

ALVERNO COLLEGE MISSION & PURPOSE

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

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

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

1. Creating a curriculum
2. Creating a community of learning
3. Creating ties to the community
4. Creating relationships with higher education

Table of Contents

Introduction

Introduction to Alverno.....	2
Accreditation.....	2
Academic Policies and Procedures	6
Campus Offices and Services.....	8

Adult Evening & Online Program

Introduction to the Adult Evening & Online Program.....	14
Admissions.....	15
Financial Aid and Policies.....	16
Business Major	20
Communication Studies Major	25
Liberal Studies Major	29
2015-16 Calendar	33

Degree Completion Programs

Introduction to the Degree Completion Programs.....	36
Admissions.....	37
Financial Aid and Policies.....	38
Associate to Bachelor's in Business.....	42
Associate to Bachelor's in Health Care Management.....	45
RN to BSN.....	47
2015-16 Calendar.....	49

People

Alverno Administration.....	50
Alverno Board of Trustees.....	51
Alverno Faculty.....	52
Alverno Alumnae	57

Campus Map	inside back cover
-------------------------	-------------------

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.

2015-16 Adult Evening & Online/Degree Completion Bulletin
Editor: Cory Masiak
Layout: Kim Kriegel
©2015 Alverno College, Milwaukee, Wisconsin

Introduction to Alverno

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:

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

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.

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.

Introduction to Alverno

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 a 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.

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.



Social Interaction

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



Analysis

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



Developing a Global Perspective

The student who possesses a global perspective demonstrates the ability to draw upon a rich understanding of the world's diversity and interconnection in order to develop and articulate informed perspectives on issues with global dimensions.



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.



Effective Citizenship

The effective citizen is an informed participant in civic life. Through service learning, volunteerism, and political engagement, the student demonstrates her ability to act with an awareness of contemporary issues and their historical contexts.



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.



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.

Academic Policies and Procedures

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

The Alverno College Catalog consists of five documents: Alverno College Bulletin, Course Offerings and Policies and Procedures, Student Handbook, Academic Evaluation, and Residence Hall Handbook.

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.

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) 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.

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 required for her major area 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 Policies and Procedures

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 in the Adult Evening & Online program or in the Degree Completion programs who finds it necessary to "stop out" of school can become a student-on-leave. She does so by working with the Registrar and an academic advisor in the Advising Office.

A student can "stop out" until the next class in her program is offered again. (Leave may be extended for an additional period of time if requested.) Benefits of the Student-on-Leave program include continued access to college resources and the assurance that if she returns within her allotted leave time she does not need to repeat the admissions process.

Withdrawal

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

A student wishing to withdraw from the Adult Evening & Online program or from a Degree Completion program, 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.

Please note: From March 2014 through December 2015, the Alverno College campus will be undergoing a significant transformation as part of the Promise & Power campus improvement project. This project will add new classrooms and meeting spaces, teaching and learning technologies, a new nursing simulation center, and more. For regular updates on the project, please visit promise.alverno.edu.

The campus includes:

- Alexia Hall
- Assessment Center
- Athletic fields (soccer and softball), Fitness Center, Reiman Gymnasium
- Career and Professional Development Center
- Chapel
- Christopher Hall (Nursing Education Building)
- Computer Center
- Counseling and Health Services
- Elizabeth Hall (Childcare Center)
- Faculty Office Building (Corona Hall)
- Founders Hall (administration building)
- Heritage Plaza
- Inferno Café
- Institute for Educational Outreach
- Instructional Services
- La Verna Commons and Hudson's Servery
- Library
- Media Hub
- Parking structure
- Reiman Plaza
- Research Center for Women and Girls
- Residence halls: Austin Hall and Clare Hall
- Sister Joel Read Center
- Theaters and performance venues (Lampe Recital Hall, Pitman Theatre, Wehr Auditorium)

Students in the Adult Evening & Online program and in the Degree Completion programs have access to campus resources and support services.

A-Store and Bookstore

The A-Store is the location for all school supply items, gifts, electronics, and sundries. In addition, the A-Store is the only location where you can purchase Alverno clothing such as sweatshirts, T-shirts, jackets, hats, sweatpants, socks, and so on. Staff and faculty receive a 10% discount on all Alverno-imprinted merchandise; alumnae of the College receive a 15% discount on all Alverno-imprinted merchandise.

Course materials can now be found on our virtual bookstore website at alvernocollege.bkstr.com. If you are unable to access your course materials via this link, please contact the A-Store for assistance, as some materials are available only in the A-Store.

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

Each student is assigned a professional advisor and/or a faculty advisor who is available to assist with any academic concerns that the student may have.

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 Founders Hall. Professional staff members serve as CAEL-certified coaches for the Credit for Prior Learning (CPL) program and as assessors for various external assessments that are part of a student's ongoing academic program. Staff members also coordinate and implement procedures and maintain records for CPL assessments, as well as for assessments sent by instructors (make-up or reassessments, for example) for individual students to complete in 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, locker rooms, and athletic offices. It offers intercollegiate sports (basketball, cross-country, golf, soccer, softball, tennis, and volleyball), dance and cheerleading teams, as well as recreational opportunities. The campus also includes space for walking or jogging.

Career and Professional Development Center

Staff of the Career and Professional Development Center provide to students the comprehensive and dynamic career education, development, and coaching required to help them identify, articulate, and pursue the professional, spiritual, and civic lives they envision. In addition to teaching, staff of the CPDC offer counseling on the following topics: career direction and planning, internship planning, major and support area clarification, résumé review, interview preparation, and graduate study guidance. Events including career fairs, mock interview sessions, and recruiter panels are also offered. The CPDC houses resources to help you research and develop your career plan. For more information, visit our webpages at alverno.edu/career and alverno.edu/internships. Follow us on Facebook at [facebook.com/AlvernoCareerCenter](https://www.facebook.com/AlvernoCareerCenter) and [facebook.com/AlvernoInternship](https://www.facebook.com/AlvernoInternship), or call our office at 414-382-6010.

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

Center for Academic Excellence

The Center for Academic Excellence encompasses a range of learning opportunities that encourage students to challenge themselves academically and to get involved in the campus and surrounding community with heightened rigor. Initiatives include programs such as student–faculty research projects, short intensive courses, interdisciplinary seminars, and the Doherty Scholars learning community.

