ALVERNO COLLEGE MISSION STATEMENT

Alverno College is an institution of higher education 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 does not discriminate on any basis prohibited by law. This Bulletin presents information as accurately and completely as possible. However, the College reserves the right to make changes.
Alverno on the Weekend is an opportunity for women of all ages to earn a college degree. Some benefits of Alverno on the Weekend are:

**Full Degree Program for Women**
- Alverno on the Weekend is a full bachelor’s degree program.
- Students can enter with no previous college credits.
- Full-time students can complete a degree in four years.
- If a student has previous college credits, Alverno does a transfer credit evaluation and notifies her of credits that transfer.
- Alverno also considers prior learning from life experience in certain situations. Contact an admissions counselor to discuss.

**Flexible Scheduling**
- Classes in Alverno on the Weekend are offered from Friday evenings through Sunday afternoons.
- Classes are held every other weekend during the fall and spring semesters.
- Some weekend and evening courses are available in the summer.
- Students can attend full-time or part-time.
- A semester of Alverno on the Weekend is equal to a semester of regular college.

**Nationally Acclaimed Curriculum**
- National magazines have rated Alverno as an effective education and an educational “buy.”
- Full semesters enable students to grasp course content and develop complex levels of learning.
- Alverno’s ability-based curriculum enables students to advance simultaneously both in discipline knowledge and in eight abilities critical to the application of knowledge.
- Projects, research papers, and presentations help students gain experience in communication, analysis, problem solving, and other areas pertinent to career advancement.

- Assessment is a powerful learning tool that, through feedback, helps students know how to apply knowledge to real-life situations. Instead of a grade, students receive a thorough analysis of their strengths and areas needing improvement.

**Campus Environment**
- Alverno on the Weekend provides a complete collegiate atmosphere.
- Small classes guarantee individual student attention from faculty.
- Women driving a distance can make arrangements to reside on campus during the weekend.
- Networking opportunities can occur through special speakers and an array of campus organizations available to weekend students.

**Services and Resources**
Support services for students are available during Alverno on the Weekend. The following campus services have special weekend hours:
- Library
- Financial Aid Office
- Student Services
- Business Office
- Advising Office
- Career Education Center
- Media Hub
- Computer Center
- Instructional Services
  - Tutoring and study groups
  - Communication Resource Center
  - Math Resource Center
  - Science Resource Center
  - English as a second language services
  - Access for students with disabilities
- Dining Services
- Bookstore
Bachelor’s Degree Programs
Alverno on the Weekend offers bachelor’s degree programs in these major areas of study:

- Business and Management *(bachelor of arts)*
- Communication, Management and Technology *(bachelor of arts)*
- Community Leadership *(bachelor of arts)*
- Management Accounting *(bachelor of arts)*
- Marketing Management *(bachelor of arts)*
- Professional Communication *(bachelor of arts)*

In addition to one of these major areas of study, each student selects a support area from among those listed below to complement her major, or she may qualify for the Elective Studies option (described more fully on page 54). The support areas are:

- Adult Education
- Business and Management
- Community Leadership
- Computing and Information Technology
- Humanities
- Professional Communication

Each student also takes general education courses, which are designed to complement her major and provide a breadth of knowledge (see pages 24-26).

Sequence of Studies
The sections that follow in this bulletin describe the course of studies for each major and support area. Students must follow the sequence of studies as outlined.

Options Following the Bachelor’s Degree; Graduate Programs
From time to time, adults already holding a bachelor’s degree may find themselves in a professional or life transition that requires additional education at the undergraduate level. Alverno College offers the following options for those in this situation:

- Postbaccalaureate licensure program (open to women and men) *(Weekday College)*
- Second bachelor’s degree programs (open to women) *(Weekday College or Alverno on the Weekend, depending on major)*
- Major equivalency programs (open to women and men) *(Weekday College or Alverno on the Weekend, depending on major)*
- Certificate programs (open to women and men)

Each of these options is described in greater detail on pages 56-63. For additional information, contact the Alverno Admissions Office at 414-382-6100.

Alverno College also offers a Master of Arts in Education; Licensure to Master’s specializations within the Master of Arts degree for those who wish to become a teacher; a Master of Science in Nursing; a Master of Business Administration; and a Master of Science in Community Psychology. The Master of Arts in Education focuses on teaching, learning, and assessment; it is also aimed at business professionals working in, or planning to work in, instructional design, training, human resources, or organizational development.

These programs are open to both women and men. For further information, contact the Graduate and Adult Admissions office at 414-382-6100 or 1-800-933-3401 or visit the Alverno website at www.alverno.edu.

The baccalaureate degree programs at Alverno College are open only to women; graduate degree programs are open to both women and men. In addition, both women and men who are not pursuing a degree at Alverno may take courses within both the graduate and undergraduate programs.
Admissions

Alverno on the Weekend enrolls both recent high school graduates and women who have been out of school for some time. The College admits students of any color, race, religion, and national or ethnic origin.

Personal Assistance
A member of the admissions staff is available to work individually with interested students. The admissions counselors for Alverno on the Weekend are familiar with the concerns of prospective students, and will be happy to explore the benefits of the Alverno program.

Admissions counselors are available by phone or in person during the day, Monday through Friday. Evening and weekend appointments are available by arrangement.

Call 414-382-6100 or 1-800-933-3401 to make an appointment.

Application for Admission
To apply for admission, the student:

◆ Submits an application form with a nonrefundable $20 fee, or applies online at www.alverno.edu at no charge.
◆ Arranges for the Admissions Office to receive:
  • Official high school transcript(s) or official report of test results for the General Educational Development (GED) indicating achievement of passing score
  • Official college transcript(s) (if any)
◆ Participates in a Communication Placement Assessment at Alverno College.

Alverno requires ACT or SAT scores only for students entering college directly from high school.

Communication Placement Assessment
All new students participate in an assessment of their listening, reading, writing, mathematics, and computer literacy abilities prior to the start of classes. The Communication Placement Assessment provides the College and the student with a detailed picture of her communication abilities in several areas crucial to college learning and career experience.

The assessment’s primary purpose is to help tailor each student’s program to her individual abilities and goals. The assessment results are used to select initial courses.

There is no charge for taking the Communication Placement Assessment. It is a half-day assessment, normally scheduled with a group and offered on weekends and on weekday evenings. Detailed feedback on the assessment is scheduled early in the student’s first semester.

Enrollment and Registration
Once a student’s file is complete, the Admissions Office reviews her credentials and the results of her Communication Placement Assessment and notifies her of her status within four weeks.

Enrollment Confirmation
A $100 enrollment confirmation fee is required of accepted students prior to registration. It is nonrefundable after October 1 for the spring semester and after May 1 for the fall semester. The fee is used as a tuition deposit.
Registration for Classes

After acceptance and completion of the Communication Placement Assessment, the Admissions Office mails a preregistration packet to the student. Once the preregistration forms are returned, the Advising Office creates the first-semester schedule. The schedule and orientation materials are then mailed back to the student. Registration for the fall semester begins in early May and for the spring semester in late November. Registrations for subsequent semesters are scheduled during the course of each semester.

Required Introductory Course

A special introductory course — LA 126, Integrating Learning in the Liberal Arts — helps each student develop the independent learning skills she needs.

All new students enroll in LA 126 their first semester of classes. See course description on page 73.

Orientation Weekend

The first weekend of Alverno on the Weekend is an orientation for all new undergraduate students — LA 100, Introduction to a Liberal Arts Education. It includes an introduction to services on campus, orientation to all of the technology that students will be using, and completion of beginning communication requirements. Because the information in this session is very important for getting started, this orientation is a 1-credit, required course.

Students receive additional information about Orientation Weekend with registration materials.

Transfer Credits

For students with some previous college experience from a regionally accredited institution, Alverno completes a transfer credit evaluation, based on official transcripts. An official transcript has an embossed seal or similar marking and comes to Alverno in a sealed envelope; transcripts marked “Student Copy” are not official. (Courses for which students earned a C- or better are reviewed for transfer.)

Students who have a variety of credits that do not necessarily apply to one particular major may use the Elective Studies option for greater transferability. See page 54 for a description of this option.

At the time of registration, students are notified of credits that have transferred; these credits appear on the official Transfer Evaluation form. 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.

For Business and Management and Community Leadership majors, Alverno College has articulation agreements with several associate of arts degree programs.

For all students, course-to-course equivalencies with Milwaukee Area Technical College (MATC) have been identified.

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

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. Details of PLA processes specific to majors are on the Alverno website at www.alverno.edu/prospective_students/credit_prior_learning_major.html. An administrative fee is charged for PLA.

Financial Aid

The Alverno College Financial Aid Office is committed to helping students maximize financial resources to meet their educational goals and related expenses. Financial aid is available through government and institutional sources in the form of grants, scholarships, loans, and work programs.

More than 95% of Alverno students receive financial aid and 25-30% receive employer tuition reimbursement for all or a portion of their tuition cost.

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

Pell Grant (Federal) — Amounts up to $5,550 (for 2010-11) 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- and part-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 2010-11) 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).

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).

Minority Grant — This grant is available to sophomore, junior, and senior minority Wisconsin residents. To be eligible, the student must file the Free Application for Federal Student Aid (FAFSA). Funds are limited.
Scholarships

Scholarships, like grants, do not require repayment.

The Alverno College Financial Aid Office maintains information and applications for scholarships offered by community, professional, and business organizations. Students are encouraged to check often because information changes frequently.

Work Programs

Many departments hire students to work in a variety of positions. Eligible students may be paid from either Federal Work Study or institutional funds. Most student employees work an average of 10-15 hours per week.

Loans

Most student loans do not require repayment until after graduation. Students must apply for financial aid and be enrolled for at least 6 credits to be eligible for loan funding. Financial need is not required for some types of loans.

Federal Perkins Loan

The 5% interest rate does not begin to accrue until nine months after graduation or after enrollment falls below 6 credits. Qualification is based on need and other criteria. To apply, the student must file the Free Application for Federal Student Aid (FAFSA). Funds are limited.

Federal Direct Stafford Loan

This is a low-interest loan for students. Some loans are not charged interest while the student is enrolled. Repayment begins six months after the student leaves school, graduates, or becomes enrolled for fewer than 6 credits. The interest rate on a Federal Direct Stafford Loan is 4.5% for 2010-11. To apply, the student must file the Free Application for Federal Student Aid (FAFSA) and complete a Direct Loan Master Promissory Note.

PLUS Loan

(Parent’s Loan for Undergraduate Students)

This loan is available to parents of dependent students. Repayment begins within 60 days after disbursement. The interest rate is 7.9%. The amount borrowed may not exceed the student’s cost of attendance minus financial aid. To apply, the student and parent must complete a PLUS Loan application, available on the Alverno website.

Employer Tuition Reimbursement

Money is provided by many employers to assist employees in furthering their education. Since reimbursement is generally made at the end of the semester, many students use the first disbursement of their Federal Direct Stafford Loan (see above) to obtain some of the money they need to begin their first semester. Upon graduation, they use the final reimbursement to pay down the Federal Direct Stafford Loan.

Applying for Financial Aid

Students should apply for financial aid as early as possible. A student can use the Alverno College website at www.alverno.edu (Campus Resources ➔ 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.
Financial Aid

- Print, complete, and return to the Financial Aid Office the Alverno College Financial Aid Annual Form.
- Keep copies of all forms completed by paper and on the Internet.

Once all forms have been received, the Financial Aid Office determines a student’s eligibility for all 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 (after January 1).**

Financial Policies

Billing Policies
- The Business Office begins to send out billing statements for the fall term in July, for the spring term in December, and for the summer term in April.
- The Business Office continues to send out billing statements on a weekly basis until classes start for anyone who registers for the first time or who makes a change in her schedule.
- A student is responsible for her charges whether or not she has received a statement. If she has not received a statement, she should contact the Business Office.

Payment Policies
- Full payment of all tuition, fees, room and board, and other charges is due on the official start date of the term (fall and spring). Payment for the summer term is due on the first day of the student’s first summer class. The beginning of each term is the earliest start date of Weekday College or of Alverno on the Weekend. If a student has not received a billing statement, it is her responsibility to contact the Business Office at 414-382-6122 to determine the amount due.
- Every semester, a student is required to complete and return the Educational Loan Promissory Note, regardless of how tuition is being paid. The promissory note is due two weeks before the first payment due date.
- Acceptable methods of payment are cash, check, and credit card (MasterCard, VISA, and Discover).
Financial Policies

- For registration and enrollment changes after the tuition due date, payment is due immediately. A student should contact the Business Office for information regarding current charges.

- A student who has not fulfilled her financial obligation to Alverno College may lose registration privileges in subsequent semesters. In addition, she is subject to some or all of the following: she may be assessed a delinquency fee and/or interest penalties; she may be prohibited from receiving transcripts and/or diplomas; her account may be transferred to a collection agency with the student being responsible for all collection and legal fees to the extent permitted by Wisconsin law.

- A student who has a prior outstanding balance should contact the Financial Aid Office for a list of alternative loans that may be used to pay this balance. The availability of these loans is not guaranteed.

Payment Plans
A student who is unable to pay all charges in full prior to the due date, or whose financial aid does not fully cover her account, is eligible to participate in the Alverno College payment plan. Alverno College payment plans are structured in the following manner:

- If a student has her payments automatically withdrawn from a checking or savings account, there is no plan fee.

- If a student makes payments by check, cash, or credit card, the plan fee is $50.

- A student enrolled on the payment plan is required to make monthly payments. The first payment is due on the official start date of the term. Payment dates are generally the third or fourth Friday of the month. (See current-semester promissory note for exact due date(s).) There are no penalties if the student decides to pay her balance in full.

- Payment plans run through the end of November for fall term, through the end of April for spring term, and through the end of July for summer term.

- Payments must be divided equally between months, or with a greater amount due in the first month.

- Late and partial payments are charged a $50 late fee.

- Two consecutive missed payments result in the payment plan being canceled and the entire balance being due immediately.

- A student who wishes to make revisions to her payment plan must complete the Payment Plan/Electronic Funds Transfer Authorization Change Form at least five business days prior to the next payment due date.

Alverno reserves the right to withhold the deferred payment plan option from any student based on prior payment history.

Refunds
A student who has a credit balance on her account after all tuition and fees have been paid receives a refund via mail. Refunds are processed in accordance with federal regulations for all Federal Title IV–created credit balances and in accordance with College policy for all other credit balances.
Financial Policies

Dropping Courses or Withdrawing from the College

In the event that it becomes necessary for a student to drop courses or to withdraw from the College, it is the student’s responsibility to contact her advisor or the Registrar’s Office to complete the necessary forms. The date on which the paperwork is processed determines the amount of tuition adjustment, if any, she receives. A student must officially drop all courses when not attending. Nonattendance does not mean that she has dropped a course; the student is still responsible for all tuition and fees associated with courses.

When a course is dropped during the fall or spring semester, the following adjustment schedule is used:

**Student pays:**

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

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

**Student pays:**

<table>
<thead>
<tr>
<th>Days after official start date of the course:</th>
<th>Student pays:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Before course begins</td>
<td>0%</td>
</tr>
<tr>
<td>1/8 of the way through course</td>
<td>10%</td>
</tr>
<tr>
<td>1/4 of the way through course</td>
<td>30%</td>
</tr>
<tr>
<td>1/2 of the way through course</td>
<td>50%</td>
</tr>
<tr>
<td>After 1/2 of the course</td>
<td>100%</td>
</tr>
</tbody>
</table>

_A student who receives financial aid:_ A student’s financial aid is based on her financial need and the number of semester hours she is enrolled. Because changes in semester hours may affect financial aid eligibility, a student is encouraged to contact the Financial Aid Office before adjusting her semester hours.

A student who drops some courses but remains enrolled in others is subject to the above adjustment schedule. Financial aid awards are changed through the first two weeks of the semester; they are not changed after that point. If a student drops a course after that point, her financial aid remains the same but she may be subject to Financial Aid Satisfactory Academic Progress Standards. A student should consult the Financial Aid Office in this situation.

A student who completely withdraws from the College is subject to the above adjustment schedule. In addition, she is subject to federal, state, and institutional refund policies. If a student withdraws before the 60% point of the term, some financial aid funds are returned to the original funding source. The student may owe the College money at this point. A student should consult with her advisor and with the Business Office before withdrawing from the College.

**PLEASE NOTE**

All costs, policies, and procedures are subject to change without prior notice. Please contact the Business Office for the current rate schedule or with questions relating to tuition and fees payment policies.
Alverno College is an independent higher education institution serving women of all ages. Alverno stresses professional and personal development within a liberal arts education. An Alverno College degree means the graduate has mastered the academic knowledge of her field — and also that she has demonstrated the practical abilities needed to apply that knowledge in managing her life and work.

**Accreditation**

Alverno College is accredited by the following organizations:

- The Higher Learning Commission of the North Central Association of Colleges and Schools
- National Council for Accreditation of Teacher Education
- Wisconsin State Department of Public Instruction
- Wisconsin Board of Nursing
- Commission on Collegiate Nursing Education
- National Association of Schools of Music
- American Music Therapy Association

**History of the College**

In 1887, a religious community of women, the School Sisters of St. Francis, founded Alverno College to help women become leaders in professional careers. Governed since 1968 by a Board of Trustees representing various faiths and backgrounds, Alverno formally renewed its mission in 1972 as a college dedicated to helping women develop their full potential. In the same year, the faculty initiated a dynamic new approach to teaching and learning focused on the development of each student's abilities. In 1977, Alverno became the first women's college in the Midwest to offer a weekend college program.

Today, Alverno is nationally and internationally recognized as a leader in making college education work, and in meeting women's needs. Alverno's emphasis on having each student learn by practical experience in her field has won the respect and close cooperation of business and professional leaders throughout southeastern Wisconsin.

**Ability-Based Education**

The education the student experiences at Alverno College is unique. The faculty carefully design each course as a series of learning experiences that become progressively more challenging. This complex, active learning process cannot be adequately reflected in tests and grades. Therefore, the student's growth is individually assessed by faculty and other professional experts in terms of her knowledge and abilities at each step of the way, and she learns to analyze her own work.

The student learns to work in teams. She gets into the habit of probing her own values and motives, taking on different roles and perspectives and weighing how well she achieves what she sets out to do. She develops skill in making decisions and taking action no matter what her major.

The Alverno student is constantly learning, developing her abilities as well as her knowledge, expanding what she can do with what she knows.

She and her instructors regularly evaluate her progress in eight different abilities:

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

The student's performance in combining these abilities with increasing knowledge of her fields of study determines how she gets academic credit in each course, and how she earns her degree.
Introduction to Alverno

The emphasis Alverno places on both knowledge and abilities changes the way students learn and teachers teach. Classes involve fewer lectures and more discussions and projects. The student works to develop other important qualities: the initiative to discover what needs doing, a commitment to collaborate with others, a habit of defining goals for projects and of evaluating performance along the way. These abilities and qualities are essential in work, civic, family, and personal life. They are also the long-cherished aims of liberal education.

Judging Progress through Assessment

Alverno’s method of evaluating student learning, called assessment, is integral to learning in the Alverno program of study. Unlike many forms of testing, assessment evaluates not just what the student knows, but how well she can apply what she knows.

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.

An Assessment Example

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. At Alverno, an assessment might ask students 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 the United States in a global conflict. This assessment requires understanding of the facts and their context, application of them in a specific situation, and demonstration of persuasive speaking ability.

In addition to ongoing assessment in the classroom, the student demonstrates her ability by participating in culminating assessments external to her courses. 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.
Introduction to Alverno

Varied Assessments
For the student, assessment is surely a unique part of being at Alverno College. Some of her assessments, called external assessments, are coordinated through the Assessment Center with external assessors. Most assessments are part of her in-class experience. Always, the student knows beforehand what abilities she will be asked to demonstrate. She knows the specific standards she is required to meet and learns to use them to self-assess her own performance. Her learning experiences provide practice and feedback before she experiences assessment.

Each assessment includes self-assessment and personal feedback. The purpose of assessment is to help the student see how she has developed her abilities and knowledge and where she can develop them further. Her assessors may include not only the course instructor but also other faculty and staff members. More than 500 specially trained members of the Milwaukee business and professional community act as experienced volunteer assessors at Alverno College.

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

The Diagnostic Digital Portfolio is also a process — a means for a 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. A student can use selections from her own digital portfolio to build an electronic résumé while enrolled and after graduation.

Alverno College has been awarded a patent from the U.S. Government for the Diagnostic Digital Portfolio.

The Effects of Ability-Based Education after College
Considerable research has been conducted to determine the long-range effects of Alverno’s curriculum. That research, conducted by the College’s Educational Research and Evaluation department, with some initial funding provided by the U.S. Department of Education, shows that Alverno graduates consistently develop the abilities that are the goals of Alverno’s curriculum. Moreover, Alverno graduates find that these abilities make a positive difference in all aspects of their lives: home, community, and career.
Alverno’s Eight Abilities

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

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

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

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

Social Interaction
The person competent at social interaction works well with others to achieve goals, manages conflict, and builds relationships. She develops an understanding of how forms of interaction vary depending on the cultures and situations involved.

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 uses information-gathering skills and knowledge and awareness of issues to develop, propose, and act on strategies for individual and collaborative involvement to effect change within communities.

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.
All Alverno College students are responsible for knowing and adhering to the policies stated in the current Alverno College Catalog.


