication Level 3; one 210-level humanities/fine arts course; also for art majors, A 193C – The student examines the development and cultural and historical context of Western art created between 1790 and 1900 in Europe and the United States. She focuses on a series of stylistic movements and key artists in order to advance her understanding of the visual artifact and meaning through individual engagement and interpretation of artworks created during that era.

A 310 ART HISTORY 4: 20TH CENTURY (2) Prereq. One Integrated Communication Level 3; one 210-level humanities/fine arts course – The student continues her study of Western art, from 1900 to the 1970s, focusing on the development and coexistence of various artistic styles, movements, and trends known as modern art.
A 311 UNDERSTANDING CONTEMPORARY ART (2)
Prereq. One Integrated Communication Level 3; one 210-level humanities/fine arts course – The student explores how contemporary artists make meaning. Through lectures, discussions, and museum visits, she studies art styles and concepts from 1970 to the present, and reflects on how current issues in society impact the artist's point of view.

A 321 DRAWING 4 (3) Prereq. A 221 – This course emphasizes the ongoing study of human anatomy, structure, and personal expression. The student explores the human figure using a variety of two-dimensional and multimedia techniques, and she forms personal goals for continued development of her understanding of the depiction of the human figure. Research into a variety of figure drawing styles, historical and contemporary art, and conceptual thinking enhances her understanding of the structure of the body.

A 352/A 352A PAINTING (3) Prereq. A/AE/AT 395 – The student begins to integrate her knowledge of art elements and art principles in the painting process. She explores various subjects, approaches, and techniques, and analyzes historical and contemporary art and theory that informs artmaking. 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.

A 356/A 356A PRINTMAKING (3) Prereq. For art majors/supports, A/AE/AT 395 – The student develops graphic arts skills through her introduction to printmaking history and techniques: monoprint, stencil, relief, etching, collagraph, digital processes, and the artist's book. She creates a diverse portfolio of images and, at the end of the course, trades prints with peers to develop her own print collection.

A 359/A 359A (also CIT 359) COMPUTER GRAPHICS: ANIMATION (3) Prereq. For art majors/supports, A 262 – This course offers the opportunity to learn how to use Adobe's creative design suite software program Photoshop to create print and animated projects.

A 363/A 363A BEGINNING FIBERS (3) Prereq. A 234 – 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 (also PCM 364) DIGITAL PHOTOGRAPHY (3)
Prereq. One Integrated Communication Level 3 – 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.

A 366/A 366A CERAMICS (3) Prereq. For art majors/supports, A/AE/AT 395 – The student learns and applies introductory linear handbuilding and wheel-thrown techniques as well as basic surface treatments and decoration. She learns 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/A 371A METALWORK (3) Prereq. For art majors/supports, A/AE/AT 395 – The student learns and applies basic techniques of metal fabrication, forming, and manipulation processes in producing three-dimensional artworks. She applies her understanding of design principles to construct sculpture and jewelry pieces, and learns the sculptural and decorative aspects of the medium.

A 376/A 376A SCULPTURE (3) Prereq. For art majors, A 352 or Aesthetic Engagement Level 4; for art supports, A 234 – The student learns the vocabulary, principles of design, and technical knowledge of tools and techniques used in working with sculpture and in documenting learning experiences. She explores aesthetics, historical and contemporary styles, and a variety of media to create individual works.

A 380/A 380A ENAMELING/FUSED GLASS (3)
Prereq. For art majors/supports: A 193C; A 234; CM 156Q – 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).

A 384/484 ART GALLERY MANAGEMENT (1) – The student gains hands-on, practical knowledge about gallery administration, programming, and installation.
A 395 (also AE 395 and AT 395) EXTERNAL ASSESSMENT OF AESTHETIC ENGAGEMENT LEVEL 4 (0) Prereq. For all art majors: A 134; A 193C; A 210; A 234; A 241; AE 222 or AE/AT 285 – The student demonstrates integration of discipline domains, frameworks, and models in her own work to an external audience.

A 397/497 INDEPENDENT STUDY IN ART (3) Prereq. Advanced standing; art major – Under the approval and direction of a faculty member, independent study is available to a student with an interest in a specific area of art who has completed the 300- and 400-level elective in that single medium area.

A 400 (also AE 400 and AT 400) EXTERNAL ASSESSMENT OF AESTHETIC ENGAGEMENT LEVEL 5 (0) Prereq. A/AE/AT 395; enrolled in final 300/400-level elective coursework; for AE and AE/AT majors, required semester prior to student teaching; meets criteria per major per Art Major Handbook – The student assembles her work to date in a portfolio and presents it to an audience of peers and faculty.

A 409 CONTEMPORARY TOPICS IN ART (3) Prereq. One Integrated Communication Level 3 – 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) Prereq. A 321 – In this course, the student independently formulates her personal goals for working with the human figure as subject matter, working from models. She determines her media choices and combination of methods, and conducts in-depth research into contemporary theory and the historical context for addressing the figure. Sustained and deep exploration of ideas and materials along with refinement of media usage and expression is encouraged.

A 450 (also AE 450 and AT 450) EXTERNAL ASSESSMENT OF AESTHETIC ENGAGEMENT LEVEL 6 (0) Prereq. A/AE/AT 400; enrolled in final 300/400-level coursework; meets criteria per major per Art Major Handbook, including application for Graduating Senior Event on file with A 491 instructor – 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.

A 452 ADVANCED PAINTING (3) Prereq. A 352 – 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.

A 456 ADVANCED PRINTMAKING (3) Prereq. A 356 – The student expands upon and combines printmaking techniques of monoprint and relief with the intaglio process (etching, digital printing, collography, artist’s book) in order to achieve technically complex aesthetic expressions.


A 463 ADVANCED FIBERS (3) Prereq. A 363 – 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.

A 464 (also PCM 464) ADVANCED PHOTOCOMMUNICATIONS (3) Prereq. A 364 – 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 and 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.

A 466 ADVANCED CERAMICS (3) Prereq. A 366 – 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.

A 471 ADVANCED METALWORK (3) Prereq. A 371; art major – The student refines her skills in fabrication. She uses research, documentation, and advanced techniques to create a focused body of work, incorporating her understanding of three-dimensional design principles, source materials, and personal inventiveness.
A 476 ADVANCED SCULPTURE (3) Prereq. Art major or support; A 376 – Researching specific works, artists, and artisans, the student creates original works using basic and advanced sculptural techniques. She documents and defends the relationships of the object to the concept, material choice, techniques, and surface treatment.

A 480 ADVANCED ENAMELING/FUSED GLASS (3) Prereq. A 380 – 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.

A 482 (also AE 482 and AT 482) EXTERNAL ASSESSMENT OF EFFECTIVE CITIZENSHIP (0) Prereq. Effective Citizenship Level 3 – The student participates in the planning and implementation of a community art project.

A 483 ADVANCED INTERNSHIP (2-4) Prereq. Departmental consent – 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.

A 490 SELF-DIRECTED PROJECT IN ART (3) – The student selects either a two-dimensional or three-dimensional 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 on two dimensions or three dimensions.

A 491 SENIOR SEMINAR (1) Prereq. Senior standing; A/AE/AT 400 – The student selects, organizes, and presents her advanced work in the collaborative Senior Art Exhibit. She uses professional strategies by exploring exhibits and résumés 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.

A 492 EXPRESSIVE ARTS SEMINAR (3) Prereq. A 193C; AE/AT 386; AE 395; CM 156Q – This course involves the student in investigating various theories of the expressive arts in educational and noneducational settings, complementary and herstorical/historical modes of healing, and the relationship of the creative process to one’s professional and private life. Integration of the arts is stressed through the student's involvement in arts experiences designed to stimulate the creative process. The student develops her ability to make such experiences meaningful and valuable to the total personality. Clarification of the similarities and differences between the artist with specialized skills and the non–art person, also involved with the creative process, is emphasized.

A 493 GRADUATING EVENT FOR SUPPORT AREA (0) Prereq. 6 credits of studio art electives completed or concurrent – The student demonstrates aesthetic selectivity in the development of a best-work portfolio for presentation to art faculty and peers.

A 494 PORTFOLIO ASSESSMENT IN ART HISTORY (0) Prereq. Taken in final semester –

AC 120 NURSING DIAGNOSTIC ASSESSMENT (0) – This assessment is administered to students who wish to pursue nursing as a major during their first semester in the program. It is a web-based standardized exam that tests prospective nursing students in two main areas: English and mathematics. Results of the exam have proven to be predictive of future classroom success in nursing. Based on the results of the diagnostic assessment, a student then either moves into the regular course sequence for nursing or is directed to other course(s) and activities designed to increase her readiness and potential for success, after which she may again take the Nursing Diagnostic Assessment.

AC 151 INITIAL SOCIAL INTERACTION ASSESSMENT (0) Prereq. Concurrent registration in CM 107 or CM 110 or LA 230 – 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 309 MID-PROGRAM GENERAL EDUCATION ASSESSMENT (0) Prereq. CM 156Q; CM 212; SC 118 or SC 120; Analysis Level 3; Problem Solving Level 3 – This assessment is designed to assess integration and transfer of learning at the midpoint in a student's progress toward her degree. It requires her to show that she can draw on her learning in a variety of courses and other learning experiences, apply her learning to a new situation, and review and reflect on her past performances in order to identify learning goals and plans to help strengthen her knowledge and abilities in the future. Her performance includes applying scientific approaches to problem solving and demonstrating abilities of quantitative literacy, analysis, and problem solving in the context of a contemporary issue.

AC 400 MANAGEMENT EXTERNAL ASSESSMENT (0) Prereq. Concurrent registration in MGT 400 – In this in-basket exercise, the student assumes a management role and draws upon her previous course background and experience to deal with a variety of business problems. She works individually, responding to in-basket items in writing. Feedback focuses on the business problems. She works individually, responding to in-basket items in writing. Feedback focuses on the major outcomes of business and management study, and on how the student is uniquely moving toward their achievement.

AC 416 EXTERNAL ASSESSMENT (CLD) (0) Prereq. CLD 337 or CLD 338 completed or concurrent – For this assessment, students participate in a simulation in which they serve as members of the Charitable Contributions Committee of the Alverno Student Foundation. The committee reviews grant proposals from three nonprofit organizations, each with a specific emphasis, and is charged with making funding decisions based on the effectiveness of the organization's program, alignment with the guidelines and philosophy of the foundation, and the funding request. Students evaluate the effectiveness of the programs, determining which of the proposals to fund and/or how much to allocate to each. At the meeting, committee members collaboratively determine the allocations. This simulation emphasizes financial and social scientific analysis as well as critical-thinking, social interaction, and communication skills.

AC 475 PROFESSIONAL NURSING INTERVIEW ASSESSMENT (0) Prereq. Concurrent with N 475 – 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 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.

ADV 134 DISCOVER YOUR STRENGTHS (1) Prereq. Standing as a Promise Scholar – Using the Strengthsfinder instrument, the student discovers her top five strengths/talents and learns how working with her strengths in college helps her to navigate her educational experience, recognize the strengths of others, handle challenges, and select a career path. Understanding and utilizing her strengths leads to an improved sense of confidence as well as career and life satisfaction.

ADV 299 INTERMEDIATE-LEVEL EVENT (0) Prereq. Analysis Level 2; Aesthetic Engagement Level 2; for nursing majors, concurrent registration in N 250; for education majors, passing scores on 2 of 3 parts of CORE or meet eligibility requirements for ACT/SAT/GRE – 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 directs her to register for this experience when she has demonstrated the appropriate abilities. During this mid-semester event, she is formally assigned to her new faculty advisor, learns about the expectations of her major department, and participates in a celebration of this academic milestone.

AE 222 PRINCIPLES OF TEACHING ART (3) Prereq. A 189S; A 193C; CM 112; CM 156Q; ED 116; CM 212 completed or concurrent; PSY 110 completed or concurrent – The student preparing to teach art at the prekindergarten through 12th-grade level examines and employs principles of teaching, learning, and assessment in art education. She is introduced to frameworks of child development, culturally relevant pedagogy, art lesson planning models, current issues in art education, and a variety of art media and methods, which she applies in active practice in an off-campus field experience. (25-hour off-campus field requirement in addition to on-campus class time)

AE 285 (also AT 285) ART IN THERAPY (2) Prereq. A 193C; CM 156Q; CORE scores met or meet eligibility requirements for ACT/SAT/GRE – 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.
AE 386 (also AT 386) MEDIA AND METHODS IN ART THERAPY AND ART EDUCATION (3) Prereq. AE 222 or AE/AT 285 – This course focuses on adapting the tools, materials, and processes of visual art for various populations across the lifespan by exploring cohorts (e.g., special needs populations) and theoretical frameworks and models. Areas of study include the relationship between the theory and practice of adaptation, professional ethics in various educational (K-12) and nonschool settings, basic research, legal issues, and therapeutic/diagnostic planning and assessment.

AE 387 (also AT 387A) CLINICAL EXPERIENCE IN ART THERAPY/ADAPTIVE ART (1) Prereq. AC 309; for AE/AET majors: AE/AT 285; CORE scores met or meet eligibility requirements for ACT/SAT/GRE; AE/AT 386 completed or concurrent; for AT majors: AT 210; AT 215; AE/AT 285; AE/AT 386 completed or concurrent – 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.

AE 392 ART IN THE EARLY CHILDHOOD AND ELEMENTARY SCHOOL (4) Prereq. A 193C; AE 222; CM 156Q; CORE scores met or meet eligibility requirements for ACT/SAT/GRE; admission to professional-level fieldwork – The student applies frameworks of art education to early childhood and school-aged children in active and reflective learning experiences in the studio classroom and in off-campus field experiences. She explores historical and contemporary issues in art education; develops creative and engaging standards-based art lessons and units; and acquires a repertoire of art assessment practices and classroom management strategies. (25-hour off-campus field requirement in addition to on-campus class time)

AE 393 ART IN THE SECONDARY SCHOOL (4) Prereq. AE 222; CM 156Q; CORE scores met or meet eligibility requirements for ACT/SAT/GRE; admission to professional-level fieldwork – The student applies frameworks of art education to the adolescent population in active and reflective learning experiences in the studio classroom and in off-campus field experiences. She explores theories of creativity and motivation; develops creative standards-based lessons, units, and assessments that evolve around a relevant “big idea”; and cultivates a philosophy of education based on a foundational understanding of the learner, the context of art education, and her own values and beliefs. (25-hour off-campus field requirement in addition to on-campus class time)

AE 395 EXTERNAL ASSESSMENT OF AESTHETIC ENGAGEMENT LEVEL 4 – See A 395.

AE 400 EXTERNAL ASSESSMENT OF AESTHETIC ENGAGEMENT LEVEL 5 – See A 400.

AE 450 EXTERNAL ASSESSMENT OF AESTHETIC ENGAGEMENT LEVEL 6 – See A 450.

AE 480 DIRECTED OBSERVATION AND TEACHING IN ART (12) Prereq. AE and AET majors only: senior standing; AE 392 or AE 393; A/AE/AT 400; Praxis II score(s) met; concurrent registration in ED 475 – 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 both the elementary and secondary levels.

AE 481 DIRECTED OBSERVATION AND TEACHING IN ADAPTIVE ART (6) Prereq. AE 480 – 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.

AE 482 EXTERNAL ASSESSMENT OF EFFECTIVE CITIZENSHIP – See A 482.

AED 335 (also PSY 335) PSYCHOLOGY OF THE ADULT LEARNER (4) Prereq. PSY 110; all 200-level courses in the major – The student explores contemporary approaches to understanding and facilitating adult learning. She studies both classic traditional theories, models, and frameworks as well as noncognitive dimensions of learning (e.g., embodied [somatic], spiritual, narrative or “storied”). The latter research centers on non-Western, or indigenous, cultures and systems of knowing and learning, which can augment the student’s Western orientation. Critical, feminist, and postmodern perspectives of adult learning are considered, directing attention to how race, class, and gender shape the learning transaction, how power and oppression are inherent in the process, and how knowledge and truth are construed depending on the theoretical framework.
AED 354 (also CLD 354 and MGT 354) ADULT EDUCATION HUMAN RESOURCES PRINCIPLES AND PHILOSOPHY OF TRAINING (3) Prereq. PSY 110 – 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.

AED 488 (also CLD 488 and MGT 488) ADULT EDUCATION HUMAN RESOURCES PROGRAM TRAINING (3) Prereq. For AED supports, AED 354; for CLD majors, CLD 220 or MGT 221; for CMT and MGT majors, MGT 221 – 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 communication, analytical, problem-solving, and social interaction abilities to supervisory and training situations.

AED 490 ADULT EDUCATION HUMAN RESOURCES PRACTICUM TRAINING (3) Prereq. AED 488 or permission of instructor – 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.

AS 200 INTRODUCTION TO ASIAN STUDIES (3) Prereq. CM 110 and HUM 150 OR concurrent registration in CM 112 or LA 230 – This introductory course to the Asian Studies support area broadly introduces the student to the histories, cultures, religions, economies, and politics of China, Japan, and Korea. The student is expected to draw comparisons between the various countries’ cultures and societies as well as between East Asia and the United States. She also has the opportunity to use her developing knowledge to articulate a position on an issue of importance in East Asia.

AS 335 (also GLS 335 and MGT 335) BUSINESS AND ECONOMICS IN ASIA (3) Prereq. AS 200 or GLS 200 or MGT 210 – 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 and Japan rank as the second and third largest economies in the world, respectively. In this course, the student is introduced to the similarities and differences of doing business in different Asian countries. Given the importance and size of its economy today, China is the focus of this course. The course also includes comparisons and examples from other Asian countries. The student develops her ability to research specific Asian economies and businesses and to identify and evaluate market opportunities. She compares trade regulations and business operations in Asia and the United States.

AS 350 ASIAN STUDIES IMMERSION EXPERIENCE (2) –

AS 380 TOPICS IN ASIAN STUDIES (2-4) Prereq. AC 309; one 250-level or 310-level humanities/fine arts course; one Integrated Communication Level 4 – This course is designed to allow faculty and students in the Asian Studies Program to explore topics that excite and interest students and faculty alike. For example, Anime and Manga from Japan takes an in-depth look at how Japanese culture, religion, history, and philosophy are reflected in Japanese anime and manga. Comparisons between Japanese anime and manga and Disney products highlight worldview issues, and the student also learns about transnationalism, entertainment marketing strategies, and postwar Japanese identity. After learning about the various forms and artistic strategies of anime and manga, the student draws her own manga and presents it to the class as a dramatic way to reflect on her learning.

AT 210 ART THERAPY FIELD EXPERIENCE 1 (1) Prereq. A 193C; BSC 215; CM 156Q completed or concurrent; PSY 101 completed or concurrent – In this course the student applies her knowledge in guided observation and interaction with art therapy participants and on-site professionals. In addition to regular class time, she is placed in a community setting for at least two hours per week.

AT 215 ART THERAPY FIELD EXPERIENCE 2 (1) Prereq. A 193C; AT 210; CM 156Q; PSY 110; AT 285 completed or concurrent – 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. (25-hour-per-semester off-campus field requirement in addition to class time)


AT 386 MEDIA AND METHODS IN ART THERAPY AND ART EDUCATION – See AE 386.

AT 387A CLINICAL EXPERIENCE IN ART THERAPY/ADAPTIVE ART – See AE 387.

AT 395 EXTERNAL ASSESSMENT OF AESTHETIC ENGAGEMENT LEVEL 4 – See A 395.
AT 396 ART THERAPY AND PRACTICAL APPLICATIONS (3) Prereq. AT 215; AT 285; Social Interaction Level 4 – all other abilities Level 3 – Drawing on her previous experiences in the disciplines of visual art, art therapy, and psychology, this course assists the student in developing the skills necessary for assessing, planning, facilitating, adapting, and evaluating therapeutic art processes for older adolescents, adults, and the aged. Through classroom discussions and hands-on therapeutic art, she deepens her understanding of the relationships between theory and practice in working with populations across the lifespan.

AT 400 EXTERNAL ASSESSMENT OF AESTHETIC ENGAGEMENT LEVEL 5 – See A 400.

AT 410 FIELD EXPERIENCE 4 (1) Prereq. AT 210; AT 215; AT 386; AT 387A; PSY 101; PSY 110; PSY 250; all abilities through Level 3 and Social Interaction Level 4 – 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. (25-hour-per-semester off-campus field requirement in addition to class time)

AT 450 EXTERNAL ASSESSMENT OF AESTHETIC ENGAGEMENT LEVEL 6 – See A 450.

AT 482 EXTERNAL ASSESSMENT OF EFFECTIVE CITIZENSHIP – See A 482.

AT 485 PRACTICUM IN ART THERAPY (4) Prereq. AT 410 – In this practicum experience, 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 therapeutic medium in providing services. (20-hour-per-week off-campus practicum requirement in addition to class time)

BI 221 BIOLOGY OF PLANTS (4) (3 hrs. lec., 2 hrs. lab) Prereq. SC 120/120L – 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 and especially in the rapidly developing fields of biotechnology and agribiology. In addition, the impact of plants on society is addressed in an in-depth presentation. The laboratory reinforces and clarifies theory presented in class.

BI 222 BIOLOGY OF ANIMALS (4) (2 hrs. lec., 3 hrs. lab) Prereq. SC 120/120L – 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.

BI 223 NATURAL HISTORY OF NORTH AMERICA (4) Prereq. SC 112 or SC 118 or SC 120 or permission of instructor – The student uses multiple biological and historical frameworks to explore the diversity of living systems, their physical environments, and the diversity of scientific studies of these systems. She focuses on biological systems of the Upper Midwest and compares this region to others across North America. She develops a broad understanding of nature and an appreciation of human interactions in the natural world, supported by explorations of field sites and museum collections. Through a specific emphasis on historical and humanistic perspectives on water access, she develops a refined understanding of how natural and social scientific knowledge of “natural” conditions can take precedence over other sources of knowledge. Throughout the course, she integrates diverse elements of the liberal arts in her understanding of natural science.

BI 231 HUMAN ANATOMY AND PHYSIOLOGY (3) (3 hrs. lec.) Prereq. CH 213 or CH 221 or CH 234 or CH 260; SC 120/120L; for MUY majors: MU 262, SC 120/120L – 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. In addition, she uses the computer to gather and analyze physiological data and she carries out a group research project.

BI 231L HUMAN ANATOMY AND PHYSIOLOGY LABORATORY (1) (3 hrs. lab) Prereq. Concurrent registration in BI 231 –

BI 251 MICROBIOLOGY (3) (2 hrs. lec.) Prereq. CH 213 or CH 221 or CH 234 or CH 260; SC 120/120L – 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. In each unit, she evaluates software programs and uses CDs to assist her understanding of concepts. She uploads her final project to the Diagnostic Digital Portfolio.
BI 251L MICROBIOLOGY LABORATORY (1) (4 hrs. lab) Prereq. Concurrent registration in BI 251 –

BI 300 SERIES: ADVANCED TOPICS IN BIOLOGY (3) Prerequisites vary with specific courses; see Course Offerings online – 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. The focus of this series changes, depending on curricular needs and student interests. Examples of areas of focus include:
• Virology
• Developmental biology
• Microbial ecology
• Examining evolution

BI 301 ADVANCED MICROBIOLOGY: MICROBIAL ECOLOGY (3) Prereq. BI 251 – 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 learns how to use bioinformatic techniques to analyze genomic and metagenomic data from diverse environments to determine the important microbial processes in various environments.

BI 302 VIROLOGY (3) Prereq. BI 325 or BI 361; consent of instructor – 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.