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 Sister Joel Read Center (RC), 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 webpage at alverno.edu/techserv. Print copies of center hours are 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. The following software is installed: Microsoft Office (Word, Excel, PowerPoint, Publisher, and Access), Adobe Creative Cloud (InDesign, Acrobat Pro, Illustrator, Dreamweaver, Photoshop, Flash, and Fireworks), Inspiration, and a wide range of other course-specific software titles. In addition, duplex laser printers, scanners, and a color laser printer are available in the Computer Center.

Student lab assistants provide support during Computer Center hours. They can help students access the many technology resources available to them, including online registration and progress reports, Moodle (Alverno's learning management system), and web-based student email, calendar, contacts, cloud storage, and Office Online apps through Microsoft Office 365.

In addition to the resources in the Computer Center, there are eight self-contained Windows computer classrooms and one Mac lab 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.

Campus Offices and Services

Computer resources are also available in classrooms for small-group work, demonstrations, and simulations. All classrooms have network/Internet connections and wireless access. Many classrooms have built-in computer systems with projection, and Computer Center lab assistants deliver computer equipment to all other classrooms when requested by the instructor. This equipment includes laptops with projectors as well as three wireless laptop carts and two iPad carts.

Alverno College also has many wireless zones where students can connect their personal devices to our network to access the Internet, printers, and their personal storage space (H: drive) on our network. More information on wireless access on the Alverno campus is available at alverno.edu/techserv/students/wirelessaccessoncampus.

Conference Center

The Conference Center, located in the north wing of the Sister Joel Read 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.

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 weekday evening students. Hudson's Servery, located on the first floor of Founders Hall, is open Monday through Friday 7:30 a.m. - 9:00 p.m., Saturday 7:30 a.m. - 8:00 p.m., and Sunday 7:30 a.m. - 9:00 p.m. Hudson's offers daily specials, a delicatessen, soup and salad bar, grill, and beverages. In addition, there is a grab 'n' go area for those who are "on the run" and have less time to wait for made-to-order items.

The Inferno Café, also located on the first floor of Founders Hall, offers a variety of gourmet coffee drinks, fruit smoothies, bottled beverages, and prepackaged food options. Hours are Monday through Friday 7:30 a.m. - 10:00 p.m., Saturday 7:30 a.m. - 8:00 p.m., and Sunday 7:30 a.m. - 10:00 p.m. Full-service vending is likewise available on campus. 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.

Instructional Services

Instructional Services provides academic resources to assist students to achieve their educational goals.

The department offers assistance through the Soref Science and Mathematics Resource Center and the Communication Resource Center, 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, planning and time management, and academic and professional writing. Support services and accommodations for students with disabilities are also available.

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

Students access these resources based on self-referral or referral from their advisors or instructors.

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.

Campus Offices and Services

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

Through study abroad and student-exchange programs, the International & Intercultural Center (IIC) coordinates and administers an array of academic and social activities and services at Alverno that support international students, facilitate study abroad, and promote internationalization across campus. The IIC provides assistance with federal visa regulations for international students attending Alverno for a semester or more. It also works with international degree-seeking students from the point of inquiry through postgraduation. The IIC helps interested students to study abroad for a few weeks, a semester, or a year.

Alverno students in all major areas of study have the opportunity to study in countries of their choosing. Through exchange programs with diverse universities on all continents, students may deepen their language abilities, engage in cultural immersion, learn in new educational systems, and gain new insights into our global world.

The IIC also coordinates Alverno short-term study-abroad courses. These courses, taught by Alverno faculty, incorporate on-campus learning about particular aspects of a country or culture throughout the semester and conclude with 10 to 14 days of travel for immersion in the country or culture. Recent courses have included students going to China, Costa Rica, Denmark, Jamaica, Japan, Lithuania, Poland, and Spain.

Library

Library resources and assistance are available in the library, on the second floor of Founders Hall, or remotely from the library homepage (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 University, Sacred Heart Seminary and School of Theology, St. Francis Seminary, and Wisconsin Lutheran College. SWITCH shares an online catalog (which includes a mobile version) 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 and virtually 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.

Outside the main entrance to the library are four group study rooms and a learning commons area for individual study. The library Reading Room offers more individual and group work space. Students are also invited to study in the library's two designated Quiet Zones, located on levels one and three.

A library computer classroom offers 24 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. Additional computers are available for student use in the main Reading Room in the library.

A valid Alverno College identification card is required to fully utilize materials from other SWITCH libraries and to access an array of online resources from off campus.

Lounges and Study Spaces

Quiet study spaces and lounges are located throughout campus to meet the needs of busy students.

Media Hub

The Media Hub is a student-centered multimedia production facility located on the first floor of the Sister Joel Read Center.

The Media Hub offers students the opportunity to work in two production lab facilities. The Mac 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 and PowerPoint shows and to edit video presentations. Using digitizing stations in the Media Hub, students can upload their video presentations to their digital portfolio using LiveText.

There are soundproof editing suites as well as a video studio for students to create individual and small-group video presentations. Students can check out laptops, iPads, iPods, digital camcorders, digital SLR cameras, firewire drives, and digital voice recorders for classroom projects. This service is available to students with their bar-coded library ID card. There are two studios available for student use for video presentation recording and photographic work; use of these rooms must be scheduled in advance.

Campus Offices and Services

In addition, the Media Hub supports Alverno's smart classrooms, which provide computer/video projection and flat-panel monitors. Many of the smart classrooms include Smart Boards for teaching and learning.

The Media Hub is home to AIFR (Alverno Inferno Free Radio), an Internet-based radio station that broadcasts programming from students and from the Alverno community.

Research Center for Women and Girls

The Alverno College Research Center for Women and Girls (Research Center) generates and applies scholarly research, develops curricula, and conducts program evaluation and outreach for the purpose of supporting, transforming, and inspiring initiatives to improve the lives of women and girls in the state of Wisconsin and beyond. For more information, visit the Research Center at alverno.edu/research.

Student Affairs

Student Affairs includes Campus Ministry, Counseling and Health Services, Office of the Dean of Students, Student Activities & Leadership, and Residence Life. This division is an integral part of Alverno's holistic approach to learning.

The work of Student Affairs 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.

Students are encouraged to make the most of their years at Alverno by integrating the many dimensions of their life and by taking advantage of the many cocurricular activities on campus. Live entertainment and a variety of family and cultural programming events are some of the opportunities available.