These documents describe Alverno’s philosophy of teaching and learning, courses offered each semester, resources and support services available, and policies in effect. A student’s semester and year of entry determine the Alverno College Bulletin that applies. Student Handbook policies are applicable to all current Alverno students. Contact the Registrar’s Office for information on where to find these documents; most are available online.

Candidates for Bachelor’s Degree Include:

Women who are working for a bachelor’s degree in:

- Business and Management
- Management Accounting
- Marketing Management
- Communication, Management and Technology
- Community Leadership
- Professional Communication

Credit-hour load distinguishes the full-time student carrying 12 or more credit hours from the part-time student carrying fewer than 12.

Candidates for Associate of Arts Degree Include:

Women who are working for an associate of arts degree in Liberal Studies. Associate of arts degree students are required to demonstrate each of the eight abilities, listed below under “Degree,” at four developmental levels. This fulfills the 32 ability-level units for the associate degree.

Special Students

Individuals with the proper credentials may take selected individual courses. Students enrolling as “special students” do so through the Registrar’s Office.

Courses

Courses are recorded on official records of the College by title and credit hours. On the transcript, the course listing is followed by a list of the abilities in which the student has demonstrated successful achievement. To meet the standards set for achieving an ability-level unit, the student must demonstrate ability at a given level in a course and in an external assessment. At the time of graduation, each student’s transcript includes a narrative Statement of Evaluation that records the faculty’s judgment regarding the quality of her academic work.

Degree

An Alverno degree is awarded when a student has completed a program of study that includes accomplishment in required areas of knowledge (including general education and major and support areas) integrated with achievement of required levels of competence in each of the following eight abilities:

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

All students are required to demonstrate their ability in each of the eight areas listed above at four developmental levels, equaling 32 ability-level units. In addition, students complete eight advanced units in their major and support areas. This fulfills the 40-unit requirement for a baccalaureate degree.
Academic Policies and Procedures

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. Instructors expect a student to be responsible for coming to class on time. Consistent tardiness may be considered an absence. When a student enrolls in a course, she is accountable for all course requirements.

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 must be removed by the date published in the academic calendar, unless otherwise 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. A specific date by which this is to be accomplished each semester is printed in the academic calendar.

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.

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

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.

Student-on-Leave Program
A student who finds it necessary to “stop out” of school for one to four semesters can become a student-on-leave. She does so by filling out a form that is available in the Advising Office.

Benefits of the Student-on-Leave program include continued access to college resources, informational mailings, updated registration materials, and the assurance that a student-on-leave who returns within four semesters may resume her coursework without having to repeat the admissions process.
Academic Policies and Procedures

Withdrawal
To withdraw from a course, a student should discuss her intentions with the instructor, and she must notify the Registrar in writing or in person. A student who stops attending a course and does not officially withdraw is responsible for payment of all fees involved, and will receive an unsatisfactory for the course. The deadline date for withdrawal from a course is published in the academic calendar.

A student wishing to withdraw from Alverno on the Weekend, rather than from a single course, must complete a withdrawal form and have it signed in the Advising Office. She must also consult with the Business Office. (See information under Financial Policies.)

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

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.
## Campus Offices and Services

### The Alverno Campus

Alverno’s 46-acre campus is located 15 minutes from General Mitchell International Airport and 20 minutes from downtown Milwaukee. In its residential setting on Milwaukee’s south side, Alverno has the best of both worlds — access to where the action is, but the friendliness and safety of a neighborhood.

The campus includes:

- Alverno College Institute for Educational Outreach
- Assessment Center
- Athletic fields (soccer and softball), Fitness Center, Reiman Gymnasium
- Career Education Center
- Chapel
- Christopher Hall
- Computer Center
- Counseling and Health Services
- Elizabeth Hall (Childcare Center)
- Faculty Office Building (Corona Hall)
- Instructional Services
- Liberal Arts/Administration Building
- Library
- Media Hub
- The Mug Coffeehouse and Café
- Parking structure
- Reiman Plaza
- Research Center for Women and Girls
- Residence Halls: Austin Hall and Clare Hall
- Student Services
- Teaching, Learning and Technology Center
- Theaters and performance venues (Lampe Recital Hall, Pitman Theatre, Wehr Auditorium)

Students who attend Alverno on the Weekend have access to resources and support services. Offices are open during the weekend to serve weekend students.

### Access for Students with Disabilities

Alverno College makes every effort to provide accessible facilities and programs for individuals with disabilities. For accommodations/services, please contact the Student Accessibility Coordinator at 414-382-6016. Requests for accommodation should be submitted with as much advance notice as possible before the start of a course, workshop, or activity.

### Advising Office

The Advising Office is located on the second floor of the Liberal Arts/Administration Building, near the Library. All students who attend Alverno on the Weekend are assigned an advisor. Evening and weekend hours are available by appointment.

### Art and Cultures Gallery

The Art and Cultures Gallery serves as a professional exhibition space for art by local and national artists. Staffed by Alverno students under the guidance of the gallery director, it presents a wide variety of visual arts experiences that enrich the cultural lives of students and members of the Milwaukee community. Opening receptions, which are free and open to the public, provide opportunities to talk with exhibiting artists.

Through their staffing experiences, students gain insight into the behind-the-scenes workings of an art space. Alverno students also exhibit their work in the gallery through juried exhibitions and senior shows (graduating senior events). In addition, the gallery is used as a resource for many Alverno courses, and the director is available to discuss the artwork and the gallery with visitors.
Campus Offices and Services

Assessment Center
The Assessment Center is located on the fourth floor (north) of the Liberal Arts/Administration Building. Staff members coordinate and implement procedures, assess, and maintain records for the Communication Placement Assessment and other external assessments that are part of a student’s ongoing academic progress. Students’ Diagnostic Digital Portfolios, which include their video portfolios, are maintained through the Assessment Center. The director of the Assessment Center also coordinates a cadre of more than 500 volunteer assessors from the business and professional community.

Athletics
The College maintains the Fitness Center, gym, softball and soccer fields, showers, locker rooms, and athletic offices. It offers intercollegiate sports (soccer, cross-country, volleyball, basketball, softball, and tennis) as well as recreational opportunities. Swimming and golf are within walking distance. The campus also includes space for walking or jogging.

Bookstore
The Bookstore is located on the first floor of the Liberal Arts/Administration Building, just south of the lobby area in LA 122. The Bookstore is the main source for all your class materials, including new and used textbooks, general school supply items, gifts, electronics, and sundries. In addition, the Bookstore is the only location where you can purchase Alverno clothing such as sweatshirts, T-shirts, jackets, hats, sweatpants, socks, etc. Fax, copy, and limited shipping services are also available in the Bookstore. Please see the Bookstore’s website, www.alverno.bkstr.com, for store hours, general information, academic-priced software, and the online store, which includes textbook ordering information.

Career Education Center
The Career Education Center (CEC) is located on the first floor (south) of the Liberal Arts/Administration Building in LA 125 (double glass doors). The staff of the CEC offer the following services: career direction and planning, major and support area clarification, résumé review, interview preparation, career fairs, and graduate study guidance. The CEC also houses a reference library designed to help you research and develop your career plan. For more information about our services, visit our website at depts.alverno.edu/cec, follow us on Facebook at www.facebook.com/AlvernoCareerCenter, or call our office at 414-382-6010.

Doing your research off campus? Be sure to connect to Alverno LINKS, an online career and internship website at www.myinterface.com/alverno/student. You can search and apply for job opportunities, maintain an online calendar, and manage multiple résumés and cover letters.

Computer Center
Students needing access to a computer, the Internet, a scanner, a color printer, or the most popular software are welcome to visit the Computer Center. Located on the first floor of Alverno’s Teaching, Learning and Technology Center (TLTC), the Computer Center is available for student use an average of more than 100 hours per week during the semester. Computer Center hours are available online at the Technology Services website at http://depts.alverno.edu/techserv; print copies of center hours are also available in the Computer Center. The center has more than 130 student-use computers and includes one large open-access lab, three computer classrooms, and four small-group workrooms. The classrooms and small-group workrooms may be reserved by faculty for class sessions, but they are also available for open access to students when not reserved.

All computers are equipped with DVD-RW/CD-RW drives, headphones, and Internet access, 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.
Campus Offices and Services

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 course management system, the Diagnostic Digital Portfolio (Alverno's web-based tool to track learning progress), and web-based student email.

In addition to the resources in the Computer Center, there are six 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 various schools and departments (e.g., Nursing, Biology, Music) and in the Media Hub lab. The residence halls also have small computer labs that provide 24-hour computer access for resident students.

Computer resources are also available in classrooms for small-group work, demonstrations, and simulations. All classrooms have network and Internet connections, and many 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 carts.

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

Counseling Services
Counseling services are available to all Alverno students. The office is staffed by a full-time master’s-level therapist, and counseling sessions are free and confidential. Typical counseling issues include stress, anxiety, depression, juggling multiple responsibilities, relationship problems, grief and loss, and abuse issues. The counselor can also refer students to services and agencies in the community. Call 414-382-6119 for hours of operation or to make an appointment.

Dining Services
Alverno offers several dining options on campus for weekend students. The Commons is located on the first floor of the Liberal Arts/Administration Building and is open Friday 7 a.m. - 6:30 p.m., Saturday 7 a.m. - 6:00 p.m., and Sunday 8 a.m. - 2 p.m. The Commons offers daily specials, a delicatessen, soup and salad bar, grill, and beverages. In addition, the Mug Coffeehouse and Café, located in the basement of Austin Hall, offers a variety of gourmet coffee drinks, hot and cold food options, and bottled beverages. Full-service vending is available in LA 103 and on the lower level of Christopher Hall. For your catering needs, please contact the catering department at 414-382-6051.

Health Services
Health services are available to all Alverno students. The office is staffed by a part-time registered nurse. The scope of practice includes testing and both prescription and over-the-counter medications for the following kinds of illnesses: sore throat, strep throat, bladder infection, ear infection, headache, sinus infection, eye infection, stomachache, and other minor aches and pains. In addition, the nurse offers TB tests, flu shots, immunizations, and HPV shots. She also manages the student health insurance plan. While there is no charge to see the nurse, there are nominal charges for medications and immunizations. Call the nurse directly at 414-382-6319 for hours of operation or to make an appointment.

Conference Center
The Conference Center is located in the north wing of the Teaching, Learning and Technology Center. The Center can accommodate 500 people theater-style or 350 people for a banquet. A movable wall system allows up to four simultaneous meetings in the same space. The Conference Center can be rented for banquets, lectures, meetings, receptions, or parties.
Instructional Services

Instructional Services provides academic resources to assist students to achieve their educational goals. Classes in math, algebra, reading/writing, computer literacy, and English as a second language provide a foundation for success in the curriculum. Instructional Services courses include CIL 100, CM 108, ENG 055, ENG 056, ENG 057, PP 250, PP 350, QL 050, QL 051, QL 110, and QL 120. (Course descriptions appear on pages 64-79.)

The department also offers assistance through the Math, Communication, and Science Resource Centers, arranges study groups for selected courses, and provides peer tutoring for students who request course content support. In other instances, instructors provide one-on-one support that extends beyond specific course content to assist with the development of abilities such as critical thinking, analytical reading and writing, time management, and assessment preparation. Finally, there are seminars in objective test preparation for education and nursing students as well as for students preparing for graduate school exams.

Instructional Services provides students and faculty with support that promotes the academic and personal development of students. Courses and assistance are offered in various timeframes to accommodate students’ schedules. New programs and services are developed as specific needs become known.

Interactive Online

Interactive Online (IOL) is a web interface with the College’s administrative database that provides students with direct and easy access to an array of academic information. The password-protected system allows students to access their personal academic records — such as academic evaluations, course history, progress reports, and validation reports — while maintaining strict confidentiality of those records. Information that is newly entered or updated is immediately available to students online. IOL makes it easier to manage student contact information and follow-ups, bolstering the College’s high-touch communications approach.

With IOL, students can also access general academic information such as class schedules, faculty information, and financial information. They are also able to register online.

International & Intercultural Center

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 but 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, China, Denmark, England, France, Germany, 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 semesters, Alverno faculty have led groups to Brazil, China, Costa Rica, England, Italy, Jamaica, Japan, Korea, Mexico, and Paraguay, to name just a few.
Campus Offices and Services

Library

Library resources and assistance are available in the library, on the second floor of the Liberal Arts Building, or remotely from the library homepage (http://depts.alverno.edu/library). Alverno library patrons have access to the resources of eight libraries through SWITCH, a consortium of academic libraries in the Milwaukee area. SWITCH colleges include Alverno, Cardinal Stritch University, Concordia University Wisconsin, Milwaukee Institute of Art and Design, Mount Mary College, Sacred Heart School of Theology, St. Francis Seminary, and Wisconsin Lutheran College. SWITCH shares an online catalog and delivery system. Students can use the library's online resources to access the holdings and services of other local libraries and to find articles, books, electronic reserve materials, and web resources to support their research. Interlibrary loan is available to request materials not held by a SWITCH library.

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

Students are invited to study and relax in the comfortable reading area in the Reference Room. Study tables and carrels are available throughout the library. A library computer classroom offers 15 PCs with flat-panel displays along with desktop work areas. This space provides room for individual work when not in use as a library classroom.

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

Lounges

Student lounges are located on the first floor of the Liberal Arts/Administration Building, in Austin Hall, and in the Mug. Quiet study spaces are scattered throughout campus to meet the needs of busy students.

Media Hub

The Media Hub is a student-centered multimedia production facility. It is located on the first floor of the Teaching, Learning and Technology Center.

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

There are soundproof editing suites as well as a video studio for students to make individual and small-group video presentations. Students can check out laptops, digital camcorders, digital cameras, FireWire drives, 35mm cameras, digital voice recorders, and VHS camcorders for classroom projects. This service is available to students with their bar-coded library ID card.

In addition, the Media Hub supports 24 smart classrooms and 5 tech-ready rooms that provide computer/video projection for teaching and learning. Four of the smart classrooms include SMART Boards.
Research Center for Women and Girls
The Alverno College Research Center for Women and Girls (RCWG) is a collaborative, multidisciplinary, action-oriented research center focused on initiating positive social change in the lives of women and girls in Milwaukee and beyond. The RCWG research team, made up of Alverno students, faculty, staff, and Milwaukee community leaders, empowers women and girls by allowing their voices, experiences, and ideas to help guide the RCWG research agenda.

The RCWG does not conduct research that ends up just sitting on the shelves. It is the hope of the center that its research findings positively impact the community and improve the everyday lives of women and girls on the local, state, and national levels. The vision of the RCWG is to become the premier research center for women and girls in the United States.

For more information, visit the RCWG at www.depts.alverno.edu/rcwg and become a fan of the center on Facebook.

Student Services
Student Services, which includes Campus Ministry, Career Education Center, Counseling and Health Services, Student Life, Residence Life, and Student Services, is an integral part of Alverno’s holistic approach to learning.

The work of Student Services contributes to an environment that supports the total development of all students. Staff work with students to plan and implement programs and services that encourage students’ intellectual, career, physical, spiritual, social, and emotional growth and well-being.

Wellness
Alverno received a gold award from the Wellness Council of America for its excellence in promoting health and wellness. The College’s goal is to engage students and employees in positive and healthy activities and to provide resources and programming to meet the health needs of the entire Alverno community.

To encourage wellness and create a healthier environment, smoking and the use of tobacco products are prohibited on campus.

Students have access to a free Fitness Center with state-of-the-art equipment, an open gym, and exercise classes. Regular wellness education classes are taught in the curriculum, and wellness programs and information are readily available. Dining Services offers a variety of healthy choices.
General Education
Course descriptions on pages 64-79

Alverno believes that a student is best prepared for the future when she understands a variety of subject areas in the liberal arts. She therefore takes general education courses that are designed to broaden her knowledge and develop her abilities.

The student's general education is concentrated in her 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.

Some general education courses are required; others are elective. The course sequence for a student's major indicates how many credits in general education electives she must take.

As part of her general education requirement, the student also takes a series of external assessments. These assessments carry validations but no credit hours.

Required General Education Courses and External Assessments
The following general education courses and external assessments are required of all students who attend Alverno on the Weekend. (The number in parentheses is the number of credit hours.)

- CM 111 Integrated Communication Seminar A: Crossing Cultures (3)
- CM 114 Integrated Communication Seminar B: Methods and Motives (2)
- CM 156Q Mathematical Connections (2)
- LA 100 Introduction to a Liberal Arts Education (1)
- LA 126 Integrating Learning in the Liberal Arts (3)
- LA 222 Introduction to the Arts (3)
- LA 223 Introduction to the Humanities (3)
- LA 283 Series: Contemporary Issues in Natural Science (3)
- LA 284 Series: Contemporary Issues in Behavioral Science (3)
- LA 321 Bridging the Cultural Gap (6)
- LA XXX Liberal Arts electives (8)
- MGT/PCM 120 Interpersonal and Group Communication (3)
- AC 101 Communication Placement Assessment and Feedback (0)
- AC 151 Initial Social Interaction Assessment (0)
- AC 309E Mid-program General Education Assessment (0)
Liberal Arts Electives
The following list is a sampling of liberal arts courses that are elective. (The number in parentheses is the number of credit hours.)

A 140C Drawing in the Natural Environment (1)
A 141 Discovering Your Creative Source (1)
A 144 Art in the Museum (1)
A 146 Art Workshops (a variety of courses, including animatics, artist's books, ceramics, encaustic painting, painting with a palette knife, papermaking, rotoscoping, etc.) (1)
CLD 398 Community, Power and Change (3)
EN 210 Perspectives on Literature (2)
EN 250 Oprah's Books (4)
EN 251 Introduction to Creative Writing (4)
EN 311 Fiction into Film (2)
FA 300 Arts Alive: Milwaukee after Dark (2)
HS 211 Studies in U.S. Culture and Society (2)
HUM 333 Perspectives in Latin American Cultures (2)
HUM 362 Themes in the Humanities: Reading and Writing Memoir (3)
HUM 364 Themes in the Humanities: Confronting the Holocaust (3)
HUM 365 Themes in the Humanities: Gender and History (3)
HUM 366 Themes in the Humanities: The Experience of God (3)
HUM 367 Themes in the Humanities: The Art of the Mystery (3)
HUM 368 Themes in the Humanities: Major Figures in Early American Literature (3)
HUM 371 Studies of Cultures: The Twenties in American Literature (3)
HUM 372 Studies of Cultures: American History, 1890-1945 (3)
HUM 373 Studies of Cultures: The Biblical World (3)
HUM 374 Studies of Cultures: The Existential Spirit: 1930s-1950s in France and Germany (3)
HUM 375 Studies of Cultures: African-American Literature (3)
HUM 378 Studies of Cultures: Images of the Heroine (3)
HUM 381 Contemporary America: Religion in American History and Culture (3)
HUM 382 Contemporary America: America and the World since 1945 (3)
# General Education

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<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
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<tbody>
<tr>
<td>HUM 385</td>
<td>Contemporary America: Philosophy and Culture</td>
<td>(3)</td>
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<tr>
<td>HUM 386</td>
<td>Contemporary America: Depictions in Fiction</td>
<td>(3)</td>
</tr>
<tr>
<td>HUM 391</td>
<td>Cross-Cultural Explorations: Philosophical Perspectives on Responsibility</td>
<td>(3)</td>
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<tr>
<td>HUM 392</td>
<td>Cross-Cultural Explorations: Women and Words</td>
<td>(3)</td>
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<tr>
<td>HUM 393</td>
<td>Cross-Cultural Explorations: Comparative Religions</td>
<td>(3)</td>
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<tr>
<td>HUM 396</td>
<td>Cross-Cultural Explorations: Ecology and Spirituality</td>
<td>(3)</td>
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<tr>
<td>HUM 398</td>
<td>Cross-Cultural Explorations: Film around the World</td>
<td>(3)</td>
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<tr>
<td>HUM 399</td>
<td>Cross-Cultural Explorations: Topics in Global History</td>
<td>(3)</td>
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<tr>
<td>MU 125</td>
<td>Music and Wellness Workshop</td>
<td>(1)</td>
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<tr>
<td>PSY 110</td>
<td>Life Span Development</td>
<td>(4)</td>
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<tr>
<td>RL 310</td>
<td>Religious Experience: Myth and Symbol</td>
<td>(2)</td>
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<tr>
<td>RL 313</td>
<td>Moral Theology</td>
<td>(2)</td>
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</table>
Dramatic and fundamental changes are facing contemporary business in the 21st century. Alverno’s business and management program prepares you to manage in this rapidly changing, dynamic business environment.

Alverno on the Weekend offers baccalaureate degrees in three business majors:
- Business and Management
- Management Accounting
- Marketing Management

Whether you choose a business and management major, management accounting major, or marketing management major, you enrich your understanding of business by learning how decisions are made and how to work collaboratively to achieve common goals. The business and management majors are designed to develop your business fundamentals by honing your analytical, decision-making, problem-solving, and interpersonal skills. (A support area in business and management is also offered, as described on page 30.)

Alverno’s business and management majors incorporate some innovative features:
- A focus on student performance assessment in which you practice applying the abilities and knowledge you need in the workplace;
- Systematic personal and professional self-assessment, including career development;
- A shared coherent and developmental core curriculum in business and management with the opportunity for breadth in a variety of business and management areas (management major) or depth in a chosen area of business (management accounting or marketing management);
- An emphasis on active learning, including case studies, simulations, videotaping, short-term travel, study abroad, internships, and student professional organizations.