BI 303 EXAMINING EVOLUTION (3) Prereq. SC 120 – In this course, the student explores the biological basis for understanding evolution as a unifying theory of biology. This includes the diverse and controversial mechanisms of evolution that have been proposed, accepted, and, in some cases, rejected by biologists. Primary among the accepted mechanisms is Darwinian natural selection. To gain a rich awareness of the importance of Darwin’s contribution, the student begins with a historical excursion that starts in the 18th century. In taking this historical approach, she examines the case for evolution that continues to stir controversy. In broader public debate, evolution is pitted against creationism, creation science, and, most recently, intelligent design theory.

The student looks at the connections between evolution as a science and the way it is portrayed in these debates. Against this backdrop, she also examines what it means to “believe” in a scientific theory.

BI 304 DEVELOPMENTAL BIOLOGY (3) Prereq. BI 251; CH 213 or BI/CH 328 – The student examines the changes and their control that occur in an organism from a single-celled zygote lacking any distinct observable dimensions to the formation of an embryo with three distinct dimensions and specialized cells and structures within it. The student integrates multiple areas of biology (genetics, molecular and cellular biology, biochemistry, evolution, anatomy) to complement historical embryological methods in the appreciation of the actions involved in formation of a multicellular organism.

BI 305 CELLULAR BIOLOGY (3) (3 hrs. lec.) Prereq. BI 251; MT 123 or MT 148 or MT 152; one of the following: CH 213, CH 221, CH 234, CH 290, CH 328 – The student examines the structure/function of cell components at a level to interpret cellular change. She considers the properties of membranes, cellular organelles, cytoplasm, cytoskeleton, and the extracellular environment, and she uses this information to analyze how separate cell biology processes must relate to and cooperate with each other to achieve a normally functioning cell. Throughout the course, she gains insight into these relationships through the differences in cellular functions between a normal functioning cell and an abnormal cancer cell. In the laboratory, she performs basic quantitative and qualitative cellular biology laboratory techniques and applies the concepts in selecting the appropriate experimental technique to solve a cellular biology question.

BI 325L CELLULAR BIOLOGY LABORATORY (1) (3 hrs. lab) Prereq. Concurrent registration in BI 325 – In this laboratory course, taken concurrently with BI 325 and required for majors in the biological sciences, the student applies concepts of cellular biology and proper experimental design while performing basic quantitative and qualitative cellular biology laboratory techniques. Focus is placed on describing the mechanism of each experimental technique at the cellular level, analyzing the benefits and limitations of each technique, and selecting the appropriate technique to solve a defined question.
BI 328 (also CH 328) BIOCHEMISTRY (3) (4 hrs. lec.) Prereq. CH 221/221L; MT 123 – 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.

BI 328L (also CH 328L) BIOCHEMISTRY LABORATORY (1) (3 hrs. lab) Prereq. Concurrent registration in BI/CH 328 –

BI 338 PHYSIOLOGICAL MECHANISMS OF DISEASE (4) (4 hrs. lec.) Prereq. BI 231 – This course deals primarily with the physiological bases of illness. 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 complications that develop. Emphasis is placed on the cause-and-effect relationship between the underlying disease and signs and symptoms observed. She uses and interprets the technical terminology associated with disease and its treatment.

BI 341 ECOLOGY (4) (3 hrs. lec., 3 hrs. lab) Prereq. BI 221 or BI 222 or BI 223 or BI 301; MT 123 or MT 152; SC 120/120L – 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.

BI 361 GENETICS (3) (3 hrs. lec.) Prereq. BI 251; CM 1560; MT 256 or BSC 256 or BSC 257; Analysis Level 4; one additional 200- or 300-level BI course – 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.

BI 361L GENETICS LABORATORY (1) (3 hrs. lab) Prereq. Concurrent registration in BI 361 – In this course, taken concurrently with BI 361 and 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.

BI 374 EXTERNAL ASSESSMENT IN BIOLOGY FOR EFFECTIVE CITIZENSHIP LEVEL 4 (0) Prereq. Effective Citizenship Level 3 – 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.

BI 395 (also CH 395) BIOCHEMISTRY OF MICRONUTRIENTS (3) Prereq. SC 120/120L; CH 213/213L; Analysis Level 3 – The student develops an increased understanding of the biochemical and physiological mechanisms involved in micronutrient action, metabolism, and the regulation of micronutrient homeostasis in the body. She gains an understanding of the basis of the body’s need for fat-soluble vitamins, water-soluble vitamins, and minerals, and of the molecular functions of these nutrients. She also develops her conceptual knowledge concerning the application of laboratory and data analysis techniques through weekly analysis of primary research papers.

BI 397/497 INDEPENDENT STUDY IN BIOLOGY (2-4) Prereq. Advanced standing; biology major – 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 425 (also CH 425) MOLECULAR BIOLOGY (4) (4 hrs. lec.) Prereq. BI 325 or BI 361 – 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.

BI 425L (also CH 425L) MOLECULAR BIOLOGY LABORATORY (0) (3 hrs. lab) Prereq. Concurrent registration in BI/CH 425 –
BI 441 (also PSY 441) ANIMAL BEHAVIOR (4) (3 hrs. lec., 3 hrs. lab) Prereq. One of the following: BI 222, BI 231, BI 341, BSC 255, PSY 345, PSY 350 – 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.

BI 452 IMMUNOLOGY (3) (3 hrs. lec.) Prereq. BI 325 or BI 361; one additional 300-level BI course – 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.

BI 483 ADVANCED INTERNSHIP (2-4) Prereq. Departmental consent – 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.

BI 491 (also ENV 491) SENIOR ENVIRONMENTAL SEMINAR (3) (3 hrs. seminar) Prereq. Senior standing; two 300-level courses – 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.

BSC 215 SMALL GROUP BEHAVIOR (2) Prereq. PED 150 or PSY 101 or SSC 101 – 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) Prereq. BSC 215; CM 156Q; PSY 101 or SSC 101; Communication Level 2: Writing – 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 a survey research project in which she defines the problem 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 summary statistics, tables, or graphs.

BSC 256 PROBABILITY AND STATISTICS (4) Prereq. BSC 255; CM 156Q – Using SPSS computer software, the student develops skill in communicating statistical information. She applies both theory and statistical hypothesis testing, learning to interpret the significance of relationships between variables and differences between groups, as well as bivariate descriptive statistics. She learns to clearly and accurately communicate research findings and to accurately interpret statistical findings.

BSC 257 PROBABILITY AND STATISTICS FOR NURSES (4) Prereq. CM 156Q; N 250; for MSN students, MSN 600 – 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.

CH 213 CHEMISTRY OF BIOORGANIC MOLECULES (3) (4 hrs. lec.) Prereq. SC 119 – 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 or more independent experiments in which she modifies the design of an experiment to answer a question she raises.

CH 213L CHEMISTRY OF BIOORGANIC MOLECULES LABORATORY (1) (2 hrs. lab) Prereq. Concurrent registration in CH 213 –
CH 221 ORGANIC CHEMISTRY 1 (3) (4 hrs. lec.)
Prereq. CH 213/213L – The student learns to interpret and predict physical and chemical properties of organic species using a variety of chemical principles and models, and designs experiments to investigate her predictions. In the laboratory, she practices basic organic chemistry lab techniques, with an emphasis on understanding underlying principles of interparticle forces. The student gains practice in synthesis, isolation, purification, and characterization of organic species.

CH 221L ORGANIC CHEMISTRY 1 LABORATORY (1) (3 hrs. lab) Prereq. Concurrent registration in CH 221 –

CH 234 ANALYTICAL CHEMISTRY/QUANTITATIVE ANALYSIS (3) (4 hrs. lec.) Prereq. MT 123; CH 213/213L – The student studies the basic concepts of stoichiometry and equilibrium, focusing mainly on how these apply to solubility and acid/base chemistry. She also practices applying the ideas of accuracy and precision in the evaluation of data. In the laboratory, the student practices basic quantitative measurement technique in the context of gravimetric, titrimetric, and colorimetric analysis. She also designs and carries out an independent investigation in which she applies one of these techniques to the analysis of a real-life sample of her choice.

CH 234L ANALYTICAL CHEMISTRY/QUANTITATIVE ANALYSIS LABORATORY (1) (3 hrs. lab) Prereq. Concurrent registration in CH 234 –

CH 260 CHEMISTRY OF INORGANIC MATERIALS (3) (3 hrs. lec.) Prereq. CH 213/213L; QL 120 – 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. She gives a presentation in which she discusses the chemical and physical properties, along with the possible hazards, of a transition metal. In the laboratory, she investigates the experimental properties of inorganic compounds, including synthesizing crystals and determining the heat of formation of compounds. She caps the course with an intricate investigation of separation and qualitative analysis of mixtures of unknown metal ions.

CH 260L CHEMISTRY OF INORGANIC MATERIALS LABORATORY (1) (3 hrs. lab) Prereq. Concurrent registration in CH 260 –

CH 322L ORGANIC CHEMISTRY 2 LABORATORY (1) (3 hrs. lab) Prereq. Concurrent registration in CH 322 –

CH 328 BIOCHEMISTRY – See BI 328.

CH 328L BIOCHEMISTRY LABORATORY – See BI 328L.

CH 337 INSTRUMENTAL METHODS OF ANALYSIS (3) (2 hrs. lec., 4 hrs. lab) Prereq. CH 234/234L – 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.

CH 374 EXTERNAL ASSESSMENT IN CHEMISTRY FOR EFFECTIVE CITIZENSHIP LEVEL 4 (0) Prereq. Effective Citizenship Level 3 – 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.

CH 395 BIOCHEMISTRY OF MICRONUTRIENTS – See BI 395.

CH 397/497 INDEPENDENT STUDY IN CHEMISTRY (2-4) Prereq. Advanced standing; chemistry major – 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 414 CHEMISTRY PROFESSIONAL PORTFOLIO (0) – This assessment offers students with a major or a support area in chemistry the opportunity to demonstrate how they effectively use and communicate chemical information. The student assembles a portfolio of her communications, including laboratory notebooks, written reports and papers, videotapes of presentations, and abstracts. She self-assesses her portfolio, describing her own strengths and weaknesses. Majors give a final oral presentation to faculty.
CH 425 MOLECULAR BIOLOGY – See BI 425.

CH 425L MOLECULAR BIOLOGY LABORATORY – See BI 425L.

CH 441 PHYSICAL CHEMISTRY 1 (3) (4 hrs. lec./discussion) Prereq. CH 234/234L; MT 253; PH 232 – 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. Topics include gas laws, thermodynamics, chemical equilibrium, chemical potential, kinetics, and electrochemistry.

CH 442 PHYSICAL CHEMISTRY 2 (3) (4 hrs. lec./discussion) Prereq. CH 441 – The student uses models and equations to study kinetics, quantum mechanics, spectroscopy, and symmetry. Emphasis is placed on her growing independence as a chemist as she analyzes the models of chemistry and applies them to real-world examples.

CH 450L PHYSICAL CHEMISTRY LABORATORY (2) (4 hrs. lab/discussion) Prereq. CH 442 completed or concurrent – The student applies concepts discussed in CH 441 and CH 442 in a laboratory setting. Topics include gas laws, thermodynamics, kinetics, quantum mechanics, and spectroscopy. The student develops collaborative laboratory interactions through group projects, peer-reviewed laboratory reports, and presentations. She also grows as an independent learner through open-ended research projects and individual laboratory procedures as well as by keeping a detailed laboratory notebook and by making individual presentations.

CH 483 ADVANCED INTERNSHIP (2-4) Prereq. Advanced standing; chemistry major – The student applies her analytical and problem-solving abilities in researching a specific problem in an industrial, governmental, or health-related facility. She develops the skills to interact as a professional in the scientific workplace.

CHI 103 CHINESE 1 (3) – This course is an introduction to the four skills (listening, speaking, reading, and writing) of standard Mandarin. The student learns the phonetic system through oral practice, pinyin transliteration, and the four tones. She is introduced to more than thirty high-frequency radicals, stroke order and calligraphy, traditional and simplified forms, the six principles of character structure, and 100-plus individual characters. The course covers the grammar and sentence patterns necessary to form declarative, interrogative, exclamatory, and imperative sentences through vocabulary and dialogues based on typical campus and social situations. The student becomes proficient with a variety of language learning tools, including print and online dictionaries, audio and video recordings, and Chinese word processing.

CHI 104 CHINESE 2 (3) Prereq. CHI 103 or prior assessment – This course is intended for students who have completed Chinese 1 or who have taken a comparable first-semester Chinese-language course at another institution. The goal of this course is to have the student triple her spoken vocabulary and written characters and to learn more complex sentence patterns. The student has an opportunity to strengthen decoding skills using online dictionaries to translate menus, greeting cards, and local signs in Chinese. Greater proficiency in the spoken language allows for more collaborative exercises, such as skits, role playing, and games. There is a special workshop on brush-and-ink calligraphy and another on “ice-breaker” Chinese for students participating in the China study tour.

CHI 203 CHINESE 3 (3) Prereq. CHI 104 or prior assessment; Communication Level 2 – This course begins with a review and consolidation of the first year’s vocabulary and grammar, with an emphasis on accuracy in pronunciation and automatic responses to routine situations. Breaking new ground, the student gains greater independence by applying dictionary and decoding skills to new colloquial and formal spoken and written styles. The cultural literacy component of the course includes an introduction to Chinese customs, etiquette, and current events. Graded lessons in the main text are supplemented by parallel topics drawn from online audiovisual resources.

CHI 303 CHINESE 4 (3) Prereq. CHI 203 – In this capstone course in the two-year Chinese language series, the student acquires new decoding strategies for both written and spoken communication, based on identifying boundaries between known and unknown vocabulary and distinguishing regular and idiomatic expressions. The student works with materials collected by returning study-abroad students and interns and with activities based on the Chinese festival calendar. She may take part in field trips to Chinese art collections, restaurants, and markets and conduct interviews with local Chinese personalities. Finally, the student explores the benefits of Chinese language proficiency in relation to her career aspirations, and she explores how she can continue to advance independently or at the graduate level.
CIL 100 BASIC COMPUTER SKILLS (0) – The student learns essential computer skills needed for coursework at Alverno. She learns to use the Alverno network; to understand the Internet and search tools; to develop basic word-processing and file management skills; and to use the Alverno email system to communicate effectively with on-campus audiences. In a hands-on, self-paced environment that uses tutorials and a web-based course site, she develops the necessary foundation for further work using the computer.

CIT 200 FOUNDATIONS OF COMPUTING AND INFORMATION TECHNOLOGY (3) Prereq. CM 112 – In this foundational course, the student explores the broad spectrum of computing and information technology areas. She learns how a computer works and how information is saved on a computer and external devices. In addition, she extends her knowledge of both technical and ethical issues with respect to technology. She learns about publishing, spreadsheet, and database software as well as graphics. Throughout the course, she demonstrates her knowledge by working in a small group to create a computer magazine. Group members assume the role of writers and editors and create articles that demonstrate their knowledge of computing and that extend their use of graphics and layout and design.

CIT 250 PROGRAMMING FUNDAMENTALS (3) Prereq. CIT 200 — In this introductory programming course, the student learns to use the fundamentals of current programming language(s) to solve problems from a variety of areas. She learns about language syntax and format, analyzing appropriate applications to specific problems. She also uses structured and object-oriented programming techniques as she defines and implements a programming solution.

CIT 267 (also MT 267) INTRODUCTION TO PROGRAMMING: JAVA (4) Prereq. CM 156Q – In this introductory programming course, the student learns to solve problems from a variety of areas. The foundation of her problem solving is Java syntax, which she analyzes for its appropriate application to specific problems. She uses object-oriented design and programming techniques as she defines and implements software solutions.

CIT 268 (also MT 268) INTRODUCTION TO PROGRAMMING: VISUAL BASIC (4) Prereq. CIT 200; CM 156Q; for mathematics majors/supports, MT 152 – In this introductory programming course, the student learns to use the fundamentals of the Visual Basic language to solve problems from a variety of areas. The foundation of her problem solving is Visual Basic syntax, which she analyzes for its appropriate application to specific problems. She uses object-oriented design and programming techniques as she defines and implements software solutions.

CIT 269 (also MT 269) INTRODUCTION TO PROGRAMMING: C++ (4) Prereq. CM 156Q – This introductory course in programming introduces the student to fundamental imperative programming constructs (assignments, sequential operations, iteration, conditionals, input/output statements, functions, recursion, and other key data structures) and the object-oriented program design paradigm, including such concepts as classes, objects, operation overloading, inheritance, and polymorphism. Computer organization and hierarchical decomposition are integrated in the programming process. The student develops a number of projects that lead to an independent final project of her choosing with instructor approval. This course assumes no previous experience with programming.

CIT 270 WEB DESIGN (3) Prereq. CIT 200; CM 156Q – 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 webpages. 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.

CIT 280 INTRODUCTION TO DATABASES (3) Prereq. CIT 200; for MGA majors, CIT 284 – 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 database implementation. Using a case study, she works both collaboratively and independently to analyze, synthesize, and evaluate her database model.

CIT 284 SPREADSHEET ANALYSIS AND DESIGN (3) Prereq. CM 156Q – 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.
CIT 300 COMPUTER COMPONENTS (3) Prereq. For CIT majors, CIT 267 or CIT 268 or CIT 270 – 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.

CIT 359 COMPUTER GRAPHICS: ANIMATION – See A 359.

CIT 368 DYNAMIC WEB PAGES (3) Prereq. CIT 270 – This course offers the student an opportunity to examine the process of developing dynamic webpages for the World Wide Web. She learns both client-side and server-side connectivity techniques, and applies her understanding of connectivity to develop dynamic applications for the Internet.

CIT 372 ADVANCED WEB DESIGN (3) Prereq. CIT 270 – The student expands her knowledge and understanding of webpage 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, libraries, and analytics. 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.

CIT 376 SYSTEMS ANALYSIS AND DESIGN (3) Prereq. CIT 200; one additional 200-level CIT course – 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.

CIT 420 INTEGRATIVE SYSTEMS (3) Prereq. For CIT majors, CIT 300; for all others, one 300-level CIT course – 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.

CIT 470 ADVANCED DATABASE (3) Prereq. For CIT majors and supports, CIT 280 and CIT 300; for MGA majors, CIT 280; for all others, one 300-level CIT course – In today’s competitive world, accessing a variety of information for ad hoc decision making as well as for day-to-day management is critical. Databases and database queries provide the user with tools to efficiently and effectively store and retrieve information for the purpose of decision making. In this course, the student studies and applies principles of analysis and structured queries. She uses a relational database and structure query language (SQL) to answer business process questions.

CIT 490 PROJECT MANAGEMENT (3) Prereq. For CIT majors, CIT 300 and one additional 300-level CIT course; for all others, Analysis Level 4 and Problem Solving Level 4 or consent of instructor – 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.

CL 341 (also ENV 341, GLS 341, POL 341, and SOC 341) GIS (GEOGRAPHIC INFORMATION SYSTEMS) (3) Prereq. SSC 101; two general education courses in natural sciences/mathematics – GIS is a specialized computer database program designed for the collection, storage, manipulation, retrieval, and analysis of spatial data. In this hands-on course, the student is 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. She is given beginning-level opportunities to process, analyze, and visualize spatial data and information using commercially available GIS software. She also explores ethical issues pertaining to confidentiality and privacy in gathering and using GIS data.
CLD 150 INTRODUCTION TO COMMUNITY LEADERSHIP (3) – This required introductory course is designed to provide the student with an introduction to community leadership, establishing her foundational abilities and knowledge for later learning experiences and assessments in this multidisciplinary program. She develops an understanding and appreciation of the diversity of opportunities and challenges in the nonprofit sector, as well as in other organizational settings engaged in economic and social development in communities. She also develops fundamental knowledge and skills required to understand civic engagement, advocacy, and leadership style.

CLD 220 (also SOC 220) SOCIAL MOVEMENTS AND SOCIAL CHANGE (4) Prereq. BSC 215; Communication Level 2: Writing – 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.

CLD 337 LEADING NONPROFITS (3) Prereq. CLD 220 or POL 225 – This course is intended for those who have a practitioner’s interest in the leadership and management of nonprofit organizations and their connection to the community. The course takes the student through the process of starting a nonprofit to managing and leading a nonprofit through key decisions and stages of development. Core frameworks focus on strategic alliances, the strategy change cycle, and the legal framework for the nonprofit sector.

CLD 338 PROGRAM EVALUATION (3) Prereq. CLD 220 or POL 225 – As the primary focus of this course, the student develops her understanding of a systematic approach to program evaluation in nonprofit organizations, for-profit businesses, and governmental agencies. She becomes familiar 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; identification and inclusion of diverse stakeholders; context of evaluation, planning, and design, including data types and collection methods; ethical issues and evaluation standards; and reporting of evaluation results.

CLD 354 ADULT EDUCATION HUMAN RESOURCES PRINCIPLES AND PHILOSOPHY OF TRAINING – See AED 354.

CLD 369 TOPICS IN COMMUNITY LEADERSHIP (2) Prereq. CLD 220 or 200-level courses or Analysis Level 2 or Problem Solving Level 2 –

CLD 398 (also POL 398 and SOC 398) COMMUNITY, POWER AND CHANGE (2) Prereq. CLD 220; SSC 101 – In this course, the student begins by reviewing who participates in politics and why. She explores the political system and how political power is exercised at the local level. This may include activities such as interviewing a politician/elected official and/or writing a letter to representatives on an issue. She also explores how the media are involved in community and political issues and how to incorporate media in lobbying efforts. She conducts research on a social issue and uses analytical skills to identify who influences decision making. Working as part of a team, she and her teammates select a specific issue that can be changed by political action and develop a political platform from which to lobby relevant stakeholders. The final assessment is a lobbying simulation.

CLD 405 (also MGT 405) WOMEN AND LEADERSHIP (2) Prereq. CLD 220 or MGT 221 or PCM 230; one Integrated Communication Level 3 – This course enables the student to better understand her own leadership style as a woman and to apply this style effectively in the workplace and beyond. The course includes discussion of contemporary leadership concepts, how effective leaders think and act, and how various styles impact situations and relationships. The student also develops a focused action plan to enhance her professional and personal leadership skills; she does this by completing personal assessments and interactive activities and by observing female leaders in action and interpreting their effectiveness.

CLD 412 (also POL 412) COMMUNITY DEVELOPMENT (4) Prereq. BSC 255; CLD 220 or MGT 221; CLD 337 or CLD 338; MGT 210; POL 225 – The focus of this course is to analyze community issues and develop strategies for promoting community change, paying special attention to collaborative strategies that build community assets, strengthen community capacity, and promote sustainability. Through this course, the student better understands community theory. She also explores the importance of community development in connection with state, national, and global economies; the structures and dynamics of community-based organizations; the American political system and relationships among local, state, and federal governments; and systematic research strategies for conducting community-based needs assessment and program evaluation and for developing strategic plans.
CLD 437 (also PCM 437) FUNDRAISING AND GRANT WRITING: PRINCIPLES AND PRACTICES (3) Prereq. One Integrated Communication Level 4 – 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.

CLD 488 ADULT EDUCATION HUMAN RESOURCES PROGRAM TRAINING – See AED 488.

CLD 491 (also POL 491 and SOC 491) SENIOR SEMINAR (2) Prereq. One Integrated Communication Level 4; for CLD majors, CLD 412, usually taken concurrently with CLD 492; for POL majors, POL 412; for SOC majors, GLS/POL 410 or SOC 301 – 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.

CLD 492 SERVICE LEARNING INTERNSHIP (2) Prereq. CLD 491; one Integrated Communication Level 4 – In this service learning internship, the student applies her abilities to help address community problems. She meets with the instructor of CLD 491 to identify a service-learning site.

CM 107 COMMUNICATION SEMINAR: EXPLORING AND USING LANGUAGE CONNECTIONS (4) – The student focuses on the uniqueness of reading, writing, speaking, listening, and social interaction as meaning-making processes and on the connections among those communication modes. She integrates information from various sources to inform and expand her understanding of complex topics and to formulate her response. In a collaborative environment, the student works with elements such as audience, context, focus, structure, and grammar to see their impact on the meaning of the message. She uses self-assessment to evaluate her progress. She also applies these language concepts to her other academic coursework.