Students are also encouraged to take advantage of the new and exciting student-centered spaces that have recently been created on campus. La Verna Commons, Inferno Café, and many lounging and study spaces opened in fall 2014, providing plenty of room for students to meet in small groups. For more information about activities and resources, visit alverno.edu/campuslife.

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 as well as an open gym, and wellness programs and information are readily available. The College offers a wide variety of 1-credit wellness courses as electives. In addition, Dining Services offers a variety of healthy choices.

Adult Evening & Online Program

Introduction to the Adult Evening & Online Program

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

Along with learning in your major, throughout the curriculum you find a strong focus on developing your leadership skills in order to enhance your professional performance to meet your career goals. In addition, you have the opportunity to explore areas outside your discipline through electives, including short-term travel courses. Our goal is to make sure that you develop the expertise to soar in the field you choose.

The one-night-a-week hybrid format offers you the opportunity to complete a degree in four years — or sooner, if you accelerate with summer courses. All classes meet on Wednesday evenings. Each course is 4 credits and meets on campus for 1 hour and 45 minutes for eight weeks, so it is possible for you to take two courses concurrently for two consecutive eight-week sessions in order to complete 16 credit hours each semester. This format provides you frequent in-person contact with your professors and classmates while allowing you the independence to work online during the hours you have available.

At Alverno, we value what you have accomplished before you come to us, so we accept most transfer credit and can award credit for prior learning (CPL). Your admissions coach and academic advisor work with you to make the most of what you already know and can do.

Nationally Acclaimed Curriculum

- National publications and organizations have rated Alverno as an exceptional education with a unique commitment to student success.
- Alverno's ability-based curriculum enables students to advance on two fronts, both in knowledge of their chosen discipline and in eight key abilities critical to the application of their knowledge in work and life.
- Projects, research papers, and presentations help students gain experience in communication, analysis, problem solving, and other areas pertinent to career advancement.

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

Campus Environment

- Alverno's Adult Evening & Online program provides a complete collegiate experience.
- Small classes guarantee individual student attention from faculty.
- Networking opportunities are often available through special speakers, through an array of campus organizations available to students, and in ongoing classes.
- Free and ample parking is available on campus.

Services and Resources

Extensive support services and resources are available to all Adult Evening & Online students:

- Library
- Financial Aid Office
- Student Affairs
- Business Office
- Academic Advising Office
- Career and Professional Development Center
- Media Hub
- Computer Center
- Instructional Services
 - Tutoring and study groups
 - Communication Resource Center
 - Daniel M. Soref Science and Mathematics Learning Resource Center
 - English as a second language services
 - Access for students with disabilities
- Dining Services
- A-Store

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

Admissions

Admissions

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

Personal Assistance

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

Application for Admission

To apply for admission, a student should:

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

Enrollment and Registration

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

Enrollment Confirmation

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

Registration for Classes

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

Orientation to the Program

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

Topics covered:

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

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

Financial Aid

Financial Aid

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

Grants

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

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

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

Scholarships

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

Work Programs

Many departments on campus hire students to work in a variety of positions. Eligible students may be paid from either Federal Work Study or institutional funds. Students may work on campus up to 20 hours per week. Information regarding on-campus employment is available at alverno.edu/financialaid/jobsoncampus/.

Loans

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

Federal Direct Stafford Loan

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

PLUS Loan (*Parent Loan for Undergraduate Students*)

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

Alternative (Private) Education Loan

This type of loan is available through local and national lending institutions. Interest rates and repayment terms vary but are often competitive with Federal Direct Loans. These loans may be used to supplement Direct Loans. To apply, the applicant may work directly with the lender of choice or research a variety of lenders on the Alverno website.

Employer Tuition Reimbursement

Many employers assist their employees financially in furthering their education. Since reimbursement is generally made at the end of the semester, many students use the first disbursement of their Federal Direct Stafford Loan (see above) to obtain some of the funds they need to begin their first semester. As reimbursement money is received, they use it to help pay for subsequent semesters. Upon graduation, they use the final reimbursement to pay down the Federal Direct Stafford Loan. Check with your employer to see if tuition reimbursement is available.

Financial Aid

Applying for Financial Aid

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

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

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

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

Financial Policies

Alverno College Payment Policy

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

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

Students are required to complete and return the Educational Loan Agreement (the "Agreement") every semester by the specified due date. Paper copies are not mailed to students; the Agreement is found on Interactive Online (IOL), under Financial Information. Please read the Agreement carefully, as this form is meant to help students understand their financial obligations.

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

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

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

Payment Options

Traditional Semester Payment

Pay in full by the specified due date. Acceptable payment methods include:

- In person in the Business Office.
- Drop box outside of the Business Office.
- Mail check/money order to Alverno College, Attn: Business Office.
- Online using IOL under Financial Information, View Account, and Make Payments, to use a checking account, Visa, MasterCard, Discover, or American Express. You can also click on the Pay Online link.
- Phone Business Office (414-382-6262) to use a checking account, Visa, MasterCard, Discover, or American Express.

Monthly Payment Plan

Pay monthly by enrolling in the Educational Loan Payment Plan. To enroll, a student must complete the Educational Loan Payment Plan form (found in the Educational Loan Agreement). There are two payment plan options:

- Monthly payment by cash, check, or credit card. To offset administrative expenses, there is a \$50 service fee for this option. (If you choose to make your payment-plan payments online through IOL each month, your payment plan falls into this category.)
- Monthly payment by ACH. There is no service fee for this option. A voided check or bank documentation with routing and account number is required. Additionally, if payments are being withdrawn from an account other than the student's, the account holder is required to sign the form. ACH payment plans submitted without this information will not be processed.

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

Payment by a Third-Party Sponsor

Alverno College will bill third parties with prior approval from both the third party and the Business Office. Students whose tuition is paid by a third-party sponsor must submit their billing authorization/voucher to the Business Office by the payment due date. The Business Office will send your invoice directly to the third party.

Financial Policies

Employer Reimbursement

Employer reimbursement forms are available in the Registrar's Office and should be completed each semester. Students who receive employer reimbursement after courses are completed must abide by all published payment policies. These students must make arrangements to pay in full by the due date or enroll in a payment plan.