In each major you use available technology to manage information, address real-world business problems, and network with individuals and organizations. You develop the tools you need to develop your ability to conduct sound business research, to test your own ideas and business decisions, and to refine your communication skills to communicate effectively with professional and business audiences.

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.

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.

Students in Free Enterprise (SIFE)

In SIFE you can acquire leadership, communication, project management, and team-building skills. SIFE members make a difference by creating, developing, and implementing outreach projects while helping others to learn the basics of business and economics. Alverno College Students in Free Enterprise has a long history of winning regional and national awards for its community service and business projects.

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 College 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 courses. Members are involved in community service projects, off-campus social activities, and fund-raising events.

### Business and Management Core Courses

<table>
<thead>
<tr>
<th>Course</th>
<th>Credit Hrs</th>
</tr>
</thead>
<tbody>
<tr>
<td>MGT 100</td>
<td>Introduction to Business and Management</td>
</tr>
<tr>
<td>MGT/PCM 120</td>
<td>Interpersonal and Group Communication</td>
</tr>
<tr>
<td>MGT 201</td>
<td>Introduction to Accounting</td>
</tr>
<tr>
<td>MGT 210</td>
<td>Economic Environment</td>
</tr>
<tr>
<td>MGT 221</td>
<td>Managing in Organizations</td>
</tr>
<tr>
<td>MGT 250</td>
<td>Business Models and Quantitative Methods</td>
</tr>
<tr>
<td>MGT 300</td>
<td>Marketing Principles and Management</td>
</tr>
<tr>
<td>MGT 310</td>
<td>Finance</td>
</tr>
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<td>MGT 384</td>
<td>Experiential Learning Seminar</td>
</tr>
<tr>
<td>MGT 400</td>
<td>Small Business Management</td>
</tr>
<tr>
<td>MGT 410</td>
<td>Business Policy and Strategy</td>
</tr>
<tr>
<td>MGT 412</td>
<td>Business Practicum</td>
</tr>
</tbody>
</table>
Business and Management Major

The business and management major prepares you to be an effective contributor to organizations by developing key managerial abilities critical for success in the contemporary workplace. Throughout the business and management core courses and a variety of management elective courses, you develop your abilities to research and critically analyze business information, make recommendations to solve real-world business problems, and develop your abilities as an effective team member and team leader.

The business and management major uses an integrating management framework to develop systems thinking and analysis, enterprising and problem solving, and interacting and leading as key managerial abilities. This framework develops your ability to view organizations as complex systems and to make decisions that recognize the diverse needs of multiple stakeholders. Through your course of study, you achieve the following major outcomes:

- Use discipline frameworks to analyze the interdependence among systems, organizations, individuals, and events;
- Apply business and management principles to develop and deliver quality products and services;
- Use team and organizational skills to work effectively with diverse individuals, teams, and organizational units to meet stakeholder and organizational goals.

For the business and management major, you complete the business and management core courses (see list on page 28), 15-18 credits of management electives, and all required external assessments. Of all the business and management majors, this major provides the most flexibility because you can select 15-18 credits of management electives. These electives give you the opportunity to explore courses in several areas of business and management. For example, you could select some of the following electives from management, marketing, and accounting (this list is not comprehensive):

<table>
<thead>
<tr>
<th>Sample elective courses in Business and Management</th>
<th>Credit Hrs</th>
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<tbody>
<tr>
<td>MGA 202 Principles of Accounting</td>
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<tr>
<td>MGA 275 New Enterprise Accounting Issues</td>
<td>3</td>
</tr>
<tr>
<td>MGT 211 Microeconomics</td>
<td>3</td>
</tr>
<tr>
<td>MGT 325 Global Accounting and Finance</td>
<td>3</td>
</tr>
<tr>
<td>MGT 370 Human Resource Management</td>
<td>3</td>
</tr>
<tr>
<td>MGT 380 Business Law</td>
<td>3</td>
</tr>
<tr>
<td>CLD/MGT 405 Women and Leadership: Turning Visions into Deeds</td>
<td>2 or 3</td>
</tr>
<tr>
<td>MGT 435 High-Performance Management: Principles and Practice</td>
<td>2</td>
</tr>
<tr>
<td>MKT 361 Customer Relationship Management</td>
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<td>MKT 362 Integrated Marketing Communications</td>
<td>3</td>
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<tr>
<td>MKT 364 Global Marketing</td>
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</table>
Business and Management Support Area
The business and management support area is designed for students majoring in areas outside the School of Business who desire an introduction to the basic management knowledge and skills needed to understand the role of business in the larger context of society and to be effective in a variety of organizational settings. The required courses are:

<table>
<thead>
<tr>
<th>Course</th>
<th>Credit Hrs</th>
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<tbody>
<tr>
<td>MGT 100</td>
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<td>MGT/PCM 120</td>
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<td>MGT 201</td>
<td>3</td>
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<td>MGT 210</td>
<td>3</td>
</tr>
<tr>
<td>MGT 221</td>
<td>3</td>
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<tr>
<td>MGT 300</td>
<td>3</td>
</tr>
<tr>
<td>MGT XXX</td>
<td>6</td>
</tr>
</tbody>
</table>

All external assessments required by the student’s course of study.
# Business and Management Course Sequence

## Business and Management major

*Note: Support area required. See below for options.*

### MGT

#### Semester 1
- **LA 100** Introduction to a Liberal Arts Education 1
- **LA 126** Integrating Learning in the Liberal Arts 3
- **CM 111** Integrated Communication Seminar A: Crossing Cultures 3
- **MGT 100** Introduction to Business and Management 3
- **MGT/PCM 120** Interpersonal and Group Communication 3
- **AC 101** Communication Placement Assessment and Feedback 0
- **AC 151** Initial Social Interaction Assessment 0

<table>
<thead>
<tr>
<th>Semester 1</th>
<th>Cr Hrs</th>
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<tbody>
<tr>
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<td>13</td>
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</table>

#### Semester 2
- **CM 114** Integrated Communication Seminar B: Methods and Motives 2
- **CM 156Q** Mathematical Connections 2
- **LA 222** Introduction to the Arts 3
- **LA 223** Introduction to the Humanities 3
- **MGT 210** Economic Environment 3
- **XX XXX** Support area course 3

<table>
<thead>
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<th>Semester 2</th>
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</tbody>
</table>

#### Semester 3
- **LA 283** Contemporary Issues in Natural Science 3
- **LA 284** Contemporary Issues in Behavioral Science 3
- **MGT 201** Introduction to Accounting 3
- **XX XXX** Support area course 3
- **XX XXX** Support area course 3

<table>
<thead>
<tr>
<th>Semester 3</th>
<th>Cr Hrs</th>
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<tbody>
<tr>
<td></td>
<td>15</td>
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</tbody>
</table>

#### Semester 4
- **LA 321** Bridging the Cultural Gap 6
- **MGT 221** Managing in Organizations 3
- **MGT 250** Business Models and Quantitative Methods 3
- **AC 309E** Mid-program General Education Assessment 0

<table>
<thead>
<tr>
<th>Semester 4</th>
<th>Cr Hrs</th>
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<tbody>
<tr>
<td></td>
<td>12</td>
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</table>

* Choice of support areas:
  - Adult Education (see page 51)
  - Community Leadership (see page 46)
  - Computing and Information Technology (see page 52)
  - Humanities (see page 53)
  - Professional Communication (see page 49)
  - Elective Studies option (see page 54)

** See list of liberal arts electives on pages 25-26.

If a student wishes to pursue a double major in business and management and professional communication, she should consult with her advisor.
Accounting is a popular college major. Accounting programs are found at most American colleges, although few are as unique as the management accounting curriculum offered at Alverno. The Alverno accounting curriculum provides you with the learning you need to take a strategic and integrated approach to accounting issues. Forget the image of the "bean counter." There is so much more to being an accountant in today's global economy. As trusted business advisors, highly competent management accountants help organizations create growth, manage risk, manage and predict cash flows, design and implement quality improvement systems and strategic cost management systems, and implement internal controls.

The management accounting major at Alverno is grounded in a broad-based liberal arts and business education that helps you develop the necessary skills to compete in an ever-changing business environment. As a management accounting major, you build a strong and diverse background in finance, economics, marketing, organizational theory, and business policy and strategy. You also develop the interpersonal skills needed to work effectively with others, to organize tasks, and to achieve organizational goals.

Because today’s management accountant is more involved with decision making, directing management teams, and strategic planning, a degree in management accounting from Alverno prepares you for a variety of opportunities in the world of financial administration, whether in the corporate, not-for-profit, or government sector. This program of study also provides basic preparation for the uniform CMA (Certified Management Accountant) examination.

What do I learn as a management accounting major?

When you choose a management accounting major, you learn to apply technical accounting knowledge in the broader business, social, and global environment.

You learn:

- 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;
- To use accounting frameworks to initiate and implement problem solving and process improvement in organizational contexts;
- To use management theory to interact effectively in professional contexts that require leadership of groups or other types of interpersonal interactions;
- To respond to management and accounting issues in a manner consistent with personal and professional codes of conduct.

What courses do I take?

In addition to general education courses, business and management core courses, and external assessments required by your course of study, you take six integrated management accounting courses. The courses focused on accounting are:

- Principles of Accounting (MGA 202)
- New Enterprise Accounting Issues (MGA 275)
- Reporting and Management Accounting Issues (MGA 375)
- Growth and Expansion Accounting Issues (MGA 376)
- Going Public Accounting Issues (MGA 475)
- The Audit Function – Internal and External (MGA 487)

You begin your study of accounting in the principles course by applying basic accounting principles, concepts, and procedures to address financial reporting needs. In the new enterprise accounting course, you develop your understanding of the issues that face a small business in strategic planning and performance measurement.
Management Accounting

As the enterprise continues to grow, the professional accountant’s role in supporting reporting and management accounting issues continues to expand. Reporting issues become more complex as you provide guidance to management in the selection and implementation of appropriate accounting methods.

As part of the enterprise’s growth and expansion, the focus shifts to external reporting requirements. Here you take the role of external consultant to provide guidance related to preparing financial statements in accordance with generally accepted accounting principles (GAAP). As this growth continues, going public becomes a possibility. You have the opportunity to advise management on business acquisitions, going public, and doing business internationally, using your application of accounting concepts and principles to inform your recommendations.

Finally, in the course on the audit function, you examine the professional accountant’s responsibilities as well as ethics related to accounting and to information system design. (Complete descriptions of these courses appear at the back of the bulletin.)

You also have the unique opportunity to integrate the knowledge and skills learned in the classroom by participating in the Alverno College Institute of Management Accountants Student Chapter (AIMASC), as described on page 28.
Management Accounting
Course Sequence

Management Accounting major

<table>
<thead>
<tr>
<th>Semester 1</th>
<th>Semester 2</th>
<th>Semester 3</th>
<th>Semester 4</th>
</tr>
</thead>
<tbody>
<tr>
<td>LA 100 Introduction to a Liberal Arts Education 1</td>
<td>LA 126 Integrating Learning in the Liberal Arts 3</td>
<td>LA 223 Introduction to the Humanities 3</td>
<td>LA 284 Contemporary Issues in Behavioral Science 3</td>
</tr>
<tr>
<td>LA 126 Integrating Learning in the Liberal Arts 3</td>
<td>CM 156Q Mathematical Connections 2</td>
<td>LA 283 Contemporary Issues in Natural Science 3</td>
<td>LA 321 Bridging the Cultural Gap 6</td>
</tr>
<tr>
<td>CM 111 Integrated Communication Seminar A: Crossing Cultures 3</td>
<td>MGT 100 Introduction to Business and Management 3</td>
<td>MGA 202 Principles of Accounting 3</td>
<td>MGT 221 Managing in Organizations 3</td>
</tr>
<tr>
<td>MGT/PCM 120 Interpersonal and Group Communication 3</td>
<td>AC 101 Communication Placement Assessment and Feedback 0</td>
<td>MGT 211 Microeconomics 3</td>
<td>MGA 275 New Enterprise Accounting Issues 3</td>
</tr>
<tr>
<td>AC 151 Initial Social Interaction Assessment 0</td>
<td>AC 151 Initial Social Interaction Assessment 0</td>
<td>CIT 280 Introduction to Databases 3</td>
<td>AC 309E Mid-program General Education Assessment 0</td>
</tr>
<tr>
<td>Semester 5</td>
<td>Semester 6</td>
<td>Semester 7</td>
<td>Semester 8</td>
</tr>
</tbody>
</table>
| LA XXX (Required elective)* 2 | LA XXX (Required electives)* 4 | LA XXX (Required electives) 6 | LA XXX (Required elective)* 2-
| MGT 250 Business Models and Quantitative Methods 3 | MGT 310 Finance 3 | MGA 475 Going Public Accounting Issues 3 | MGA 475 Going Public Accounting Issues 3 |
| MGT 300 Marketing Principles and Management 3 | MGA 375 Reporting and Management Accounting Issues 3 | AC 414 Professional Interview for MGT 0 | XX XXX (Required elective)* 2-3 |
| MGT XXX (Required elective) 3 | AC 361 Integrated Management Assessment 0 | AC 465 Senior Assessment for MGT 0 | AC 465 Senior Assessment for MGT 0 |
| MGT 384 Experiential Learning Seminar 2 | MGT 412 Business Practicum 3 | MGA 487 The Audit Function – Internal and External 3 | MGA 487 The Audit Function – Internal and External 3 |
| MGT XXX (Required elective) 6 | AC 414 Professional Interview for MGT 0 | XX XXX (Required elective)* 2-3 | XX XXX (Required elective)* 2-3 |
| AC 361 Integrated Management Assessment 0 | AC 465 Senior Assessment for MGT 0 | AC 465 Senior Assessment for MGT 0 | AC 465 Senior Assessment for MGT 0 |

*See list of liberal arts electives on pages 25-26.
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, media, 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, for example, sales, marketing research, e-commerce, new product development, and customer service.

Working in marketing requires finding and implementing creative solutions to problems, identifying and developing new opportunities for products and services, collaborative work and planning, sophisticated communication abilities, and insightful awareness and knowledge of markets, consumers, technology, and global business.

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. 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. You gain valuable knowledge and abilities relating to marketing systems and processes for products and services, including product development.

What do I learn as a marketing management major?

The marketing management major at Alverno is unique in its focus on integrating and emphasizing global business, technology, and entrepreneurship throughout your studies.

When you choose a marketing management major, you learn:

- To use marketing management models and theories to analyze global opportunities and the interdependence among systems, organizations, individuals, and events;
- To apply marketing and management principles to develop and deliver quality products and services;
- To use team and organizational skills to work effectively with diverse individuals, teams, and organizational units to meet stakeholder and organizational goals.

What courses do I take?

In addition to general education courses, business and management core courses, and external assessments required by your course of study, you take five specialized marketing courses, the marketing principles course, and one 3-credit business elective. You also complete a support area, or you may qualify for the Elective Studies option in lieu of a support area.

The six courses focused on marketing management are:

- Marketing Principles and Management (MGT 300)
- Marketing Research (MKT 360)
- Customer Relationship Management (MKT 361)
- Integrated Marketing Communications (MKT 362)
- Marketing Technology and Strategy Implementation (MKT 363)
- Global Marketing (MKT 364)
Marketing Management

You begin studying marketing in the marketing principles course by using a marketing planning process model to identify and research needs for new products and services. In the marketing research course, you are introduced to the principles and techniques of quantitative and qualitative marketing research.

For the important area of customer relationship management, you study theory and practice strategies to develop and build relationships using a business-to-business framework, including consumer behavior, entrepreneurship, customer relationship management, and sales.

Through your studies in the integrated marketing communications course, you integrate and apply elements of the global promotional marketing mix, including advertising, public relations, sales, sales promotion, direct marketing, and Internet and electronic business elements.

In the marketing technology course, you learn how to use and apply electronic commerce, electronic marketing, the Internet, broadband delivery technologies, and enterprise resource planning to better serve marketing, business, and customer needs and requirements.

In the global marketing course, you apply marketing theory using global frameworks and strategic marketing planning in major world commerce markets, including the European Union, MERCOSUR in Latin America, NAFTA, and Asian markets. (Complete descriptions of these courses appear at the back of the bulletin.)
## Marketing Management Course Sequence

### Marketing Management major

*Note: Support area required. See below for options.*

<table>
<thead>
<tr>
<th>Semester 1</th>
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<tbody>
<tr>
<td>___</td>
<td>LA 100</td>
<td>Introduction to a Liberal Arts Education 1</td>
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<td>LA 126</td>
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<td>CM 156Q</td>
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<td>MGT 100</td>
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<td>Introduction to the Humanities 3</td>
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<td>MGT/PCM 120</td>
<td>Interpersonal and Group Communication 3</td>
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<td>___</td>
<td>LA XXX</td>
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<tr>
<td>___</td>
<td>AC 465</td>
<td>Senior Assessment for MGT 0</td>
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</table>

* Choice of support areas:
  - Adult Education (see page 51)
  - Community Leadership (see page 46)
  - Computing and Information Technology (see page 52)
  - Humanities (see page 53)
  - Professional Communication (see page 49)
  - Elective Studies option (see page 54)

** See list of liberal arts electives on pages 25-26.

*If a student wishes to pursue a double major in marketing management and professional communication, she should consult with her advisor.*
Communication, Management and Technology

Course descriptions on pages 64-79

The Communication, Management and Technology degree program is designed to prepare women to work with the new communication modes, changing organizational structures, and emerging technologies of the 21st century. This major combines core courses from three disciplines — communication, business and management, and computing and information technology — with three courses designed to integrate theory and practice for a “big picture” perspective.

Flexibility in changing environments, initiative in problem solving, and the ability to make creative connections are characteristics of those who succeed in today’s workplace. This program encourages leadership potential in students by developing their ability to think independently, communicate persuasively, and work collaboratively.

By emphasizing the impact of values on communication, management, and technology practices, the program develops students' capacity for taking multiple perspectives and interacting effectively in diverse organizational contexts.

Networks — human, theoretical, and electronic — are an important theme of this program, and students are invited to tailor their projects and focus their elective courses on making connections in an area of particular interest to them. Instead of declaring a support area (minor) as with other majors, Communication, Management and Technology students have 18 elective credits with which to focus their studies on an area of special interest. Several specializations are suggested on the following pages, or students may design their own specialization in collaboration with a faculty advisor.

Communication, Management and Technology Core Courses

<table>
<thead>
<tr>
<th>Course</th>
<th>Credit Hrs</th>
</tr>
</thead>
<tbody>
<tr>
<td>MGT 100 Introduction to Business and Management</td>
<td>3</td>
</tr>
<tr>
<td>MGT/PCM 120 Interpersonal and Group Communication</td>
<td>3</td>
</tr>
<tr>
<td>CMT 101 Introduction to Communication, Management and Technology</td>
<td>3</td>
</tr>
<tr>
<td>PCM 130 Writing: The Editing Process</td>
<td>3</td>
</tr>
<tr>
<td>MGT 201 Introduction to Accounting</td>
<td>3</td>
</tr>
<tr>
<td>PCM 170 Visual Communication</td>
<td>3</td>
</tr>
<tr>
<td>CIT 200 Foundations of Computing and Information Technology</td>
<td>3</td>
</tr>
<tr>
<td>MGT 221 Managing in Organizations</td>
<td>3</td>
</tr>
<tr>
<td>PCM 230 Influence and General Semantics</td>
<td>3</td>
</tr>
<tr>
<td>CIT 270 Web Design</td>
<td>3</td>
</tr>
<tr>
<td>PCM 320 Advanced Media Studies and Multimedia Production</td>
<td>3</td>
</tr>
<tr>
<td>CMT 300 Connections and Specializations</td>
<td>3</td>
</tr>
<tr>
<td>PCM 300 Advanced Writing: Professional Applications</td>
<td>3</td>
</tr>
<tr>
<td>CIT 300 Computer Components</td>
<td>3</td>
</tr>
<tr>
<td>or CIT 372* Advanced Web Design</td>
<td>3</td>
</tr>
<tr>
<td>or CIT 376 System Analysis and Design</td>
<td>3</td>
</tr>
<tr>
<td>or CIT 385 Organizational Networking</td>
<td>3</td>
</tr>
<tr>
<td>MGT 300 Marketing Principles and Management</td>
<td>3</td>
</tr>
<tr>
<td>or CLD/MGT 405 Women and Leadership: Turning Visions into Deeds</td>
<td>2 or 3</td>
</tr>
<tr>
<td>or MGT 435 High-Performance Management: Principles and Practice</td>
<td>2</td>
</tr>
<tr>
<td>or CMT/PCM 499 Professional Practice Seminar</td>
<td>3</td>
</tr>
</tbody>
</table>

All external assessments required by the student’s course of study.

*Weekday evening course
Communication, Management and Technology

Specialization Areas in Communication, Management and Technology

Students in the Communication, Management and Technology program do not have a support area. Rather, they choose a specialization area in which to focus 18 credits of advanced-level elective courses. Strongly recommended electives for a specialization are noted with a dagger, and others are suggested. Students are free to choose courses that complement their specialization from among 300- and 400-level electives in a variety of disciplines.

Information Technology [IT]

A specialization in IT allows students to expand their technical studies beyond the required computing and information technology courses in the major to learn a programming language and develop a focus on web design or network configuration. This specialization offers an emphasis on human–computer interaction in the design and implementation of components, products, and systems.