CM 107N COMMUNICATION SEMINAR FOR NURSES: EXPLORING AND USING LANGUAGE CONNECTIONS (4) – This course, a specialized integrated communication seminar designed for potential nursing majors, focuses on developing reading, writing, speaking, listening, and social interaction as meaning-making processes essential for the rigor of the nursing curriculum. The student learns the reading and writing abilities unique to the discipline of nursing, applying those abilities in the areas of studying, test taking, and critical thinking. She explores health-related topics from a communications perspective while developing comprehension strategies for lengthy and complex texts, increasing knowledge of nonmedical vocabulary frequently used in nursing-related contexts, integrating information from various sources, interpreting visually presented data, and practicing analyzing and responding to multiple-choice exam questions.

CM 110 INTEGRATED COMMUNICATION SEMINAR 1: EXPLORING BOUNDARIES (3) Prereq. Communication Level 1: Reading and Writing – The student works to become firmly grounded in each communication ability, developing her processes as a communicator while learning strategies to produce effective performances. She learns to use criteria effectively and to expand her communication literacy for a variety of contexts.

CM 112 INTEGRATED COMMUNICATION SEMINAR 2: CONTINUITY AND CHANGE (1) Prereq. CM 110 – The student works to make connections among the various communication abilities so that she becomes more effective in her communication performances and processes. She works to develop her strategies for revision and to strengthen her self-assessment ability in relation to her development as a communicator.

CM 156Q MATHEMATICAL CONNECTIONS (2) Prereq. Quantitative Literacy Level 1 or QL 110 and QL 120 – This course 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 professional communication. 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.

CLD 492 SERVICE LEARNING INTERNSHIP (2)
CM 212 INTEGRATED COMMUNICATION SEMINAR 3: STRATEGIES AND SOURCES (2) Prereq. CM 112
– The student works to communicate at an increasingly sophisticated level, using multiple communication abilities to develop creative and well-researched integrated performances within disciplinary contexts.

DA 115 (also TA 115) FUNDAMENTALS OF VOICE AND MOVEMENT (2) – 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 130/230 CONTEMPORARY DANCE TECHNIQUE 1, 2 (2) – These courses introduce 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.

DA 131/231 AFRICAN DANCE: ORIGINS, PRACTICE, AESTHETICS 1, 2 (2) – In these courses 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 132/232 BALLET TECHNIQUE 1, 2 (2) – This two-semester sequence of courses 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.

DA 133/233 JAZZ DANCE TECHNIQUE 1, 2 (2) – These courses introduce the student to the practice of contemporary jazz dance, including an emphasis on rhythm and style.

DA 134/234 INTRODUCTION TO HATHA YOGA 1, 2 (2) – These courses introduce 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.

DA 210 (also TA 210) IMPROVISATION: CREATIVE APPROACHES TO PERFORMANCE (2) Prereq. FA 110; HUM 150; CM 112 – 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.

DA 250 (also MU 250 and TA 250) MUSICAL THEATER: ON STAGE AND SCREEN (4) Prereq. FA 110; HUM 150; CM 112 – In this studio and discussion course, the student studies the most popular theatrical genre of the 20th and 21st centuries—the musical. By analyzing scripts, libretti, scores, and production practices, she explores the musical’s evolution in terms of form and content. Using performance-based analytic frameworks, she investigates the relationship among spoken text, music, movement, and visual production practices. Through cultural and historical analysis, the student explores how the musical reflects or envisions political, economic, and social realities. She also analyzes how the medium of film has influenced the musical’s development. These multidimensional analyses assist the student in making creative physical, vocal, and musical choices to present scenes from musicals in class.

DA 310 CONTEMPORARY DANCE IN AMERICA: MOVEMENT AND MEANING (2) Prereq. One Integrated Communication Level 3; one 210-level humanities/fine arts course – The student explores the major developments of 20th-century ballet, modern dance, and postmodernism 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.

DA 312 ASIAN MOVEMENT ARTS (2) Prereq. One 210-level humanities/fine arts course – This course focuses on representative movement arts originating in Asia, such as yoga (India), taiji (China), and/or karate (Japan). It provides scholarly perspectives on Asian culture, history, philosophy, and aesthetics, as well as introducing the student to lifelong fitness practices.

DA 315 DANCE IN CULTURES (2) Prereq. One Integrated Communication Level 3; one 210-level humanities/fine arts course – 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.
DA 340 DANCE COMPOSITION AND PERFORMANCE 1 (3) – 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.

DA 440 DANCE COMPOSITION AND PERFORMANCE 2 (3) Prereq. DA 340 – 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.

ED 116 HUMAN RELATIONS WORKSHOP (2) – This course is designed to help the student fulfill state certification requirements of the Wisconsin Human Relations Code. A prerequisite to her preprofessional field experience sequence, the course prepares the student to work effectively in a variety of environments with people of diverse backgrounds. The course also focuses on the abilities required for the Pre-Professional Skills Test (PPST), a state requirement for teacher certification. As part of her course reading and discussion, the student learns about the history of standardized testing in the United States, the span of issues and opinions related to standardized testing, the spectrum of standardized tests, and the two prelicensure tests that she is required to pass during her education program.

ED 125 INTRODUCTION TO THE TEACHER EDUCATION PROGRAM (0) Prereq. Postbaccalaureate student – This workshop is designed to introduce new postbaccalaureate students to the college and to the resources available to them as students as well as to Alverno’s teacher preparation program.

ED 201 FOUNDATIONS OF TEACHING, LEARNING, AND ASSESSING (3) Prereq. PED 150 or PSY 110; CM 212 completed or concurrent; ED 116 completed or concurrent; passing scores on 2 of 3 parts of CORE or meet eligibility requirements for ACT/SAT/GRE – 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.

ED 215 PREPROFESSIONAL FIELD EXPERIENCE (1) Prereq. CM 156Q; ED 201; concurrent registration in ED 220; CORE scores met or meet eligibility requirements for ACT/SAT/GRE –

ED 215R PREPROFESSIONAL FIELD EXPERIENCE IN READING (1) Prereq. CM 156Q; ED 201; concurrent registration in ED 220; concurrent registration in ED 225; CORE scores met or meet eligibility requirements for ACT/SAT/GRE –

ED 216 TECHNOLOGY IN EDUCATION (2) Prereq. ED 201 completed or concurrent; passing scores on 2 of 3 parts of CORE or meet eligibility requirements for ACT/SAT/GRE – This course lays the foundation for the integration of the computer as a tool in the education curriculum. The student develops hands-on facility with hardware and software used by teachers and children in K-12 classrooms. The hands-on component of the course is balanced with reading, lecture, and discussion of the many topics and issues associated with educational computing.

ED 220 INTERVIEW ASSESSMENT (0) Prereq. ED 201; concurrent registration in ED 215 or ED 215R; CORE scores met or meet eligibility requirements for ACT/SAT/GRE – 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 School of Education 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 all upper-level education courses.

ED 225 LITERACY IN EARLY CHILDHOOD (3) Prereq. ED 201; CORE scores met or meet eligibility requirements for ACT/SAT/GRE – 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.
ED 231 UNDERSTANDING THE YOUNG CHILD (3) Prereq. ED 201; CORE scores met or meet eligibility requirements for ACT/SAT/GRE – 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.

ED 315 PROFESSIONAL FIELD EXPERIENCE (2) Prereq. AC 309; AE 387 or ED 321 or ED 338; ED 399; CORE scores met or meet eligibility requirements for ACT/SAT/GRE – The prospective teacher engages in individual and small-group tutoring activities and whole-group presentations in classroom settings from city and suburban as well as private and public school systems. Through four different school placements, the student is afforded the opportunity to develop in social effectiveness with individuals and groups from a variety of socioeconomic and cultural backgrounds. Problem-solving skills, as well as analytical and communication abilities, are enhanced through a weekly on-campus seminar and related coursework.

ED 321 MIDDLE SCHOOL TEACHING AND FIELD (4) Prereq. ED 215 or ED 215R; ED 216; ED 220; ED 399 completed or concurrent; CORE scores met or meet eligibility requirements for ACT/SAT/GRE – 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.

ED 325 LITERACY IN MIDDLE CHILDHOOD (3) Prereq. ED 220; ED 225; CORE scores met or meet eligibility requirements for ACT/SAT/GRE – 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.

ED 327 (also EN 327) LITERATURE FOR YOUNG ADULTS (2) Prereq. ED 220; CORE scores met or meet eligibility requirements for ACT/SAT/GRE; for AE majors, AE 222; for ELM and SED majors, ED 215 – 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.

ED 338 EARLY CHILDHOOD TEACHING AND FIELD (4) Prereq. ED 215R; ED 220; ED 225; ED 231; concurrent N-K field experience; CORE scores met or meet eligibility requirements for ACT/SAT/GRE – 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. To provide an opportunity to apply her learning with regard to instructional design and assessment, the student is assigned a minimum of 25 hours in a field experience in which she works with diverse kindergarten learners.

ED 345 LITERACY IN MIDDLE CHILDHOOD 2 (2) Prereq. ED 325; CORE scores met or meet eligibility requirements for ACT/SAT/GRE – 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.

ED 351 SCIENCE IN THE ELEMENTARY CURRICULUM (3) Prereq. ED 215R; ED 220; SC 111 or SC 112 or SC 117 or SC 118 or SC 120; CORE scores met or meet eligibility requirements for ACT/SAT/GRE – The student explores methods of teaching the sciences and health at the elementary level, incorporating content knowledge, process skills, and assessment strategies to meet the needs of students with a variety of learning modalities and needs. She creates interdisciplinary applications for the classroom based on appropriate theoretical frameworks and the use of technology in meaningful ways to link science and health to other content areas such as language arts, mathematics, social sciences, and the arts.
ED 352 SOCIAL STUDIES IN THE ELEMENTARY CURRICULUM (3) Prereq. ED 220; CORE scores met or meet eligibility requirements for ACT/SAT/GRE – The student explores methods of teaching the social sciences and health at the elementary level, drawing upon Wisconsin state guidelines for interdisciplinary and multicultural lesson design. She incorporates history, civics, geography, and health themes, along with appropriate use of children's literature and technology resources, in the design of learning experiences and assessments necessary for teaching all students to participate in our diverse world.

ED 353 ARTS AND MOVEMENT IN THE ELEMENTARY CURRICULUM (3) Prereq. A 135; ED 215R; MU 101; CORE scores met or meet eligibility requirements for ACT/SAT/GRE – 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.

ED 365 LITERACY IN MIDDLE CHILDHOOD/EARLY ADOLESCENCE (3) Prereq. For ELC/ELM majors, ED 220, ED 325; for SED majors, ED 215, ED 220; CORE scores met or meet eligibility requirements for ACT/SAT/GRE – The student examines the intermediate-level reading/language arts curriculum, focusing on language, reading, writing, and literature, as well as the middle school literacy curriculum, focusing on language, literature, reading, writing, research and inquiry, and media and technology. Among the issues addressed are spelling, grammar, and vocabulary, as well as comprehension and content-area literacy. The student learns to make sound decisions, teach literacy learning strategies, select appropriate materials, and design developmentally appropriate learning experiences and assessments.

ED 396 INTRODUCTION TO THE EXCEPTIONAL LEARNER (3) Prereq. ED 201; ED 215 or ED 215R; CORE scores met or meet eligibility requirements for ACT/SAT/GRE; for AE/AET majors, AE 222, ED 220, PSY 110 – The student gains 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, she is introduced to strategies, techniques, and classroom modifications that are instrumental in responding to individual differences among students with exceptional educational needs.

ED 412 PHILOSOPHY OF EDUCATION (3) Prereq. ED 220; ED 321 or ED 338; for AE/AET majors, AE 393 completed or concurrent; for AED supports, AED 490; CORE scores met or meet eligibility requirements for ACT/SAT/GRE – The student examines current educational issues from different philosophical perspectives and analyzes these perspectives in relationship to her own philosophy. She learns to systematically analyze the interrelationship between educational philosophy and practice, as well as to plan and implement strategies and activities consistent with her own beliefs and/or those of the educational system. Special attention is given to the various issues that concern “children at risk,” the increasing cultural diversity in the classroom, and the emphasis on restructuring schools so that students can address potential ways to meet the challenge of change.

ED 420 PORTFOLIO INTERVIEW ASSESSMENT (0) Prereq. ED 220; Praxis II score(s) met; Wisconsin Foundations of Reading test completed; ED 315 completed or concurrent; eligibility for student teaching in following semester – 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 a School of Education faculty–school practitioner team.

ED 421 INTERNSHIP (0) Prereq. Praxis II score(s) met; Wisconsin Foundations of Reading test completed; recommendations of major and support area departments; concurrent enrollment in student teaching – Students may apply to fulfill student teaching requirements through DPI-approved internships in local schools. Application procedures are available from the placement director. Sites are limited.

ED 435EC DIRECTED OBSERVATION AND TEACHING IN EARLY CHILDHOOD EDUCATION: KINDERGARTEN (6) Prereq. ED 315; ED 338; ED 420; one Integrated Communication Level 4; successful completion of prior semester’s work; Praxis II score(s) met; Wisconsin Foundations of Reading test completed; concurrent enrollment in ED 475 – 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 continual growth and development as a professional educator.
ED 445MC DIRECTED OBSERVATION AND TEACHING IN MIDDLE CHILDHOOD EDUCATION (6) Prereq. ED 220; ED 315; ED 345; ED 351; ED 352; ED 353; ED 420; MT 244; one Integrated Communication Level 4; successful completion of prior semester's work; Praxis II score(s) met; Wisconsin Foundations of Reading test completed; concurrent enrollment in ED 475 – The student develops ability to manage an effective environment in an elementary classroom setting. In the student teacher 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.

ED 452 TEACHING READING AND LANGUAGE ARTS IN SECONDARY SCHOOL (2) Prereq. ED 220; ED 321 completed or concurrent; CORE scores met or meet eligibility requirements for ACT/SAT/GRE – This course challenges the student to think of middle and secondary teachers as more than “subject matter specialists.” She learns to view reading, writing, listening, and speaking as developmental thinking processes and to analyze skill development of middle and high school learners within the context of their content fields. She analyzes materials and tools used in teaching for these skill areas and develops strategies to empower her future students as critical thinkers.

ED 455A DIRECTED OBSERVATION AND TEACHING IN ADOLESCENT EDUCATION (6) Prereq. ED 220; ED 315; ED 420; one Integrated Communication Level 4; special methods in teaching area(s); successful completion of prior semester's work; Praxis II score(s) met; Wisconsin Foundations of Reading test completed; concurrent enrollment in ED 475 – 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.

ED 455EA DIRECTED OBSERVATION AND TEACHING IN EARLY ADOLESCENT EDUCATION (6) Prereq. ED 220; ED 315; ED 321; ED 420; one Integrated Communication Level 4; successful completion of prior semester's work; Praxis II score(s) met; Wisconsin Foundations of Reading test completed; concurrent enrollment in ED 475. For 6-12 preparation: In addition to all of the above, special methods in teaching area(s) – 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.

ED 471 TEACHING ENGLISH IN MIDDLE/SECONDARY SCHOOL (4) Prereq. ED 321 completed or concurrent; CORE scores met or meet eligibility requirements for ACT/SAT/GRE – 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.

ED 473 TEACHING MATHEMATICS IN MIDDLE/SECONDARY SCHOOL (4) Prereq. ED 321 completed or concurrent; CORE scores met or meet eligibility requirements for ACT/SAT/GRE; mathematics major or support area – 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.

ED 475 STUDENT TEACHING SEMINAR (0) Prereq. Concurrent with student teaching – The student explores critical issues in education in meetings held four to six times during the student-teaching semester.

ED 477 TEACHING SCIENCE IN MIDDLE/SECONDARY SCHOOL (4) Prereq. ED 321 completed or concurrent; CORE scores met or meet eligibility requirements for ACT/SAT/GRE – 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.
ED 478 TEACHING SOCIAL STUDIES IN MIDDLE/SECONDARY SCHOOL (4) Prereq. ED 321 completed or concurrent; CORE scores met or meet eligibility requirements for ACT/SAT/GRE – 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.

ED 492 SENIOR RESEARCH SEMINAR (2) Prereq. ED 220; ED 321 or ED 338; CORE scores met or meet eligibility requirements for ACT/SAT/GRE – 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.

ED 512 CHALLENGES OF A SUPERVISING TEACHER (1) Prereq. 3 years’ minimum teaching experience; willingness to have fieldwork students and student teachers – 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.

EN 130 WRITING: THE EDITING PROCESS (3) Prereq. CM 110; Writing Level 2 – This course introduces the student to various writing frameworks as she explores and develops her own writing process. Special emphasis is placed on editing her own work. The focus of the course is learning to use communication frameworks in order to write clearly in a variety of professional contexts. This provides a solid foundation for advanced writing.

EN 210 PERSPECTIVES ON LITERATURE (2) Prereq. FA 110; HUM 150; CM 112 – The focus of this course is “the storyteller’s art,” the study of how writers produce effects through short fiction. The student explores the process a writer goes through in transforming life experiences into art. She analyzes short stories carefully, focusing on the literary elements and structure of fiction. She explores how authors create literary worlds through style and how readers make meaning through a variety of reading, speaking, and writing strategies.

EN 211 THE GRAPHIC NOVEL (2) Prereq. FA 110; HUM 150; CM 112 – This course familiarizes the student with the fast-growing graphic novel genre. In addition to studying the origins of the genre and reading several iconic examples, the student analyzes the visual and verbal narratives of graphic novels using literary and interdisciplinary frameworks. She learns about the many different subgenres within the form, including fantasy, superhero, romance, gay, cyberpunk, ethnic, historical, detective and crime, boys’ and girls’ stories, and gothic horror, to name only a few. She also has the opportunity to draw her own graphic novel excerpts and research her favorites for independent in-class presentations.

EN 250 TOPICS IN LITERATURE (4) Prereq. FA 110; HUM 150; CM 112 – This is a special topics course used for exploring literary issues that are not yet a regular part of the curriculum. Topics vary from year to year. Check the current Course Offerings book online for specific information.

EN 251 INTRODUCTION TO CREATIVE WRITING (4) Prereq. FA 110; HUM 150; CM 112 – The student learns the basics of a variety of literary genres as a means of giving form to her ideas, and she experiments with writing poetry, fiction, nonfiction, and children’s stories. As a peer reader of her classmates’ work, she learns in a workshop setting and hones her editing and revising skills. She also reads and does critical analyses of short literary works from a variety of genres and cultural perspectives. This course assists the student to exercise her creativity, to become more self-aware about her written expression, to develop sensitivity to language choices, to analyze diverse cultural voices, and to identify traits of her personal writing style and literary preferences.

EN 310 LIFE, LOVE AND LITERATURE (2) Prereq. One Integrated Communication Level 3; one 210-level humanities/fine arts elective – 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.
the expression of human experience.

addition, exploring two visions of the same story deepens drama, the novel, and intellectual autobiography. In a variety of genres: the short story, children's literature, definitions of genre as she views adaptations of a wide variety of works of literature and views film adaptations 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.

EN 327 LITERATURE FOR YOUNG ADULTS – See ED 327.

EN 330 IDENTITY AND IMAGINATION IN LITERARY STUDIES (introduction to the English major and English support area) (4) Prereq. CM 212; EN 250 or EN 251 or EN 310 or EN 311 or TA 310; for EN majors, EN 399 concurrent –

If books were Persian carpets, one would not look only at the outer side…. because it is the stitch that makes a carpet wear, gives it its life and bloom.

— Rumer Godden

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.

EN 340 SERIES: LANGUAGE AND WRITING (3) Prereq. One Integrated Communication Level 4 – 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 and Understanding English Grammar: Form and Function. 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.

EN 343 CREATIVE WRITING 2 (3) Prereq. One Integrated Communication Level 4; EN 251 or permission of instructor – This course deals with all forms of creative writing: fiction, poetry, humorous essays, and 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.

EN 360 SERIES: GENRE STUDIES (3) Prereq. One Integrated Communication Level 4 – 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.

EN 370 SERIES: LITERATURE AND CULTURE (3) Prereq. One Integrated Communication Level 4 – This series considers the relationship between literature and its cultural context(s). Courses include American Literature in the 1920s, the African-American Literary Tradition, and Images of the Heroine in World Literature. The student in EN 370 courses uses historical, ethnic, and feminist critical frameworks to analyze and respond to literature as an expression of and commentary on culture. In the process, she examines how the values and aesthetic principles of literary works challenge or reinforce her own thinking about life and art through creative and critical writing.
EN 380 SERIES: MAJOR FIGURES (3) Prereq. One Integrated Communication Level 4 – 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.

EN 430 INTEGRATING EXTERNAL ASSESSMENT IN ENGLISH (1) Prereq. EN 330 – 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.

EN 453 FROM PRINTOUT TO PUBLICATION (4) Prereq. EN 251 and EN 343 or permission of instructor – This course is the capstone of the Creative Studies in Writing support area, and is organized around the writing, layout, and production of the Alverno College literary magazine. The student conceptualizes the magazine's focus and writes, critiques, and edits content in order to publish a digital literary magazine. She practices the concepts and skills developed across her program of study, including close-reading and reviewing of professional texts and the adaptation of a creative piece from her own portfolio for submission to the magazine. She also explores the changing nature of publishing as a profession as well as a goal for her work.

EN 460 SERIES: LITERARY FORMS (4) Prereq. EN 250 or EN 310 or EN 311; one Integrated Communication Level 4 – 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 literary forms convey philosophical stances on what it means to be human and examines the relationship between literary form and her own aesthetic preferences.

EN 470 SERIES: ISSUES IN CRITICISM (4) Prereq. EN 330 – 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.

EN 480 SERIES: COMPARATIVE LITERATURE (4) Prereq. EN 250 or EN 310 or EN 311; one Integrated Communication Level 4 – 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 an 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.

ENG 055 INTEGRATING ENGLISH USAGE (0) – The second language/dialect student develops her English writing, listening, and speaking skills. She focuses on strategies that help her understand her peers and instructors and be understood by them as well. She engages in various oral and written activities, which include participating in conversations, writing short papers, and listening to and comprehending lectures, student discussions, and audiovisual materials.
ENG 056 ADVANCED ENGLISH USAGE (0) – The advanced second language/dialect student has multiple opportunities to further develop her English reading and writing abilities. Reading and video selections provide background information and enhance her knowledge of cultural concepts. Through discussion and small-group work, she develops her ability to summarize ideas in both oral and written formats. By analyzing the grammatical and structural aspects of professionally and student-written texts, she becomes proficient with editing strategies.

ENG 057 ADVANCED ENGLISH PRONUNCIATION (0) – This course focuses on refining the English-speaking skills of the advanced second-language student. Instruction enhances the student’s previous understanding of the physical and affective factors of pronunciation. Audiovisual materials and oral exercises develop her ability to discriminate between and produce American English sounds, words, and discourse. The student also develops a method for assessing her needs and planning appropriate learning strategies.

ENV 341 GIS (GEOGRAPHIC INFORMATION SYSTEMS) – See BI 341.

ENV 374 EXTERNAL ASSESSMENT IN ENVIRONMENTAL SCIENCE FOR EFFECTIVE CITIZENSHIP LEVEL 4 (0) Prereq. Effective Citizenship Level 3 – 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.

ENV 483 ADVANCED INTERNSHIP (2-4) Prereq. INTERN 383 – 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, educational, government, or health-related facility. She participates in an on-campus seminar directed by a member of the environmental science faculty to reflect on her learning in a work environment.

ENV 491 SENIOR ENVIRONMENTAL SEMINAR – See BI 491.