Refunds

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

To receive your refund check:

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

Tuition Adjustment Schedule

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

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

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

Student drops	Student pays
Before course begins	0%
Before the second week of class begins	0%
After the second week of class begins, but before the third week begins	50%
After the third week of class begins	100%

Students receiving financial aid:

Your financial aid is based on the total number of registered credits for an entire semester. Failure to start a second course in a semester or withdrawing from a course (officially or unofficially) requires a recalculation of financial aid received. This may require a repayment of all or part of a refund, if received. Please contact the Financial Aid Office if you plan to withdraw from a course.

Students completely withdrawing:

Financial aid recipients are subject to federal, state, and institutional refund policies (different from the adjustment schedule above). Aid is not considered earned until 60% of the semester has passed. Withdrawals prior to this point require a portion of financial aid funds to be returned to their original funding source. You may owe the College money. Please consult with your advisor and the Business Office before you withdraw from the College.

Business Major

The bachelor's degree in business in Alverno's Adult Evening & Online program prepares you for a career in business and can help you take important steps in advancing your career. The focus is on integrating and connecting business knowledge with business abilities, and on applying them in practical applications.

In the workplace, you are likely to work in teams, do independent projects, work online, and collaborate with many colleagues and outside customers, vendors, and stakeholders. The Adult Evening & Online business major reflects that style so that you can apply your learning immediately in your current job while preparing for future needs in the workplace. As a business major, you spend time meeting in class to acquire critical knowledge and abilities, share ideas with other students and instructors, and work in teams. You collaborate on projects and do independent, faculty-guided online learning. Many courses engage you in projects with community organizations, businesses, and Alverno's community partners.

Courses

All courses in the program are 4 credit hours each.

Leadership courses

Four required courses, 16 credits. These courses cannot be transferred in.

LDR 150	Women's History, Women's Leadership
LDR 250	Leading Effective Teams
LDR 300	Building a Career: Leadership in Context Part I
LDR 400	Building a Career: Leadership in Context Part II

General education courses

Nine required courses, 36 credits; required orientation

GEO 100	Orientation to the Adult Evening & Online Program
GEB 150	Learning, Education, and Training in the Digital Era
GECEM 135	Communication Ability Seminar I
GEQL 130	Quantitative Literacy in Women's Lives
GEQL 160	Making Meaning with Data
GEA 200	Transforming Creativity: Exploration of Women's Creativity Through the Arts
GECEM 235	Communication Ability Seminar II

GES 250	The Sciences and Women
GEH 350	Multiculturalism
GECEM 450	Advanced General Education Research and Communication Project

Business major courses

Twelve required courses, 48 credits

BUS 105	Business: Connecting Principles with Practice
BUS 205	Marketing and Creativity
BUS 225	Organizational Leadership
BUS 230	Information Systems
BUS 235	Financial Accounting and Analysis
BUS 345	Managerial Accounting and Decision Making
BUS 355	Principles of Operations Management
BUS 365	Economics and Resources
BUS 445	Finance
BUS 450	Business Development
BUS 455	Project Management
BUS 465	Global Business Environment

Elective courses

Five elective courses, 20 credits

Electives may be taken from any AEO courses or may be transferred in. Prerequisites apply.

Business Major

Course Descriptions

BUS 105 Business: Connecting Principles with Practice (4) *Prereq. GEB 150* — This course offers the student a rich introduction to the world of business through the telling of two relatable business stories and the use of hypothetical business cases. In reading about two businesses that have directly impacted her life, she learns about several different frameworks that are used by business scholars and that are covered in more depth in subsequent business courses. The student also studies a publicly traded company of her choosing and applies the frameworks discussed to evaluate the company. In addition, she analyzes her values and how various business actions impact and intersect with those values. The course also highlights the global nature of business and the need for the business student to think globally by allowing her to plan and present an international business trip to visit her company or a competitor.

BUS 205 Marketing and Creativity (4) *Prereq. BUS 105* — The student learns how organizations develop products and services to meet the needs and wants of customers and markets. Working as a team member and leader, she and her team create a new product. The team develops marketing strategies, including product design, pricing, distribution, and promotion for domestic and global markets. They apply and integrate communication abilities in producing and presenting a marketing plan to gain support for the introduction of their new concept. In addition, marketing concepts are applied to student career objectives as the student creates her own personal brand and career marketing strategy.

BUS 225 Organizational Leadership (4) *Prereq. BUS 205* — The student develops a greater understanding of how organizations work and how to become a more effective employee and leader. This course integrates contemporary organizational, management, and leadership theory and case studies to illustrate best practices in management and leadership in successful organizations. The student explores factors that influence an organization's overall productivity and that contribute to employees' effectiveness, sense of job satisfaction, and organizational performance. Course content and ability development focus on the workplace knowledge and skill development necessary to take the student beyond what her immediate work role requires and to enhance her professional development to take on more responsibility for management and leadership roles in organizations. This course serves all those who expect to work in business, not-for-profit, or governmental organizations.

BUS 230 Information Systems (4) *Prereq. GEQL 160* — The student learns the importance of information technology (IT) and how it serves as the backbone of any business. She becomes an informed user of IT, developing her knowledge of information systems and IT concepts to effectively understand the purpose, role, and capabilities of IT in an organization. Grounded in IT knowledge and literacy, she learns about the various technological systems throughout an organization, in areas such as business planning, sales and marketing, human resources, and finance, which are vital to its success. Through the lens of business, she analyzes real-world organizational problems and applies her IT knowledge to effectively facilitate and communicate business processes throughout an organization.

BUS 235 Financial Accounting and Analysis (4) *Prereq. BUS 205* — The student learns how to accumulate financial information in the form of financial statements. Additionally, she learns several analytic techniques to help her discern the “story” behind the numbers. Financial acumen gradually develops as she examines: 1) how individual business transactions are recorded; 2) how transactions are aggregated into financial statements; 3) how financial statements are analyzed; and 4) how financial statements communicate information to business decision makers. This experience culminates in a “real-life” simulation in which the student is required to arrive at a business decision using financial statement analysis to support a recommendation. By the conclusion of the course, she is able to use financial information for analysis. Perhaps more important, she is able to confidently use financial vocabulary, often referred to as “the language of business.” This language is used throughout her coursework as well as throughout her career.