<table>
<thead>
<tr>
<th>Course</th>
<th>Credit Hrs</th>
</tr>
</thead>
<tbody>
<tr>
<td>CIT 280</td>
<td>Introduction to Databases</td>
</tr>
<tr>
<td>CIT 284</td>
<td>Excel Spreadsheet Analysis and Design</td>
</tr>
<tr>
<td>CIT 300*</td>
<td>Computer Components (if not taken as core course)</td>
</tr>
<tr>
<td>CIT 368*</td>
<td>Programming for the Web</td>
</tr>
<tr>
<td>CIT 372*</td>
<td>Advanced Web Design (if not taken as core course)</td>
</tr>
<tr>
<td>CIT 376</td>
<td>System Analysis and Design (if not taken as core course)</td>
</tr>
<tr>
<td>CIT 385</td>
<td>Organizational Networking (if not taken as core course)</td>
</tr>
<tr>
<td>CIT 470</td>
<td>Advanced Database Design</td>
</tr>
<tr>
<td>CIT 490</td>
<td>Project Management</td>
</tr>
<tr>
<td>PCM 427</td>
<td>Technical Communication</td>
</tr>
</tbody>
</table>

*Weekday evening course
Communication, Management and Technology

Public Relations
A focus in this area prepares students to manage the complex and creative functions required to facilitate communication between an organization and a wide variety of its constituents. Designed to refine skills in research, analysis, planning, and communication, the public relations specialization provides students with the kind of experience that builds an impressive professional portfolio.

<table>
<thead>
<tr>
<th>Course</th>
<th>Credit Hrs</th>
</tr>
</thead>
<tbody>
<tr>
<td>MKT 362 Integrated Marketing Communications</td>
<td>3</td>
</tr>
<tr>
<td>MGT 380 Business Law</td>
<td>3</td>
</tr>
<tr>
<td>CLD 398 Community, Power and Change</td>
<td>3</td>
</tr>
<tr>
<td>PCM 325 Media Management and Production: Online Radio Management Team</td>
<td>3</td>
</tr>
<tr>
<td>PCM 421† Newswriting</td>
<td>3</td>
</tr>
<tr>
<td>PCM 427 Technical Communication</td>
<td>3</td>
</tr>
<tr>
<td>PCM 441 Business and Professional Speaking</td>
<td>3</td>
</tr>
<tr>
<td>PCM 364 Digital Photography</td>
<td>3</td>
</tr>
<tr>
<td>PCM 475 Digital Video Production and New Media</td>
<td>3</td>
</tr>
<tr>
<td>PCM 477† Public Relations: Theories and Applications</td>
<td>3</td>
</tr>
<tr>
<td>PCM 480† Critical Issues and Ethics in Contemporary Communication</td>
<td>3</td>
</tr>
<tr>
<td>PCM 490 Digital Publishing</td>
<td>3</td>
</tr>
<tr>
<td>CIT 372 Advanced Web Design (if not taken as core course)</td>
<td>3</td>
</tr>
</tbody>
</table>

Training and Development
This area of specialization prepares students to become training and development experts in a variety of fields and formats. It offers students a solid background in interpersonal and group communication dynamics, speaking and listening strategies, and multimedia production and presentation, along with opportunities to practice and reflect on their own actual training experiences.

<table>
<thead>
<tr>
<th>Course</th>
<th>Credit Hrs</th>
</tr>
</thead>
<tbody>
<tr>
<td>AED 335*† Psychology of the Adult Learner</td>
<td>4</td>
</tr>
<tr>
<td>AED/CLD/MGT 354† Adult Education Human Resource Principles and Philosophy of Training</td>
<td>3</td>
</tr>
<tr>
<td>PCM 441 Business and Professional Speaking</td>
<td>3</td>
</tr>
<tr>
<td>PCM 445 Intercultural Communication</td>
<td>3</td>
</tr>
<tr>
<td>PCM 475 Digital Video Production and New Media</td>
<td>3</td>
</tr>
<tr>
<td>PCM 486 Communication Theory and Research</td>
<td>3</td>
</tr>
<tr>
<td>AED/CLD/MGT 488* Adult Education Human Resource Program Training</td>
<td>3</td>
</tr>
<tr>
<td>PCM 493 Interactive Listening</td>
<td>3</td>
</tr>
<tr>
<td>CIT 280 Introduction to Databases</td>
<td>3</td>
</tr>
<tr>
<td>CIT 284 Excel Spreadsheet Analysis and Design</td>
<td>3</td>
</tr>
<tr>
<td>CIT 368 Programming for the Web</td>
<td>3</td>
</tr>
<tr>
<td>CIT 372 Advanced Web Design (if not taken as core course)</td>
<td>3</td>
</tr>
<tr>
<td>CIT 470 Advanced Database Design</td>
<td>3</td>
</tr>
</tbody>
</table>

* Weekday evening course
† Strongly recommended elective
Communication, Management and Technology

Technical Communication

Building on the core curriculum in communication, management, and computing and information technology, students may select electives that prepare them to become expert communicators of technical information for a wide variety of audiences and contexts. This specialization prepares students to evaluate and use the most effective communication technologies for tailoring their message for specific applications.

<table>
<thead>
<tr>
<th>Course</th>
<th>Credit Hrs</th>
</tr>
</thead>
<tbody>
<tr>
<td>PCM 325 Media Management and Production: Online Radio Management Team</td>
<td>3</td>
</tr>
<tr>
<td>MKT 361 Customer Relationship Management</td>
<td>3</td>
</tr>
<tr>
<td>PCM 364 Digital Photography</td>
<td>3</td>
</tr>
<tr>
<td>PCM 421 Newswriting</td>
<td>3</td>
</tr>
<tr>
<td>PCM 427† Technical Communication</td>
<td>3</td>
</tr>
<tr>
<td>PCM 441 Business and Professional Speaking</td>
<td>3</td>
</tr>
<tr>
<td>PCM 477 Public Relations: Theories and Applications</td>
<td>3</td>
</tr>
<tr>
<td>PCM 490 Digital Publishing</td>
<td>3</td>
</tr>
<tr>
<td>CIT 280 Introduction to Databases</td>
<td>3</td>
</tr>
<tr>
<td>CIT 284 Excel Spreadsheet Analysis and Design</td>
<td>3</td>
</tr>
<tr>
<td>CIT 300* Computer Components (if not taken as core course)</td>
<td>3</td>
</tr>
<tr>
<td>CIT 372 Advanced Web Design (if not taken as core course)</td>
<td>3</td>
</tr>
<tr>
<td>CIT 470 Advanced Database Design</td>
<td>3</td>
</tr>
<tr>
<td>CIT 490 Project Management</td>
<td>3</td>
</tr>
</tbody>
</table>

Organizational Communication

This specialization offers students a refined understanding of the structures and dynamics of organizations as they reflect contemporary issues and practices. Students are prepared to be communication specialists in a variety of capacities in today's multicultural, technology-driven organizations.

<table>
<thead>
<tr>
<th>Course</th>
<th>Credit Hrs</th>
</tr>
</thead>
<tbody>
<tr>
<td>MKT 361 Customer Relationship Management</td>
<td>3</td>
</tr>
<tr>
<td>MKT 362 Integrated Marketing Communications</td>
<td>3</td>
</tr>
<tr>
<td>MGT 380 Business Law</td>
<td>3</td>
</tr>
<tr>
<td>CLD 398 Community, Power and Change</td>
<td>3</td>
</tr>
<tr>
<td>CLD/PCM 437 Fundraising and Grant Writing: Principles and Practices</td>
<td>3</td>
</tr>
<tr>
<td>PCM 441 Business and Professional Speaking</td>
<td>3</td>
</tr>
<tr>
<td>PCM 445 Intercultural Communication</td>
<td>3</td>
</tr>
<tr>
<td>PCM 477 Public Relations: Theories and Applications</td>
<td>3</td>
</tr>
<tr>
<td>PCM 480† Critical Issues and Ethics in Contemporary Communication</td>
<td>3</td>
</tr>
<tr>
<td>PCM 486 Communication Theory and Research</td>
<td>3</td>
</tr>
<tr>
<td>PCM 493 Interactive Listening</td>
<td>3</td>
</tr>
<tr>
<td>CLD/MGT 405 Women and Leadership: Turning Visions into Deeds (if not taken as core course)</td>
<td>2 or 3</td>
</tr>
<tr>
<td>CIT 376 System Analysis and Design (if not taken as core course)</td>
<td>3</td>
</tr>
</tbody>
</table>

* Weekday evening course
† Strongly recommended elective
Marketing Management

This area of specialization provides students with the skills, frameworks, and experience consistent with responsibility for the marketing functions of an organization. It focuses on the integration of marketing orientation throughout the organization to best serve the needs of customers. The focus is on developing abilities in analyzing markets, product development, pricing, marketing channels, and promotional programs. This is particularly relevant for a student seeking a career in the areas of sales, marketing research, or advertising.

<table>
<thead>
<tr>
<th>Course</th>
<th>Credit Hrs</th>
</tr>
</thead>
<tbody>
<tr>
<td>MGT 250† Business Models and Quantitative Methods</td>
<td>3</td>
</tr>
<tr>
<td>MGT 310† Finance</td>
<td>3</td>
</tr>
<tr>
<td>MKT 360† Marketing Research</td>
<td>3</td>
</tr>
<tr>
<td>MKT 361 Customer Relationship Management</td>
<td>3</td>
</tr>
<tr>
<td>MKT 362 Integrated Marketing Communications</td>
<td>3</td>
</tr>
<tr>
<td>MKT 363 Marketing Technology and Strategy Implementation</td>
<td>3</td>
</tr>
<tr>
<td>MKT 364 Global Marketing</td>
<td>3</td>
</tr>
<tr>
<td>PCM 325 Media Management and Production: Online Radio Management Team</td>
<td>3</td>
</tr>
<tr>
<td>PCM 441 Business and Professional Speaking</td>
<td>3</td>
</tr>
<tr>
<td>PCM 477 Public Relations: Theories and Applications</td>
<td>3</td>
</tr>
<tr>
<td>CIT 280 Introduction to Databases</td>
<td>3</td>
</tr>
<tr>
<td>CIT 284 Excel Spreadsheet Analysis and Design</td>
<td>3</td>
</tr>
<tr>
<td>CIT 470 Advanced Database Design</td>
<td>3</td>
</tr>
</tbody>
</table>

† Strongly recommended elective
Communication, Management and Technology Course Sequence

Communication, Management and Technology major

CMT

<table>
<thead>
<tr>
<th>Semester 1</th>
</tr>
</thead>
<tbody>
<tr>
<td>LA 100 Introduction to a Liberal Arts Education 1</td>
</tr>
<tr>
<td>LA 126 Integrating Learning in the Liberal Arts 3</td>
</tr>
<tr>
<td>CM 111 Integrated Communication Seminar A: Crossing Cultures 3</td>
</tr>
<tr>
<td>CM 156Q Mathematical Connections 2</td>
</tr>
<tr>
<td>MGT 100 Introduction to Business and Management 3</td>
</tr>
<tr>
<td>MGT/PCM 120 Interpersonal and Group Communication 3</td>
</tr>
<tr>
<td>AC 101 Communication Placement Assessment and Feedback 0</td>
</tr>
<tr>
<td>AC 151 Initial Social Interaction Assessment 0</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Semester 2</th>
</tr>
</thead>
<tbody>
<tr>
<td>CM 114 Integrated Communication Seminar B: Methods and Motives 2</td>
</tr>
<tr>
<td>CMT 101 Introduction to Communication, Management and Technology 3</td>
</tr>
<tr>
<td>LA 222 Introduction to the Arts 3</td>
</tr>
<tr>
<td>LA 223 Introduction to the Humanities 3</td>
</tr>
<tr>
<td>PCM 130 Writing: The Editing Process 3</td>
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</tbody>
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<table>
<thead>
<tr>
<th>Semester 3</th>
</tr>
</thead>
<tbody>
<tr>
<td>CIT 200 Foundations of Computing and Information Technology 3</td>
</tr>
<tr>
<td>LA 283 Contemporary Issues in Natural Science 3</td>
</tr>
<tr>
<td>LA 284 Contemporary Issues in Behavioral Science 3</td>
</tr>
<tr>
<td>MGT 201 Introduction to Accounting 3</td>
</tr>
<tr>
<td>PCM 170 Visual Communication 3</td>
</tr>
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</table>

<table>
<thead>
<tr>
<th>Semester 4</th>
</tr>
</thead>
<tbody>
<tr>
<td>LA XXX (Required electives)* 4</td>
</tr>
<tr>
<td>LA 321 Bridging the Cultural Gap 6</td>
</tr>
<tr>
<td>MGT 221 Managing in Organizations 3</td>
</tr>
<tr>
<td>AC 309E Mid-program General Education Assessment 0</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Semester 5</th>
</tr>
</thead>
<tbody>
<tr>
<td>CIT 270 Web Design 3</td>
</tr>
<tr>
<td>CMT 300 Connections and Specializations 3</td>
</tr>
<tr>
<td>PCM 230 Influence and General Semantics 3</td>
</tr>
<tr>
<td>PCM 320 Advanced Media Studies and Multimedia Production 3</td>
</tr>
<tr>
<td>AC 317 5th External Assessment for CMT 0</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Semester 6</th>
</tr>
</thead>
<tbody>
<tr>
<td>CIT 300 Computer Components</td>
</tr>
<tr>
<td>or</td>
</tr>
<tr>
<td>CIT 372 Advanced Web Design 3</td>
</tr>
<tr>
<td>CMT XXX (Required electives) 6</td>
</tr>
<tr>
<td>PCM 300 Advanced Writing: Professional Applications 3</td>
</tr>
<tr>
<td>AC 367 6th External Assessment for CMT 0</td>
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</table>

<table>
<thead>
<tr>
<th>Semester 7</th>
</tr>
</thead>
<tbody>
<tr>
<td>CMT XXX (Required electives) 6</td>
</tr>
<tr>
<td>LA XXX (Required elective)* 2</td>
</tr>
<tr>
<td>MGT 300 Marketing Principles and Management 3</td>
</tr>
<tr>
<td>CLD/MGT 405 Women and Leadership: Turning Visions into Deeds 2-3</td>
</tr>
<tr>
<td>or</td>
</tr>
<tr>
<td>MGT 435 High-Performance Management: Principles and Practice 2</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Semester 8</th>
</tr>
</thead>
<tbody>
<tr>
<td>CMT XXX (Required electives) 6</td>
</tr>
<tr>
<td>CIT/PCM 499 Professional Practice Seminar 3</td>
</tr>
<tr>
<td>CIT 376 System Analysis and Design</td>
</tr>
<tr>
<td>or</td>
</tr>
<tr>
<td>CIT 385 Organizational Networking 3</td>
</tr>
<tr>
<td>LA XXX (Required elective)* 2</td>
</tr>
<tr>
<td>AC 467 External Assessment for CMT 0</td>
</tr>
</tbody>
</table>

* See list of liberal arts electives on pages 25-26.
The Community Leadership (CLD) degree program is designed to prepare you for community leadership and service. It enables you to act more effectively on your commitment to a better community by helping you systematically develop concrete skills for collaborating with others in organizations to achieve social change. (A support area in community leadership is also offered, as described on page 46.)

The program offers a strong and unique combination of social science, political science, and management courses, including the opportunity for a service learning internship. You learn to integrate political-economic analysis, social scientific research skills, and organizational and financial skills, and to consider the ethical implications of your work. You are strongly encouraged to practice all these skills in a service learning internship that requires you to help lead or coordinate groups concerned with community improvement.

Your capacity as a community leader will flow from your development of the ability to:

- Refine your social philosophy and political outlook through effective interaction with others about the empirical and ethical dimensions of community issues;
- Effectively employ appropriate theories and research methods to analyze the performance of organizations that help shape community life;
- Effectively compare and evaluate different approaches to addressing social issues, employing a variety of social, political, and cultural perspectives;
- Effectively assess your own relevant work and volunteer experiences for the purpose of improving your community leadership practice;
- Effectively interact and communicate in contexts that require leadership or facilitation of groups concerned with community development.

The CLD degree program can be completed in either the weekday or weekend timeframe. Courses currently offered during the evening timeframe are indicated with an asterisk.
## Community Leadership

### Community Leadership Core Courses

<table>
<thead>
<tr>
<th>Course</th>
<th>Credit Hrs</th>
</tr>
</thead>
<tbody>
<tr>
<td>CLD 150*</td>
<td>3</td>
</tr>
<tr>
<td>MGT 100</td>
<td>3</td>
</tr>
<tr>
<td>MGT 201</td>
<td>3</td>
</tr>
<tr>
<td>MGT 210</td>
<td>3</td>
</tr>
<tr>
<td>CLD 220</td>
<td>4</td>
</tr>
<tr>
<td>POL 225</td>
<td>4</td>
</tr>
<tr>
<td>BSC 255</td>
<td>4</td>
</tr>
<tr>
<td>BSC 256</td>
<td>4</td>
</tr>
<tr>
<td>MGT 300</td>
<td>3</td>
</tr>
<tr>
<td>SOC 301</td>
<td>4</td>
</tr>
<tr>
<td>CLD 337 or CLD 338</td>
<td>3</td>
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<tr>
<td>CLD 398</td>
<td>3</td>
</tr>
<tr>
<td>CLD 412*</td>
<td>4</td>
</tr>
<tr>
<td>CLD/PCM 437</td>
<td>3</td>
</tr>
<tr>
<td>CLD 491*</td>
<td>2</td>
</tr>
</tbody>
</table>

All external assessments required by the student’s course of study.

In addition to the core courses and external assessments required by your course of study with a major in Community Leadership, you also take 15 elective credits to explore new areas and to develop your effectiveness in specific areas of professional interest.

Sample elective courses in Community Leadership include the following: AED/CLD/MGT 354*, AED/CLD/MGT 488*, CIT 280, CIT 284, CIT 470, CIT 490, CLD 369, CLD/MGT 405, CLD 492*, MGA 202, MGT 211, MGT 370, MGT 390*, MGT 394*, MGT 400, MKT 360, PCM 200, PCM 421*, PCM 441*, PCM 477, PCM 480.

With department approval, other Alverno courses or courses transferred in from other institutions may be applied toward the elective credit requirement.

* Weekday evening course
Community Leadership

Community Leadership Support Area
The community leadership support area brings together the courses most focused on the nonprofit sector, organizing community groups, and enacting social change. This support area adds a social sciences edge to a business and management major or to a professional communication major.

<table>
<thead>
<tr>
<th>Course</th>
<th>Credit Hrs</th>
</tr>
</thead>
<tbody>
<tr>
<td>CLD 150</td>
<td>Introduction to Community Leadership 3</td>
</tr>
<tr>
<td>CLD 220</td>
<td>Social Movements and Social Change 4</td>
</tr>
<tr>
<td>POL 225</td>
<td>American Politics 4</td>
</tr>
<tr>
<td>CLD 398</td>
<td>Community, Power and Change 3</td>
</tr>
<tr>
<td>CLD 412</td>
<td>Community Development 4</td>
</tr>
<tr>
<td>CLD 337 or CLD 338</td>
<td>Leading Nonprofits 3</td>
</tr>
<tr>
<td></td>
<td>or Program Evaluation 3</td>
</tr>
<tr>
<td>CLD/PCM 437</td>
<td>Fundraising and Grant Writing: Principles and Practices 3</td>
</tr>
</tbody>
</table>

All external assessments required by the student’s course of study.
## Community Leadership Course Sequence

### Community Leadership major

**CLD**

**Semester 1**
- LA 100 Introduction to a Liberal Arts Education 1
- LA 126 Integrating Learning in the Liberal Arts 3
- CM 156Q Mathematical Connections 2
- CM 111 Integrated Communication Seminar A: Crossing Cultures 3
- MGT 100 Introduction to Business and Management 3
- MGT/PCM 120 Interpersonal and Group Communication 3
- AC 101 Communication Placement Assessment and Feedback 0
- AC 151 Initial Social Interaction Assessment 0

<table>
<thead>
<tr>
<th>Semester 2</th>
<th>Cr Hrs</th>
</tr>
</thead>
<tbody>
<tr>
<td>CM 114 Integrated Communication Seminar B: Methods and Motives</td>
<td>2</td>
</tr>
<tr>
<td>LA 222 Introduction to the Arts</td>
<td>3</td>
</tr>
<tr>
<td>LA 223 Introduction to the Humanities</td>
<td>3</td>
</tr>
<tr>
<td>CLD 150 Introduction to Community Leadership</td>
<td>3</td>
</tr>
<tr>
<td>MGT 210 Economic Environment</td>
<td>3</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>14</strong></td>
</tr>
</tbody>
</table>

**Semester 3**
- LA 283 Contemporary Issues in Natural Science 3
- LA 284 Contemporary Issues in Behavioral Science 3
- MGT 201 Introduction to Accounting 3
- MGT 300 Marketing Principles and Management 3

<table>
<thead>
<tr>
<th>Semester 4</th>
<th>Cr Hrs</th>
</tr>
</thead>
<tbody>
<tr>
<td>LA 321 Bridging the Cultural Gap</td>
<td>6</td>
</tr>
<tr>
<td>CLD 220 Social Movements and Social Change</td>
<td>4</td>
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<tr>
<td>LA XXX (Required elective)**</td>
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<tr>
<td>AC 309E Mid-program General Education Assessment</td>
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<td><strong>Total</strong></td>
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</table>

**Semester 5**
- BSC 255 Behavioral Science Research Methods 4
- CLD 398 Community, Power and Change 3
- POL 225 American Politics 4
- LA XXX (Required elective)** 2

<table>
<thead>
<tr>
<th>Semester 6</th>
<th>Cr Hrs</th>
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<tbody>
<tr>
<td>BCS 256 Probability and Statistics</td>
<td>4</td>
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<tr>
<td>CLD XXX (Required electives)</td>
<td>6</td>
</tr>
<tr>
<td>LA XXX (Required elective)**</td>
<td>4</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>14</strong></td>
</tr>
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</table>

**Semester 7**
- SOC 301 Social Theory 4
- CLD 412 Community Development 4
- CLD 337 Leading Nonprofits or CLD 338 Program Evaluation 3
- CLD XXX (Required elective) 3

<table>
<thead>
<tr>
<th>Semester 8</th>
<th>Cr Hrs</th>
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<tbody>
<tr>
<td>CLD/PCM 437 Fundraising and Grant Writing: Principles and Practices</td>
<td>3</td>
</tr>
<tr>
<td>CLD 491 Senior Seminar</td>
<td>2</td>
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<tr>
<td>CLD XXX (Required electives)</td>
<td>9</td>
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<tr>
<td>AC 416 External Assessment for CLD</td>
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<tr>
<td><strong>Total</strong></td>
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</tr>
</tbody>
</table>

**If a student wishes to pursue a double major in community leadership and professional communication, she should consult with her advisor.**

**See list of liberal arts electives on pages 25-26.**
The Professional Communication (PCM) degree program is designed to ensure that a student develops a sound understanding of communication principles and the skills to apply that understanding strategically in a wide variety of situations.