FA 110 INTRODUCTION TO THE ARTS (4) – 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 human experience. The course includes fun, hands-on arts activities.

FLC 100 FRENCH LANGUAGE PLACEMENT ASSESSMENT (0) Prereq. Previous French coursework/experiences – This opportunity is available for the student who has not taken a French language course at Alverno College but who has developed some awareness/skills in French through coursework in high school or on the college level and/or through life experience.

FLC 101 BEGINNING FRENCH 1 (3) – This is an interactive course that concentrates on conversational and written communication in the French language. The student broadens her knowledge of grammar and vocabulary, works toward acquiring accurate pronunciation, develops oral and written strategies for understanding the French language, and increases her awareness of cultural diversity in the Francophone world. The course is designed primarily for the student who has little knowledge of the French language in a formal, consistent way.

FLC 102 BEGINNING FRENCH 2 (3) Prereq. FLC 101 completed or waived per FLC 100 –

FLC 201 INTERMEDIATE FRENCH LANGUAGE AND CULTURES 1 (3) Prereq. FLC 102 completed or waived per FLC 100 – The student learns to comprehend and produce language while practicing specific strategies for listening, reading, and writing. Through interaction with written texts and recorded conversations, she acquires communicative skills while developing her awareness and appreciation of French-speaking cultures.

FLC 202 INTERMEDIATE FRENCH 2 (3) Prereq. FLC 201 completed or waived per FLC 100 – In this intermediate-level French course, the student continues to strengthen her comprehension and language skills while practicing specific strategies for listening, speaking, reading, and writing. She broadens her knowledge of grammar, learns increasingly difficult vocabulary, and polishes her pronunciation. Through interaction with a variety of written texts and interactive materials, she enhances her communicative skills while refining her awareness and appreciation of Francophone cultures.

GE 115 INTRODUCTION TO GEOLOGIC PRINCIPLES (2) – 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.
GE 116 INTRODUCTION TO EARTH SCIENCE PRINCIPLES (2) Prereq. GE 115 – This course focuses on astronomy and meteorology.

GE 117 FOUNDATIONS OF EARTH SCIENCE (4) Prereq. QL 120 completed or concurrent – 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.

GE 220 EARTH SCIENCE (4) Prereq. SC 119; CM 156Q completed or concurrent – 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.

GE 410 ENVIRONMENTAL GEOLOGY (4) Prereq. SC 118 or SC 120; one Integrated Communication Level 4; Analysis Level 4; Problem Solving Level 4 – The student uses geologic information and frameworks along with economic, political, and cultural information and frameworks to analyze resources and natural geologic hazards and to address issues related to land and resource use and sustainability. 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) software to evaluate geologic and environmental hazards. She identifies underlying assumptions and bias in data, evaluates risks, and proposes reasonable actions as an effective citizen. Field trips to local environmental and geologic points of interest may be included.

GE 497 INDEPENDENT STUDY IN GEOLOGY (2-4) Prereq. Departmental consent – Under the approval and direction of a faculty member, the student may pursue independent study in an area of geology of special interest to her.

GEC 300 SERIES: CITIZENSHIP IN A GLOBAL COMMUNITY (3) Prereq. Integrated Communication Level 3; Analysis Level 3; Social Interaction Level 3; Developing a Global Perspective Level 2; Effective Citizenship Level 2 – 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 301 HUMAN RIGHTS IN THE UNITED STATES AND CHINA (3) Prereq. Integrated Communication Level 3; Analysis Level 3; Social Interaction Level 3; Developing a Global Perspective Level 2; Effective Citizenship Level 2 – The student learns about the Western tradition of human rights as embodied in documents such as the American Declaration of Independence and the United Nations Universal Declaration of Human Rights. She also studies Chinese history and traditions to provide context for understanding contemporary thinking about human rights in China. An important focus of the course is the relationship among economic change, political change, and human rights. In the main project in the course, each student assumes the role of a member of a nongovernmental organization interested in human rights, such as Amnesty International, and recommends policies for the United States to pursue concerning human rights in China.

GEC 302 THE POWER OF WATER (3) Prereq. Integrated Communication Level 3; Analysis Level 3; Social Interaction Level 3; Developing a Global Perspective Level 2; Effective Citizenship Level 2 – This course focuses on the environmental, political, and economic dimensions of water as a local and global source of power, sustenance, and renewal. The student studies the history of one or more water usage issues in the United States and looks at how the U.S. political process works on water issues. As the semester progresses, she broadens her focus to look at other regions and their water issues. She practices media awareness by keeping a “water log” of global water stories in the news. Topics covered mirror those that students may choose to research (e.g., scarcity, pollution, water-borne illnesses, irrigation, religious significance, sanitation, dam construction, privatization, geopolitical water issues). The student ultimately makes a presentation to her peers on one of these issues, on a region or country, and on a nongovernmental organization that works on the issue in the region or country.
COURSE DESCRIPTIONS AND EXTERNAL ASSESSMENTS

GEC 303 CRIME AND PUNISHMENT (3) Prereq. Integrated Communication Level 3; Analysis Level 3; Social Interaction Level 3; Developing a Global Perspective Level 2; Effective Citizenship Level 2 – The student explores criminal justice systems around the world to gain a better understanding of diverse ways that societies understand and respond to crime, as well as a better understanding of the laws, policies, and institutions they have created to respond to criminal behavior. She learns the legal traditions that are the foundation for these laws and policies, and about the consequences of these approaches to criminal justice for other aspects of society. Particular emphases include policing, courts, and corrections within a variety of national contexts. The student also explores issues with an international focus such as war crimes, genocide, and terrorism. She discovers similarities and differences among national criminal justice systems, and recognizes ways in which crime and responses to crime have become an important feature of globalization. She uses 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.

GEC 304 INTERNATIONAL MIGRATION: ISSUES FOR THE 21st CENTURY (3) Prereq. Integrated Communication Level 3; Analysis Level 3; Social Interaction Level 3; Developing a Global Perspective Level 2; Effective Citizenship Level 2 – 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 the student explores 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 United States? When should the poverty, civil strife, overpopulation, and environmental degradation that drive citizens from other countries become the concern of the United States? How can the United States intervene in the internal affairs of other countries when sovereignty remains the fundamental element of the international system of states?

GEC 305 VIEWS ON AGING: LOCAL AND GLOBAL (3) Prereq. Integrated Communication Level 3; Analysis Level 3; Social Interaction Level 3; Developing a Global Perspective Level 2; Effective Citizenship Level 2 – This course introduces the student to the impact of public policy and globalization on aging individuals and populations. She begins with hands-on experience with an agency that addresses aging issues, and explores how it is affected by public policy as well as how it can influence public policy. She studies ways in which the process of globalization influences people around the world as they age, in terms of health, economic security, social integration, and quality of life. She also learns how other societies conceptualize aging, and how different concepts of aging influence the framing of policy decisions. As a final project, she may research how other societies’ infrastructure with regard to aging can inform American policymaking.

GEC 306 (also WGS 306) GENDER DIVERSITY (3) Prereq. Integrated Communication Level 3; Analysis Level 3; Social Interaction Level 3; Developing a Global Perspective Level 2; Effective Citizenship Level 2 – In this course the student explores the emerging concept of global LGBT human rights; compares protections and violations of LGBT human rights across nations; and examines the impact of global organizing on the formation of national public and social policies affecting lesbian, gay, bisexual, and transgender citizens. Using frameworks from political science, sociology, and women’s and gender studies, she investigates the social, political, and ethical issues involved in translating Western concepts of human rights, sexual orientation, and gender identity to diverse cultures. By studying the efforts of nongovernmental organizations (NGOs) to gain “consultative status” at the United Nations for their work in transnational LGBT activism, she learns about the challenges of advocating for human rights and social change on a global scale.

GEC 307 GLOBAL ART AND VISUAL CULTURE (3) Prereq. Integrated Communication Level 3; Analysis Level 3; Social Interaction Level 3; Developing a Global Perspective Level 2; Effective Citizenship Level 2 – In this course the student begins to learn how to interpret global art and its relationship to visual culture by examining her role as a consumer of the visual. She investigates how geography is signified to create a sense of place, of belonging or unbelonging; how economic issues evolve in the creation, distribution, and consumption of art or visual culture; and how communities use civil discourse with nongovernmental and governmental organizations to develop their cultural policies and projects. She considers these issues as she looks at the arts and visual culture around the globe to uncover how visual instrumentation is developing as a local or global agenda.
GEC 308 THE PSYCHOLOGY OF FOOD (3) Prereq. Integrated Communication Level 3; Analysis Level 3; Social Interaction Level 3; Developing a Global Perspective Level 2; Effective Citizenship Level 2 – What do someone’s cravings for French fries tell us about American culture? What is the significance of economic interests on food production in China? How did the Asian tsunami in 2004 affect the eating habits of 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 hamburgers? This course provides a foundation for the student to explore the geography, politics, economics, and culture of food. It begins 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. The student uses this experience as a framework to explore the many aspects of foods in different parts of the world and to research a related nongovernmental organization.

GEC 309 GLOBALIZATION: JOBS, TRADE AND AMERICA’S OTHER WAR (3) Prereq. Integrated Communication Level 3; Analysis Level 3; Social Interaction Level 3; Developing a Global Perspective Level 2; Effective Citizenship Level 2 – The student explores the growing phenomenon of jobs moving around the world in an increasingly boundaryless and borderless global marketplace. Topics include the economic, political, technological, regulatory, and social reasons for the globalization of labor, manufacturing, and the “knowledge economy,” and its implications for the United States and other countries. She considers 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), she develops 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 facing our national, state, and local leaders today (e.g., free trade versus fair trade, outsourcing and off-shoring of jobs).

GEC 310 GLOBAL FEMINISM (3) Prereq. Integrated Communication Level 3; Analysis Level 3; Social Interaction Level 3; Developing a Global Perspective Level 2; Effective Citizenship Level 2 – This course examines political, social, and economic issues that affect the status of women in the United States and abroad from a theoretical perspective in order to develop strategies for change. The course is divided into three sections. In the first, the student examines the foundational concepts of feminist thought in the Western tradition. In the second, she questions and critiques Western feminist theory; explores ways in which Western feminism has assumed that its theoretical framework may be generalized to apply to all women, including those in emergent and postcolonial societies; and attempts to undermine the dominance of the Western perspective. In the final section, she focuses on the political, economic, and social issues that confront women in a number of specific geographical locations. She concludes by examining strategies for positive change developed by contemporary international feminist movements and women of the Third Wave.

GEC 311 UNDERSTANDING TERRORISM (3) Prereq. Integrated Communication Level 3; Analysis Level 3; Social Interaction Level 3; Developing a Global Perspective Level 2; Effective Citizenship Level 2 – In this course the student focuses 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? What are alternate approaches to terrorism? An important goal of the course is to evaluate how policymakers respond to terrorism and the consequences of those responses. For her final project, the student conducts research on the perspective and goals of an international nongovernmental organization concerned about terrorism and ways to prevent such violence.

GEC 312 THE END OF NATURE: SCIENCE AND THE CONTROVERSY OVER GLOBAL CLIMATE CHANGE (3) Prereq. Integrated Communication Level 3; Analysis Level 3; Social Interaction Level 3; Developing a Global Perspective Level 2; Effective Citizenship Level 2 – Global climate change represents an ongoing challenge to citizens and scientists alike. Even 100 years ago, calls for scientific expertise drove U.S. government involvement in resource management. Today, what scientists know about the natural world exceeds the wildest dreams of experts a century ago, 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, the student comes to understand the challenges of the past and explores their historical and cultural contexts. She views, through the perspectives of various nongovernmental organizations, the geographic, political, and economic opportunities and challenges related to climate in our global future.
GEC 313 CHRISTIANITY IN A DIVERSE WORLD (3)
Prereq. Integrated Communication Level 3; Analysis Level 3; Social Interaction Level 3; Developing a Global Perspective Level 2; Effective Citizenship Level 2 – Fact: Most Christians in the world are not of European descent. This fact must be understood in political, geographic, and economic contexts. Student research projects in this course may analyze indigenization of religious practices (e.g., adapting worship to a people’s native culture), religious violence and peacemaking, 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.

GEC 314 THE INDIGENOUS EXPERIENCE (3)
Prereq. Integrated Communication Level 3; Analysis Level 3; Social Interaction Level 3; Developing a Global Perspective Level 2; Effective Citizenship Level 2 – 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 at best ignores and at worst destroys their way of life. The student examines this relationship through historical, political, geographical, cultural, and environmental contexts. She learns from and about indigenous people of the Arctic Circle, of the Amazon basin, and from Africa, Asia, and Latin America. She connects with organizations that fight to preserve indigenous rights and studies how the media portray their stories. In the process of discovering the hidden voices of our global elders, she learns what it takes to become an informed, educated, and active citizen of the world.

GEC 315 DEMOCRACY AND ECONOMIC DEVELOPMENT (3) Prereq. Integrated Communication Level 3; Analysis Level 3; Social Interaction Level 3; Developing a Global Perspective Level 2; Effective Citizenship Level 2 – In this course, the student investigates the interconnections between political freedom and economic development. As she develops her understanding of economic theories, she explores the political economic realities of different countries and the specific issues these countries face. She applies economic theories to identify and evaluate the impact of globalization on herself and on people around the world. She learns about the role of the market, government, opposition groups, and nongovernmental organizations in the lives of citizens of these countries as well as in her own life as a U.S. and global citizen. The student develops tools to judge contemporary debates over global institutions such as the International Monetary Fund and the World Bank and the relationship between the public and private sectors. Analyzing the values and assumptions inherent in alternative perspectives on economic development, she works collaboratively toward new ways of addressing current impasses.

GEC 316 THE GLOBAL CITIZEN: POWER AND PREJUDICE (3) Prereq. Integrated Communication Level 3; Analysis Level 3; Social Interaction Level 3; Developing a Global Perspective Level 2; Effective Citizenship Level 2 – 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 course, the student examines the ways in which power can disrupt communication and cooperation. She begins with an examination of how power affects relations between individuals, and goes on to discuss the consequences of intergroup and international differences in power and status.

GEC 317 RELIGION AND POLITICS (3) Prereq. Integrated Communication Level 3; Analysis Level 3; Social Interaction Level 3; Developing a Global Perspective Level 2; Effective Citizenship Level 2 – This course investigates the historic patterns and current interactions of religious organizations and governments. The student gains a better understanding of the rationales used for or against religious involvement in politics. The course focuses 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?

GEC 319 THE GLOBAL CITIZEN: WOMEN’S AGENCY (3) Prereq. Integrated Communication Level 3; Analysis Level 3; Social Interaction Level 3; Developing a Global Perspective Level 2; Effective Citizenship Level 2 – Women in the United States 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 one quarter of elected officials? Lack of economic and political gender parity affects society in myriad ways that limit women’s agency over their own lives and that of their communities. The student explores questions of social status, economic determination, access to education, and political representation of women throughout the world. She also researches the work of international women’s organizations and explores connections to her own life.
GEC 320 ISRAEL–PALESTINE CONFLICT (3) Prereq. Integrated Communication Level 3; Analysis Level 3; Social Interaction Level 3; Developing a Global Perspective Level 2; Effective Citizenship Level 2 – 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 U.S. government), NGOs, activists, and others. Sources range from legal texts to personal testimony, fiction writing, and movies representing different perspectives on the conflict.

GEC 321 MODERN AFRICA: DEVELOPMENT AND SOCIETY (3) Prereq. Integrated Communication Level 3; Analysis Level 3; Social Interaction Level 3; Developing a Global Perspective Level 2; Effective Citizenship Level 2 – This course examines modern Africa from the perspective of development, including how citizens of Western societies (especially the United States) 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 United States can offer assistance.

GEC 322 ACCESS TO EDUCATION: WOMEN AROUND THE WORLD (3) Prereq. Integrated Communication Level 3; Analysis Level 3; Social Interaction Level 3; Developing a Global Perspective Level 2; Effective Citizenship Level 2 – In this course, the student explores education systems around the world to gain a better understanding of the diverse ways in which societies understand and respond to the education of girls and women. She looks at the laws, policies, and institutions that shape, supervise, and, on occasion, sabotage women's access to education, and learns the cultural traditions that are the foundations for these laws, policies, and institutions. She also considers the societal and international consequences of these approaches to educating girls and women. In addition, she considers education-related issues with an international focus, such as how education services are structured and delivered by international aid agencies and nongovernmental organizations. She looks at similarities and differences among national education systems, and recognizes the ways in which education and varying practices for education have become an important part of the conversations related to globalization.

GEC 325 INTERNATIONAL NATURAL DISASTERS — ECONOMIC AFTERSHOCKS OF BUILDING COMMUNITIES (3) Prereq. Integrated Communication Level 3; Analysis Level 3; Social Interaction Level 3; Developing a Global Perspective Level 2; Effective Citizenship Level 2 – The student explores the economic, social, and political aftermath of domestic and international natural disasters (e.g., earthquakes, tsunamis, hurricanes, cyclones, typhoons, wildfires, landslides). She learns and applies the basic theories, concepts, and frameworks of microeconomics in rebuilding communities affected by natural disasters, and studies conflicting schools of thought regarding economic aftershocks and rebuilding. Through the lens of various nongovernmental organizations, she discovers how natural disasters bring about economic, social, and political change and can lead to challenges and opportunities for the economy, markets, and the consumer.

GLS 200 INTRODUCTION TO GLOBAL STUDIES (3) Prereq. HUM 150; SSC 101 – This course introduces the student to concepts, frameworks, and issues related to global culture, international economics, the global environment, and world politics.

GLS 330 (also POL 330) THE UNITED NATIONS AND THE WORLD (4) Prereq. For GLS, POL, and SOC majors/supports, CLD/SOC 220 or GLS 200 or POL 225; for all others, one Integrated Communication Level 3, Effective Citizenship Level 3, Developing a Global Perspective Level 3, and Social Interaction Level 3 – 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.

GLS 335 BUSINESS AND ECONOMICS IN ASIA – See AS 335.

GLS 341 GIS (GEOGRAPHIC INFORMATION SYSTEMS) – See CL 341.

GLS 370 WORLD GEOGRAPHY: PEOPLE, PLACES AND CHANGE (3) Prereq. GLS 200 or SSC 101; one Integrated Communication Level 3 – 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: imagining 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.
GLS 396 (also MGT 396) INTERNATIONAL ECONOMICS (3) Prereq. MGT 210 – 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.

GLS 410 (also POL 410) COMPARATIVE SOCIAL POLICY (4) Prereq. One 300-level course in GLS, HUM, POL, or SOC – The student examines the social policy-making process, learning to identify and analyze the major political, economic, and cultural forces that affect how social “problems” are viewed and dealt with in various societies. Alternative theoretical frameworks are compared, along with the tactics and strategies each framework implies.

GLS 475 GLOBAL STUDIES SENIOR SEMINAR (2) Prereq. For GLS majors/supports, HUM 350 or GLS 396; for MGI majors, MGT 310 – This capstone seminar focuses on contemporary global issues like globalization or regional integration. The student draws upon concepts and frameworks from a variety of disciplines, including history, economics, political science, and the humanities, to analyze issues related to the core focus of the seminar.

HS 211 STUDIES IN U.S. CULTURE AND SOCIETY (2) Prereq. FA 110; HUM 150; CM 112 – 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 European history.

HS 213 WOMEN’S RIGHTS AND LIVES (2) Prereq. FA 110; HUM 150; CM 112 – This course focuses on the history of women in the United States in an effort to better understand the changes that have occurred in the lives and rights of women from the founding of this country to the present day. The student evaluates the essential role that diverse groups of women have played in American society, the economy, and politics over the past two hundred and fifty years. The course also evaluates the changing nature of the way that “woman” has been defined and used as a concept throughout American history.

HS 250 ANCIENT WORLD CULTURES AND CIVILIZATIONS (4) Prereq. FA 110; HUM 150; CM 112 – This course provides the student with a chronological and thematic approach to world history from prehistoric times to 1500 C.E. By examining the first civilizations more than 5,000 years ago as well as succeeding civilizations, she learns that many of the institutions, practices, and beliefs of her 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, help her temper her assumptions about the universality and inevitability of life today.

HS 251 MAKING OF THE MODERN WORLD (4) Prereq. FA 110; HUM 150; CM 112 – 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.

HS 308 UNITED STATES HISTORY, 1607-1900 (4) Prereq. FA 110; HUM 150; Communication Level 2 – 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.
HS 309 THE UNITED STATES IN THE 20TH CENTURY (4) Prereq. FA 110; HUM 150; Communication Level 2 – 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.

HS 310 IDEOLOGY AND CREATIVITY (2) Prereq. One Integrated Communication Level 3; one 210-level humanities/fine arts elective – In this course the student studies the worldview of a society or a segment of a society in relation to other worldviews. The course compares different societies, historical epochs, or points of view within a given society to encourage her to recognize that what people know to be “true” is a particular perspective of the world. This perspective may be expressed in a variety of ways: through culture, politics, art, social institutions, and humanistic works, for example. Having come to recognize and appreciate the multiple perspectives that underlie the social construction of reality in a given society, the student examines what it means to commit oneself to choices and judgments within this multiplicity.

HS 311 HISTORY ON TRIAL: DEBATES ON CULTURE (2) Prereq. One Integrated Communication Level 3; one 210-level humanities/fine arts elective – Trials often reveal the fault lines in society — the places where dominant worldviews, institutions, mores, and cultural expressions of a society are challenged (and defended), and sometimes subsequently modified or fundamentally changed. This course examines some historical trials and debates since the 16th century to reveal the emergence of major characteristics and ideas of modern Western societies. The student analyzes the debates between different worldviews (key ideas and values) that are represented in specific historical trials and articulates how historical circumstances led to the dominance of particular ideas and institutions and the decline of others. She then tests her understanding of the process by which fundamental ideas and practices continue to change through independence analysis and communication about more recent historical trials and cultural debates.

HS 312 NATIVE AMERICAN EXPERIENCE (2) Prereq. One Integrated Communication Level 3; one 210-level humanities/fine arts elective – The student engages in a comparative study of the First People from two specific regions and timeframes. She begins her study with an in-depth examination of 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 abilities practiced in the first half, and exploring her understanding of what shapes differences and similarities between and among native people through time and place.

HS 355 CRITICAL PERSPECTIVES ON THE AMERICAN PAST (4) Prereq. HS 250 or HS 251 or HS 310 or HS 311; one Integrated Communication Level 4; Analysis Level 4; Aesthetic Engagement Level 4 – 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 nation's 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.

HS 375 HISTORICAL ANALYSIS (4) Prereq. HS 250 or HS 251 or HS 310 or HS 311 or HS 312; one Integrated Communication Level 4; Analysis Level 4; Aesthetic Engagement Level 4 – 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.

HS 411 TOPICS IN AMERICAN HISTORY; HS 412 TOPICS IN EUROPEAN HISTORY; HS 413 TOPICS IN WORLD HISTORY (4) Prereq. History major; HS 355 or HS 375 or HS 451 – 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.
HS 451 CRITICAL PERSPECTIVES ON THE EARLY MODERN WORLD, 1350-1750 (4) Prereq. For HS majors/supports and WGS majors/supports, one Integrated Communication Level 4 – 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.

HS 475 INDEPENDENT RESEARCH (4) Prereq. History major; HS 355 or HS 375 or HS 451 – Based on her study of historical analysis, the student identifies 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.

HUM 150 EXPRESSIONS AND INTERPRETATIONS OF HUMAN EXPERIENCE (4) – 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 297/397/497 INDEPENDENT STUDY IN THE HUMANITIES (2-4) Prereq. Division consent – Under the approval and direction of a humanities faculty member, independent study in the humanities is available to students.