BUS 345 Managerial Accounting and Decision Making (4) *Prereq. BUS 235* — The student learns to use quantitative techniques to support decision making. These techniques give emerging leaders the tools necessary to validate their decision making with data and support. The student also considers the *qualitative* aspects of her decisions, including the impact of a decision on customers, investors, employees, market position, and business strategy. She builds confidence in her decision-making ability and leadership potential as she learns techniques that are critical to common business decisions, such as: 1) the optimal price for a new product; 2) the expansion of a product line; 3) the purchase of capital equipment; and 4) budgeting and performance evaluation. This experience culminates in a “real-life” simulation in which the student is required to arrive at a business decision that takes both quantitative and qualitative information into consideration. By the conclusion of the course, she is able to arrive at decisions with confidence and to communicate quantitative information in support of her decision.

Business Major

BUS 355 Principles of Operations Management (4)

Prereq. BUS 230 — The student learns the business concepts that are necessary for an understanding of various business models. She learns to break down complex business problems in order to identify what needs to be accomplished and which business models can be used to provide solutions. With foundational knowledge of business concepts and models, she develops and strengthens her skills in quantitative literacy to effectively communicate her knowledge and to apply that knowledge in order to develop business models for solving problems throughout an organization. She learns how to use technology as a tool to assist in developing business models and in interpreting data in support of making effective and informed business decisions.

BUS 365 Economics and Resources (4) *Prereq. BUS 230*

— The student learns to apply economic concepts and theories as problem-solving tools to analyze economic relationships. She explores and participates in economic debates surrounding the interactions among technology, resources, the environment, and the private and public sectors of the economy. She evaluates the impact of economic policies on individuals, businesses, and communities by accessing and using relevant economic information.

BUS 445 Finance (4) *Prereq. BUS 345* — The student learns to analyze and apply financial concepts and models required to manage an organization's assets for growth and survival and to maximize shareholder value for organizations. 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. She learns how to critically think through her financial analyses in order to develop and communicate effective business decisions for organizational sustainability and long-term value creation.

BUS 450 Business Development (4) *Prereq. BUS 445*

— The student explores the identification, evaluation, and development of new business ideas and develops a business plan for a new business opportunity. She researches her business idea, the competitive environment, and the unique advantages of her business. She also studies case examples of successful business entrepreneurs and identifies the attributes that make them successful. As she completes her business plan, she evaluates being in business for herself and develops the skills needed to manage a complex project. Through class experiences, she develops her ability to research business databases, to manage a complex project, and to self-assess her progress and the abilities demonstrated.

BUS 455 Project Management (4) *Prereq. BUS 445*

— The student is provided the opportunity to study and apply project management and consulting abilities and processes within a community business or organization. These organizations may include small to large businesses, for-profit or not-for-profit entities, social service groups, and governmental or nongovernmental agencies. The student learns and applies new models and frameworks in project management, leadership, teamwork, and consulting. Working in teams, she collaborates with the client to negotiate project objectives and deliverables, and also produces and presents proposal letters, interim progress reports, and final reports and deliverables to the client.

BUS 465 Global Business Environment (4) *Prereq. BUS 445*

— The student learns how to think and compete strategically in markets, business, and other organizations. She learns how to analyze the mission and objectives of an organization; how to evaluate the external and industry environment to identify opportunities and threats; and how to formulate policies, strategies, and plans to maximize opportunities and manage implementation of policies and strategies. Key learning experiences and assessments include producing individual and group strategic analyses and recommendations to achieve strategic objectives in changing global markets and environments. The tools of strategic analysis learned in this course are transferable to any organization and can be applied in personal and career planning.

GEA 200 Transforming Creativity: Exploration of Women's Creativity Through the Arts (4)

— The student engages with female artists through the study of four art forms: dance, music, theater, and visual art. Using current technology and real-time involvement, she encounters art both as an observer and as a creator, developing skills in analysis, valuing, and aesthetic engagement. As an observer, she examines art from a variety of perspectives, using discipline-specific vocabulary to articulate her observations and to assist her in forming personal opinions about art. She explores the role of the female artist in various cultures and historical periods, expanding her worldview. As a creator, she makes informed choices that integrate her personal vision and definition of creativity with increased cultural awareness. In the dual roles of critic and artist, she experiences art from the perspective of both outsider and insider.

GEB 150 Learning, Education, and Training in the Digital Era (4)

— This course focuses on education and training in the digital era, including some modern learning theory, with some practical applications for trainers and other educators. The social interaction work in the course focuses on efficient and respectful communication using digital tools. The course also helps to serve as an orientation to the AEO program and to learning in an Alverno College hybrid course.

Business Major

GECM 135 Communication Ability Seminar I (4) — This course focuses on developing the analytical reading, writing, speaking, listening, and information technology literacy skills necessary for coursework across the curriculum. The student enhances her critical-thinking abilities as she engages with language concepts such as audience, context, focus, purpose, and structure. She further develops her abilities in areas of self-management strategies, such as time management, study skills, vocabulary acquisition, and so on, to be successful in her education pursuits and later in the world at large. The student explores complex topics, incorporating ideas from various sources and applying theoretical concepts, as she develops her receptive and expressive communication abilities. She is also introduced to research strategies and library resources essential to her development as an innovative learner.

GECM 235 Communication Ability Seminar II (4)
Prereq. GECM 135 — This course prepares the student to be an effective communicator and researcher in her college work and beyond. She develops and demonstrates communication abilities (listening, reading, speaking, and writing) at level 3 in an integrated fashion in both new media and more traditional formats. She also develops her research skills and technological literacy through the creation of a digital project that showcases her communication abilities at level 3. This digital project enables her to explore a topic from a course in her major, in leadership, or in general education.

GECM 450 Advanced General Education Research and Communication Project (4) *Prereq. GECM 235* — The student demonstrates the advanced general education outcomes by creatively applying what she has learned in general education courses. Using close-reading, observation, research, and data analysis skills, she has the opportunity to create and present a project on a topic of her choice. She draws especially on her advanced communication skills and her advanced use of current technology to construct and communicate her project.

GEH 350 Multiculturalism (4) — This course introduces the student to the humanities disciplines — English/literary studies, history, philosophy, and religious studies — through an analysis of multicultural societies across the world and in different historical eras, including the present-day United States. She learns to use the tools and frameworks of the humanities to investigate how societies have approached cultural difference, how people in them have experienced cultural difference and its social and other effects, and what ethical and other frameworks they have used to define difference and frame their approach to it. She learns to use the humanities as tools to analyze human experiences and cultures, through the study of fictional expressions (including

film and literature), philosophical and religious teachings about cultural difference, and historical records of how past societies have lived cultural difference. Her work assists her in developing a deeper understanding of her own place in a multicultural society.