A professional communication graduate develops the insight and expertise to interpret, create, evaluate, and deliver messages effectively. By emphasizing the integration of theory and practical application, the program prepares her to assume professional positions with relevant knowledge, practiced skills, and a solid sense of communication standards and ethics.

This major provides individual and collaborative project experience in interpersonal interaction, oral presentation, professional writing, visual design, digital publishing, and multimedia technology. The student learns and uses computer software packages that will enhance her professional capabilities.

Using increasingly sophisticated levels of analytic, problem-solving, and valuing abilities, she learns to select and combine multiple communication strategies. She develops the powers of clear explanation and persuasion that characterize a successful communicator in any profession.

The professional communication major takes the core curriculum of professional communication courses along with 18 credit hours of professional communication electives. She can design a sequence of electives that meets her personal and professional needs and interests in consultation with an advisor.

Elective courses in professional communication include the following: PCM 364, PCM/PS 411, PCM 421, PCM 427, CLD/PCM 437, PCM 441, PCM 445, PCM 475, PCM 477, PCM 490, PCM 493.

### Professional Communication Core Courses

<table>
<thead>
<tr>
<th>Course</th>
<th>Credit Hrs</th>
</tr>
</thead>
<tbody>
<tr>
<td>PCM 101</td>
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</tr>
<tr>
<td>MGT/PCM 120</td>
<td>3</td>
</tr>
<tr>
<td>PCM 130</td>
<td>3</td>
</tr>
<tr>
<td>PCM 170</td>
<td>3</td>
</tr>
<tr>
<td>PCM 200</td>
<td>3</td>
</tr>
<tr>
<td>PCM 230</td>
<td>3</td>
</tr>
<tr>
<td>PCM 300</td>
<td>3</td>
</tr>
<tr>
<td>PCM 320</td>
<td>3</td>
</tr>
<tr>
<td>PCM 480</td>
<td>3</td>
</tr>
<tr>
<td>PCM 486</td>
<td>3</td>
</tr>
<tr>
<td>CMT/PCM 499</td>
<td>3</td>
</tr>
</tbody>
</table>

All external assessments required by the student’s course of study.
Professional Communication

Professional Communication Support Area
Students in Alverno on the Weekend who major in business and management, marketing management, or community leadership may learn the foundations of communication theories and skills by electing a support area in professional communication. In addition to the core courses listed here, one PCM elective is required.

<table>
<thead>
<tr>
<th>Course</th>
<th>Credit Hrs</th>
</tr>
</thead>
<tbody>
<tr>
<td>PCM 101</td>
<td>Introduction to Professional Communication 3</td>
</tr>
<tr>
<td>PCM 130</td>
<td>Writing: The Editing Process 3</td>
</tr>
<tr>
<td>PCM 170</td>
<td>Visual Communication 3</td>
</tr>
<tr>
<td>PCM 200</td>
<td>Public Communication: Principles and Practice 3</td>
</tr>
<tr>
<td>PCM 230</td>
<td>Influence and General Semantics 3</td>
</tr>
<tr>
<td>PCM 300</td>
<td>Advanced Writing: Professional Applications 3</td>
</tr>
<tr>
<td>PCM 320</td>
<td>Advanced Media Studies and Multimedia Production 3</td>
</tr>
</tbody>
</table>
Professional Communication
Course Sequence

Professional Communication major

Note: Support area required. See below for options. *

PCM

Semester 1
___ LA 100 Introduction to a Liberal Arts Education 1
___ LA 126 Integrating Learning in the Liberal Arts 3
___ CM 156Q Mathematical Connections 2
___ CM 111 Integrated Communication Seminar A: Crossing Cultures 3
___ PCM 101 Introduction to Professional Communication 3
___ AC 101 Communication Placement Assessment and Feedback 0
___ AC 151 Initial Social Interaction Assessment 0

12

Semester 2
___ CM 114 Integrated Communication Seminar B: Methods and Motives 2
___ LA 222 Introduction to the Arts 3
___ MGT/PCM 120 Interpersonal and Group Communication 3
___ PCM 130 Writing: The Editing Process 3
___ PCM 200 Public Communication: Principles and Practice 3

14

Semester 3
___ LA 223 Introduction to the Humanities 3
___ LA 283 Contemporary Issues in Natural Science 3
___ PCM 170 Visual Communication 3
___ PCM 230 Influence and General Semantics 3
___ XXXXX Support area course 3

15

Semester 4
___ LA 284 Contemporary Issues in Behavioral Science 3
___ LA 321 Bridging the Cultural Gap 6
___ XX XXX Support area courses 6
___ AC 309E Mid-program General Education Assessment 0

15

Semester 5
___ PCM 320 Advanced Media Studies and Multimedia Production 3
___ PCM XXX (Required elective)$ 3
___ LA XXX (Required electives)** 4
___ XX XXX Support area course 3

13

Semester 6
___ PCM 300 Advanced Writing: Professional Applications 3
___ PCM XXX (Required electives)$ 6
___ LA XXX (Required elective)** 2
___ XX XXX Support area course 3

14

Semester 7
___ PCM 480 Critical Issues and Ethics in Contemporary Communication 3
___ PCM XXX (Required elective)$ 3
___ XX XXX Support area courses 6
___ LA XXX (Required elective)** 2

14

Semester 8
___ PCM 486 Communication Theory and Research 3
___ CMT/PCM 499 Professional Practice Seminar 3
___ PCM XXX (Required electives)$ 6
___ AC 463 8th External Assessment for PCM 0

12

* Choice of support areas:
  Adult Education (see page 51)
  Business and Management (see page 30)
  Community Leadership (see page 46)
  Computing and Information Technology (see page 52)
  Humanities (see page 53)
  Elective Studies option (see page 54)

$ A total of 18 PCM elective credits are required.
** See list of liberal arts electives on pages 25-26.

If a student wishes to pursue a double major in professional communication and business and management, community leadership, or marketing management, she should consult with her advisor.
The adult education support area prepares the student to work with adults. She gains knowledge about adult development and learning in conjunction with methods of teaching adult learners.

This support area prepares the student for careers in which a high level of effective interaction with adults is required, whether in formal classroom settings, as corporate trainers, or informally, as supervisors in the business world. The student is also exposed to advanced technology that enhances her ability to work with adults.

Adult educators are needed in industrial training programs, human resource management, senior citizen activities, and religious-education programs. Combining adult education with another area of expertise allows the student to pursue in-house training and development positions in business, industry, and allied health fields.

### Recommended Sequence of Required Adult Education Courses

<table>
<thead>
<tr>
<th>Course Details</th>
<th>Credit Hrs</th>
</tr>
</thead>
<tbody>
<tr>
<td>PSY 110* Life Span Development</td>
<td>4</td>
</tr>
<tr>
<td>or LA 284 Series: Contemporary Issues in Behavioral Science</td>
<td>3</td>
</tr>
<tr>
<td>AED 335* Psychology of the Adult Learner</td>
<td>4</td>
</tr>
<tr>
<td>AED/CLD/MGT 354* Adult Education Human Resource Principles and Philosophy of Training</td>
<td>3</td>
</tr>
<tr>
<td>AED/CLD/MGT 488* Adult Education Human Resource Program Training</td>
<td>3</td>
</tr>
<tr>
<td>AED 490* Adult Education Human Resource Practicum Training</td>
<td>3</td>
</tr>
</tbody>
</table>

All external assessments required by the student’s major course of study.

* Weekday evening course
Computing and information technology (CIT) is the perfect support for any major. Students majoring in business and management, marketing management, community leadership, and professional communication have chosen to enhance their career options and their marketability with an excellent background in computing and information technology. A CIT support area empowers the student to use and manage computer technology effectively and ethically.

A CIT support area complements a student’s academic studies, enhances her professional development, and fosters her creativity, regardless of her choice of major. Throughout her work in CIT, she actively enhances her analytic and problem-solving abilities while expanding her ability to communicate both with and through computer technologies. In the introductory course, she gains a basic understanding of computers and information management and expands her background with software packages. As she progresses, her study of computer technology and trends and her elective choices enable her to integrate computing and information technology with her major discipline.

### Required Sequence of Computing and Information Technology Courses

<table>
<thead>
<tr>
<th>Course</th>
<th>Credit Hrs</th>
</tr>
</thead>
<tbody>
<tr>
<td>CIT 200</td>
<td>Foundations of Computing and Information Technology</td>
</tr>
<tr>
<td>CIT 270</td>
<td>Web Design</td>
</tr>
<tr>
<td>CIT 300</td>
<td>Computer Components</td>
</tr>
<tr>
<td>CIT 490</td>
<td>Project Management</td>
</tr>
</tbody>
</table>

In addition, a student takes 6 credits of CIT electives, at least one of which is at the 300 or 400 level, for a total of 18-19 credits. Elective courses in computing and information technology include CIT 280, CIT 284, CIT 368*, CIT 372, CIT 376, CIT 385, and CIT 470.

All external assessments required by the student’s major course of study.

*Weekday evening course
A student with a support area in the humanities studies the ways people make meaning. Responding to artistic and humanistic works, she examines issues of human significance in the context of American life, in cultures different from her own, and as a citizen in a globally interdependent world.

Faculty from English, history, philosophy, and religious studies assist the student to investigate thinkers, theories, and texts that have engaged people in the past and that raise relevant questions for today.

Studying the humanities encourages the student to develop her own creativity. She explores questions ranging from the personal to the professional, the individual to the social, and the local to the global. She constructs relationships among perspectives and moves toward informed commitment as a basis for responsible actions. Perhaps most important, study of the humanities assists her to think deeply about the complexities and possibilities of contemporary life.

Goals
The program of study leading to a support area in the humanities focuses on the development of advanced-level analytic, valuing, and aesthetic engagement abilities in order to achieve the following goals:

Discovery
♦ The student discovers meaning in human experiences through the perspectives of English, history, philosophy, and religious studies.
♦ She explores the history of ideas and the specific critical methods of these areas of study, analyzing the possibilities and limitations of each area and examining the relationships among them.
♦ She responds to aesthetic dimensions of artistic and humanistic expressions of worldviews.

Construction
♦ Drawing from the frameworks of the disciplines, the student constructs her own vision of what it means to be human, based on a sensitive appreciation of multiple, often conflicting, individual and cultural perspectives.
♦ She communicates her vision creatively.

Self-Reflection
♦ The student articulates how she makes meaning out of experience. She analyzes the ways in which her own and others’ concepts, axioms, assumptions, and values give shape to worldviews.
♦ She develops and acts upon strategies for bringing her informed humanistic perspectives to bear on her personal, professional, and community life.

To achieve this set of goals, the student takes 6 credits of intermediate-level humanities courses, choosing from HUM 210 courses, HUM 250 courses, or HUM 310 courses, and 9 credits (three courses) from the HUM 360-390 series, for a total of 15 credits. (Check current Course Offerings online for information regarding available HUM 210, HUM 250, and HUM 310 courses.) She may substitute advanced-level HUM 360-390 courses for some or all of her 6 credits at the intermediate level.

Humanities 360-390 series courses include the following: HUM 362, HUM 364, HUM 365, HUM 366, HUM 367, HUM 368, HUM 371, HUM 372, HUM 373, HUM 374, HUM 375, HUM 378, HUM 381, HUM 382, HUM 385, HUM 386, HUM 391, HUM 392, HUM 393, HUM 396, HUM 398, HUM 399.
Elective Studies Option

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

To fulfill the elective requirements, the student uses transfer credits and chooses from a variety of courses at Alverno. This option works well for a transfer student who has a number of credits that do not necessarily apply to one particular major or support area. She can choose the Elective Studies option for greater transferability and to receive recognition for past work.

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.
The associate of arts degree program in Liberal Studies is designed for the student who wishes to broaden her knowledge and develop her abilities within the areas of study traditionally associated with the liberal arts. It is also designed for the student who wishes to begin or to continue college work by studying in several broad areas of knowledge.

**Required Liberal Studies Courses**

<table>
<thead>
<tr>
<th>Course</th>
<th>Credit Hrs</th>
</tr>
</thead>
<tbody>
<tr>
<td>CM 156Q Mathematical Connections</td>
<td>2</td>
</tr>
<tr>
<td>CM 111 Integrated Communication Seminar A: Crossing Cultures</td>
<td>3</td>
</tr>
<tr>
<td>CM 114 Integrated Communication Seminar B: Methods and Motives</td>
<td>2</td>
</tr>
<tr>
<td>LA 100 Introduction to a Liberal Arts Education</td>
<td>1</td>
</tr>
<tr>
<td>LA 126 Integrating Learning in the Liberal Arts</td>
<td>3</td>
</tr>
<tr>
<td>LA 222 Introduction to the Arts</td>
<td>3</td>
</tr>
<tr>
<td>LA 223 Introduction to the Humanities</td>
<td>3</td>
</tr>
<tr>
<td>LA 283 Series: Contemporary Issues in Natural Science</td>
<td>3</td>
</tr>
<tr>
<td>LA 284 Series: Contemporary Issues in Behavioral Science</td>
<td>3</td>
</tr>
<tr>
<td>LA 321 Bridging the Cultural Gap</td>
<td>6</td>
</tr>
<tr>
<td>MGT/PCM 120 Interpersonal and Group Communication</td>
<td>3</td>
</tr>
<tr>
<td>XX XXX Liberal Studies courses: series of integrating courses in the arts, behavioral sciences, humanities, and natural sciences</td>
<td>26</td>
</tr>
</tbody>
</table>

All external assessments required by the student’s major course of study.


**Sequence of Liberal Studies Courses**

**Semester 1**

<table>
<thead>
<tr>
<th>Course</th>
<th>Cr Hrs</th>
</tr>
</thead>
<tbody>
<tr>
<td>LA 100 Introduction to a Liberal Arts Education</td>
<td>1</td>
</tr>
<tr>
<td>LA 126 Integrating Learning in the Liberal Arts</td>
<td>3</td>
</tr>
<tr>
<td>CM 156Q Mathematical Connections</td>
<td>2</td>
</tr>
<tr>
<td>CM 111 Integrated Communication Seminar A: Crossing Cultures</td>
<td>3</td>
</tr>
<tr>
<td>MGT/PCM 120 Interpersonal and Group Communication</td>
<td>3</td>
</tr>
<tr>
<td>XX XXX (Liberal Studies courses)</td>
<td>2</td>
</tr>
<tr>
<td>AC 101 Communication Placement Assessment and Feedback</td>
<td>0</td>
</tr>
<tr>
<td>AC 151 Initial Social Interaction Assessment</td>
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</tr>
<tr>
<td>----------------------------------</td>
<td>--------</td>
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</table>

**Semester 2**

<table>
<thead>
<tr>
<th>Course</th>
<th>Cr Hrs</th>
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</thead>
<tbody>
<tr>
<td>LA 222 Introduction to the Arts</td>
<td>3</td>
</tr>
<tr>
<td>LA 223 Introduction to the Humanities</td>
<td>3</td>
</tr>
<tr>
<td>CM 114 Integrated Communication Seminar B: Methods and Motives</td>
<td>2</td>
</tr>
<tr>
<td>XX XXX (Liberal Studies courses)</td>
<td>8</td>
</tr>
</tbody>
</table>

**Semester 3**

<table>
<thead>
<tr>
<th>Course</th>
<th>Cr Hrs</th>
</tr>
</thead>
<tbody>
<tr>
<td>LA 283 Contemporary Issues in Natural Science</td>
<td>3</td>
</tr>
<tr>
<td>LA 284 Contemporary Issues in Behavioral Science</td>
<td>3</td>
</tr>
<tr>
<td>XX XXX (Liberal Studies courses)</td>
<td>8</td>
</tr>
</tbody>
</table>

**Semester 4**

<table>
<thead>
<tr>
<th>Course</th>
<th>Cr Hrs</th>
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</thead>
<tbody>
<tr>
<td>LA 321 Bridging the Cultural Gap</td>
<td>6</td>
</tr>
<tr>
<td>XX XXX (Liberal Studies courses)</td>
<td>8</td>
</tr>
<tr>
<td>AC 309E Mid-program General Education Assessment</td>
<td>0</td>
</tr>
</tbody>
</table>

* Weekday evening course
International Study Options

Alverno offers a variety of study-abroad opportunities. These include semester or year-long study programs as well as specially designed short courses taught by Alverno faculty for Alverno students. Bali, Paris, Tokyo, Montego Bay, St. Petersburg, Beijing, Hong Kong, Florence, London, and Salzburg are some of the places where Alverno students have studied in recent semesters.

Student Exchange Programs
Alverno has formal student exchange agreements with the University of Chester (Chester, England), Leeds Trinity University College (Leeds, England), Liverpool Hope University (Liverpool, England), Mount Royal University (Calgary, Alberta, Canada), Kansai Gaidai University (Osaka, Japan), Tokyo Women's Medical University (Tokyo, Japan), Akita International University (Akita, Japan), Catholic University of Korea (Seoul, South Korea), Ewha Womans University (Seoul, South Korea), Catholic University of Temuco (Chile), Ecole Supérieure de Commerce (IPAG) (Nice, France), Lingnan University (Hong Kong SAR, China), University of Guanajuato (Guanajuato, Mexico), Hong Kong Institute of Education (Hong Kong SAR, China), and Hong Kong Polytechnic University (Hong Kong SAR, China). In addition, Alverno has agreements with universities and colleges in Australia, Austria, Denmark, Ireland, Scotland, Spain, Wales, and other places that allow students to apply their financial aid to study abroad.

Alverno Travel Courses
Alverno faculty design and lead specific short courses organized around a variety of interest areas. These have included the study of coral reef biology in the Bahamas; intercultural communication in France, Jamaica, and Costa Rica; literature and the arts in London; art and religion in China; business and economics in the Netherlands, Germany, Paraguay, Brazil, and Poland; social science in Portugal; culture and society in Japan, Indonesia, and Korea; culture and change in Russia; nursing in Japan.

Courses with a travel component usually carry the prefix INS. New courses are continually being developed, and interested students should check current course offering materials online.

Options Following the Bachelor’s Degree

Options Following the Bachelor’s Degree
Alverno on the Weekend 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.
Options Following the Bachelor’s Degree

Postbaccalaureate Licensure or Licensure to Master of Arts in Education (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.

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 414-382-6000 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. A major equivalency, described below, is another option.

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

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

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

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

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

Requirements for a Second Degree

♦ Students who did not graduate from Alverno, or who graduated from Alverno before implementation of the ability-based curriculum:
  • complete a minimum of 30 credits at Alverno (the 30 credits include courses in the major)
  • demonstrate four developmental levels in each of Alverno’s eight abilities (communication, analysis, problem solving, valuing in decision making, social interaction, developing a global perspective, effective citizenship, and aesthetic engagement), equaling 32 ability-level units; they also complete 8 advanced ability-level units in their major, thereby fulfilling the 40-unit requirement for a baccalaureate degree
  • 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.
Options Following the Bachelor’s Degree

- 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.

Major Equivalency Programs
[open to women and men]
An individual who wants more depth in a subject area than is offered by a certificate program, or who wants to pursue an area of study for which a certificate is not available, 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. A student interested in a major offered only in the weekday timeframe must be able to complete the major equivalent in weekday as well.

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.

Certificate Programs
[open to women and men]
A postbaccalaureate certificate can help an individual transition into a new career area, gain confidence and background in a skill that requires strengthening, or pursue a new area of interest. A certificate typically represents the successful completion of three to five courses.

The following certificate programs are available:

- In computing and information technology:
  • Computer Skills for Leadership
  • Web Design

- In management:
  • Economics
  • Marketing Management
  • Accounting
  • Management
  • Human Resource Management

- In professional communication:
  • Effective Speaking
  • Visual and Print Communication
  • Communication Dynamics
  • Professional Writing

Students can complete the management and professional communication certificates entirely in the weekend timeframe. Computing and information technology certificates can be completed almost entirely in the weekend timeframe; some courses may be offered weekday evenings.