HUM 350 SERIES: STUDIES IN CIVILIZATION AND CULTURE (4) Prereq. AC 309; one 310-level humanities/fine arts course; one Integrated Communication Level 4 – This series of courses includes:

- HUM 351 Studies in Civilization and Culture: China
- HUM 352 Studies in Civilization and Culture: South Asia
- HUM 354 Studies in Civilization and Culture: Africa
- HUM 355 Studies in Civilization and Culture: Japan
- HUM 356 Studies in Civilization and Culture: Latin America (in Spanish)
- HUM 358 Studies in Civilization and Culture: The Middle East

Through her choice of one of the courses in this series, 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.

HUM 364 CONFRONTING THE HOLOCAUST (3) Prereq. One 310-level humanities/fine arts course – 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.

HUM 396 ECOLOGY AND SPIRITUALITY (3) Prereq. One 310-level humanities/fine arts course; one Integrated Communication Level 4 – 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 sacramentality, while incorporating insights and approaches from other traditions.

HUM 410 (also WGS 410) SENIOR HUMANITIES SEMINAR (4) Prereq. One HUM 350 Series course – 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.
IMD 193C IMD IN THE PROFESSIONS (1) – The student explores career options in interactive media. She conducts field research by interviewing professionals working in her areas of interest, and investigates opportunities for graduate study to advance her career.

IMD 381 CONTENT DEVELOPMENT AND INTERACTIVE MEDIA (3) – 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 401 NEW MEDIA (3) – 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.

IMD 499 (also PCM 499) PROFESSIONAL PRACTICE SEMINAR (3) – 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 résumé 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.

INS 198 AMERICAN WAYS (1) Prereq. International student; others by permit only – This course is intended to provide the international student 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, and so on, the course introduces the student to the broader social and cultural currents of American life.

INS 298 ORIENTATION TO INDEPENDENT SHORT-TERM STUDY ABROAD (0) – This orientation prepares the student for an independent short-term study-abroad experience through one or more sessions of two to three hours. The course addresses preparation for intercultural immersion and deals with the practical aspects of study abroad, 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 ABROAD (1) – This course prepares the student who is planning to spend a semester or year abroad for her international study experience. Challenges and opportunities are considered. Through experiential and theoretical exploration, she is prepared practically and holistically for intercultural immersion.

INS 299A RETURN FROM INTERNATIONAL STUDY ABROAD (1) Prereq. INS 299 – This course helps the student who has completed a semester or year abroad to look at her reentry to the United States and to make “good sense” of what she has learned and experienced. Activities allow her to debrief and to plan for her semester back on campus.

INS 300 INTERNATIONAL STUDY SERIES (3) Prerequisites vary by specific course – 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; Art and Religion of Asia; 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. Costs associated with travel are not included in tuition.

INS 301 PEOPLE, CULTURE AND SOCIETY (3) Prereq. One 210-level humanities/fine arts course completed or concurrent – 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.
INS 308 ART AND RELIGION OF ASIA: CHINA (3) Prereq. One 210-level humanities/fine arts course completed or concurrent – This course gives the student the opportunity to explore the ways in which art and religion function to create a meaningful way of life in the People’s Republic of China. Through travel and in-class learning opportunities, she engages in learning activities that familiarize her with the contemporary and historical artistic and religious expressions of China.

INS 309 COASTAL CITIES (3) – This multidisciplinary course uses Milwaukee as a model for comparison with other coastal cities. The student investigates how a city is influenced by its position on the water and in turn how the city impacts the body of water. She studies how they interact environmentally, economically, physically, and culturally. At the end of the course, the class travels to the city studied.

INTERN 383 INTERNSHIP SEMINAR (2-4) Prereq. Departmental consent by faculty advisor; two 300-level major courses completed; good academic standing; internship preparation and résumé workshops required the semester before internship; contact Internship Office for details – 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. Course fee covers cost of Etiquette Dinner (required attendance), held fall and spring semesters.

IST 475 ADVANCED SEMINAR: INTEGRATED FOUNDATIONS: BUILDING A FUTURE (2-4) Prereq. Liberal Studies major; achieved Level 4 in majority of the abilities; completed at least 110 credits within two semesters of taking IST 475 – This course is a capstone experience for the student who has changed the direction of her studies from a specialized major to the broad-based liberal studies major. As a result of such a change, she often experiences a “call” for evolution, or a transformation of her sense of self: her personal and professional identify, her goals and aspirations. She may also want to learn how her abilities transfer to new contexts.

LA 101 WAYS OF LEARNING (2) Prereq. Concurrent registration in CM 107, QL 110, and QL 120 – This course serves as an introduction to college learning, fostering college-level academic, self-regulation, and community-building abilities. It is meant to provide a welcoming, supportive environment for the student as she learns to manage the responsibilities and challenges of college life. Through a disciplinary focus, the student explores the role of a liberal arts education, the ways in which the Alverno abilities uniquely assist her to apply her learning, and the habits to successfully manage a student’s complicated life.

LA 102 WAYS OF LEARNING: MAKING CONNECTIONS (1) Prereq. LA 101 – This course builds on the experiences of LA 101 and emphasizes application of learning beyond the classroom. The student is required to make connections between what she is learning in the classroom and activities and contexts outside the classroom. For example, she participates in a designated number of cocurricular and/or community events and activities, using ideas she has explored in class to enhance and reflect on her experiences beyond the classroom.

LA 230 LIBERAL LEARNING FOR TRANSFER STUDENTS (3) Prereq. Reading and Writing Level 1 or concurrent registration in CM 107 or CM 107N; minimum of 20 transfer credits; minimum of one humanities course and a second course in humanities, fine arts, behavioral science, or natural science – This course is an introduction to liberal learning for new weekday transfer students who enter Alverno with 20 or more transfer credits. It builds on the student’s prior academic foundation and provides the opportunity for the development of additional skills and abilities with application to her life and professional future. Significant emphasis is placed on prior learning assessment and cumulative validations. The course functions as an intense introduction to the kinds of learning skills, processes, and strategies that the student will apply to her prior knowledge and experience. It requires a student to reflect on and articulate her own learning process within the college’s abilities framework. Skills and strategies are taught in the context of disciplinary and interdisciplinary themes, with an emphasis on criteria-based self-assessment. Its outcomes assist the student in preparedness for integrating discipline perspectives and abilities as she transitions to her major and support areas.

MGT 100 INTRODUCTION TO BUSINESS AND MANAGEMENT (3) – 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 studies successful local, national, and global organizations to develop her understanding of how businesses function and to identify contemporary management practices that lead to successful organizational performance. 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 201D INTRODUCTION TO ACCOUNTING (3)  
Prereq. CM 110; CM 156Q – 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.

MGT 202 PRINCIPLES OF ACCOUNTING (3) Prereq. MGT 201D – 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.

MGT 210 ECONOMIC ENVIRONMENT (3) – The student applies microeconomic and macroeconomic frameworks and concepts in describing, analyzing, and solving problems related to the economic behavior of individuals, organizations, and national and global economies. She identifies and interprets the integration of contemporary social, political, environmental, and economic policies and their impact on economies. Her economic knowledge and abilities are used to examine an economic issue in depth, evaluate proposals, develop recommendations, and persuade an audience to support her position.

MGT 211 MICROECONOMICS (3) – 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 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 221 MANAGING IN ORGANIZATIONS (3)  
Prereq. MGT 100 – 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.

MGT 250 BUSINESS MODELS AND QUANTITATIVE METHODS (3) – 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 275 NEW ENTERPRISE ACCOUNTING ISSUES (3) Prereq. MGT 201D – 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.

MGT 300 MARKETING PRINCIPLES AND MANAGEMENT (3) Prereq. CM 212; one Integrated Communication Level 3 – The student learns how organizations develop products and services to meet the needs and wants of customers and markets. She works on a simulated new-product development team for a major organization. She and her teammates invent a new product, develop marketing strategies (e.g., product design, pricing, distribution, promotion in domestic and global markets), and present a comprehensive marketing plan to the organization’s simulated board of directors.

MGT 310 FINANCE (3) Prereq. AC 309; MGT 201D; MGT 210; MGT 250; one Integrated Communication Level 3 – 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.
MGT 315 GLOBAL HUMAN RESOURCE MANAGEMENT (3) Prereq. MGT 221 – 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.

MGT 335 (also AS 335 and GLS 335) BUSINESS AND ECONOMICS IN ASIA (3) Prereq. AS 200 or MGT 210 – 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 and Japan rank as the second and third largest economies in the world, respectively. In this course, the student is introduced to the similarities and differences of doing business in different Asian countries. Given the importance and size of its economy today, China is the focus of this course. The course also includes comparisons and examples from other Asian countries. The student develops her ability to research specific Asian economies and businesses and to identify and evaluate market opportunities. She compares trade regulations and business operations in Asia and the United States.

MGT 354 ADULT EDUCATION HUMAN RESOURCES PRINCIPLES AND PHILOSOPHY OF TRAINING – See AED 354.

MGT 360 MARKETING RESEARCH (3) Prereq. BSC 215; CM 212 – This 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. The student focuses on the use of technology solutions to assist in designing and implementing her research. Methods include focus groups, survey research, electronic database research, and other approaches.

MGT 361 UNDERSTANDING PERSONAL AND PROFESSIONAL SELLING (3) Prereq. BSC 215; CM 212 – This sales course presents theory, practice, and sales experiences within the framework of a partnership/relationship approach to the selling environment. The student learns about the fundamentals of personal and professional selling, from practicing business-to-business selling activities (including identifying buying influences, buying behaviors, and the buying process) to developing principles of partnership/relationship building, prospecting, planning the sales call, presenting the solution, responding to objections, obtaining commitment, and conducting formal negotiations.

MGT 362 INTEGRATED MARKETING COMMUNICATIONS (3) Prereq. BSC 215; CM 212 – 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. The student focuses on future trends in the development and delivery of these elements through technology. She also applies her learning and abilities in relation to nonprofit and service organizations.

MGT 363 MARKETING TECHNOLOGY AND STRATEGY IMPLEMENTATION (3) Prereq. BSC 215; CM 212 – This course focuses on the technological aspects of marketing and its integration within the business process framework from a technological perspective. Areas of focus include electronic commerce, electronic marketing, the Internet, broadband delivery technologies, integration with production requirements, just-in-time inventory management and distribution, and customer relationship management. The course includes a simulation allowing the student to gain experience in the interface between engineering, product design, manufacturing, vendor relations, sales, and the target market.

MGT 364 GLOBAL MARKETING (3) Prereq. BSC 215; CM 212 – 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 and ethics 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; global market-entry strategies; licensing; and strategic alliances.
evaluation of human performance. Selection, placement, training, compensation, and the development of complex business situations involving, for example, concepts and frameworks to the analysis and solution discipline, she is able to apply relevant human resources social interaction abilities within the context of the HRM develops her analytic, problem-solving, teamwork, and that HRM plays in contemporary organizations. As she for all stakeholders. The student develops her basic sustainable competitive advantage and added value of organizations, which in turn contributes to the effective management of the human capital functional strategies and tools that contribute to concepts and human resources management (HRM) and enhance relationships with customers, sales support mining techniques, and social media channels to create customer relationship management technologies, data-and negotiate with others. She uses state-of-the-art methods, which enables her to better understand her assesses her personal behavioral style using a variety of creative and imaginative processes. In addition, she designs new value propositions to solve market problems by using and enhance relationships with customers, sales support teams, and organizations.

MGT 370 HUMAN RESOURCE MANAGEMENT (3) Prereq. MGT 221; one Integrated Communication Level 3 – The student learns and applies business concepts and human resources management (HRM) functional strategies and tools that contribute to the effective management of the human capital of organizations, which in turn contributes to sustainable competitive advantage and added value for all stakeholders. The student develops her basic understanding of the strategic business partnership role that HRM plays in contemporary organizations. As she develops her analytic, problem-solving, teamwork, and social interaction abilities within the context of the HRM discipline, she is able to apply relevant human resources concepts and frameworks to the analysis and solution of complex business situations involving, for example, selection, placement, training, compensation, and evaluation of human performance.

MGT 375 REPORTING AND MANAGEMENT ACCOUNTING ISSUES (3) Prereq. MGT 275 – 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.

MGT 376 GROWTH AND EXPANSION ACCOUNTING ISSUES (3) Prereq. MGT 202 – 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.

MGT 380 BUSINESS LAW (3) Prereq. MGT 221; one Integrated Communication Level 3 – The student gains an overview of the legal environment of business by examining key laws and ethics issues that impact business owners, leaders, and managers, as well as employees and other key stakeholders. She further develops her analytic and problem-solving abilities by applying legal frameworks to business problems and issues, and hones her communication skills while sharing her ideas on these topics.

MGT 390 TOPICS IN MANAGEMENT: GOVERNMENT AND NOT-FOR-PROFIT ACCOUNTING (3) Prereq. MGT 201D – This course introduces the student to governmental and not-for-profit (NFP) accounting. This area of accounting is highly specialized and shares some of the basic principles of financial accounting, but also differs in a number of key areas. The student uses her advanced analytic skills to study the financial reporting principles of governmental accounting, including government-wide financial statements, fund financial statements, and governmental statistical compilation and analysis. Her project in governmental accounting consists of analyzing the Comprehensive Annual Financial Report (CAFR) of a major city or a county. For a project in the NFP area, she applies her analytic ability in studying financial reporting standards and techniques for a major not-for-profit organization. She conducts a thorough review of the organization, including a review and evaluation of client services and a complete financial analysis.

MGT 394 PRINCIPLES OF INVESTMENT (3) Prereq. MGT 310; one Integrated Communication Level 3 – The student develops an understanding of the realities of today’s changing investment environment. She develops her analytic skills through the study of financial markets, the investment process, electronic trading, and financial engineering. In addition, she studies the techniques of macroeconomic and industry analysis in the context of investment evaluation and trading. The course project is a computerized trading simulation in which the student buys, sells, and evaluates a variety of financial instruments, including long and short stocks, futures, commodities, foreign currencies, and puts and calls.
MGT 395 WOMEN IN THE ECONOMY (3) Prereq. Integrated Communication Level 3; Analysis Level 3; Social Interaction Level 3; Developing a Global Perspective Level 2; Effective Citizenship Level 2 – The student acquires the theoretical background needed for the analysis of data and debates concerning women’s and men’s economic experience as individuals and as members of families. She develops the ability to analyze the historical and cultural specificity and/or generality of economic theories and their value foundations. Finally, she examines specific economic issues facing women and their families and debates the merits of different theories and their policy implications.

MGT 396 (also GLS 396) INTERNATIONAL ECONOMICS (3) Prereq. MGT 210 – 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.

MGT 400 SMALL BUSINESS MANAGEMENT (3) Prereq. MGT 300; MGT 310 – 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.

MGT 405 (also CLD 405) WOMEN AND LEADERSHIP (2) Prereq. For MGT majors: MGT 221; for CLD majors: CLD 220; one Integrated Communication Level 3 – This course enables the student to better understand her own leadership style as a woman and to apply this style effectively in the workplace and beyond. The course includes discussion of contemporary leadership concepts, how effective leaders think and act, and how various styles impact situations and relationships. The student also develops a focused action plan to enhance her professional and personal leadership skills; she does this by completing personal assessments and interactive activities and by observing female leaders in action and interpreting their effectiveness.

MGT 410 BUSINESS POLICY AND STRATEGY (3) Prereq. MGT 300; MGT 310; MGT 400 – This capstone course focuses on the ability to think, act, and communicate like a top manager. The student learns to think strategically and to apply frameworks and tools to lead a business in a highly dynamic and competitive environment. She explores strategic management within the context of stakeholder value, ethical decision making, innovation, and strategic thinking. She analyzes business case studies from the perspective of top management, and uses her analyses to make logical, persuasive, and feasible recommendations to guide future business decisions and to meet the needs of multiple stakeholders.

MGT 412 BUSINESS PRACTICUM (3) Prereq. MGT 300; MGT 310; MGT 400 completed or concurrent – 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.

MGT 435 HIGH-PERFORMANCE MANAGEMENT: PRINCIPLES AND PRACTICE (2) Prereq. MGT 221 or CLD 220 – The student is introduced to the principles of total quality: the management systems and best practices that characterize high-performance organizations. She is also introduced to the problem-solving methodologies and tools needed to improve the design of products, services, and business processes. She develops her understanding as well as her ability to apply quality principles and tools, by focusing on how they are used in personal and professional life, in daily management and continuous improvement activities, and in strategic thinking, planning, and implementation.

MGT 475 GOING PUBLIC ACCOUNTING ISSUES (3) Prereq. MGT 376 – As the business continues to expand and grow, the student learns to deal with advanced accounting issues related to business acquisitions, going public, and doing business internationally to meet corporate objectives. She builds on financial concepts from prior accounting courses to respond to strategic and financial issues related to these activities.

MGT 483 ADVANCED INTERNSHIP (2-4) Prereq. INTERN 383; MGT 310; departmental consent – With the approval of the major department as well as the off-campus business contact, the student engages in a major task or project that assists her to develop new knowledge and skill or that reinforces significantly the business knowledge and skill she has gained in her coursework.
MGT 485 CMA REVIEW 1 (3) Prereq. MGT 375 – MGT 486 CMA REVIEW 2 (3) Prereq. MGT 310; MGT 376 – This two-course sequence, MGT 485 and MGT 486, prepares the student in management accounting to sit for the Certified Management Accountant (CMA) examination in her senior year. The Gleim CMA Review program, which consists of manuals and online learning and review tools, is used in the courses.

MGT 487 THE AUDIT FUNCTION — INTERNAL AND EXTERNAL (3) Prereq. MGT 376 – This course introduces the student to the roles, responsibilities, professional standards, and relationships that exist between management and an organization's internal and external auditors. She gains a clear understanding of the systems, methods, and controls that safeguard assets and ensure the integrity of accounting information. She examines the professional accountant’s responsibilities and ethics in a variety of real-world situations and case studies.

MGT 488 ADULT EDUCATION HUMAN RESOURCES PROGRAM TRAINING – See AED 488.

MT 123 COLLEGE ALGEBRA (3) Prereq. Math placement level 1 or higher, or math placement level 0 and QL 051 or QL 120 completed and concurrent registration in QL 123 – 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 nonroutine mathematical problems.

MT 124 TRIGONOMETRY (1) Prereq. Math placement level 1 or higher, or math placement level 0 and QL 051 or QL 120 – 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. Vectors in two dimensions and elementary operations on vectors are introduced.

MT 148 FUNCTIONS AND MODELING (3) Prereq. Math placement level 2 or higher, or MT 123 and MT 124 – 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. Understanding and applying the function concept are emphasized. Appropriate technology is used as a tool for visualization and solving problems. Problem solving and analytical abilities are developed through the work of this course, preparing science and mathematics students for calculus. For the elementary education student pursuing a mathematics support area, this course helps her to integrate algebra knowledge and serves as the bridge to further mathematics courses.

MT 152 CALCULUS 1 (4) Prereq. Math placement level 3 or higher, or MT 148 – 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 for computation, communication, and exploration of mathematical ideas.

MT 221 DISCRETE STRUCTURES AND ALGORITHMS (3) Prereq. Math placement level 2 or higher, or MT 123 – The student explores the mathematics of discrete finite systems, employing algorithms for problem solving in these systems. Topics include set theory, equivalence relations, congruence relations, graph and tree theory, combinatorics, logic, and recurrence relations. Coursework integrates an introduction to a variety of mathematical proof techniques, including proof by mathematical induction.
MT 243 FUNDAMENTAL CONCEPTS OF MATHEMATICS FOR ELEMENTARY/MIDDLE SCHOOL TEACHERS 1 (4) Prereq. CM 156Q – This course, which integrates the learning of mathematics with methods of teaching, is designed for the student preparing to teach at the elementary school level. The student studies the mathematical structures and operations related to sets, whole numbers, integers, rational numbers, and real numbers. She uses the properties of these systems to develop algorithms for the operations defined in each of the systems. She explores the use of manipulatives and technology in building understanding of concepts. Through the study of national, state, and local standards, and contemporary mathematics curriculum projects, she examines various approaches to teaching mathematics. She also gains experience with professional practices such as the development of lesson plans, unit plans, and assessment instruments designed for a variety of learning styles. Throughout the course, she evaluates herself on her ability to analyze and solve problems as well as on her ability to communicate mathematics effectively.

MT 244 FUNDAMENTAL CONCEPTS OF MATHEMATICS FOR ELEMENTARY/MIDDLE SCHOOL TEACHERS 2 (4) Prereq. CM 156Q; MT 243 – 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.

MT 253 CALCULUS 2 (4) Prereq. MT 152 – 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.

MT 254 CALCULUS 3 (4) Prereq. MT 253 – 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.

MT 255 LINEAR ALGEBRA (4) Prereq. MT 148 or MT 152 – 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.

MT 256 PROBABILITY AND STATISTICS (4) Prereq. CM 156Q or MT 123 – 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. The course includes descriptive and inferential statistics. Knowledge of the mathematics of probability supports conceptual understanding of statistical methods. Data analysis, graphical representation, correlation, regression, and reliability and validity issues are considered. Appropriate technology tools are used.

MT 267 INTRODUCTION TO PROGRAMMING: JAVA – See CIT 267.

MT 268 INTRODUCTION TO PROGRAMMING: VISUAL BASIC – See CIT 268.

MT 269 INTRODUCTION TO PROGRAMMING: C++ – See CIT 269.

MT 340 HISTORY OF MATHEMATICS (2) Prereq. Math placement level 4 or, for MT majors, MT 253; for MTE or MTM supports, MT 148, MT 243, MT 244 – The student studies the history of selected mathematical problems from the point of view of the culture of the time. She spends significant time analyzing historical problem-solving approaches, reflecting on how these approaches and mathematical thinking processes can be applied in other contexts, including teaching school mathematics.

MT 345 COLLEGE GEOMETRY (3) Prereq. Math placement level 3 or higher or, for MT majors, MT 152; for MTE or MTM supports, MT 148 and MT 244 – In this course, the student works with Euclidean geometry in two dimensions. She uses visualization, spatial reasoning, and geometric modeling to solve problems. Technology tools are employed to explore ideas and generate conjectures, leading to mathematical proofs.
MT 347 MODERN ALGEBRA (4) Prereq. Math placement level 4 or MT 253; AC 309 – The student learns to identify and work with abstract algebraic structures such as groups, rings, and fields and to use their defining axioms. She explores the properties of these systems and examines others, applying the properties. Foundational work involves sets, mappings, and relations. The student gains experience reading and applying theorems, examining proofs for understanding, and constructing her own proofs.

MT 350 DIFFERENTIAL EQUATIONS (4) Prereq. Math placement level 4 or MT 253 – The student learns that differential equations are 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.

MT 420 AXIOMATIC SYSTEMS (4) Prereq. Math placement level 4 or MT 221 – 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.

MT 441 INTRODUCTION TO NUMBER THEORY (4) Prereq. Math placement level 4 or MT 253 – The student examines properties, structures, theorems, and proofs related to numbers and the number system. Topics include divisibility, prime numbers, factorization, congruences, and proof by induction.

MT 442 LOGIC (2-4) Prereq. Math placement level 4 or MT 221 and MT 253 – The student learns about deductive reasoning and rules of inference. Other topics such as switching theory may be examined.

MT 445 ADVANCED TOPICS IN MATHEMATICS FOR ELEMENTARY/MIDDLE SCHOOL TEACHERS (3) Prereq. Math placement level 3 or higher, or MT 148; MT 243; MT 244; CORE scores met or meet eligibility requirements for ACT/SAT/GRE – The mathematics education student develops an in-depth understanding of selected topics important in elementary school mathematics, such as algebraic thinking or proportional reasoning. Strong focus is placed on practicing mathematical problem solving and mathematical thinking processes. Other middle school mathematics topics, such as geometry in two and three dimensions or probability and statistics, may be studied. The student examines local, state, and national standards documents.