GEO 100 Orientation to the Adult Evening & Online Program (0) *Prereq. Admission to the Adult Evening & Online program* — This orientation is required of all students who are new to the AEO program, including first-time college students, external transfer students, and internal transfer students. The student is introduced to the staff, faculty, structure, technology, and resources necessary for success in the program. Please note that this orientation takes place prior to the official start date for classes.

GEQL 130 Quantitative Literacy in Women's Lives (4) — The student focuses on mathematical and algebraic methods within the context of contemporary women's issues. She does this through solving application-based problems, understanding the use of symbols, and applying various mathematical techniques needed to effectively use and manipulate quantitative information. Concept models include percents, ratios, formulas, variables, linear equations, and graphs.

GEQL 160 Making Meaning with Data (4) *Prereq. GEQL 130* — The student strengthens the quantitative skills needed to be an effective receiver and producer of information. She explores *Representing Data*, which combines topics in graphing and statistics, and *Predicting Data*, which combines topics in statistics and probability. Through exploration of these concepts, she increases her understanding of the power of mathematics as a communication tool.

GES 250 The Sciences and Women (4) — This course establishes a foundation in the physical and biological sciences with a strong emphasis on the role of women in all aspects of science — from research to leadership positions both in science and in the community. The student develops a scientific understanding of the natural world and gains an understanding of the historical and current roles of women in science. She examines how gender bias has shaped many aspects of the sciences, from the basic process of doing science to complex systems found within humans and the environment. By analyzing these biases and seeing their impact on education and career development, she begins to appreciate how science is interwoven with society. The course also explores how science is influenced by values, and how these values vary across genders and cultures. By the end of the course, the student is able to effectively communicate on issues of recruitment, education, and retention of women as educators, researchers, and leaders in science.

Business Major

LDR 150 Women's History, Women's Leadership (4)

— A student in this course develops an understanding and appreciation of what it means to be a woman in the United States, the histories of women's work and legal rights, the women's movement, the role of Alverno College within that movement, the accomplishments of women in the American past and present, and the role of her own personal narrative in identifying and enhancing a leadership identity. The student has the opportunity to examine her own values and to be introduced to mindful leadership theory to enhance her identity as a woman leader and to forward herself as a learner.

LDR 250 Leading Effective Teams (4) *Prereq. GEB 150; GECM 135; LDR 150* — The student synthesizes her learning from prior courses, her personal and professional experiences, and contemporary literature and models on working as a team member and building teams to make improvements in organizations and communities. She formulates her own definition and profile of effective leadership in various group contexts. A comprehensive integrated leadership model is used throughout the course and student learning. Foundational leadership concepts of organizational culture, mission, and strategy are integrated into the course content. Additionally, she learns and applies social interaction models for leading and working in groups, managing conflict, coaching and mentoring, reaching a decision and completing tasks, and building relationships. She takes on a formal leadership role in a variety of teams with specific tasks and contexts, accomplishes objectives for initiating and managing change effectively, and commits to an ongoing plan and program of leadership self-development.

LDR 300 Building a Career: Leadership in Context Part I (4)

LDR 400 Building a Career: Leadership in Context Part II (4)

Prereq. GECM 450; LDR 250 — Building on her knowledge and abilities from previous leadership courses, her major, and her personal experiences in work and communities, the student engages in yearlong experiential learning. She has opportunities to develop a substantive career path that is consistent with her interests, values, and talents by integrating her learning in a variety of leadership theories and practices, including mindful leadership, emotional intelligence, and feminist leadership, and by networking in communities that she has reason to value. Working with specific communities and partnerships, the student has the opportunity to work in teams to identify community problems, design agendas, help conceptualize alternative approaches, and design initiatives.

Under the supervision of a faculty advisor, with assistance from the Career and Professional Development Center, and, where appropriate, working in teams, the student designs and conducts her own experiences. These may include the following:

- Conducts qualitative and quantitative research to identify unmet needs in contexts of her own choosing
- Identifies stakeholders
- Devises ways to collaborate with multiple stakeholders
- Sets substantive priorities and agendas
- Sets pragmatic value-based goals
- Constructs implementation strategies
- Constructs and applies evaluation strategies
- Develops networks
- Refines team-building strategies
- Imagines alternative initiatives and designs
- Reflects on leadership styles and creates repertoire from which to draw.

Communication Studies Major

Majoring in Communication Studies in the Adult Evening & Online program at Alverno challenges you to imagine, create, and deliver innovative communication using emerging technologies and effective strategies necessary for a career in the field. Whether you are looking to enhance your current career or to move into new employment realms, you gain essential, current knowledge while diving into hands-on, real-world learning.

The Communication Studies major blends core communication theory and tools with the latest digital production techniques to prepare you for success in a dynamic and growing field. Our courses are designed to give you the knowledge and skill to be a dynamic communication professional in the corporate world, in the nonprofit sector, or as an entrepreneur. Through our courses, you can expect to develop expertise in intrapersonal, interpersonal, professional, global, and technical communication through individual and collaborative learning experiences; enhance your creativity and independence in learning; learn and apply ethical practices and decision making; and distinguish yourself as a leader in the field of communication.

Courses

All courses in the program are 4 credit hours each.

Leadership courses

Four required courses, 16 credits. These courses cannot be transferred in.

LDR 150	Women's History, Women's Leadership
LDR 250	Leading Effective Teams
LDR 300	Building a Career: Leadership in Context Part I
LDR 400	Building a Career: Leadership in Context Part II

General education courses

Nine required courses, 36 credits; required orientation

GEO 100	Orientation to the Adult Evening & Online Program
GEB 150	Learning, Education, and Training in the Digital Era
GECM 135	Communication Ability Seminar I
GEQL 130	Quantitative Literacy in Women's Lives
GEQL 160	Making Meaning with Data
GEA 200	Transforming Creativity: Exploration of Women's Creativity Through the Arts

GECM 235	Communication Ability Seminar II
GES 250	The Sciences and Women
GEH 350	Multiculturalism
GECM 450	Advanced General Education Research and Communication Project

Communication Studies major courses

Eleven courses, 44 credits

CMS 101	Introduction to Communication Studies	
CMS 170	Visual Literacies	
CMS 200	Digital Storytelling	
CMS 220	Mindfulness and Listening	
CMS 230	Emerging Technologies	
CMS 250	Writing for Change	
CMS 320	Media Studies	
[CMS 340	Influence and Advocacy
	<i>or</i>	
	CMS XXX	Elective
	CMS 360	Logic and Argumentation
[CMS 400	Communicating across Cultures (short-term travel course)
	<i>or</i>	
	CMS XXX	Elective
	CMS 499	Communication Studies Capstone Course

Elective courses

Six elective courses, 24 credits

Electives may be taken from any AEO courses or may be transferred in. Prerequisites apply.