Tuition for certificate programs is 50% of regular Alverno on the Weekend tuition on a space-available basis. Certificate programs do not qualify for financial aid. A complete description of each of the certificate programs follows. Please call the Admissions Office at 414-382-6100 for more information.
Computing and Information Technology Certificate Programs
Course descriptions on pages 64-79

The computing and information technology certificate programs enable the student to develop a sophisticated computer literacy — about what computers are, how they function, and their role in changing the nature of the work people do. The programs are designed for individuals who have completed a bachelor's degree but who now are in positions that could benefit from a background in technology concepts and issues.

♦ The **Computer Skills for Leadership** program is designed for people who work in leadership positions and need to understand technology concepts and issues so that they can make effective recommendations regarding technology use in their organizations and work productively with technicians.

♦ The **Web Design** program is for people who want to learn how to design and implement an effective website for their organization.

The courses in these programs emphasize the development of analysis, problem solving, and technological communication. They are designed to take into account previous experience and coursework as well as provide flexibility to meet individual needs. Some prerequisites may apply.

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### Computer Skills for Leadership

<table>
<thead>
<tr>
<th>Course</th>
<th>Credit Hrs</th>
</tr>
</thead>
<tbody>
<tr>
<td>CIT 200</td>
<td>Foundations of Computing and Information Technology</td>
</tr>
<tr>
<td>CIT 280</td>
<td>Introduction to Databases</td>
</tr>
<tr>
<td>CIT 284</td>
<td>Excel Spreadsheet Analysis and Design</td>
</tr>
<tr>
<td>CIT 300</td>
<td>Computer Components</td>
</tr>
<tr>
<td>CIT 376</td>
<td>System Analysis and Design</td>
</tr>
<tr>
<td>CIT 490</td>
<td>Project Management</td>
</tr>
</tbody>
</table>

Total: 18

### Web Design

<table>
<thead>
<tr>
<th>Course</th>
<th>Credit Hrs</th>
</tr>
</thead>
<tbody>
<tr>
<td>CIT 200</td>
<td>Foundations of Computing and Information Technology</td>
</tr>
<tr>
<td>CIT 270</td>
<td>Web Design</td>
</tr>
<tr>
<td>CIT 280</td>
<td>Introduction to Databases</td>
</tr>
<tr>
<td>CIT 368*</td>
<td>Programming for the Web</td>
</tr>
<tr>
<td>CIT 372*</td>
<td>Advanced Web Design</td>
</tr>
</tbody>
</table>

Total: 15

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* Weekday evening course
Management Certificate Programs
Course descriptions on pages 64-79

Management certificate programs† are offered by the School of Business for students who have completed a bachelor's degree. These programs are designed for students who:

- wish to develop new knowledge and skills to meet the changing needs of the work environment;
- seek to build on their experience through a study of business and management principles to enhance their managerial effectiveness;
- seek new career opportunities.

Economics

<table>
<thead>
<tr>
<th>Course</th>
<th>Credit Hrs</th>
</tr>
</thead>
<tbody>
<tr>
<td>MGT 210</td>
<td>Economic Environment 3</td>
</tr>
<tr>
<td>MGT 396</td>
<td>International Economics 3</td>
</tr>
<tr>
<td>MGT 211</td>
<td>Microeconomics</td>
</tr>
<tr>
<td>or MGT 395</td>
<td>Women in the Economy 3</td>
</tr>
</tbody>
</table>

Marketing Management

<table>
<thead>
<tr>
<th>Course</th>
<th>Credit Hrs</th>
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</thead>
<tbody>
<tr>
<td>MGT 300</td>
<td>Marketing Principles and Management 3</td>
</tr>
</tbody>
</table>

Two of the following courses:

<table>
<thead>
<tr>
<th>Course</th>
<th>Credit Hrs</th>
</tr>
</thead>
<tbody>
<tr>
<td>MKT 360</td>
<td>Marketing Research 3</td>
</tr>
<tr>
<td>MKT 361</td>
<td>Customer Relationship Management 3</td>
</tr>
<tr>
<td>MKT 362</td>
<td>Integrated Marketing Communications 3</td>
</tr>
</tbody>
</table>

Accounting

<table>
<thead>
<tr>
<th>Course</th>
<th>Credit Hrs</th>
</tr>
</thead>
<tbody>
<tr>
<td>MGT 201</td>
<td>Introduction to Accounting 3</td>
</tr>
<tr>
<td>MGA 202</td>
<td>Principles of Accounting 3</td>
</tr>
<tr>
<td>MGA 275</td>
<td>New Enterprise Accounting Issues 3</td>
</tr>
<tr>
<td>MGA 375</td>
<td>Reporting and Management Accounting Issues 3</td>
</tr>
</tbody>
</table>

Each program is designed to develop knowledge and abilities in a key business area to meet both personal and professional goals. Consult the Advising Office for further information about any of these programs. Some prerequisites may apply.

†Because many of the business and management courses require sound mathematics skills, a math assessment is required prior to enrollment. All applicants are also required to complete a writing assessment. Assessments are scheduled at least once a month on Saturdays. Upon receipt of the application form, an assessment is scheduled. If the assessment indicates that further development is required, review courses may be required prior to enrollment in certain courses.
## Management Certificate Programs

### Management

<table>
<thead>
<tr>
<th>Course</th>
<th>Credit Hrs</th>
</tr>
</thead>
<tbody>
<tr>
<td>MGT 100</td>
<td>3</td>
</tr>
<tr>
<td>MGT/PCM 120</td>
<td>3</td>
</tr>
<tr>
<td>MGT 221</td>
<td>3</td>
</tr>
<tr>
<td>MGT 435</td>
<td>2</td>
</tr>
</tbody>
</table>

### Human Resource Management

<table>
<thead>
<tr>
<th>Course</th>
<th>Credit Hrs</th>
</tr>
</thead>
<tbody>
<tr>
<td>MGT 221</td>
<td>3</td>
</tr>
<tr>
<td>MGT 370</td>
<td>3</td>
</tr>
<tr>
<td>AED/CLD/MGT 488</td>
<td>3</td>
</tr>
</tbody>
</table>

Total Credit Hrs: 11

Total Credit Hrs: 9
In today’s complex and demanding business world, employees who communicate effectively have a competitive edge. Employers seek people to deliver a powerful sales presentation, create a dynamic company newsletter, or lead a productive group discussion. The Professional Communication Department offers four certificate programs for students who have completed a bachelor’s degree. Some prerequisites may apply.

**Effective Speaking**

Learn to present information, summarize material, and express your ideas with confidence and composure. These courses are designed to teach concepts, strategies, and techniques needed to speak to diverse audiences. The emphasis is on practical preparation for speaking in a variety of situations.

<table>
<thead>
<tr>
<th>Course</th>
<th>Credit Hrs</th>
</tr>
</thead>
<tbody>
<tr>
<td>PCM 200</td>
<td>3</td>
</tr>
<tr>
<td>PCM 230</td>
<td>3</td>
</tr>
<tr>
<td>PCM 325 Management Team</td>
<td>3</td>
</tr>
<tr>
<td>PCM 441</td>
<td>3</td>
</tr>
<tr>
<td>CMT/PCM 499</td>
<td>3</td>
</tr>
</tbody>
</table>

**Visual and Print Communication**

Learn principles of design and practice hands-on production of effective communication in a variety of media. Professional writing styles and formats, desktop publishing techniques, photography, and audiovisual production are included in the course sequence. Study the underlying theories of audience analysis and effective presentation to present clear and convincing messages in visual and print communication.

<table>
<thead>
<tr>
<th>Course</th>
<th>Credit Hrs</th>
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</thead>
<tbody>
<tr>
<td>PCM 170</td>
<td>3</td>
</tr>
<tr>
<td>PCM 300</td>
<td>3</td>
</tr>
<tr>
<td>PCM 320</td>
<td>3</td>
</tr>
<tr>
<td>PCM 364</td>
<td>3</td>
</tr>
<tr>
<td>PCM 475</td>
<td>3</td>
</tr>
<tr>
<td>PCM 490</td>
<td>3</td>
</tr>
<tr>
<td>PCM 490</td>
<td>12</td>
</tr>
</tbody>
</table>

Some prerequisites may apply.
Professional Communication Certificate Programs

Communication Dynamics
Learn to analyze interpersonal and group communication processes to improve your communication effectiveness. Recognize how language affects attitudes and behaviors and master the concepts and methods to enhance interactive listening and speaking skills.

<table>
<thead>
<tr>
<th>Course</th>
<th>Credit Hrs</th>
</tr>
</thead>
<tbody>
<tr>
<td>PCM 101 Introduction to Professional Communication</td>
<td>3</td>
</tr>
<tr>
<td>MGT/PCM 120 Interpersonal and Group Communication</td>
<td>3</td>
</tr>
<tr>
<td>PCM 230 Influence and General Semantics</td>
<td>3</td>
</tr>
<tr>
<td>Choice of one 300- or 400-level PCM course</td>
<td>3</td>
</tr>
</tbody>
</table>

Total: 12

Professional Writing
Learn to write in a variety of professional genres for diverse audiences and purposes. These courses are designed to provide theory and application of standards and practices of writing within professional contexts.

<table>
<thead>
<tr>
<th>Course</th>
<th>Credit Hrs</th>
</tr>
</thead>
<tbody>
<tr>
<td>PCM 130* Writing: The Editing Process</td>
<td>3</td>
</tr>
<tr>
<td>PCM 300§ Advanced Writing: Professional Applications</td>
<td>3</td>
</tr>
</tbody>
</table>

Select two or three electives to fulfill the 12-credit requirement:

<table>
<thead>
<tr>
<th>Course</th>
<th>Credit Hrs</th>
</tr>
</thead>
<tbody>
<tr>
<td>PCM 230 Influence and General Semantics</td>
<td>3</td>
</tr>
<tr>
<td>PCM 421 Newswriting</td>
<td>3</td>
</tr>
<tr>
<td>PCM 427 Technical Communication</td>
<td>3</td>
</tr>
<tr>
<td>CLD/PCM 437 Fundraising and Grant Writing: Principles and Practices</td>
<td>3</td>
</tr>
<tr>
<td>PCM 477 Public Relations: Theories and Applications</td>
<td>3</td>
</tr>
</tbody>
</table>

Total: 12

* PCM 130 is a foundational course, designed for those who desire to build skills in grammar, punctuation, sentence structure, organization, and development of ideas. It is strongly recommended for those who wish to revisit the basics.

§ PCM 300 is a requirement for the Professional Writing certificate and must be taken prior to or concurrently with PCM 421, PCM 427, CLD/PCM 437, and PCM 477.
Course and External Assessment Descriptions

On the following pages are found descriptions of courses and external assessments offered at Alverno College.

As a student progresses toward her degree at Alverno, she is provided with opportunities to participate in assessments, both inside and outside class, that show development of abilities integrated with knowledge. In the sequence of courses, assessments that she participates in outside of class (in the final week of each semester) are designed to continue to bring her closer to off-campus situations in her life. They are assessed by faculty and off-campus volunteers as well as by the student herself. These external assessments, denoted by the prefix AC, are administered through the Assessment Center. **In general, each is a one-time event that carries required validations but no credit hours.**

External assessments are required by the student’s course of study; no additional charge is made for them. See current Course Offerings online for prerequisites and registration information.

**A 140C Drawing in the Natural Environment [1]** — The focus of this course is on the relationship between the individual and the environment expressed through various creative media. The student applies her skills to draw directly from nature in various Milwaukee County parks or other sites.

**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 Art in the Museum [1]** — This course focuses 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. Workshops have included papermaking, bookmaking, oil painting, encaustic painting, painting with a palette knife, ceramics, animation, rotoscoping, and installation art. New workshops are offered every semester. Check current Course Offerings online for more information.

**AC 101 Communication Placement Assessment and Feedback [0]** — This initial assessment in communication has several required parts. The first occurs before a student enters Alverno. In an integrated context, she produces samples of her communication abilities — reading, writing, listening, quantitative literacy, and computer literacy — as part of the Communication Placement Assessment. Then, she assesses each performance herself. Later, in individually scheduled appointments, she demonstrates her speaking ability and receives feedback on how well she self-assessed her communication abilities. This assessment carries the validations required for Level 1 Communication.

**AC 151 Initial Social Interaction Assessment [0]** Prereq. Concurrent registration in LA 126 — 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 309E Mid-program General Education Assessment [0]** Prereq. CM 114; CM 156Q; LA 283 or LA 284; Analysis Level 3; Problem Solving Level 3 — This assessment gives the student an opportunity to transfer and integrate her learning from courses that focus on mathematics or science and on the abilities of quantitative literacy, analysis, and problem solving. It also includes a substantive self-assessment component, which includes creating learning goals and plans for ongoing development.

**AC 317 Fifth External Assessment [CMT] [0]** — This assessment is taken concurrently with CMT 300, Connections and Specializations, and is administered by the course instructor. The student explores, researches, and defines her career goals, identifies the particular skills she still needs to develop, and plans a coherent curriculum of elective courses for her chosen specialization. The assessment emphasizes integrated communication and valuing abilities. Throughout the semester the student submits components of her final project to the instructor for feedback and evaluation.

**AC 361 Integrated Management Assessment [MGT] [0]** — AC 361 is taken concurrently with MGT 310, Finance. AC 361 is a three-hour in-basket assessment in which 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. Her abilities to analyze, problem solve, and communicate effectively are assessed.

**AC 367 Sixth External Assessment (CMT) [0]** Prereq. CMT 300; Communication Level 4 — For this semester-long project, the student studies a professional organization related to her chosen specialization in the Communication, Management and Technology major. She employs advanced analytic, problem-solving, and social-interaction abilities to conduct research on the organization, attend meetings, and interview members of the organization. At the end of the semester the student demonstrates her integrated communication and effective citizenship abilities with both a written summary of her findings and an oral presentation to her classmates, instructors, and invited guests from the professional community.

**AC 414 Professional Interview (MGT) [0]** — AC 414 is taken concurrently with MGT 400, Small Business Management, and is administered by the course instructor. The student presents a business plan she has developed to a local banker who assesses her professionalism, interpersonal communication, and general business knowledge. The interview is scheduled to follow the last session of her small business course. She also completes a self-assessment of her business plan and of the results of the interview.

**AC 416 External Assessment (CLD) [0]** Prereq. CLD 412 completed or concurrent; MGT 300 completed or concurrent; CLD 398 completed or concurrent; CLD/MGT 405 completed or concurrent — For this assessment, students assume the simulated roles of United Way committee members. Drawing on the quantitative and qualitative research strategies and modes of communication developed in earlier courses, they critically review a program evaluation and funding request from a United Way agency. Each student completes the written portion of the assessment independently and then participates in a simulated committee meeting with other students to reach consensus on funding for the agency. This assessment focuses on the student’s ability to make judgments about programs that deal with community issues. It emphasizes financial analysis and social scientific research skills as well as critical-thinking, interaction, and communication skills.

**AC 463 Eighth External Assessment (PCM) [0]** — This assessment is taken concurrently with CMT/PCM 499, Professional Practice Seminar, and is administered by the course instructor. The student demonstrates proficiency in analysis, problem solving, valuing, and effective citizenship by developing her formal portfolio, which is assessed by external representatives from various professional communication fields.

**AC 465 Senior Assessment (MGT) [0]** — AC 465 is taken concurrently with MGT 410, Business Policy and Strategy, and is supervised by the course instructor. The student identifies and pursues strategic business opportunities by choosing from a variety of projects, including further developing her small-business plan from MGT 400, Small Business Management, or consulting for a small business or not-for-profit organization. Instructors, project mentors, and business clients assess the student’s performance, providing feedback on her interactive, analytic, and problem-solving abilities.

**AC 467 External Assessment (CMT) [0]** — This assessment is taken concurrently with CMT/PCM 499, Professional Practice Seminar, and is supervised by the course instructor. The student demonstrates proficiency in analysis, problem solving, valuing, social interaction, and effective citizenship by developing a professional portfolio that gives evidence of her unique abilities and accomplishments. After assessment by her instructor and peers, she presents her portfolio for feedback from professionals in her area of career specialization and shares it with beginning students in the Communication, Management and Technology major as an example of applied learning.

**AED 335 Psychology of the Adult Learner [4]** Prereq. PSY 110 or LA 284; for CMT majors: CMT 300 — The student learns about the contributions of psychological theories to the development of the body of knowledge about adult learners. She studies various interdisciplinary frameworks including both historical and contemporary approaches. The focus is on various developmental issues of adult learners. Several experiential assessment activities allow the student to apply her understanding of the principles of adult learning.

**AED 354 [also CLD 354 and MGT 354] Adult Education Human Resource Principles and Philosophy of Training [3]** Prereq. PSY 110 or LA 284; for CLD majors: CLD 150 and CLD 220 — 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 Resource Program Training [3]** Prereq. For AED supports, AED 354; for CLD majors, CLD 220; 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 in 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 Resource Practicum Training [3]** Prereq. AED 488 — 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.
COURSE AND EXTERNAL ASSESSMENT DESCRIPTIONS

BSC 255 Behavioral Science Research Methods [4] Prereq. LA 283; LA 284; MGT/PCM 120; CM 156Q; Writing Level 2 — The student learns about the research methods commonly used by behavioral scientists. She participates in a number of classroom exercises to acquaint her with philosophical and methodological issues related to a variety of behavioral science methods. She also conducts research projects in which she defines problems to be addressed, formulates questions and hypotheses, and designs a research instrument. She collects and analyzes data using SPSS computer software. She prepares a final report, using appropriate summary statistics, tables, and graphics.

BSC 256 Probability and Statistics [4] Prereq. CM 156Q; BSC 255 — The student develops skill communicating statistical information using SPSS computer software. She learns both theory and applications of statistical hypothesis testing, learning to test for the significance of relationships between variables and differences between groups in a variety of situations. She learns bivariate descriptive statistics. She learns to clearly and accurately communicate findings and to accurately interpret the presentation of statistical findings encountered in research.

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, Internet search tools, and the difference between a PC and a Macintosh; and to develop basic word-processing skills. 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 111 — In this course the student 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 268 Introduction to Programming: Visual Basic [4] Prereq. CIT 200; CM 156Q — 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 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 web pages. She explores Photoshop to create graphics and digitized pictures. Using a variety of hardware, software, and computer platforms, she applies her expertise in web design to create a website for a client.

CIT 280 Introduction to Databases [3] Prereq. For MGA majors, CIT 284; for all others, CIT 200 — In this course, the student works to understand the basics of databases, including tables, records, fields, data types, primary keys, and basic table relationships. She learns how to analyze basic problems for a database solution, create tables, form relationships, and query the database for information. In addition, she works to learn the basics of database reporting.

CIT 284 Excel 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. This course gives the student a comprehensive understanding of the effective use of spreadsheet software as it is used in data analysis.

CIT 300 Computer Components [3] Prereq. For CIT majors, CIT 268; for all others, 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. Reflecting on academic and professional interests and strengths, she plans a course of study, and begins to develop an informational network among professionals in related fields.

CIT 368 Programming for the Web [3] Prereq. CIT 270 — This course offers the student an opportunity to examine the process of developing applications for the World Wide Web. She learns both client-side and server-side programming techniques, and applies her understanding of programming to develop dynamic applications for the Internet. For a final project, she develops a website with database connectivity.

CIT 372 Advanced Web Design [3] Prereq. CIT 270 — The student expands her knowledge and understanding of web page layout, design, and implementation, focusing on usability. She extends her knowledge from CIT 270, Web Design, as she works to understand and implement advanced topics of web design, including positional cascading style sheets and libraries. She works to deepen her understanding of and ability to work with, create, and manipulate web graphics using Photoshop. Using a variety of hardware, software, and computer platforms, she integrates her expertise in web design as she defines, analyzes, designs, and implements a website for a client of her choice.
CIT 376 System Analysis and Design [3] Prereq. CIT 200 and 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. Using interviewing techniques, process charting, screen and report design, proposal writing, program specifications, and process walkthrough, she designs an information system for a client and presents her proposal to the class.

CIT 385 Organizational Networking [3] Prereq. CIT 200; one additional 200-level CIT course — The student analyzes and discusses client server-based networking, its structure, components, and uses. In addition, she analyzes the effects of information technology/computer networks on modern organizations, including human responses to technological innovation. The final project is a student-driven independent project that provides her with the opportunity to research a technology-based issue or concern connected to her major area of study.

CIT 470 Advanced Database Design [3] Prereq. For CIT majors and supports, CIT 280 and CIT 300; for MGA majors, CIT 280; for all others, CIT 280 and one 300-level CIT elective — In today’s competitive world, providing 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 access information. In this course, the student studies and applies principles of sound database design and analyzes common models upon which database management systems are based. She uses a relational database and structure query language (SQL) to design and create database solutions.

CIT 490 Project Management [3] Prereq. For CIT majors and supports, CIT 300 and one 300+ level CIT elective; for all others, one 300+ level CIT elective — 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.

CLD 150 Introduction to Community Leadership [3] — This required introductory course for community leadership (CLD) majors places major emphasis on three areas of study. The student begins the development of an understanding of and an appreciation for the diversity of opportunities and challenges in the nonprofit sector and for the fundamentals of advocacy. The course also provides a context for the CLD program of study.