MT 460 INTRODUCTION TO REAL ANALYSIS (4) Prereq. Math placement level 4 or MT 253 – 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.

MT 491 MATHEMATICS SEMINAR (2-4) Prereq. Math placement level 4, or MT 253 and MT 256 – The student focuses on in-depth work on a selected topic.

MU 101 MUSIC EXPERIENCES 1 (2) Prereq. FA 110; HUM 150 – 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.

MU 102 MUSIC FUNDAMENTALS (2) – The student explores the basic concepts of music by listening and by analysis, creation, and simple performances of musical examples.

MU 125 MUSIC WORKSHOPS (1) – A variety of 1-credit weekend music workshops are offered every spring semester on a range of topics such as music and wellness.

MU 130 ALVERNO COLLEGE CHOIR (0-1) Prereq. Basic ability to match pitch – The Alverno College Choir offers students from all areas of study an opportunity to learn and perform choral music. The choir performs one concert each semester as well as performing at various local and college functions. (Nonmajors welcome)

MU 133 INSTRUMENTAL ENSEMBLE — STRINGS (0-1) Prereq. Ability to play violin, viola, cello, or other stringed instrument; audition required – This course provides small-ensemble experience for all string players. The student learns, practices, and performs a wide variety of repertoire for both on- and off-campus events.

MU 134 GUITAR ENSEMBLE (0-1) Prereq. Music major with guitar specialization OR ability to read written guitar music and play a variety of chords, with permission of instructor – The student plays duos, trios, and jazz pieces from written notation and lead sheets, learning to coordinate guitar techniques with other players and to arrange ensemble pieces.
MU 135 INSTRUMENTAL CHAMBER ENSEMBLE (0-1) – The student performs music meant to be played by a small ensemble of like instruments, directed by a music faculty member specializing in that instrument. Open to all students.

MU 136 JAZZ/POP ENSEMBLE (0-1) Prereq. Basic ability to sing on pitch and read simple melodies and chords – The student sings and plays tunes from pop, classic rock, and soul music as well as Broadway standards.

MU 137 FLUTE CHOIR (0-1) –

MU 138 INSTRUMENTAL ENSEMBLE — WINDS (0-1) Prereq. Ability to play wind instrument; audition required – 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)

MU 151 MUSICIANSHIP 1 (4) (2 hrs. class, 1 hr. aural theory lab, 1 hr. keyboard skills lab) Prereq. MU 102 or permission of instructor – 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. Simple 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 solfège is employed in singing and thinking sound.

MU 152 MUSICIANSHIP 2 (4) (2 hrs. class, 1 hr. aural theory lab, 1 hr. keyboard skills lab) Prereq. MU 151 – 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 solfège is continued.

MU 153 MUSICIANSHIP 3 (4) (2 hrs. class, 1 hr. aural theory lab, 1 hr. keyboard skills lab) Prereq. MU 152 – 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 solfège is continued.

MU 154 MUSICIANSHIP 4 (4) (2 hrs. class, 1 hr. aural theory lab, 1 hr. keyboard skills lab) Prereq. MU 241 – In this course, 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 solfège is continued.
MU 250 MUSICAL THEATER: ON STAGE AND SCREEN – See DA 250.

MU 251 REBELS: WOMEN IN THE WORLD OF MUSIC (4) Prereq. FA 110; HUM 150; CM 112 – The student explores the distinctive ways that female composers, musicians, and audiences have shaped both Western and non-Western art music as well as popular music. She analyzes music, composers, and performers from these various genres to identify how cultural, ethical, and historical developments have affected women's participation in musical life. In addition, she studies scores and texts, and views musical works to investigate the depictions of women in music, especially in opera and musical theater. She applies feminist perspectives in musical criticism to assist her in this work.

MU 261 ORIGINS OF MUSIC (2 or 3) Prereq. FA 110; HUM 150; CM 112 – 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 societal conditions. Representative works of early Western music through Baroque are studied, along with selected world music. (The 3-credit course for music majors includes a lab.)

MU 262 FAVORITES OF CLASSICAL MUSIC (2 or 3) Prereq. FA 110; HUM 150; CM 112 – 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 for music majors includes a lab.)

MU 276 MUSIC TECHNOLOGY (2 or 3) Prereq. FA 110; HUM 150; CM 112 – 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. (No prior music training necessary.) (The 3-credit course for music and IMD majors includes a lab.)

MU 310 POPULAR MUSIC (2) Prereq. One Integrated Communication Level 3; one 210-level humanities/fine arts course – In this music elective, the student learns about a particular style of popular music (e.g., rock & roll, contemporary musical theater). She studies the music's cultural roots and influences as well as its connection with different time periods and societal issues.

MU 372 CONTEMPORARY MUSIC (2 or 3) Prereq. One Integrated Communication Level 3; one 210-level humanities/fine arts course – 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 Crumb, Reich, and Glass. The music of major innovators in 20th-century jazz is also studied. 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 for music majors includes a lab.)

MU 382 MUSIC ACROSS CULTURES: MILWAUKEE (2) Prereq. AC 309; one Integrated Communication Level 3; one 210-level humanities/fine arts course – 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 folk 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.

MU 491 SENIOR SEMINAR (3) Prereq. MU 261 or MU 262 or MU 372 – In this capstone seminar, the graduating music major reflects on her learning in music history and literature, has hands-on experience with arranging and conducting, and conducts independent research.

MU 495 APPLIED MUSIC CULMINATION PROJECT (0) Prereq. Consent of MU 495 instructor – This culmination program is required of all music majors. The student is given the opportunity to demonstrate her music performance at an advanced level.

MUA APPLIED MUSIC COURSES

Number of credits per semester for music majors and supports is 1. The course number consists of the prefix MUA followed by a two-letter instrument abbreviation (see list below). For example, a student majoring in music therapy with piano as her primary instrument registers MUA followed by a two-letter instrument abbreviation.

MUA

Accordion AC Oboe OB
Baritone BR Organ OR
Bassoon BN Percussion PR
Cello VC Piano PO
Clarinet CL Recorder RE
Composition CO Saxophone SX
Double bass DB Trombone TB
Flute FL Trumpet TP
French horn FH Viol da gamba VG
Guitar GT Viola VA
Harp HP Violin VN
Harpischord HC Voice VO
MUA MUSIC PERFORMANCE LABS (0) – The performance labs are 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.
MUA 080L Voice Performance Lab
MUA 090L Instrumental Performance Lab

MUA 175/275 MUSIC PERFORMANCE ASSESSMENTS (0) – At the end of every semester of private lessons in an instrument or voice, the student performs material that she has studied to receive feedback from a cross-section of music faculty. These assessments, traditionally called music juries, are graduated in number based upon the minimum three consecutive years of private instruction that a major takes in preparation for her culminating recital.

MUA 375 MUSIC PERFORMANCE ASSESSMENT (0) – This external assessment for music majors is taken at the end of the student’s junior year. It gives her the opportunity to demonstrate knowledge in the areas of music theory, history, and literature. Part I of the assessment 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.

MUE 105/106/107 GROUP PIANO 1, 2, 3 (1 ea)
Prereq. Music major for MUE 105; previous level for MUE 106 and MUE 107 – All music majors having an instrument other than piano must attain a piano proficiency level as required in MUE 107. Group piano instruction is provided for these students. Level 105 involves lower intermediate material, working through more advanced repertoire in level 107. A competent demonstration is expected at the terminating level. Daily practice is required.

MUE 111 IMPROVISATIONAL KEYBOARD (1)
Prereq. MUE 107 – The student develops the keyboard skills needed for institutional work: effective accompaniment (playing with and without notation), transposition, score reading, and basic functional improvisation.

MUE 119 BEGINNING GUITAR (1) – 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.)

MUE 209 VOCAL TECHNIQUES (1) Prereq. MU 152 – 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.

MUE 211 INSTRUMENTAL TECHNIQUES: PERCUSSION (2) Prereq. MU 102 or MU 151 – The student learns the basic techniques for performing on percussion instruments: snare drum, bass drum, timpani, cymbals, drum traps, 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.

MUE 219 INTERMEDIATE GUITAR (1) Prereq. MUE 119 or consent of instructor – The student learns additional accompaniment techniques for songs through strumming and finger-picking patterns and new chords. (Student must furnish own acoustic guitar.)

MUY 129 MUSIC PREPROFESSIONAL SEMINAR (1) – This course addresses a variety of topics of concern to the developing music therapist. Guest speakers, field trips, and organized volunteer opportunities expose the student to all aspects of this career. She learns how to create a résumé, apply for jobs, create a new position, and participate in a professional organization to further career development.

MUY 160 ORIENTATION IN MUSIC THERAPY (2) – 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 171 CLINICAL AND LAB EXPERIENCE 1: GERIATRICS (2) Prereq. MUY 160; music therapy major – 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.
MUY 272/273 CLINICAL AND LAB EXPERIENCE 2, 3: DEVELOPMENTAL DISABILITIES (2 ea) Prereq. MUY 160; MUE 119 completed or concurrent – Concurrent with this course, the student participates in a designated off-campus music therapy clinic. She practices the social-interaction skills most appropriate to working with persons with cognitive disabilities and practices music interventions for this population. Weekly on-campus class sessions focus on current literature and various treatment techniques.

MUY 361 PSYCHOLOGY OF MUSIC 1 (4) (includes lab) Prereq. MU 241; advanced standing; consent of instructor for non-music majors – 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 362 PSYCHOLOGY OF MUSIC 2 (3) (research and lab) Prereq. AC 309; MUY 361 – 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 study of the research process, measuring and evaluating research, and designing and conducting a research project specific to the field of music therapy.

MUY 363 CREATIVE MUSIC MAKING (2) Prereq. MUE 119 or consent of instructor – 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.

MUY 461 THEORETICAL FOUNDATIONS OF MUSIC THERAPY (4) Prereq. MUY 362 – 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.

MUY 462 DESIGN AND APPLICATION OF MUSIC THERAPY (4) Prereq. MUY 461 – 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.

MUY 472/473 CLINICAL AND LAB EXPERIENCE 4, 5: PSYCHOEMOTIONAL DISABILITIES (2 ea) Prereq. MUY 362 – 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.

MUY 480A, B, C CLINICAL INTERNSHIP IN MUSIC THERAPY (3) – The American Music Therapy Association Education and Clinical Training Standards state: “Every student must complete a minimum of 1,200 hours of clinical training, with at least 15% (180 hours) in pre-internship experiences and at least 75% (900 hours) in internship experiences. Academic institutions may opt to require more than the minimum total number of hours, and internship programs may opt to require more hours than the referring or affiliate academic institution. In addition, when a student is able to demonstrate required exit-level competencies, additional hours of internship may be required of the student by the academic institution in consultation with the internship supervisor.” MUY 480C is facilitated through the College, and the College is the recipient of the intern’s mid and final assessments. During this part of 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.

N 050 USING MATH FOR MEDICATION CALCULATIONS (0) – A student is enrolled in this course based on faculty recommendations following unsuccessful performance (less than 100%) on two attempts at the math for meds assessment in N 355.

N 150 ADVANCED MATH CONCEPTS FOR MEDICATION ADMINISTRATION (1) – A student is enrolled in this course based on faculty recommendations following unsuccessful performance (less than 100%) on two attempts at the math for meds assessment in N 375.

N 151 ADVANCED MATH CONCEPTS FOR MEDICATION ADMINISTRATION 2 (1) – A student is enrolled in this course based on faculty recommendations following unsuccessful performance (less than 100%) on two attempts at the math for meds assessment in N 455.

N 152 ADVANCED MATH CONCEPTS FOR MEDICATION ADMINISTRATION 3 (1) – A student is enrolled in this course based on faculty recommendations following unsuccessful performance (less than 100%) on two attempts at the math for meds assessment in N 470.
N 250 CREATING YOUR HEALTHY FUTURE (2)  
Prereq. CH 213/213L; SC 120/120L; BI 231/231L,  
BSC 215, CM 156Q, and CM 212 completed or  
concurrent – 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.

N 260 HEALTH ASSESSMENT — INDIVIDUAL,  
FAMILY, AND COMMUNITY (3 cr. theory; 1 cr.  
clinical) Prereq. BI 231/231L; BSC 215; CM 156Q;  
CM 212; N 250; BI 251/251L and SSC 101 completed  
or concurrent; for transfer students, LA 230 – 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  
and to develop a plan of care to facilitate health promotion  
and disease prevention. The course requires independent  
practice of physical assessment procedures.

N 265 NUTRITION FOR WELLNESS (3) Prereq. BI  
231/231L; BSC 215; CM 156Q; CM 212; N 250; BI  
251/251L and SSC 101 completed or concurrent; for  
transfer students, LA 230 – 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  
afford the global economy, the student incorporates that  
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.

N 300 SERIES: NURSING ELECTIVE (2 cr. theory)  
– This series of elective courses provides students with  
opportunities to explore new and emerging trends and  
issues within nursing. N 391, N 393, and N 395 are  
courses in the series.

N 350 PHARMACOLOGY AND NURSING PRACTICE  
(2 cr. theory) Prereq. N 260; N 265; BI 338 completed  
or concurrent – 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.

N 355 NURSING CLINICAL SKILLS AND  
PROCEDURES (1 cr. theory; 1 cr. clinical) Prereq.  
BI 231/231L; BI 251/251L; CM 156Q; N 260; N  
265; SSC 101; BI 338 completed or concurrent;  
AC 309 concurrent; Valuing Level 3 completed or  
concurrent; Developing a Global Perspective Level  
3; Effective Citizenship Level 3 – 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  
experiences, and practice and demonstration in the  
Clinical Nursing Resource Center. This course requires  
individual practice of identified clinical and procedural  
skills.

N 360 NURSING THEORY OF HEALTHY  
POPULATIONS (3 cr. theory) Prereq. CM 156Q; N  
260; N 265; BI 338 completed or concurrent – 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.

N 365 NURSING PRACTICE WITH HEALTHY  
POPULATIONS (2 cr. theory) Prereq. CM 156Q; N  
260; N 265; BI 338 completed or concurrent;  
concurrent with N 360 or within one semester  
of completion – 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.

N 368 NURSING CARE OF THE CHILDBEARING  
AND CHILD-REARING FAMILY (3) Prereq. BI 338; N  
350; N 355; N 360; N 365 – Today’s health care practice  
has expanded beyond the traditional patient-centered  
approach to encompass the entire family. The health of  
an individual impacts the structure and function of a  
family as well as roles within the family. In this course,  
the student learns about family systems to ensure family-  
centered care and a holistic approach. She explores  
the role of the nurse in childbearing and child-rearing  
processes to promote wellness and to prevent and treat  
illness, and she examines how the use of current evidence-  
based practice optimizes safe, quality nursing care.
To these problems to ensure the quality of nursing care, the nurse must identify the problems and plan solutions often dictated by social, economic, and political forces, leading to effective nursing care. Because women's health care is emphasized, the nurse's preparation to provide care is critical. Women's problems and the nurse's role in providing care include the physiological and psychological nature of the various cultures view and adapt to illness and disease.

The student explores the various meanings that people ascribe to acute and chronic illness and disease 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.

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.

This course is designed as a “topics” course to allow the exploration of a variety of topics related to the current practice of professional nursing. The course content complements essential concepts included in the nursing curriculum, and may include such topics as aging, genetics, and corrections nursing.

The foci of this course are the health concerns of women—from adolescence through senescence—and the identification of nursing skills in women's health care. 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.

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 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.

The student integrates multiple theories, frameworks, and 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.

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.

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N 455 NURSING PRACTICE WITH VULNERABLE POPULATIONS (3 cr. clinical) Prereq. N 370; N 375; concurrent with N 450 or within one semester of completion – 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.

N 460 LEADERSHIP FOR CHANGE IN HEALTH CARE (2 cr. theory; 1 cr. clinical) Prereq. N 370; N 375 – 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.

N 465 NURSING AND RESEARCH (3 cr. theory) Prereq. BSC 257; N 375 – 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.

N 470 PROFESSIONAL NURSING INTERNSHIP (6 cr. clinical) Prereq. N 450; N 455; N 460; N 465; concurrent with INTERN 383 – 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 475 PROFESSIONAL NURSING PORTFOLIO (1) Prereq. N 470 completed or concurrent – 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.

PCM 101 INTRODUCTION TO PROFESSIONAL COMMUNICATION (3) – This engaging foundational course sets the stage for communication studies. The student explores discipline theories and processes as she considers communication career fields such as training and consulting, public relations, human resources, broadcast journalism, advertising, corporate communication, and the nonprofit sector.

PCM 130 WRITING: THE EDITING PROCESS (3) Prereq. CM 110 – This course emphasizes clarifying and developing thinking in order to write clearly and completely for a variety of audiences, purposes, and formats. Using Alverno’s criteria for effective writing, the student learns to tailor and edit her writing to refine her message(s) and to develop her own voice and style.

PCM 170 VISUAL COMMUNICATION (3) Prereq. CM 112 – In this course the student explores the dynamic dimensions of visual communication. She becomes a more informed consumer, critic, and creator of visual messages as she hones her graphic design skills and defines her individual style. She learns and applies effective design principles while creating print projects using sophisticated industry-standard page layout, digital imaging, and illustration software.

PCM 200 PUBLIC COMMUNICATION: PRINCIPLES AND PRACTICE (3) Prereq. CLD 150 or IMD 193C or PCM 101; – The student learns the dynamic art, science, and skills of public performance. She considers classic and contemporary theories and she applies diverse strategies to enhance how she connects with audiences. Through a range of speech opportunities, she gains poise and confidence as a public speaker.

PCM 230 INFLUENCE AND GENERAL SEMANTICS (3) Prereq. CM 156Q; one Integrated Communication Level 3 – From Aristotle’s *Rhetoric* to the way that vigilante hate groups recruit and retain members, language and symbols have a huge impact on individuals and cultures. In this course, the student examines the interaction among language, attitudes, beliefs, and behavior using established and emerging theories in persuasion and general semantics.
PCM 300 ADVANCED WRITING: PROFESSIONAL APPLICATIONS (3) Prereq. PCM 130; PCM 230 completed or concurrent – Blogging, writing for the web, journalism, and generating ad copy are styles and formats that any communication student should add to her skill set. In this course, the student builds on what she learned in PCM 130, Writing: The Editing Process. In addition to developing a refined awareness of and sensitivity to various audiences and purposes, she begins to create her own professional writing portfolio.

PCM 320 ADVANCED MEDIA STUDIES AND MULTIMEDIA PRESENTATION (3) Prereq. AC 309; PCM 170; PCM 200 and/or PCM 230 completed or concurrent – 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.

PCM 325 MEDIA MANAGEMENT AND PRODUCTION: ONLINE RADIO MANAGEMENT TEAM (3) Prereq. One Integrated Communication Level 4 – In this course the student works with all aspects of Alverno Inferno Free Radio (AIFR). She gains experience in digital audio production, independently produces weekly programming and live broadcasts, and contributes to the marketing and management needs of the team. Students in the course are fully responsible for the operation of AIFR. Prior to registration, the student must submit an application and two letters of recommendation from Alverno College faculty.

PCM 364 (also A 364) DIGITAL PHOTOGRAPHY (3) Prereq. One Integrated Communication Level 3 – 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.

PCM 411 (also PS 411) PROFESSIONAL SEMINAR (1) Prereq. For AED supports, AED 488 – 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 (e.g., identifying/clarifying skills, values, interests, goals) and career research (e.g., Alverno’s career development program, Internet, professional networks), she dynamically engages in decision making and life work planning. The student conducts information interviews, professionalizes her résumé, and is videotaped interviewing. These skills facilitate entrée into her first position upon graduation as well as subsequent transitions as her career progresses.

PCM 421 DIGITAL JOURNALISM (3) Prereq. One Integrated Communication Level 3 – 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.

PCM 427 TECHNICAL COMMUNICATION (3) Prereq. CM 156Q; One Integrated Communication Level 3 – 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.

PCM 437 (also CLD 437) FUNDRAISING AND GRANT WRITING: PRINCIPLES AND PRACTICES (3) Prereq. One Integrated Communication Level 4 – 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.

PCM 441 BUSINESS AND PROFESSIONAL SPEAKING (3) Prereq. One Integrated Communication Level 4 – In order to simulate 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.
PCM 445 INTERCULTURAL COMMUNICATION (3)  
Prereq. One Integrated Communication Level 4  
– In this course the student learns theories of  
intercultural communication and applies them as she  
explores her own and other cultures. She examines her  
worldview and cultural assumptions and develops a viable  
framework for guiding interaction within cross-cultural  
settings. This course is often accompanied by a short- 
term international travel opportunity.

PCM 448 CONFLICT MEDIATION FOR EDUCATORS  
(1) Prereq. Licensure student or current teacher  
– This course covers such behavioral challenges as  
classroom management, violence prevention, and crisis  
intervention, combining theories of conflict mediation  
with practical application to case studies. The student  
learns to identify sources of conflict, to identify  
personal conflict negotiation and conflict management  
styles, to evaluate theories and frameworks of conflict  
management, and to apply those frameworks to conflict  
situations pertinent to educators.

PCM 464 (also A 464) ADVANCED  
PHOTOCOMMUNICATIONS (3) Prereq. PCM 364  
– This course builds on the student’s experience in  
PCM 364, Digital Photography. The student deepens  
hers 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 and  
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.

PCM 477 PUBLIC RELATIONS: THEORIES AND  
APPLICATIONS (3) Prereq. One Integrated  
Communication Level 4 – This advanced-level elective  
introduces the student to the purposes and practices of  
public relations, its role in organizations and 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.

PCM 486 COMMUNICATION THEORY AND  
RESEARCH (3) Prereq. PCM 230; PCM 300;  
PCM 320 completed or concurrent – 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.

PCM 490 DIGITAL PUBLISHING (3) Prereq. For CLD  
majors, PCM 170 or consent of instructor; for PCM  
majors, PCM 300 – 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.

PCM 493 INTERACTIVE LISTENING (3) Prereq.  
One Integrated Communication Level 4 – 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 the student  
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.

PCM 499 (also IMD 499) PROFESSIONAL PRACTICE  
SEMINAR (3) Prereq. PCM 320; PCM 486 completed  
or concurrent – 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 résumé 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.

PED 110 LIFE SPAN DEVELOPMENT (4) Prereq.  
Education major; PSY 101 – 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 aspects  
in laboratory settings 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.
PED 150 INTRODUCTION TO PSYCHOLOGY AND HUMAN DEVELOPMENT (6) Prereq. SSC 101 or LA 230 completed or concurrent – This course combines an introductory course in psychology (a discipline that studies human behavior in all its facets, including the processes that underlie that behavior) and a course in life span development. The student places 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. She 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. She is also expected to acquire problem-solving techniques, the ability to evaluate and compare theories, the ability to identify and evaluate contemporary and global aspects of development, and communication skills.

PH 231 GENERAL PHYSICS 1 (4) (6 hrs. lec./disc.) Prereq. MT 253; for chemistry majors, MT 148 completed and MT 152 completed or concurrent; for mathematics majors, MT 253 – 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 the course. (Separate sections of the course are offered for algebra/trigonometry students and for students who have taken or are enrolled in calculus.)

PH 232 GENERAL PHYSICS 2 (4) (6 hrs. lec./disc.) Prereq. PH 231 – In this second offering of physics, the student applies the analytical and problem-solving skills developed in PH 231 to the task of better understanding electricity, magnetism, and light. (Separate sections of the course are offered for algebra/trigonometry students and for students who have taken or are enrolled in calculus.)

PL 210 SEARCH FOR MEANING (2) Prereq. FA 110; HUM 150; CM 112 – 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.