Communication Studies Major

Course Descriptions

CMS 101 Introduction to Communication Studies (4) — This course introduces the student to concepts, theories, strategies, and technologies of the Communication Studies major. She learns about different forms of communication, including cross-cultural, and analyzes the connections among language, narrative, and identity. The course contains a strong careering component. The student reflects on her prior learning and professional experiences in the context of the Communication Studies major. Through interviews and research, she explores professions, learns about career resources on and off campus, and begins portfolio- and résumé-building and professional goal-setting.

CMS 170 Visual Literacies (4) — This course introduces the student to the theory and practice of visual communication to help her become an informed critic, consumer, and creator of graphic messages. She learns how to: 1) identify and use elements of compelling layout; 2) employ sophisticated design software and web-based technology to prepare and deliver excellent presentations; 3) apply principles of effective design to create and deliver strong visual messages across a range of media platforms; and 4) analyze and create content and design for a variety of deliverables. She also has opportunities throughout the course to incorporate research into visual projects and to build critical-thinking skills through hands-on projects.

CMS 200 Digital Storytelling (4) *Prereq. GEB 150; LDR 150* — This course introduces the student to the changing world of digital literature and film. She learns how to apply theoretical frameworks from communication and the humanities to develop her own pieces of digital writing.

CMS 220 Mindfulness and Listening (4) — The student learns about mindfulness and listening to enhance learning and wellness. She gains experience in a variety of listening contexts involving diverse perspectives. The course also explores audio production, including making samples, playlists, and field recordings.

CMS 230 Emerging Technologies (4) *Prereq. CMS 101; CMS 170; GEB 150; GECEM 135; GEQL 130; GEQL 160; LDR 150; LDR 250* — The student explores communication theory and examines, learns, and applies theories of communication in existing and emerging technologies. She works in multiple platforms (handheld, tablet, personal computer) and software (commercial, open source) to advance her ability to serve multiple constituencies. Production labs focus on mobile applications, data visualization, and open source software.

CMS 250 Writing for Change (4) *Prereq. CMS 170* — In this project-based course, the student learns how to research and write purposeful documents to effect change. With its focus on grant, proposal, and technical writing, the student develops strong critical-thinking skills as she collaborates to draft, revise, and present advocacy documents.

CMS 320 Media Studies (4) *Prereq. CMS 101; GEB 150* — This course engages the student in a topical investigation of contemporary media, including perspectives from theory, research, and practice. She develops media literacy and conceptualizes creative approaches to media production and interpretation. The course includes an embedded hybrid lab that explores video.

CMS 340 Influence and Advocacy (4) *Prereq. CMS 101; GEB 150* — Concise communication, audience and message analysis, and persuasion are powerful tools as we advocate for ideas, ideals, communities, products, and services. Through an exploration and application of persuasive theories and frameworks, the student focuses on analytical reading, scholarly writing, digital presentation skills, and digital advocacy via social media in local and global communities.

CMS 360 Logic and Argumentation (4) — The student learns how to produce logical conclusions through the systematic formalization of information and reason as well as through the principles of argumentation and debate. With a focus on writing, public speaking, problem solving, and innovation, the course examines digital logic and its applications, as well as research, policy analysis, evidentiary quality, issue framing, and storytelling.

CMS 400 Communicating across Cultures (4) — The student engages in a short-term travel experience or community-based project to bridge experiential learning with theoretical frameworks in order to promote civility, community, public voice and participation, and global understanding in diverse cultural and communication contexts.

CMS 499 Communication Studies Capstone Course (4) — In this capstone course, the student reflects upon and synthesizes her learning in the Communication Studies major. She refines her personal and professional goals in order to assist her movement from undergraduate to graduate studies and/or to enhance her continued development as a communication professional.

GEA 200 Transforming Creativity: Exploration of Women's Creativity Through the Arts (4) — The student engages with female artists through the study of four art forms: dance, music, theater, and visual art. Using current

Communication Studies Major

technology and real-time involvement, she encounters art both as an observer and as a creator, developing skills in analysis, valuing, and aesthetic engagement. As an observer, she examines art from a variety of perspectives, using discipline-specific vocabulary to articulate her observations and to assist her in forming personal opinions about art. She explores the role of the female artist in various cultures and historical periods, expanding her worldview. As a creator, she makes informed choices that integrate her personal vision and definition of creativity with increased cultural awareness. In the dual roles of critic and artist, she experiences art from the perspective of both outsider and insider.

GEB 150 Learning, Education, and Training in the Digital Era (4) — This course focuses on education and training in the digital era, including some modern learning theory, with some practical applications for trainers and other educators. The social interaction work in the course focuses on efficient and respectful communication using digital tools. The course also helps to serve as an orientation to the AEO program and to learning in an Alverno College hybrid course.

GECM 135 Communication Ability Seminar I (4) — This course focuses on developing the analytical reading, writing, speaking, listening, and information technology literacy skills necessary for coursework across the curriculum. The student enhances her critical-thinking abilities as she engages with language concepts such as audience, context, focus, purpose, and structure. She further develops her abilities in areas of self-management strategies, such as time management, study skills, vocabulary acquisition, and so on, to be successful in her education pursuits and later in the world at large. The student explores complex topics, incorporating ideas from various sources and applying theoretical concepts, as she develops her receptive and expressive communication abilities. She is also introduced to research strategies and library resources essential to her development as an innovative learner.

GECM 235 Communication Ability Seminar II (4)
Prereq. GECM 135 — This course prepares the student to be an effective communicator and researcher in her college work and beyond. She develops and demonstrates communication abilities (listening, reading, speaking, and writing) at level 3 in an integrated fashion in both new media and more traditional formats. She also develops her research skills and technological literacy through the creation of a digital project that showcases her communication abilities at level 3. This digital project enables her to explore a topic from a course in her major, in leadership, or in general education.