CLD 220 Social Movements and Social Change [4] Prereq. MGT/PCM 120; Writing Level 2 — 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 150 — The student is given the opportunity to explore models of management and leadership in the context of personal development and ongoing struggles for social justice. She examines her own strengths as a leader as well as those displayed by others. She also develops an appreciation for the complexities of social, political, and economic forces that impact the nonprofit sector, its community, and the people it seeks to serve. Learning and applying practical skills are major components of the course, especially in regard to volunteer management, board governance, and strategic and interorganizational relationship building.

CLD 338 Program Evaluation [3] Prereq. CLD 150 — In this course, the student acquires an understanding of the systematic approach to program evaluation in nonprofit organizations, for-profit businesses, and governmental agencies. The course is designed to familiarize the student with key concepts and theories, practices, and uses of program evaluation in applied settings. Topics include reasons for and uses of program evaluation; types of evaluation, including needs assessment, process evaluation, and output evaluation; context of evaluation, planning, and design; ethical issues and evaluation standards; and reporting of evaluation results.

CLD 354 Adult Education Philosophy and Principles of Teaching — 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 — This course is designed as an elective topics course to facilitate the focused exploration of varied topics related to contemporary community leadership and development practice. Topics are designed to complement the essential subjects and concepts addressed routinely in Community Leadership’s required curriculum.

CLD 398 Community, Power and Change [3] Prereq. LA 284 — This course introduces the student to the economics and politics of local and regional government decision making. She compares different structures of governance and planning in order to evaluate the strengths and weaknesses of each. For example, communities include many different economic, cultural, and political interest groups. How well do various types of local and regional government address their diverse needs? The student examines case studies of local political issues and investigates issues in her own community.
CLD 405 [also MGT 405] Women and Leadership: Turning Visions into Deeds [2; option available for 3 credits] Prereq. For CLD majors: CLD 220; for MGT majors and supports: MGT 221; for PCM majors: PCM 230; Integrated Communication Level 3 — In this course the student synthesizes contemporary literature on leadership and formulates her own definition and profile of effective leadership in various contexts. She takes on the formal leadership function of a group with specific tasks, accomplishes objectives effectively, and commits to an ongoing program of leadership self-development.

CLD 412 Community Development [4] Prereq. For CLD majors: MGT 210, CLD 220, POL 225, BSC 255; for MGT majors: MGT 210, MGT 221, MGT 250 — In this course, the student applies demographic, geographical, sociological, political, and economic frameworks to analyze local communities and the problems their residents confront. She learns to identify the resources community residents need to sustain their neighborhoods and to analyze community structures that control those resources. She becomes familiar with the role of for-profit, nonprofit, and governmental organizations in producing community change. She learns techniques of strategic planning to help communities effectively adapt.

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 Resource Program Training — See AED 488.

CLD 491 Senior Seminar [2] Prereq. CLD 412; Integrated Communication Level 4 — In this course, students in the disciplines of community leadership, 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 412; 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. This internship is intended for the student with some community-based leadership experience. (The student may instead opt for the INTERN 383 internship.)

CM 108 Communication Seminar: Exploring Language Applications [3] — The student explores different contexts for the development of effective reading, writing, listening, and speaking processes. She incorporates ideas from various sources as well as her own personal experience and uses both her receptive and expressive language abilities to formulate and support her own responses. She develops an ability to understand complex ideas from varying perspectives, an awareness of her audience, and the self-assessment components to evaluate her progress. Also, she applies language concepts, such as audience, context, structure, and grammar, to her other academic coursework and assignments.

CM 111 Integrated Communication Seminar A: Crossing Cultures [3] Prereq. Reading and Writing Level 1 — 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, to expand her communication literacy for a variety of contexts, and to strengthen her self-assessment ability in relation to her development as a communicator.

CM 114 Integrated Communication Seminar B: Methods and Motives [2] Prereq. LA 126; CM 111 — The student integrates her communication abilities, so that with increasing confidence and creativity she becomes more effective in her communication performances and processes. She also learns strategies for researching and synthesizing ideas from a variety of sources, developing a foundation for effective communication in the disciplines and professions.

CM 156Q Mathematical Connections [2] Prereq. Communication Level 1: Quantitative Literacy* or QL 050 and QL 051 — 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.

CMT 101 Introduction to Communication, Management and Technology [3] Prereq. LA 126; MGT/PCM 120; MGT 100 completed or concurrent — In this course, the student begins to integrate communication, management, and technology frameworks, building a foundation for further study. She engages in a collaborative, experiential learning mode, conducting her own on-site case study of an organization, analyzing the interaction of its structure, management, communication, and technology. Background

* Communication Level 1: Quantitative Literacy can be achieved through the Communication Placement Assessment that new students take or through successful completion of QL 050 and/or QL 051.
reading, class discussion, and practice with case study methodology help the student identify and develop frameworks to interpret her observations and situations. Each student presents graphic and narrative descriptions of her case study in written and oral formats.

**CMT 300 Connections and Specializations [3]** Prereq. CM 156Q; CMT 101; PCM 230; concurrent registration in AC 317 — In this course, the student considers how the multidisciplinary study of issues and organizations can prepare her for specific career directions. Reflecting on her academic and professional interests and strengths, she plans a course of study for an area of specialization and begins to develop an informational network among professionals in related fields. The course offers opportunities for links with partner organizations in person and via such technologies as videoconferencing and Internet connectivity.

**CMT 499 [also PCM 499] Professional Practice Seminar [3]** Prereq. For CMT; concurrent registration in AC 467; for PCM, concurrent registration in AC 463 — In this capstone course, the student synthesizes her learning across the curriculum as it informs her specialty 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.

**EN 210 Perspectives on Literature [2]** Prereq. LA 222 or LA 223 — 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 250 Oprah's Books [4]** Prereq. LA 222 or LA 223 — The student becomes a reader in Alverno’s Oprah's Book Club, developing as a literary critic and examining the economic, cultural, and political implications of Oprah's Book Club choices. She takes the risks and accepts the responsibilities for her critical judgment of each of the works represented in the course, and examines in some depth Oprah’s contributions to literary and to literary culture, including exploring the controversies and the challenges surrounding her book club. As the student decides whether or not a work is worthy of being an Oprah pick, she fine-tunes her own definitions of what makes a book good, even great, literature.

**EN 251 Introduction to Creative Writing [4]** Prereq. LA 222 or LA 223; CM 111 — 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 hone 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 311 Fiction into Film [2]** Prereq. LA 222 or LA 223 — The student reads works of literature and views film adaptations of them, comparing the ways that authors and directors tell stories, make meaning, and elicit audience 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.

**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 to understand her peers and instructors and to 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. She also develops a method for assessing her needs and planning appropriate learning strategies.

**FA 300 Arts Alive: Milwaukee after Dark [2]** Prereq. LA 222 or LA 223 — The student attends a series of live performances at theaters in the Milwaukee area. During class sessions, she develops her engagement with previous performances and prepares for the particular experience that she will attend that evening. Readings and assignments challenge the student to develop strategies for creatively engaging with live performances. Attendance at performances is during scheduled class meetings.
HS 211 Studies in U.S. Culture and Society [2] Prereq. LA 126 — In this course the student examines the relationships among human behavior, cultural expressions, and the social environment during a specific era of U.S. history. Emphasis is placed on the student critically analyzing historical monographs, historical documents, cultural artifacts, and artistic works to construct and effectively communicate her own understanding and interpretation of aspects of U.S. history. The student examines how U.S. society and culture at a specific time in history shaped, and was informed by, the individuals living at that time. She also analyzes and responds to artistic expressions to expand her understanding of an era of U.S. history.

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 333 Perspectives in Latin American Cultures [2] Prereq. LA 222 or LA 223 — Through readings, discussion, and guest speakers, the student is made aware of her own cultural assumptions and develops appreciation and understanding of the foundations, dynamics, and contributions of the Hispanic cultures. She studies cultural perspectives by means of geographic bases, relevant history, and contributions of civilizations.

HUM 343 Language and Writing: Creative Writing [3] Prereq. EN 251; Integrated Communication Level 4 — This course deals with all forms of creative writing: fiction, poetry, humorous essays, journals. The student is encouraged to experiment with a wide range of genres for a variety of audiences. In the process she works to develop a sense of her own unique voice and style as a writer.

HUM 360 Series: Themes in the Humanities [individual courses carry subtitles] [3] Prereq. LA 321 — The courses in the Themes in the Humanities series provide an opportunity for in-depth examination of issues or topics that transcend specific disciplines, historical periods, and/or cultures. The themes around which these courses revolve are of broad humanistic concern and are examined from multiple points of view. In considering concepts such as gender or topics such as the Holocaust, the student works primarily with frameworks of analysis, valuing, and aesthetic response.

HUM 362 Themes in the Humanities: Reading and Writing Memoir [3] Prereq. LA 321 — The student explores this genre by reading a variety of literary memoirs and by experimenting with her own autobiographical writing. She reflects philosophically on what creates meaning in her life by interpreting and constructing a life story. Questions of identity, memory, truth(s), creativity, and legacy are the heart of the course. Awareness of metaphor and application of formalist, reader response, feminist, psychoanalytical, and ethnic literary approaches enhance the student’s ability to respond to contemporary and historical texts. Faculty and peer feedback guide the student’s revisions of her narrative, sharpening her sensitivity to language and other aspects of the form and content of memoir.

HUM 364 Themes in the Humanities: Confronting the Holocaust [3] Prereq. LA 321 — In this course the student explores the different behaviors of individuals during the Holocaust and her own preconceived images and perceptions of the Nazi concentration camps. She explores how she has developed those perceptions and examines others’ perspectives and responses to the events surrounding the “Final Solution.” Questions about the nature of the individual, one’s responsibility to society and others, and one’s capacity for evil cannot be avoided when confronted by the personal accounts of survivors and analyses of their circumstances. The student explores how individuals create meaning given the circumstances in which they find themselves, and raises questions about the nature of what it means to be human.

HUM 365 Themes in the Humanities: Gender and History [3] Prereq. LA 321 — This course explores what Gerda Lerner calls the “dialectic of women’s history” — the tensions between women’s actual historical experience and their exclusion from interpreting that experience (and, therefore, their marginalization or exclusion from the historical record). It focuses on the analysis of how meaning-making systems (history, religion, and art) have worked to make the subordination of women seem “natural.” By comparing traditional and more recent interpretations of historical phenomena, the student works to expose the illusion of the permanence or universality of gender differences and, thereby, opens the way for changed conception of gender today.

HUM 366 Themes in the Humanities: The Experience of God [3] Prereq. LA 321 — Who is God? How do we experience God? These questions lie at the heart of religion. In this course, each student has the opportunity to pursue her own understanding of these questions, building on her understanding of the human person developed in earlier humanities courses and probing the religious dimensions of human experience. She develops her own vision of what it means to be religious in the context of an integrated vision of what it is to be human.

HUM 367 Themes in the Humanities: The Art of the Mystery [3] Prereq. LA 321 — In this advanced-level course, the student explores the mystery in terms of its aesthetic, historical, and philosophical dimensions. Through analysis of a wide variety of mysteries, from the classic to the contemporary, from film to television, she studies the roots of the genre’s conventions and characteristics, traces its evolution in form and content, and explores why so many are drawn to a genre that engages the dark side of human nature.

HUM 368 Themes in the Humanities: Major Figures in Early American Literature [3] Prereq. LA 321 — This course examines the literary beginnings of American culture after the arrival of the Pilgrims at Plymouth Rock. By reading and responding to significant works from the years 1620 to the American Civil War, the student develops an understanding of the interconnection between individual literary achievement and historical context and influence. Some major figures included in the course are William Bradford, Anne Bradstreet, Benjamin Franklin, Henry David Thoreau, Edgar Allan Poe,
subjectivity, freedom, and responsibility as they emerged in
gave rise to it. The student explores the themes of human
and the cultural conditions in France and Germany that
— This course focuses on the philosophy of existentialism
1930s-1950s in France and Germany (3)
HUM 374 Studies of Cultures: The Existential Spirit:
1930s-1950s in France and Germany (3)
—— This course focuses on the philosophy of existentialism
and the cultural conditions in France and Germany that
gave rise to it. The student explores the themes of human
subjectivity, freedom, and responsibility as they emerged in
effect; and she considers the socioeconomic factors
that made these themes so significant. She is asked to make
connections between her own experience and the themes
and issues discussed in the course. She studies a variety of
forms including philosophical essays, novels, films, and social
commentaries.

HUM 375 Studies of Cultures: African-American Literature
Prereq. LA 321 — This course examines
the historical roots and development of the African-American literary tradition
—and its continuing impact on literature and society today. The student explores key concepts and metaphors that
define African-American literature, using historical, ethnic,
and feminist critical frameworks to analyze and respond to
literature as an expression of and commentary on culture.
She reflects on how the values and aesthetic principles of the
African-American literary tradition challenge or reinforce
her own thinking about art and society through creative and
critical writing.

HUM 378 Studies of Cultures: Images of the Heroine
Prereq. LA 321 — This course focuses on how artists
and thinkers from various cultures have conceived of the
heroine, a term that is used not only in the literary sense but
in terms of religious images, philosophy, the visual arts, etc.
It raises questions such as the “ideal woman” vs. the “real”;
Stereotyping; women’s vs. men’s creation of heroines; and
how the image of the heroine varies from culture to culture.
Frameworks from aesthetic response are particularly relevant,
as are the in-depth study of values and how they are challenged
or affirmed by aesthetic works.

HUM 379 Contemporary America: America and the
World since 1945 (3)
HUM 380 Series: Contemporary America (individual
courses carry subtitles) (3)
Prereq. LA 321 — Courses
taught in the Contemporary America series are in-depth
analyses of our lives and times. Specific courses in this series
focus on questions of value and meaning as well as on the
application of aesthetic frameworks.

HUM 381 Contemporary America: Religion in American
History and Culture (3) Prereq. LA 321 — In this course
the student explores the contemporary religious life of the
American people. In examining multiple and diverse religious
groups and traditions, she discerns the meaning of religious
beliefs and practices, spiritual values, and ethical perspectives
as they affect the individual and society.

HUM 382 Contemporary America: America and the
World since 1945 (3) Prereq. LA 321 — This course places
contemporary American history within its global context. The
student learns to identify and articulate those elements of the
American worldview that create the intellectual and cultural
framework within which foreign policy is made, articulated,
and implemented. She also considers the impact that global
issues and systems have on domestic American social,
economic, political, and cultural structures.
HUM 385 Contemporary America: Philosophy and Culture [3] Prereq. LA 321 — This course focuses on the major philosophical and related cultural movements in American life since the end of World War II. It explores the ideas of contemporary American thinkers on subjects such as rights in relation to responsibility, the impact of technology on culture, personal identity in the context of a global community, and commitment in a pluralistic world. The course draws on ideas from contemporary philosophy, literature, and film in addressing these issues, and it considers the impact of contemporary figures (e.g., Rev. Martin Luther King, Jr.) on American life.

HUM 386 Contemporary America: Depictions in Fiction [3] Prereq. LA 321 — This course examines short stories and novels of a representative number of contemporary American writers who share a concern with American culture and with the craft of writing. Beyond these concerns, however, the writers are as varied as the titles of their works. In style, subject, focus, and approach, they are unique and individual. The goals of the course are designed to provide understanding of the writers, the literary works, and the view of contemporary American culture they provide.

HUM 390 Series: Cross-Cultural Explorations [individual courses carry subtitles] [3] Prereq. LA 321 — The goal of this category is to offer courses that assist the student in becoming a world citizen — one who understands and can deal effectively with the challenges of multicultural living and values, serving the community in which she lives. In the interrelated world in which we live, human survival and well-being are intimately related to our capacity to understand and deal responsibly with other people, nations, and international causes.

HUM 391 Cross-Cultural Explorations: Philosophical Perspectives on Responsibility [3] Prereq. LA 321 — The student explores a variety of cultural perspectives on the notion of responsibility and how these affect and relate to the concept of self. In examining these perspectives, she considers her own perceptions of responsibility and the sources of those perspectives.

HUM 392 Cross-Cultural Explorations: Women and Words [3] Prereq. LA 321 — The student examines the relationship between language and culture in the context of how language affects woman’s perspective of herself and others. She examines works from a variety of cultures that introduce such perspectives. In this course, the student explores a variety of cultural perspectives on the concept of self. In examining these perspectives, she considers her own perceptions of responsibility and the sources of those perspectives.

HUM 393 Cross-Cultural Explorations: Comparative Religions [3] Prereq. LA 321 — This course introduces the student to theory of religion and to the study of major world religions (e.g., Hinduism, Buddhism, Judaism, Christianity, Islam). The student applies insights of each of the humanities in analyzing the nature and function of religion in general as well as the expressions of faith in the history of the major religions of the world. She reflects on her own orientations with a view toward clarifying and formulating the basis for her own religious perspectives and practices. She works toward developing, through comparative and critical analyses, a sensitivity enabling her to be productive in multicultural interactions and communications in public forums.

HUM 396 Cross-Cultural Explorations: Ecology and Spirituality [3] Prereq. LA 321 — 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 398 Cross-Cultural Explorations: Film around the World [3] Prereq. LA 321 — In this introduction to formal film studies, the student analyzes the narrative structure and visual elements of film, studying films from India, Japan, Europe, Africa, and South America as well as from the United States. She independently applies theories and frameworks from the humanities to organize and articulate her aesthetic responses to those films, and articulates her own personal vision of the genre of film.

HUM 399 Cross-Cultural Explorations: Topics in Global History [3] Prereq. LA 321 — In this course, the student examines important people, places, and events at key moments in global history in order to come to a fuller understanding of the complexity of the world in which she lives. By exploring multiple ways in which people migrated to new lands, traded, communicated, settled, loved, and fought with each other in the past, she learns that “globalization” is not just a contemporary phenomenon. She considers how ideas, values, and beliefs are shaped by time and place, and how the past, distant or more recent, helps us to understand who and what we are today.

INTERN 383 Internship [2] Prereq. Consent of department; students must work with the Internship Office to secure an internship site — In this course, the student supplements, tests, and/or implements the knowledge and abilities she has acquired in the classroom in an appropriate off-campus setting. She also participates in an on-campus seminar. In this course she develops advanced-level abilities in analysis, problem solving, and effective citizenship.

LA 100 Introduction to a Liberal Arts Education [1] — This required orientation for all new students at Alverno on the Weekend takes place the first weekend of the student’s first semester. The course introduces her to the campus and to resources (e.g., library) available to her. She receives a general introduction to campus technology as well as a more specific orientation to technologies used in the classroom.
LA 126 Integrating Learning in the Liberal Arts [3] Prereq. Concurrent registration in CM 108 or CM 111 — This course allows the student to reflect on and articulate her own learning process within the abilities framework. She becomes familiar and comfortable with Alverno’s interactive educational style, as well as with the abilities inherent in its curriculum. Skills and strategies are taught within the context of subject matter chosen from the behavioral and natural sciences, the arts, and the humanities. The development of critical-thinking and self-assessment skills is emphasized. This course runs from the second weekend of Alverno on the Weekend (LA 100 takes place on the first weekend) through the ninth weekend of the semester (Assessment Weekend).

LA 222 Introduction to the Arts [3] Prereq. LA 126 completed or concurrent — In this studio and discussion course, the student engages fully with one or more art forms — visual art, music, dance, and/or theater — encountering art as both observer and creator. As an observer, she examines art from a variety of perspectives and forms personal opinions about art. She also explores the role of art in various cultures and historical periods, expanding her worldview. As a creator, she makes informed choices that integrate her personal vision with her increased cultural awareness. In the dual roles of critic and artist, she experiences art from both an outsider’s and an insider’s perspective.

LA 223 Introduction to the Humanities [3] Prereq. LA 126 completed or concurrent — In this course, the student explores the question of what it means to be human, through the examination of multiple points of view and multiple ways of knowing. She examines how we interpret the world and what it means to rely on those interpretations. She is introduced to the humanities disciplines — English, history, philosophy, and religious studies — as ways of exploring and understanding the world. She analyzes and responds to theoretical and artistic works through her own experience and that of her peers.

LA 283 Series: Contemporary Issues in Natural Science [3] Prereq. LA 222 or LA 223; CM 156Q — LA 284 Series: Contemporary Issues in Behavioral Science [3] Prereq. LA 222 or LA 223; CM 156Q — Through her choice of two courses — one in the LA 283 series and one in the LA 284 series — the student examines principles of scientific inquiry in the natural and behavioral sciences as a part of her general education foundation. In each course, she interprets quantitative data and concepts within the topic, critically evaluates scientific information from various media sources, and examines the integration of science in society. Examples of offerings in LA 283 include Environmental Science and Issues, Natural History of the Upper Midwest, and Earth Science. Examples of offerings in LA 284 include Black Lives and Jim Crow and Science and Pseudoscience in Psychology.

LA 321 Bridging the Cultural Gap [6] Prereq. LA 283; LA 284; CM 114 or one Integrated Communication Level 3 — The student is introduced in some depth to South Asian philosophy, religion, and culture. From the vantage of this new perspective, she is encouraged to be even more acutely aware of her own culturally based perception, of its value and limitations, and of the implications of living in a pluralistic world according to a thinking framework that is by no means universal.