PL 250 THINKING AND KNOWING (4) Prereq. FA 110; HUM 150; CM 112 – In this course, the student explores 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, the student examines relationships between belief and faith, knowledge and opinion, evidence and intuition, nature and nurture, as these are presented in a variety of philosophical, artistic, and humanistic texts from across cultures and throughout history. Thinking about these epistemological issues will lead us to raise ontological, spiritual, ethical, and political questions.

PL 251 PHILOSOPHY OF FOOD (4) Prereq. FA 110; HUM 150; CM 112 – The student explores conditions and contexts around eating, cooking, and food that shape answers to questions about who we are, what we know, and what we think we understand about ourselves and the world around us. What are humans’ relationships to food and the spiritual and community ideologies of eating and cooking? What are the sources and implications of individual food preferences? Through understanding the origins of individual and societal perceptions about food, cooking, and eating, and uncovering the misconceptions, misunderstandings, and mythologies regarding food, the student gains a heightened understanding of concepts of self, identity, and the world around her. Philosophical approaches to the mind–body relationship, nature versus nurture, concepts of personhood, food and value theory, and gender relationships to food are some ideas explored throughout the course.

PL 252 (also RL 252) MEDICAL ETHICS (4) Prereq. FA 110 or LA 230; HUM 150; CM 112 or SC 112 or SC 118 or SC 120 – In this course, the student takes a holistic approach to addressing medical-ethical questions from the perspectives of biology, philosophy, and religious studies. She addresses medical-ethical issues using key abilities. For example, she engages the diverse global perspectives that impact medical ethics in varied social, ethnic, and religious contexts, and she examines aesthetic expressions of life and death in literature, art, and film. She explores the values that impact medical-ethical decisions. And she clarifies and demonstrates her own ethical perspectives through reading, writing, listening, and speaking. The course is jointly taught by faculty from biology and philosophy (PL 252) or from biology and religious studies (RL 252).
PL 310 PHILOSOPHY OF LOVE AND FRIENDSHIP (2) Prereq. One Integrated Communication Level 3; one 210-level humanities/fine arts course – 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.

PL 311 THEMES IN PHILOSOPHY: CONFRONTING EVIL (2) Prereq. One Integrated Communication Level 3; one 210-level humanities/fine arts course – 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.

PL 350 AMERICAN PHILOSOPHY (4) Prereq. PL 250 or PL 251 or PL 252 or PL 310 or PL 311; one Integrated Communication Level 4; Aesthetic Engagement Level 4 – 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.

PL 375 HUMANISTIC EXISTENTIALISM (4) Prereq. PL 250 or PL 251 or PL 252 or PL 310 or PL 311; one Integrated Communication Level 4 – 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.

PL 385 STUDIES IN ETHICS: THEORY AND PRACTICE (4) Prereq. One Integrated Communication Level 4 – 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 them to the frameworks she has learned. She evaluates and responds to ethical positions taken by her classmates.

PL 410 PHILOSOPHICAL PERSPECTIVES AND METHODOLOGIES (4) Prereq. PL 250 or PL 310 or PL 311; for WGS majors/supports, WGS 200 and one Integrated Communication Level 4 – 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 those views. Now she develops a 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.

PL 475 INDEPENDENT RESEARCH (4) Prereq. PL 250 or PL 251 or PL 252 or PL 310 or PL 311; one Integrated Communication Level 4; Aesthetic Engagement Level 4 – 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.

PL 483 ADVANCED INTERNSHIP (2) Prereq. Departmental consent – Based on her personal, academic, and professional goals and interests, the student applies her learning in philosophy by doing work at a job setting or in a professional context related to her study in the discipline. Her experience may involve preparing a paper for publication if she is interested in pursuing an academic career, or it might involve working in a legal office if she is preparing for legal studies. There are many possible alternatives depending on her future plans.

PL 497 INDEPENDENT STUDY IN PHILOSOPHY (2-4) Prereq. Departmental consent – Under the approval and direction of a faculty member, the student may pursue independent study in an area of philosophy of special interest to her.
PN 120 PREPARATION FOR NURSING SUCCESS (2) – This course is designed to assist the student to accelerate her readiness and potential for success in nursing. Based on feedback from the Nursing Diagnostic Assessment (NDA) taken in AC 120, the student develops and strengthens her college academic vocabulary, grammar, and reading skills specific to the nursing discipline. She assesses her prior knowledge and current capacities in order to respond to her individualized remediation plan from the NDA. She expands her vocabulary, learns how to take effective notes, creates a map of readings, identifies main ideas, articulates similarities and differences in concepts, and develops memory skills. She develops a test-taking process and applies it in answering many multiple choice-type questions. She learns to articulate and identify specific test-taking strategies and when to apply them. In addition, the student learns about the Capacities of a Successful Intermediate Student and uses them as a resource for self-assessment and planning. Elements of careering are also incorporated in the course. The student takes another version of the NDA at the end of the course.

POL 225 AMERICAN POLITICS (4) Prereq. SSC 101; Communication Level 2: Writing – The student examines the American national government and other institutions, groups, and individual factors affecting the allocation of resources in society. She analyzes the interrelationships of public and private institutions, elected and appointed officials, interest groups, and citizens. In addition, she examines the major ideological perspectives operative in the political system to understand the ways in which political roles are played and political obligations defined.

POL 301 (also SOC 301) SOCIAL THEORY (4) Prereq. AC 309; CM 212; POL 225 completed or concurrent – 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.


POL 341 GIS (GEOGRAPHIC INFORMATION SYSTEMS) – See CL 341.

POL 342 AMERICAN POLITICAL BEHAVIOR: ELECTIONS (4) Prereq. POL 225 – In this course, the student examines elections in the United States, with special emphasis on presidential and U.S. Senate elections. She also studies the roles that women play in elections, both as voters and as candidates.

POL 350 TOPICS IN POLITICAL SCIENCE (4) Prereq. POL 225 or HS 211 or HS 212 or HS 251 – This upper-level course allows the politics program flexibility in offering a range of courses on various topics within the broad category of political science. Courses may focus on domestic American politics, on international political topics, or on global political topics that are not principally oriented around nation-states. See the Course Offerings book online for more specific information.

POL 390 POLITICAL PRACTICUM (1) Prereq. POL 225 – 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.

POL 398 COMMUNITY, POWER AND CHANGE – See CLD 398.

POL 410 COMPARATIVE SOCIAL POLICY – See GLS 410.

POL 412 COMMUNITY DEVELOPMENT – See CLD 412.

POL 491 SENIOR SEMINAR – See CLD 491.

PP 100 INTRODUCTION TO PROFESSIONAL HEALTH SCHOOL (0) Prereq. SC 119 completed or concurrent – 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.

PP 200 INTRODUCTION TO PROFESSIONAL SCHOOL EXAMS (0) Prereq. PP 100 completed or concurrent; SC 120 completed or concurrent – This two-hour seminar provides a more in-depth analysis of the requirements of professional health school admissions. It also introduces the student to the different professional health school standardized examinations, and reviews test taking and studying strategies.

PP 250 GRADUATE AND PROFESSIONAL SCHOOL EXAM PREPARATION SEMINAR (0) – The student learns how to prepare for graduate and professional school examinations (GRE, DAT, MCAT, PCAT, LSAT, and GMAT) in a series of five sessions. By taking the appropriate examinations as practice and preparation, the student is introduced to objective test-taking strategies and provided with an overview of analytical and logical reasoning skills. Individual sessions review reading, writing, and quantitative content areas. A final session reviews areas specific to the DAT, MCAT, PCAT, LSAT, or GMAT.
PP 300 FORMAL PRACTICE FOR PROFESSIONAL SCHOOL ENTRANCE EXAMS (0) Prereq. PP 250; SC 120 – In this student-directed seminar, the student schedules and leads study sessions that review content covered on different sections of each entrance examination. She completes the semester by taking a full-length practice of the entrance exam under conditions that simulate the test-taking environment.

PP 350 LOGICAL REASONING FOR GRADUATE SCHOOL PREPARATION (2) Prereq. PP 250; one Integrated Communication Level 3 – The student strengthens her reasoning ability by focusing on maximizing scores on graduate school admissions examinations. She analyzes and writes arguments. Using diagrams, charts, and symbolic logic, she interprets information presented as a set of conditions and relationships. Further, she refines her objective test-taking strategies, strengthening her ability to analyze questions and responses, while doing extensive test-taking practice. With instructor guidance, she isolates content areas needing review and formulates a detailed study plan. Finally, the student previews the application process, identifying key elements and researching financial aid options and resources.

PPS 129 PREPROFESSIONAL SEMINAR: PREPARING FOR A PROFESSIONAL CAREER (1) Prereq. CM 110 – The student engages in study, discussion, and activities designed to enable her to form a detailed knowledge of her interests, dominant vocational personality themes, and learning and working styles. She conducts occupational research and develops her ability to effectively network by interviewing professionals employed in the career(s) that interest her. The information she gathers contributes to her exploration of career fields and options, provides a basis to confirm her choice of major area of study, and aids in the development of an action plan that will prepare her for employment in her desired career field.

PSY 101 GENERAL PSYCHOLOGY (4) – In this introductory course in psychology — a discipline that studies human behavior in all its facets, including the processes that underlie that behavior — the student places 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.

PSY 110 LIFE SPAN DEVELOPMENT (4) Prereq. CM 110; PSY 101 – 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 aspects in laboratory settings 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 197/297/397/497 INDEPENDENT STUDY (1-4) Prereq. Consent of instructor – 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 a mentor for the course before registering.

PSY 250 ABNORMAL PSYCHOLOGY (4) Prereq. PED 150 or PSY 110 – The student studies the major theories, significant research, and methods of treatment related to personality development and/or behavioral disorders. She has the opportunity to improve her communication skills, social-interaction ability, and understanding of contemporary issues. A required field experience enables her to observe and become more familiar with community treatment facilities and mental-health programs.

PSY 301 ANALYTIC READING IN PSYCHOLOGY (4) Prereq. BSC 256 – The student learns to enter the academic discourse in psychology by reading scholarly journal articles related to central theories and/or issues in the discipline. She weighs evidence from a variety of viewpoints and draws conclusions about the strength of the evidence as well as limitations of the theoretical frameworks. She learns how researchers in psychology frame arguments, and practices using those techniques to conduct her own analyses of evidence on significant psychological theories.
PSY 320 (also SOC 320) COMPARATIVE SOCIAL INSTITUTIONS: THE FAMILY (4) Prereq. BSC 215; one 200-level course in PSY or SOC; one Integrated Communication Level 3 – The student analyzes what makes families work and the part they play in the total social fabric. She develops frameworks for interpreting the historical emergence of current types of families now common in our society, including those associated with different racial/ethnic and social class groups. Anthropological research on families in other cultures is also presented in order to highlight how different social values are associated with different definitions of what a “normal” or “good” family really is. The course also introduces the student to the process and products of ethnographic research.

PSY 330 PSYCHOLOGICAL ASSESSMENT (4) Prereq. BSC 255; BSC 256 or BSC 257; PSY 250 – 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.

PSY 335 PSYCHOLOGY OF THE ADULT LEARNER – See AED 335.

PSY 340 CONTEMPORARY TOPICS IN PSYCHOLOGY (4) Prereq. BSC 255; BSC 256 – This course allows the student to explore in depth a topic featured in professional research and training programs in psychology, such as those emphasized in doctoral programs in psychology or in academic journals in psychology. Topics rotate according to the expertise of faculty teaching the course. Sample topics may include the following: the psychology of prejudice, psycholinguistics, judgment and decision making, the history and systems of psychology, cognitive therapy, stigma and self-stigma.

PSY 345 PHYSIOLOGICAL PSYCHOLOGY (4) Prereq. BSC 256 or BSC 257; PSY 250 – 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.

PSY 350 EXPERIMENTAL PSYCHOLOGY (4) Prereq. Majors only; AC 309; BSC 255; BSC 256; CM 212 – 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.

PSY 353 APPLIED RESEARCH (4) Prereq. BSC 255; BSC 256 – The student participates in an applied research project with the intent of creating publishable research. She participates in some or all of the following aspects of the project, depending on the time required to complete the research: definition of the problem, design of the research instrument, data collection and analysis, and preparation of the final report.

PSY 360 PSYCHOLOGY OF WOMEN (2) Prereq. BSC 255; BSC 256 or BSC 257; PSY 250; for WGS majors/supports, WGS 200 – 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.

PSY 365 (also SOC 365) SOCIAL PSYCHOLOGY: CROSS-CULTURAL PERSPECTIVES (4) Prereq. BSC 255; BSC 256 or BSC 257; PSY 250 – 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.

PSY 370 ENVIRONMENTAL PSYCHOLOGY (4) Prereq. PSY 250 – 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.
PSY 375 THEORIES OF PERSONALITY (4) Prereq. BSC 255; BSC 256 or BSC 257; PSY 250 – 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 PSY 250, Abnormal Psychology, 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 intrapersonal dynamics and processes influencing distinctive patterns of adaptation throughout the life span 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.

PSY 380 LEARNING AND COGNITION (4) Prereq. BSC 255; BSC 256 or BSC 257; PSY 250 – The student focuses on the nature of human learning and cognition, proceeding from classical and operant conditioning 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 this behavior. She explores how variations in cultural contexts may influence learning processes.

PSY 385 ISSUES IN ALCOHOL AND DRUG TREATMENT (2) Prereq. BSC 215; PSY 250 – 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.

PSY 390 (also SOC 390) CASE MANAGEMENT (4) Prereq. BSC 255; BSC 256 or BSC 257; PSY 250 – 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.”

PSY 411 ANIMAL BEHAVIOR – See BI 441.

PSY 483 ADVANCED INTERNSHIP (2-4) Prereq. Good standing; concurrent registration in PSY 490 – In this course, the student participates in a field experience that allows her to develop helping skills that she is learning in PSY 490, Clinical Psychology. She works under the direction of professionals in a community or therapeutic setting that is consonant with her career choice.

PSY 490 CLINICAL PSYCHOLOGY (2) Prereq. Concurrent registration in PSY 483 – 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.

PSY 491 SENIOR SEMINAR (2) Prereq. Majors only; good standing; PSY 350 and another 300-level PSY course – This 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.

PSY 492 APPLIED PSYCHOLOGICAL SCIENCE (2) Prereq. PSY 350 – 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.

PSY 497 INDEPENDENT STUDY IN PSYCHOLOGY (2-4) – 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.
QL 050/110 APPLYING MATHEMATICAL THINKING (2) – 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 051/120 APPLYING ALGEBRAIC THINKING (2) Prereq. QL 050 or QL 110 or equivalent – The student integrates problem-solving techniques 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.

QL 123 MODELING ALGEBRAIC RELATIONSHIPS (1) Prereq. QL 051 or QL 120 or equivalent; concurrent registration in MT 123 – The student continues to develop her problem-solving skills and techniques needed for analyzing and solving applications that can be modeled by linear and quadratic relationships. She integrates technology into her process by using the graphing calculator as one tool to explore these relationships.

RL 210 CONTEMPORARY ISSUES IN RELIGION: CONTROL OF LIFE AND DEATH (2) Prereq. FA 110; HUM 150; CM 112 – 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, and 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.

RL 211 THE CATHOLIC IMAGINATION (2) Prereq. FA 110; HUM 150; CM 112 – 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.

RL 213 THE SEARCH FOR GOD (2) Prereq. FA 110; HUM 150; CM 112 – 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.

RL 214 IMAGES OF JESUS: PAST AND PRESENT (2) Prereq. FA 110; HUM 150; CM 112 – 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.

RL 250 JUDAISM, CHRISTIANITY, AND ISLAM (4) Prereq. FA 110; HUM 150; CM 112 – In this course, the student explores the three monotheistic religions — Judaism, Christianity, and Islam. A third of the course is devoted to each religion, and four broad themes — monotheism, salvation, ethics, and community — are probed in each religious tradition, allowing the student to compare and contrast the three religions. In addition to being introduced to the scriptures of the three faiths (the Hebrew Scriptures, the New Testament, and the Quran), the student explores how the three faiths have developed historically and how they have interacted with each other throughout history from their beginnings down to the present.

RL 251 ASIAN RELIGIONS (4) Prereq. FA 110; HUM 150; CM 112 – The student has the opportunity to explore religious scriptures, rituals, art expressions, tenets, 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 explored are Chinese Buddhism and Marxism, Shinto and various forms of Buddhism in Japan, Buddhism and shamanism in Southeast Asia, with special emphasis on Hmong and Laotian cultures. An important component of the course is an exploration of the ways that people of the above-named countries carry out their religious practices in the American context.
RL 252 MEDICAL ETHICS – See PL 252.

RL 297/397/497 INDEPENDENT STUDY (2-4) Prereq. Consent of instructor – 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 310 RELIGIOUS EXPERIENCE: MYTH AND SYMBOL (2) Prereq. One Integrated Communication Level 3; one 210-level humanities/fine arts course – 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, in addition, analyzes 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.

RL 311 GOSPELS OF MATTHEW, MARK, AND LUKE (2) Prereq. One Integrated Communication Level 3; one 210-level humanities/fine arts course – 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.

RL 313 MORAL THEOLOGY (2) Prereq. One Integrated Communication Level 3; one 210-level humanities/fine arts course – 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.

RL 314 THE WORLD’S RELIGIONS (2) Prereq. One Integrated Communication Level 3; one 210-level humanities/fine arts course – 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 religions 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.

RL 350 THE BIBLICAL WORLDVIEW (4) Prereq. RL 250 or RL 251 or RL 310 or RL 311 or RL 313 or RL 314; one Integrated Communication Level 4; Aesthetic Engagement Level 4 – 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.

RL 375 RELIGION IN AMERICA AND IN THE WORLD (4) Prereq. RL 310 or RL 311 or RL 313 or RL 314; one Integrated Communication Level 4 – 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).

RL 385 STUDIES IN ETHICS: THEORY AND PRACTICE (4) Advanced standing – 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 410 SENIOR RELIGIOUS STUDIES SEMINAR: SPIRITUALITY (4) Prereq. One Integrated Communication Level 4 – The student examines a variety of exegetical and theological approaches (e.g., historical-critical, social-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.
RL 413 EXTERNAL ASSESSMENT FOR RELIGIOUS STUDIES MAJORS (0) – 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.

RL 475 RELIGIOUS STUDIES DESIGN: CHRISTIAN MINISTRY (4) Prereq. One HUM 350 Series course; RL 350; RL 375; advanced standing with specialization in religious studies – 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.

RL 483 ADVANCED INTERNSHIP (2-4) Religious studies major or support; departmental consent – Based on her individual needs, interests, and educational and professional goals, the student, in conjunction with her faculty advisor and the Internship Office, selects a setting within the community in which she can engage in a professional ministry (e.g., a local parish, hospital, social service agency). She assumes a role in which there is opportunity, under the guidance of her on-site mentor and faculty mentor, to develop her professional capabilities and to apply her theological understandings to practice in Christian ministry. To accompany this experience, she participates in an on-campus seminar in which she systematically reflects on her theory of ministry in practice; analyzes with peers special problems in the practice of ministry; develops functional resources in the areas of time management, interpersonal interaction, observation, interviewing, and evaluating; and analyzes changing structures and institutions.

SC 111 SCIENCE OF EVERYDAY MATERIALS (4) (3 hrs. lec., 2 hrs. lab) Prereq. QL 120 completed or concurrent – In this course, the student focuses on everyday materials such as glass, metal, plastic, pigments, and paper. She studies how the atomic, molecular, and crystalline structures of materials affect their properties, and she investigates how these properties affect the interactions that occur between materials.

SC 112 SCIENCE AND WOMEN (3) Prereq. Analysis Level One – This course 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. The student develops a scientific understanding of the natural world, using her analytic skills to investigate and articulate biological and other science-related topics, and she gains an understanding of both the historical and current roles of women in science.

SC 117 INTEGRATED SCIENCE 1 (4) (3 hrs. lec., 2 hrs. lab, 1 hr. discussion) Prereq. QL 050/110; QL 051/120 completed or concurrent – 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.

SC 118 INTEGRATED SCIENCE 2 (3) (3 hrs. lec.) Prereq. QL 050/110; QL 051/120 completed or concurrent; Analysis Levels 1 and 2 – The student analyzes and applies major concepts and theories of biological science. A strong emphasis is placed on 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.

SC 118L INTEGRATED SCIENCE 2 LABORATORY (1) (2 hrs. lab) Prereq. Concurrent registration in SC 118 –

SC 119 FOUNDATIONS OF CHEMISTRY (4) (3 hrs. lec., 2 hrs. lab, 1 hr. discussion) Prereq. QL 050/110; QL 051/120 completed or concurrent – The student learns to apply major concepts and models of chemistry (physical changes and chemical reactions, classes of matter, stoichiometry, concentrations and dilutions, atomic and ionic structure, 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 draw reasonable inferences. She begins to develop hypotheses and to modify procedures to test them.
SC 120 FOUNDATIONS OF BIOLOGY (3) (3 hrs. lec.) Prereq. QL 050/110; QL 051/120; SC 119 –

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 of the laboratory is the design and implementation of an investigative project. This course is required of all students planning to take additional science courses.

SC 120L FOUNDATIONS OF BIOLOGY LABORATORY (1) (3 hrs. lab) Prereq. Concurrent registration in SC 120 –

SC 492 NATURAL SCIENCE SEMINAR (2) Prereq. BI 341; ED 351 – The student focuses on an integrative system (such as energy) and uses the conceptual framework of the Wisconsin State Curriculum Guide — diversity, organization, change, continuity, interaction, and limitation — to integrate her understanding of the biological, chemical, physical, and geological sciences. In doing so, she effectively uses advanced-level abilities in critical thinking.

SLC 100 SPANISH LANGUAGE PLACEMENT ASSESSMENT (0) Prereq. Previous Spanish coursework/experiences – This opportunity is available for the student who has not taken a Spanish language course at Alverno College but who has developed some awareness/skills in Spanish through life experience and/or coursework in high school or on the college level.

SLC 103 BEGINNING SPANISH 1 (3) Prereq. No previous Spanish coursework – In this introductory course, the student begins to communicate in the Spanish language and learn about Spanish cultures. 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.

SLC 104 BEGINNING SPANISH 2 (3) SLC 103 completed or waived per SLC 100 – In this second introductory course, the student continues to communicate in the Spanish language and learn about Spanish cultures. 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.

SLC 203 INTERMEDIATE SPANISH 1 (3) Prereq. SLC 104 completed or waived per SLC 100 – This third-semester Spanish Language and Cultures course continues to build on the student’s foundational proficiency in listening, speaking, reading, and writing Spanish. The student learns more advanced grammatical structures and vocabulary and begins to integrate them more fully with cultural elements embedded in the text and in classroom activities.

SLC 204 INTERMEDIATE SPANISH 2 (3) Prereq. CM 112; FA 110 OR LA 230 and HUM 150; SLC 203 completed or waived per SLC 100 – This course is designed for the student with a working foundation in the structural components of the Spanish language and a specific need to continue to acquire specialized vocabulary skills and to broaden communicative proficiency in specific interactions and work-related contexts. She continues to integrate meaningful oral and written skills, cultural understandings, and career outcomes. The course requires 8 to 12 hours of service learning in the community.

SLC 303 CONVERSATION AND COMPOSITION (3) Prereq. SLC 204 completed or waived per SLC 100 – 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.

SLC 318 SPANISH FOR BUSINESS (3) Prereq. SLC 204 completed or waived per SLC 100 – This course is designed to engage students in a business environment in order to communicate effectively in real-life situations. The student learns the vocabulary and grammar necessary to conduct basic business activities in Spanish-speaking countries. The 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.

SLC 320 INTENSIVE SPANISH IMMERSION (5) Prereq. At least one SLC or SPI course; approval of SLC Department – This intensive Spanish immersion course provides the student a unique immersion experience in a Spanish-speaking country and in a genuine Spanish-speaking environment, while at the same time providing a challenging academic experience.
SLC 400 REFLECTIONS ON A SPANISH IMMERSION EXPERIENCE (2) Prereq. SLC 204 – The student contracts with the instructor to fulfill one of three options — or a combination thereof — 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.

SLC 403 ADVANCED GRAMMAR AND COMPOSITION (3) Prereq. SLC 303 completed or waived per SLC 100 – 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 idioms. 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.

SLC 420 SPANISH AND LATIN AMERICAN CINEMA (4) Prereq. SLC 303 completed or waived per SLC 100 – This course is designed for students in the Spanish Language and Cultures (SLC) support area. 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 Spain and of countries throughout Latin America. Films enable the student to travel to different destinations and to experience various contexts through the eyes of the filmmaker — introducing the student to culture, some history, colloquial speech, and regional accents.

SLC 466 TOPICS IN HISPANIC CIVILIZATION (4) Prereq. SLC 303 – This 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 rotate and may include sociolinguistics, immigration and human rights, food in literature, medicine in literature, and Afro-Hispanic music and dance.

SOC 220 SOCIAL MOVEMENTS AND SOCIAL CHANGE – See CLD 220.

SOC 297/397/497 INDEPENDENT STUDY IN SOCIOLOGY (2-4) Prereq. SSC 101; consent of instructor – The student wishing to pursue a special project in sociology 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 301 SOCIAL THEORY – See POL 301.

SOC 306 RACE AND ETHNICITY IN AMERICAN LIFE (4) Prereq. SSC 101; one Integrated Communication Level 3 – The student examines from a historical perspective various racial and ethnic groups that comprise American society. She analyzes similarities and differences in terms of social status, relative power, and the dynamics of racism.


SOC 321 CRIMINOLOGY AND JUSTICE (4) Prereq. One Integrated Communication Level 3; BSC 215; one additional 200-level course in PSY or SOC – The student applies scientific methods and sociological theories to the study of crime and the criminal justice system. “Justice,” as it appears in the course title, refers to criminal justice and social justice. Therefore, the student examines the social construction of crime and criminality by studying how we define what “crime” is and how we decide who should be punished for what. She probes problems of injustice within our criminal laws, law enforcement agencies, courts, and correctional facilities. The course examines historical and contemporary practices of criminal justice as they have been shaped and experienced by groups such as the poor/rich or racial and ethnic minorities/majorities. The student conducts qualitative research to deepen her understanding. She works toward developing meaningful solutions that reflect the integration of theory and practice with empirical evidence and her personal value system.

SOC 341 GIS (GEOGRAPHIC INFORMATION SYSTEMS) – See CL 341.

SOC 350 TOPICS IN SOCIOLOGY (4) Prereq. POL 225 or HS 211 or HS 212 or HS 251 – 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.

SOC 390 CASE MANAGEMENT – See PSY 390.

SOC 398 COMMUNITY, POWER AND CHANGE – See CLD 398.

SOC 483 ADVANCED INTERNSHIP (2-4) Prereq. INTERN 383; departmental consent –

SOC 491 SENIOR SEMINAR – See CLD 491.

SPI 100 BILINGUAL PROFICIENCY ASSESSMENT (0) – This assessment tool is used to determine a student’s level of proficiency in reading, writing, speaking, and listening in both English and Spanish. It is required of all students who wish to pursue a support area in Spanish/English Health Care Interpretation, a program that requires a native or near-native level of oral and written proficiency in both languages.

SPI 210 BILINGUAL MEDICAL TERMINOLOGY (3) Prereq. FA 110; HUM 150; CM 112; SPI 100 – In this course, the student becomes familiar with the medical terminology of the major bodily systems in Spanish and English. This includes terminology to identify body parts, diseases, tests, and treatments.

SPI 310 CULTURAL COMPETENCE IN HEALTH CARE: THE LATINO PERSPECTIVE (2) Prereq. One Integrated Communication Level 3; one 210-level humanities/fine arts course – This course focuses on the theoretical frameworks that define culture, cultural competence, and cultural proficiency in order to increase the student’s understanding of the multicultural aspects of health care. Classroom discussion includes such topics as diversity and immigration in the United States, transcultural communication, and Latino culture and health care. Optional travel through short-term study abroad is available on a rotating basis.

SPI 320 ADVANCED INTERPRETING PRACTICE (3) Prereq. SPI 210 – In this course, the student reviews the frameworks of interpretation with practice drills and simulations that are designed to expose her to possible challenges in a variety of health care settings. The simulations incorporate sight translation and consecutive and simultaneous interpretation exercises from English to Spanish and from Spanish to English.

SPI 350 ETHICS FOR HEALTH CARE INTERPRETERS (3) Prereq. SPI 210 – This course, designed as a capstone experience, focuses on the history of ethics as it relates to issues of social justice and the Civil Rights Movement. It also looks at the impact of these issues on current federal regulations. The student examines the ethical standards of health care interpreting as conceived by various entities.

SPI 360 WRITTEN TRANSLATION SKILLS FOR HEALTH CARE INTERPRETERS (3) Prereq. SPI 320 – This course focuses on the written language skills necessary for translation. The student reviews current grammar rules in English and Spanish and refines her writing skills in both languages. She is encouraged to analyze written medical texts commonly found in health care settings.

SPI 397 INDEPENDENT STUDY (2-4) – Under the approval and direction of a faculty member, independent study is available to students.

SPI 483 HEALTH CARE INTERPRETER INTERNSHIP (2) Prereq. SPI 320; SPI 350 – During her internship experience, the student applies the theoretical frameworks and skills of health care interpretation in a professional health care setting through observation and practice.

SSC 101 INTRODUCTION TO SOCIAL SCIENCE (4) – 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.

TA 115 FUNDAMENTALS OF VOICE AND MOVEMENT – See DA 115.


TA 250 MUSICAL THEATER: ON STAGE AND SCREEN – See DA 250.

TA 265 FUNDAMENTALS OF ACTING: ON STAGE AND OFF (2) – 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.
TA 307 SELECTED TOPICS IN THEATER: PRODUCTION (2) – In this course, the student works on a departmental production to develop her collaborative problem-solving skills.

TA 310 CONTEMPORARY THEATER: SILENCED VOICES HEARD (2) Prereq. One Integrated Communication Level 3; one 210-level humanities/fine arts course – 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.

TA 340 INTRODUCTION TO DIRECTING (3) Prereq. TA 265 – 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.

TA 355 CREATIVE DRAMA (3) Prereq. ED 201; CORE scores met or meet eligibility requirements for ACT/SAT/GRE – Creative drama uses process-oriented, nonexhibitional 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.

TA 440 ADVANCED DIRECTING (3) Prereq. TA 340 – 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.

WE 101 INTRODUCTION TO FITNESS (1) – Join this class if you want to become more physically active! You learn the basic components of physical fitness, implement those components in your everyday living, develop a personal fitness plan, and set fitness goals.

WE 115 KICKBOXING (1) – In this class you learn the basics of kickboxing and develop advanced skills.

WE 120 BOSU BALL (1) – Use the Bosu ball to get a full-body workout that includes cardio, toning, and balance.

WE 121 COLLEGE LIFE 102: LEADERSHIP (1) – Identifying and developing leadership skills in college can help you for years to come. Learn about basic leadership theories, campus leadership opportunities, and the application of leadership skills in the collegiate setting and beyond.

WE 122 SKINNY JEANS (1) – Learn a variety of ways to exercise to get a full-body workout, with emphasis on strengthening core muscles in a safe manner. A variety of equipment is used and provided. No experience necessary.

WE 123 MEDITATION 101: SIMPLE SILENCE (1) – 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 are presented and practiced.

WE 124 THE BRIDGE FROM CAMPUS TO THE REAL WORLD (1) – This is a dynamic, interactive course that incorporates personal assessments, hands-on projects, and guest presentations designed to help you enhance your self-knowledge and vocational direction; increase your sense of self-reliance, confidence, and competence; plan for a future that offers personal meaning and reward; develop your ability to effectively make important decisions; and recognize the promise of your potential.

WE 126 PERSONAL MONEY MANAGEMENT AND BUDGETING (1) – Learn how to better manage your income and expenses by developing and using a personal budget. Topics include ideas for increasing income, reducing and controlling expenses, decreasing stress in managing money, and setting financial goals. Also discussed are how to make good decisions on credit cards, insurance, auto expenses, health care, and saving.

WE 129 YOGA-LATES (1) – 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 AND STUDY STRATEGIES FOR SUCCESSFUL STUDENTS (1) – This course teaches 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 course explores how motivation, attitude, interpersonal skills, and anxiety can help or hinder you in your college studies.

WE 134 DISCOVER YOUR STRENGTHS (1) – Using the Strengthsfinder instrument, you discover your top five strengths/talents and learn how working with your strengths in college helps you to navigate your educational experience. recognize the strengths of others, handle challenges, and select a career path. Understanding and utilizing your strengths leads to an improved sense of confidence as well as career and life satisfaction.

WE 135 DEVELOPING STRESS RESILIENCE (1) – Learn different techniques to develop your resilience to everyday stress. The course explores the personal situations that 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) – We live in a very fast-paced world and college can often create stressors when we try 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, without, it is hoped, 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 relationship with all who sit in the circle; builds community; and 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 FOR NURSING STUDENTS (1) Prereq. N 250 – 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 gives you an opportunity to learn and practice test-taking strategies, including analyzing test questions and responses, identifying key words, and reducing anxiety.

WE 138 MAKING CONNECTIONS, BUILDING RELATIONSHIPS (1) – 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 build resources and tools while developing supportive social networks.

WE 139 BASIC EXERCISE AND STRENGTH TRAINING (1) – This class focuses on very simple exercises to increase cardiovascular conditioning and strength. The cardiovascular portion uses HIIT training — high-intensity, short intervals that last three minutes. The strength portion is designed to elicit a quick increase in strength tone and muscle definition. You experience an increase in overall physical conditioning, muscle tone, and shape. Equipment includes Bosu balls and jump ropes. No previous experience needed; modifications and progressions are made for individual success.

WE 140 BEGINNING YOGA (1) – In this class you learn the basic fundamentals of yoga and fifteen yoga poses. It is a slow-paced class that focuses on the breath and on holding the poses, and ends with a guided savasana and meditation. The class does not incorporate vinyasa flow between poses. Students need to bring a yoga mat.

WE 141 PILATES (1) – In this class you learn the basic fundamentals of Pilates and the twelve beginning exercises. The class is designed to increase breath awareness, improve posture, and develop core strength and muscle tone in the arms and legs.

WE 142 BODY ROCK XFIT (1) – This class simulates the exercises performed by professional athletes, giving you the sculpted, lean look that you always wanted. It is specifically designed to blast fat and build muscle, all in one workout. Through a challenging circuit combination of cardio and core-strengthening exercises, you get a total body workout in just 50 minutes. Open to all fitness levels; exercise modifications are made. No equipment needed; strength exercises performed with body weight only.

WE 143 MEDICATION DOSING: MUST KNOW FOR NURSES (1) – In this course, the student learns the mathematics required to accurately dispense medications. This includes exposure to physical representations of various measurement units that nurses commonly encounter in their practice. The student learns frequently used abbreviations, conversions, approximations, calculations, and rounding in dosing, with an emphasis on strategies for maintaining accuracy and attention to detail. Genres of calculation include weight-based, flow rate, and injection computations.
WE 144 ZUMBA (1) – This Latin-inspired cardio-dance workout uses music and choreographed steps to create a fitness party atmosphere. While many of the types of dance and music featured in the class are Latin-inspired, the class may also include everything from jazz to African beats to country to hip-hop and pop.

WE 145 MORNING GRIND: CARDIO CIRCUIT BOOT CAMP (1) – This is the ultimate cardio and body-sculpting workout — it burns fat and builds strength. Using alternating timed circuits of cardio and weight training, the class allows you to maximize your strength and firm your entire body while burning up to 400 calories in 50 minutes. Open to all fitness levels; exercise modifications are made.

WE 146 STRENGTH TRAINING AND ATHLETIC CONDITIONING (1) – This class is designed to enhance your body's natural athletic abilities. You 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 GREAT MILWAUKEE WELLNESS WALKS (1) – This class consists of a minimum of six walks around Milwaukee County to explore the area's natural and cultural history. Locations include parks, riverways, the lakefront, and neighborhoods. The class emphasizes walking as a form of physical exercise, stress release, social interaction, and community building. Physiology and psychology intersect with environmental education as the group explores its surroundings on foot. The instructors combine their knowledge of Milwaukee and their commitment to wellness in this unique class.

WE 148 R.I.P.E.D. (RESISTANCE, INTERVALS, POWER, PLOMETRICS, AND ENDURANCE (1) – This total-body, high-intensity program uses free weights and resistance to burn calories. Tough yet doable, the class challenges your levels of fitness and endurance.

WE 149 LEADING IN SERVICE (1) – This class exposes you to experiences, theories, and examples of servant leadership. It allows you to practice “service” and to study “models of service” through the eyes of those who made service their life’s work, such as Dr. Martin Luther King Jr., Mahatma Gandhi, Nelson Mandela, Dorothy Day, and St. Francis of Assisi, as well as countless others in the Milwaukee community. Students participate in three visits to St. Ben’s Meal Program and four classroom sessions.

WE 150 MAKING SPIRITUALITY RELEVANT IN OUR LIVES (1) – Short reflections on topics are used as the basis for open discussion about spiritual issues and faith.

WGS 146 ART WORKSHOP: POSTMODERN FEMINIST ART AND THE MEDIA – See A 146.

WGS 200 INTRODUCTION TO WOMEN’S AND GENDER STUDIES (4) Prereq. CM 110; FA 110 or HUM 150 or LA 230 – This course serves as the foundational course for the WGS program, providing the student with a solid grounding in theory, research, and practice issues related to women’s and gender studies. It serves as a place to create a community of learners invested in women's and gender issues. It introduces the student to Alverno’s Research Center for Women and Girls, other community resources, and key faculty who teach in the program. It also prepares the student to apply feminist frameworks to her major discipline and/or support areas and to recognize and formulate important questions from the perspective of women’s and gender studies.

WGS 306 GENDER DIVERSITY – See GEC 306.

WGS 397 INDEPENDENT STUDY (4) – The student chooses an area of interest in relationship to her study of women and gender, designs an independent project with an available faculty member of her choice, and pursues the study throughout the semester.

WGS 410 SENIOR HUMANITIES SEMINAR – See HUM 410.

WGS 483 ADVANCED INTERNSHIP (2) – Based on her personal, academic, and professional goals and interests, the student does individual fieldwork at a job setting related to women’s and gender studies applications.

WGS 491 SENIOR SEMINAR (4) Prereq. WGS 200; GEC/WGS 306; PL 410 – This course is taken by all students majoring in Women’s and Gender Studies.

XXX 399 ADVANCED-LEVEL EVENT (0) – 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. 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. The student should register for the event that corresponds to her major. (This event appears as A 399, BI 399, CH 399, and so on in course lists.)
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.

Mary J. Meehan, PhD
President

Kathleen O'Brien, PhD
Senior Vice President for Academic Affairs

Jeana Abromeit, PhD
Associate Vice President for Academic Affairs

Kathy Lake, PhD
Vice President for Student Success

Kate Lundeen, MPP
Vice President for Enrollment Services

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

Julie Quinlan Brame, MM
Vice President for College Advancement

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

Advising Office
Katherine Bundalo, MS, Director

Alumnae Relations
Mary M. Frieseke, MBA, Director

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

Alverno Presents
David Ravel, MFA, Director

Assessment Center
Kelly Talley, MDiv, Director

Athletics
Brad Duckworth, MS, Director

Bookstore
Joel Robertson, Manager

Campus Ministry
Connie Popp, EdD, Campus Minister

Career Education
Joanna Patterson, MS, Director

Compliance and Risk Services
Virginia Wagner, MRE, Director

Counseling and Health Services
Meg Pledl, MS, Director

Dining Services
Peter Idsvoog, MBA, District Manager

Early Learning Center
Barbara Groshek, Coordinator

Educational Research and Evaluation
Glen Rogers, PhD, Director

Human Resources
Sharon Wilcox, MS, Director

Information Services
Cindy Keuerer, Manager

Information Systems
Jim Hilby, MS, Chief Information Officer

Instructional Services
Nancy Bornstein, MS, Director

Internship Office
Sue Leister, MA, Director

Library
Larry Duett, MLIS, MA, Director

Marketing Communications
Sebastian Thachenkary, BFA, Director

Media Hub
Jerey Dutschke, MS, Director

Plant Operations
John Marks, Director

Professional Support Services
Donna Kierzek, Director

Registrar's Office
Patricia Hartmann, MS, Registrar

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

Residence Life
Vicki Schreiber, MS, Director

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

Student Activities & Leadership
Brooke Wegner, MA, Director

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

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

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Marsha Sehler, Director of Business Development, Uihlein Wilson Architects
S. Barbaralie Stiefermann ’64, SSSF, Curator SSSF Art, St. Joseph Center
Barbara J. Wyatt Sibley ’82, Community Volunteer

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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.

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

Alt-Gehrman, Penny
MSN Nursing, Marquette University

Archer, Joanne
MSN, Marquette University

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

Balistreri, Dawn
MA Communication, University of Wisconsin-Milwaukee

Ball, Carl
PhD Genetics, University of Wisconsin-Madison

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

Bell, Christy
MS Geochemistry/Mineralogy, Pennsylvania State University

Birney, Robert
MBA, Old Dominion University

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

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

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

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

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

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

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

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

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

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

Calhoun, Judy
PhD Organic Chemistry, University of Illinois, Champaign-Urbana
Caruss, Dawn  
MS Adult CNS/Adult Education Nursing, University of Wisconsin-Madison  
BSN, Alverno College

Casey, Kevin  
PhD History, Northern Illinois University  
MA History, Northern Illinois University

Cromwell, Gregory  
MA Novel Writing, University of Manchester, United Kingdom

Crosby, Margaret  
PhD Spanish, University of New Mexico  
MA Spanish, Ohio University

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

Deutsch, Bernardin  
PhD Philosophy of Education, Catholic University of America  
MS Educational Psychology, Catholic University of America

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

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

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

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

El-Sheikh, Amal  
PhD Molecular/Cell/Developmental Biology, University of Louisville  
MD, Moscow Academy of Medicine

Emami, Zohreh  
PhD Economics, Michigan State University

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

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

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

Fey, Joyce  
PhD Communication Arts, University of Wisconsin-Madison  
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Flamboe, Jennifer M.  
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Sister Joel Read

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S. Leona C. Truchan, PhD, Biological Sciences  
S. Armella Weibel, MS, Mathematics  
Nancy Wilson, MSN, Nursing
Alverno Alumnae

Alumnae are a college's success. Alverno's success does not appear in a handful of famous names or in aggregate earnings figures, but in the thousands of lives our alumnae have touched as productive workers and respected leaders in the communities where they live.

Today, as in the past, Alverno graduates enter the workforce with a proven edge of experience and ability. 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

<table>
<thead>
<tr>
<th>Department</th>
<th>Extension (382-XXXX)</th>
</tr>
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<tbody>
<tr>
<td>Academic Affairs</td>
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<td>Admissions</td>
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<td>Advising Office</td>
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<td>Alumnae Relations</td>
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<td>Alverno Presents</td>
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<td>Art and Cultures Gallery</td>
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<td>Assessment Center</td>
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<td>Austin Hall</td>
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<td>Bookstore</td>
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<td>Business Office</td>
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<td>Campus Ministry</td>
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<td>Cultural Education Center</td>
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<td>Dean of Students</td>
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<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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<td>Facilities</td>
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<td>Financial Aid Office</td>
<td>6046</td>
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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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<td>Health Services</td>
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<tr>
<td>Housekeeping</td>
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<td>Information Desk</td>
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<td>Instructional Services</td>
<td>6016</td>
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<td>International &amp; Intercultural Center</td>
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<td>Internship Office</td>
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<td>Library</td>
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<td>Circulation</td>
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<tr>
<td>Reference Desk</td>
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<tr>
<td>Reserve Desk</td>
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<tr>
<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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<tr>
<td>Pitman Theatre</td>
<td>6150</td>
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<tr>
<td>Pitman Theatre Box Office</td>
<td>6044</td>
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<tr>
<td>President’s Office</td>
<td>6064</td>
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<tr>
<td>Registrar’s Office</td>
<td>6370</td>
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<tr>
<td>Student Activities &amp; Leadership</td>
<td>6317</td>
</tr>
<tr>
<td>Student Affairs</td>
<td>6118</td>
</tr>
</tbody>
</table>

### Emergency Phone Numbers

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

1. Be ready to answer questions and provide important information. Stay on the line. Give the location of the emergency, the building, address, room number, and the phone number you are using.

2. Call Campus Security at ext. 6911.

3. Stay with the victim until help arrives.

**Non-life-threatening situation:**

Call Campus Security at ext. 6911.

### Addresses of Alverno Buildings

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

- **Austin Hall**
  3390 South 43rd Street

- **Christopher Hall**
  4100 West Morgan Avenue

- **Clare Hall**
  3333 South 39th Street

- **Corona Hall**
  3335 South 39th Street

- **Elizabeth Hall**
  3251 South 39th Street

- **Liberal Arts Building**
  3401 South 39th Street

- **Sister Joel Read Center**
  3400 South 43rd Street
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<th>Period</th>
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<th>Date</th>
<th>Event</th>
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<tr>
<td><strong>Fall</strong></td>
<td></td>
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<tr>
<td></td>
<td>August</td>
<td>27</td>
<td>Weekday classes begin</td>
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<tr>
<td></td>
<td>September</td>
<td>1</td>
<td>Labor Day: college closed</td>
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<td></td>
<td>October</td>
<td>9-12</td>
<td>“R” Weekend: no classes</td>
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<td>November</td>
<td>26</td>
<td>Thanksgiving recess after last class</td>
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<td>December</td>
<td>8-11</td>
<td>Final assessments</td>
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<td>20</td>
<td>Graduation</td>
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<tr>
<td><strong>Spring</strong></td>
<td>January</td>
<td>28, 2015</td>
<td>Weekday classes begin</td>
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<tr>
<td></td>
<td>February</td>
<td>16</td>
<td>Presidents’ Day: college closed</td>
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<td>March</td>
<td>9-13</td>
<td>Spring break</td>
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<td>Easter recess</td>
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<td>22</td>
<td>Community Day</td>
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<td>May</td>
<td>18-21</td>
<td>Final assessments</td>
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<td>23</td>
<td>Graduation</td>
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<td><strong>Summer</strong></td>
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<td>Classes begin and end at various times during the summer. See Course Offerings online for specific dates.</td>
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<td>July</td>
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<td>Independence Day: college closed</td>
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## 2015-16

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<td>7</td>
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<td>Thanksgiving recess after last class</td>
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<td>Spring break/Easter recess</td>
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<td>16-19</td>
<td>Final assessments</td>
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<td>21</td>
<td>Graduation</td>
</tr>
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</table>
1. Austin Hall (AU)  
2. Reiman Plaza  
3. Sister Joel Read Center (RC)  
4. Founders Hall (FO)  
5. Pitman Theatre  
6. Athletic & Fitness Center (AF)  
   Reiman Gymnasium  
7. Alphonsa Hall (AL)  
   Lampe Recital Hall  
9. Christopher Hall (CH)  
   Wehr Auditorium  
10. Athletic Fields  
11. Alumnae Courtyard  
12. Power House  
13. Corona Hall (CO)  
14. Clare Hall (CL)  
15. Elizabeth Hall (EL)  
   Alverno Early Learning Center  

PARKING LOTS  
A. Parking Ramp  
B. Handicapped Parking  
C. Public Parking  
D. Permit Parking  
E. Public Parking  
F. Public Parking  
G. Permit Parking  
H. Public Parking  
I. Public Parking