MGA 202 Principles of Accounting [3] Prereq. MGT 201 — This course focuses on accounting issues related to an organization's operating, investing, and financing activities. The student develops the ability to apply accounting concepts, principles, and procedures to address an organization’s information and financial reporting needs. She continues to develop her understanding of management’s role in the selection of accounting principles and in the design of an accounting information system, and the impact of these decisions on what financial statements communicate. Because problems often are ambiguous and unstructured, she focuses on developing defensible solutions.

MGA 275 New Enterprise Accounting Issues [3] Prereq. MGT 201 — The student uses her critical-thinking and problem-solving abilities to address accounting and financial management issues for a small business. These include using accounting information for strategic planning, supporting decisions and performance measurement, and understanding the environment in which the company operates. Specific topics include 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.

MGA 375 Reporting and Management Accounting Issues [3] Prereq. MGA 275 — As the business grows, the professional accountant plays an even greater role in decision support and strategic decision making. The student applies her team and interpersonal skills to deal with more complex issues using financial and management accounting information and to provide guidance to management. She also addresses management reporting issues that require the selection and implementation of appropriate accounting principles and methods. Specific topics include job order costing; process costing; activity-based costing; variance analysis; and absorption costing versus variable costing.

MGA 376 Growth and Expansion Accounting Issues [3] Prereq. MGA 202 — In this course the student explores accounting issues related to growth and expansion of a business. She draws and builds on basic financial and cost concepts introduced in prior accounting courses to respond to a variety of financial and accounting problems. The focus shifts from internal reporting and control to external reporting (i.e., audited financial statements that are prepared in accordance with generally accepted accounting principles (GAAP)). She takes on the role of an internal consultant to provide guidance in accounting, financial, and tax matters as they relate to balance-sheet valuation, income recognition, and disclosure adequacy.
COURSE AND EXTERNAL ASSESSMENT DESCRIPTIONS

MGA 475 Going Public Accounting Issues [3] Prereq. MGA 376 — The student addresses advanced accounting issues related to business acquisitions, going public, segment reporting, and doing business internationally. She draws upon and builds on financial and cost concepts introduced in prior accounting courses to respond to strategic and financial issues related to these activities. She applies her team and interpersonal skills to deal with these more complex issues using accounting information to provide guidance to management and to respond to emerging financial reporting issues.

MGA 487 The Audit Function – Internal and External [3] Prereq. MGA 376 — This course introduces the management accounting student to the roles, responsibilities, professional standards, and relationships that exist between management and an organization’s auditors and other assurance providers. To effectively manage the accounting environment, management accountants need a clear understanding of the systems, methods, and controls that ensure the integrity of information used for planning, decision making, and financial reporting. This course uses a variety of frameworks to develop that understanding, to examine the professional accountant’s responsibilities and ethics, and to explore issues related to accounting/information system design.

MGT 100 Introduction to Business and Management [3] — The student studies successful local, national, and global organizations to develop her understanding of how businesses function and to identify contemporary management practices that lead to extraordinary organizational performance. She develops her own analytic, problem-solving, managerial, and self-assessment abilities as a foundation for her individual and team contributions to organizational goals.

MGT 120 (also PCM 120) Interpersonal and Group Communication [3] — In this interdisciplinary course, the student is introduced to the underlying assumptions and theories of social psychology, and the applications of social psychology to small-group research and behavior. She has the opportunity to learn and improve her individual interaction skills, using both interpersonal and task-oriented models. She develops the ability to analyze her own and others’ behavior.

MGT 201 Introduction to Accounting [3] — The student is introduced to the nature of accounting within a business context. She learns the different functions of business, and the types of information, management reports, and financial statements that are provided by a company’s accounting system. The course emphasizes the integrated nature of management and financial accounting issues. It provides her with an overview of the judgments and estimates the accountant must make and how financial information is used as part of an organization’s information system to make decisions. In the lab component of the course, she has the opportunity to develop basic spreadsheet skills to present and analyze accounting data. She needs these skills for future business and management courses as well as for professional use.

MGT 210 Economic Environment [3] — In this study of economics the student learns the basic vocabulary for describing the elements of the economic environment. She develops a basic understanding of the components and functions of a market economy. Further, she learns to relate production and consumption decisions to a more comprehensive view of national economics; to relate economic frameworks to the financial management of an organization; and to analyze the interaction of contemporary social, political, environmental, and economic policies and their impact on the economy as a whole.

MGT 211 Microeconomics [3] — 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.

MGT 221 Managing in Organizations [3] Prereq. MGT 100 — The student studies individual, team, and organizational strategies (e.g., building shared vision, collaboration, ownership, commitment) that contribute to creating high-performance workplaces. She continues to develop her own analytic, problem-solving, teamwork, managerial, and self-assessment abilities to contribute to organizational and stakeholder 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 300 Marketing Principles and Management [3] Prereq. For MGT majors, MGT 100 and MGT 210; for CMT majors, CMT 101; one Integrated Communication Level 3 — This course introduces a student to how organizations develop products and services to meet the needs and wants of customers. The student works in a simulated new-product development team for a major company. She and her teammates invent a new product and present a comprehensive marketing plan via a written report and an oral presentation to the organization’s simulated board of directors at the end of the semester. The team identifies and addresses problems ranging from product design to pricing to distribution to marketing communications and considers the product’s impact in both domestic and global markets.

MGT 310 Finance [3] Prereq. MGT 201; MGT 210; MGT 250; 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 325 Global Accounting and Finance [3] Prereq. MGT 310 — The student studies and applies financial management concepts and techniques in a multinational environment. She learns how the flow of funds through organizations is affected by exchange rates, long-term asset and liability management, and financial instruments, including futures and options.

MGT 354 Adult Education Philosophy and Principles of Teaching — See AED 354.

MGT 370 Human Resource Management [3] Prereq. MGT 221; Integrated Communication Level 3 — The student develops an understanding of the realities of today's changing investment environment. She develops ability to identify alternative strategies, analyze investor needs and goals, and evaluate risk. Over the course of the semester, she creates an investment portfolio and tracks the portfolio's financial performance.

MGT 395 Women in the Economy [3] Prereq. LA 126 — 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 396 International Economics [3] Prereq. MGT 210 — The student studies and applies financial management concepts and techniques in a multinational environment. 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 400 Small Business Management [3] Prereq. LA 283; LA 284; MGT 300; MGT 310; concurrent registration in AC 414 — The student develops her enterprising ability as a foundation for ongoing personal and professional growth. She also develops her understanding of the small-business environment and entrepreneurship. Over the semester, she creates a business plan for a new venture as a way to integrate and apply the abilities and knowledge learned in previous courses.

MGT 405 Women and Leadership: Turning Visions into Deeds — See CLD 405.

MGT 410 Business Policy and Strategy [3] Prereq. MGT 300; MGT 310; MGT 400 completed or concurrent; concurrent registration in AC 465 — The student learns the principles and frameworks of business policy and strategy formulation and applies these to selected business problems. She is asked to analyze problems from the perspective of top management and trace the impact of decisions made on the total organization.

MGT 412 Business Practicum [3] Prereq. MGT 300; MGT 310; MGT 400 completed or concurrent — In this course the student integrates her learning and refines her ability to function effectively in organizational settings. She uses cocurricular, consulting, and other applied business settings to explore the transition from classroom to workplace, and develops the knowledge and abilities she needs to serve as change agent, internal consultant, and project manager. She completes a comprehensive self-assessment, mapping her progress and unique characteristics as a learner and business and management graduate.
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 488 Programming for Training and Human Resource Development — See AED 488.

MIB 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.

MKT 360 Marketing Research [3] Prereq. MGT 300 — 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, especially focusing on the use of technology solutions to assist in design and implementation of such research. Methods include focus groups, survey research, electronic database research, and other approaches.

MKT 361 Customer Relationship Management [3] Prereq. MGT 300 — This course presents theory and experiences within the realm of customer relationship management, from a business-to-business framework, including consumer behavior, entrepreneurship, customer relationship management, and sales. It includes exposure to technology solutions in these areas.

MKT 362 Integrated Marketing Communications [3] Prereq. MGT 300 — This course integrates and applies elements of the global promotional marketing mix, including advertising, public relations, sales, sales promotion, direct marketing, and Internet and electronic business elements, focusing on future trends in the development and delivery of these elements through technology. It also studies these elements in relation to nonprofit and service organizations.

MKT 363 Marketing Technology and Strategy Implementation [3] Prereq. MGT 300 — 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.

MKT 364 Global Marketing [3] Prereq. MGT 300 — This course prepares the student to apply marketing theory using global frameworks and strategic marketing planning in major world commerce markets. She analyzes global markets, external environmental factors, competitors, and organizations, understanding and taking into account values inherent when operating within varying cultures. Trade areas examined may include the European Union, MERCOSUR, NAFTA, FTAA, and Asian markets. The student is introduced to exporting, importing, and sourcing models, and studies and understands the difference in applying global market-entry strategies, including licensing, investment, and strategic alliances.

MU 125 Music and Wellness Workshop [1] — A range of topics related to music and wellness, taught by a music therapy professional, are the subject of this 1-credit workshop. Open to non–music majors. Requires attendance at Sat/Sun course sessions of Alverno on the Weekend, as designated in IOL registration materials.

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 120 [also MGT 120] Interpersonal and Group Communication [3] — In this interdisciplinary course, the student is introduced to the underlying assumptions and theories of social psychology, and the applications of social psychology to small-group research and behavior. She has the opportunity to learn and improve her individual interaction skills, using both interpersonal and task-oriented models. She develops the ability to analyze her own and others’ behavior.

PCM 130 Writing: The Editing Process [3] Prereq. CM 111 — 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 111 — 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. 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 170; PCM 130 and CMT 101; for PCM majors and supports: PCM 170; PCM 200 or PCM 250 — 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 Production [3] Prereq. 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 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] — The student learns and applies the most effective process and strategies for a holistic approach to successfully launching her career. Relating knowledge gained through self-assessment (identifying/clarifying skills, values, interests, goals, etc.) and career research (informational interviewing, Internet, professional networks, etc.), 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 Newswriting [3] Prereq. 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. One Integrated Communication Level 4 — 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.

PCM 464 Advanced Photocommunications [3]  
Prereq. PCM 364 — This course builds on the student’s experience in 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.

PCM 475 Digital Video Production and New Media [3]  
Prereq. One Integrated Communication Level 4 — As a video storyteller, the student extends and hones her ability to shape visual content and sound tracks by examining and creating video messages for public or personal use. Through critique and revision, she improves her design and production skills, preparing her for career opportunities in business and creative video, journalism, freelancing, and/or consulting.

PCM 477 Public Relations: Theories and Applications [3]  
Prereq. PCM 300 or MGT 300 — 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 480 Critical Issues and Ethics in Contemporary Communication [3]  
Prereq. PCM 300; PCM 320; for CMT majors, CMT 300 — In this upper-level course the student examines and applies professional standards and ethical principles to decision making in complex situations. The student applies communication theories and research as she demonstrates refined writing and presentation skills by analyzing a case study. She then engages the class in a spirited discussion of “the right thing to do.” An interview assignment focuses on communication ethics and professional responsibility in the workplace.

PCM 486 Communication Theory and Research [3]  
Prereq. PCM 300; PCM 320; PCM 480; for CMT majors: PCM 230; PCM 300; PCM 320; PCM 480; CMT 300 — 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. PCM 170 or consent of instructor — 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 CMT 499) Professional Practice Seminar [3]  
Prereq. For PCM, concurrent registration in AC 463; for CMT, concurrent registration in AC 467 — 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.

POL 225 American Politics [4]  
Prereq. LA 283; LA 284; Writing Level 2 — The student examines the American national government from the perspective of the allocation of resources in society. She analyzes the political interrelationships of public and private institutions, interest groups, elected and appointed officials, and citizens. In addition, she studies the U.S. Constitution and the major ideological perspectives in American politics today.

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). Through taking the appropriate tests as practice and preparation, she is introduced to 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 considers individual discipline areas in the sciences and in areas specific to taking the LSAT or GMAT.

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). Through taking the appropriate tests as practice and preparation, she is introduced to 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 considers individual discipline areas in the sciences and in areas specific to taking the LSAT or GMAT.
PP 350 Logical Reasoning for High-Stakes Tests [2]  
*Prereq. Integrated Communication Level 3* — The student strengthens her reasoning ability, focusing on maximizing scores on graduate school admissions tests. 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, she previews the application process, identifying key elements and researching financial aid options and resources.

PS 411 Professional Seminar — See PCM 411.

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 111; 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 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.

QL 050 Applying Mathematical Thinking [0] — The student explores problem-solving strategies and develops techniques to solve applications involving rational numbers, percents, and proportions. Through these applications, she strengthens her ability to use numerical information to describe her world.

QL 051 Applying Algebraic Thinking [0]  
*Prereq. QL 050 or equivalent* — The student develops algebraic techniques and problem-solving strategies to work with applications of linear equations, inequalities, and systems of equations. Through these applications, she strengthens her algebraic abilities and discovers mathematical relationships related to information from her daily life.

QL 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 120 Applying Algebraic Thinking [2]  
*Prereq. QL 110 or equivalent* — The student integrates problem-solving strategies with her development of techniques for solving linear equations, inequalities, and systems of equations. She uses applications based on current data to highlight the power of algebra as a tool to compare and analyze meaningful information.

RL 310 Religious Experience: Myth and Symbol [2]  
*Prereq. LA 222 or LA 223* — 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 mythic meanings in verbal and visual images, interprets symbols through historical experience and its expressions in artistic form, and makes judgments that lead to the development and articulation of her own theory of myth.

RL 313 Moral Theology [2]  
*Prereq. LA 222 or LA 223* — 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.

SOC 301 Social Theory [4]  
*Prereq. AC 309E; POL 225; one Integrated Communication Level* 3 — 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.
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 92% of our students find career work in their field within six months of graduation. Today we have more than 13,000 members in the Alverno Alumnae Association. Our alumnae stay involved with their alma mater by recruiting new students, fund raising, assessing student performance, and volunteering in the classroom. Many alumnae offer their professional work settings as sites for student internships and make themselves available to students as career mentors.

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

The association organizes several events such as Homecoming, the Silver & Golden Guild anniversary celebrations, and Alumnae Awards receptions. The association also cosponsors several professional seminars to encourage professional development and networking among its members. Alumnae events reconnect alumnae with the College and with each other and provide opportunities for lifelong learning.

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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
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BA Communication, University of Wisconsin-Whitewater

Geenen, Patricia  
MA Communication, Marquette University

Gilbert, Kathryn  
EdD Leadership for the Advancement of Learning and Service, Cardinal Stritch University  
MEd, Cambridge College
## Alverno Faculty

<table>
<thead>
<tr>
<th>Name</th>
<th>Degree(s)</th>
<th>Affiliation</th>
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<tbody>
<tr>
<td>Gleason, Roberta</td>
<td>MA Reading/Language Arts, Cardinal Stritch University</td>
<td>BS Elementary Education, University of Wisconsin-Madison</td>
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<td>Goldstein, Ellen</td>
<td>MS Administrative Leadership in Education, University of Wisconsin-Milwaukee</td>
<td>BA Business and Management/Professional Communication, Alverno College</td>
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<td>Graham, Sandra</td>
<td>PhD Educational Psychology, Marquette University</td>
<td>MDiv, United Theological Seminary of the Twin Cities</td>
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<td>Grantz, Regina, CMA</td>
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<td>Groth, Barbara</td>
<td>DMin Theology/Ethics, Meadville/Lombard Theological School</td>
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<td>Guibault, Lauralee</td>
<td>PhD Chemistry, University of Tennessee-Knoxville</td>
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<td>MS Management, Cardinal Stritch University</td>
<td>MA Special Education, Vanderbilt University</td>
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<td>PhD Organizational Behavior, Case Western Reserve University</td>
<td>MBA Business Administration, Tulane University</td>
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<td>Johanson, Jennifer</td>
<td>MS Geological Science, University of Wisconsin-Milwaukee</td>
<td>BS Geological Science, University of Minnesota-Duluth</td>
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<td>Johnson, Kimberly</td>
<td>MSN Critical Care Nurse Specialist, University of Wisconsin-Milwaukee</td>
<td>MA Human Relations, Oklahoma University</td>
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<td>Jutrzonka, Julie</td>
<td>MSN Nursing Education, University of Phoenix</td>
<td>BSN Nursing, Alverno College</td>
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<td>Kailhofer, Lois</td>
<td>PhD Mathematics, University of Wisconsin-Milwaukee</td>
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<td>Kilpatrick, Brenda</td>
<td>MA Clinical Psychology, Wheaton College</td>
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<td>Kitten, Mary</td>
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<td>Knight, Diane</td>
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<td>Knuteson, Catherine</td>
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<td>Kramer, Trudy</td>
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<td>LaManna, Justin</td>
<td>PhD Environmental Biology, University of Louisville</td>
<td>MS Biology, University of Louisville</td>
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<tr>
<td>Lamers, Nancy</td>
<td>MFA Painting and Drawing, University of Wisconsin-Milwaukee</td>
<td>MST Art, University of Wisconsin-Oshkosh</td>
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<td>Larson, Dara</td>
<td>MFA Drawing and Printmaking, University of Wisconsin-Milwaukee</td>
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<td>Lawrence, Scott</td>
<td>MS Curriculum and Instruction, University of Wisconsin-Milwaukee</td>
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<td>Leister, Daniel</td>
<td>PhD Religious Studies, McMaster University</td>
<td>MA Philosophy, University of Colorado-Boulder</td>
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<tr>
<td>Lewis, Patricia</td>
<td>PhD Religious Studies, Marquette University</td>
<td>MA Theology, Marquette University</td>
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<tr>
<td>Lieberman, Dena</td>
<td>PhD Anthropology, University of Wisconsin-Madison</td>
<td>MBA Finance and Marketing, Marquette University</td>
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<tr>
<td></td>
<td></td>
<td>MA Anthropology, University of Wisconsin-Madison</td>
</tr>
</tbody>
</table>
Alverno Faculty

Little, Jonathan  
PhD English, University of Wisconsin-Madison  
MA English Literature, Hunter College

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PhD Educational Psychology, Auburn University  
MED Rehabilitation and Special Education, Auburn University  
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**President Emerita**  
Sister Joel Read

**Professors Emeritae, Emeriti**  
Sister J. Dolores Brunner, PhD, Education  
Kathleen Davis, PhD, Physical Chemistry  
Harry Fleddermann, PhD, Biblical Studies  
Thomas Hovorka, MFA, Art  
Wendell Kringen, PhD, Biology  
Dimitri D. Lazo, PhD, History  
William H. McEachern, CPA, MA, Philosophy  
Sister Marie Elizabeth Pink, MS, Mathematics  
Sister Joel Read, MA, History  
James Leonard Roth, PhD, History  
Greta Walldinger Salem, PhD, Political Science  
Linda Scheible, PhD, Urban Social Institutions  
Kathleen Thompson, MA, Speech Communication/Public Relations  
Christine Trimberger, MA, Philosophy  
Sister Leona C. Truchan, PhD, Biological Sciences  
Sister Armella Weibel, MS, Mathematics  
Nancy Wilson, MSN, Nursing
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
Associate Vice President for Academic Affairs

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

Susan M. Smith, MPS
Vice President for Marketing and Enrollment Management

Academic Services
Marlene Neises, MEd, Executive Director

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
Alverno Administration

Childcare Services
Barbara Groshek, Coordinator

Counseling and Health Services
Meg Pledl, MS, Director

Dining Services
Eric Weber, BBA, Director

Educational Research and Evaluation
Glen Rogers, PhD, Director

Financial Aid Office
Dan Goyette, MEd, Director

Human Resources
Sharon Wilcox, MS, Director

Information Services
Cindy Kreuzer, Manager

Information Systems
Jim Hilby, MS, Chief Information Officer

Instructional Services
Nancy Bornstein, MS, Director

Internship Office
Sue Leister, MA, Director

Library
Carol Brill, MLS, Director

Marketing Communications
Brian Dorrington, BA, Director of College Communications

Media Hub
Joyce Lange, BA, Director

Plant Operations
John Marks, Director

Professional Support Services
Donna Kierzek, Director

Registrar’s Office
Patricia Hartmann, MS, Registrar

Residence Life
Vicki Schreiber, MS, Director

Special Assistant to Academic Affairs
Austin Doherty, PhD

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

Student Life
Brooke Wegner, MA, Director

Student Services
Virginia Wagner, MRE, Associate Vice President for Student Affairs/Dean of Students

Technology Services
Anita Eikens, MA, Executive Director
## Selected Department Phone Numbers

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<tr>
<th>Department</th>
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<td>Pitman Theatre</td>
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<td>Pitman Theatre Box Office</td>
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<td>President’s Office</td>
<td>6064</td>
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<td>Registrar’s Office</td>
<td>6370</td>
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<td>Student Life</td>
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<tr>
<td>Student Services</td>
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</tr>
</tbody>
</table>

## Emergency Phone Numbers

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

1. Be ready to answer questions and provide important information. Stay on the line. Give the location of the emergency, the building, address, room number, and the phone number you are using.
2. Call Campus Security at ext. 6911.
3. Stay with the victim until help arrives.

**Non-life-threatening situation:**

Call Campus Security at ext. 6911.

## Addresses of Alverno Buildings

**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

**Teaching, Learning and Technology Center**
3400 South 43rd Street
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ALVERNO COLLEGE MISSION STATEMENT

Alverno College is an institution of higher education 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