GECM 450 Advanced General Education Research and Communication Project (4) *Prereq. GECM 235* — The student demonstrates the advanced general education outcomes by creatively applying what she has learned in

general education courses. Using close-reading, observation, research, and data analysis skills, she has the opportunity to create and present a project on a topic of her choice. She draws especially on her advanced communication skills and her advanced use of current technology to construct and communicate her project.

GEH 350 Multiculturalism (4) — This course introduces the student to the humanities disciplines — English/literary studies, history, philosophy, and religious studies — through an analysis of multicultural societies across the world and in different historical eras, including the present-day United States. She learns to use the tools and frameworks of the humanities to investigate how societies have approached cultural difference, how people in them have experienced cultural difference and its social and other effects, and what ethical and other frameworks they have used to define difference and frame their approach to it. She learns to use the humanities as tools to analyze human experiences and cultures, through the study of fictional expressions (including film and literature), philosophical and religious teachings about cultural difference, and historical records of how past societies have lived cultural difference. Her work assists her in developing a deeper understanding of her own place in a multicultural society.

GEO 100 Orientation to the Adult Evening & Online Program (0) *Prereq. Admission to the Adult Evening & Online program* — This orientation is required of all students who are new to the AEO program, including first-time college students, external transfer students, and internal transfer students. The student is introduced to the staff, faculty, structure, technology, and resources necessary for success in the program. Please note that this orientation takes place prior to the official start date for classes.

GEQL 130 Quantitative Literacy in Women's Lives (4) — The student focuses on mathematical and algebraic methods within the context of contemporary women's issues. She does this through solving application-based problems, understanding the use of symbols, and applying various mathematical techniques needed to effectively use and manipulate quantitative information. Concept models include percents, ratios, formulas, variables, linear equations, and graphs.

GEQL 160 Making Meaning with Data (4) *Prereq. GEQL 130* — The student strengthens the quantitative skills needed to be an effective receiver and producer of information. She explores *Representing Data*, which combines topics in graphing and statistics, and *Predicting Data*, which combines topics in statistics and probability. Through exploration of these concepts, she increases her understanding of the power of mathematics as a communication tool.

Communication Studies Major

GES 250 The Sciences and Women (4) — This course establishes a foundation in the physical and biological sciences with a strong emphasis on the role of women in all aspects of science — from research to leadership positions both in science and in the community. The student develops a scientific understanding of the natural world and gains an understanding of the historical and current roles of women in science. She examines how gender bias has shaped many aspects of the sciences, from the basic process of doing science to complex systems found within humans and the environment. By analyzing these biases and seeing their impact on education and career development, she begins to appreciate how science is interwoven with society. The course also explores how science is influenced by values, and how these values vary across genders and cultures. By the end of the course, the student is able to effectively communicate on issues of recruitment, education, and retention of women as educators, researchers, and leaders in science.

LDR 150 Women's History, Women's Leadership (4) — A student in this course develops an understanding and appreciation of what it means to be a woman in the United States, the histories of women's work and legal rights, the women's movement, the role of Alverno College within that movement, the accomplishments of women in the American past and present, and the role of her own personal narrative in identifying and enhancing a leadership identity. The student has the opportunity to examine her own values and to be introduced to mindful leadership theory to enhance her identity as a woman leader and to forward herself as a learner.

LDR 250 Leading Effective Teams (4) *Prereq. GEB 150; GECM 135; LDR 150* — The student synthesizes her learning from prior courses, her personal and professional experiences, and contemporary literature and models on working as a team member and building teams to make improvements in organizations and communities. She formulates her own definition and profile of effective leadership in various group contexts. A comprehensive integrated leadership model is used throughout the course and student learning. Foundational leadership concepts of organizational culture, mission, and strategy are integrated into the course content. Additionally, she learns and applies social interaction models for leading and working in groups, managing conflict, coaching and mentoring, reaching a decision and completing tasks, and building relationships. She takes on a formal leadership role in a variety of teams with specific tasks and contexts, accomplishes objectives for initiating and managing change effectively, and commits to an ongoing plan and program of leadership self-development.

LDR 300 Building a Career: Leadership in Context Part I (4)

LDR 400 Building a Career: Leadership in Context Part II (4) *Prereq. GECM 450; LDR 250* — Building on her knowledge and abilities from previous leadership courses, her major, and her personal experiences in work and communities, the student engages in yearlong experiential learning. She has opportunities to develop a substantive career path that is consistent with her interests, values, and talents by integrating her learning in a variety of leadership theories and practices, including mindful leadership, emotional intelligence, and feminist leadership, and by networking in communities that she has reason to value. Working with specific communities and partnerships, the student has the opportunity to work in teams to identify community problems, design agendas, help conceptualize alternative approaches, and design initiatives.

Under the supervision of a faculty advisor, with assistance from the Career and Professional Development Center, and, where appropriate, working in teams, the student designs and conducts her own experiences. These may include the following:

- Conducts qualitative and quantitative research to identify unmet needs in contexts of her own choosing
- Identifies stakeholders
- Devises ways to collaborate with multiple stakeholders
- Sets substantive priorities and agendas
- Sets pragmatic value-based goals
- Constructs implementation strategies
- Constructs and applies evaluation strategies
- Develops networks
- Refines team-building strategies
- Imagines alternative initiatives and designs
- Reflects on leadership styles and creates repertoire from which to draw.

Liberal Studies Major

The Alverno Adult Evening & Online degree in Liberal Studies prepares you to be an active, ethical, and informed citizen in a variety of professional, civic, and personal contexts. Your Liberal Studies coursework in the behavioral sciences, humanities, communication, arts, and natural sciences provides you with knowledge of and respect for diverse cultures, communities, and societies. It positions you to be a leader who contributes to the improvement of communities — in person and online.

This degree prepares you to pursue careers in diverse fields, including business, government, and nonprofits, through its attention to creativity in problem solving, understanding multiple perspectives and value systems, and close analysis and communication of issues and ideas.

Courses

All courses in the program are 4 credit hours each.

Leadership courses

Four required courses, 16 credits. These courses cannot be transferred in.

LDR 150	Women's History, Women's Leadership
LDR 250	Leading Effective Teams
LDR 300	Building a Career: Leadership in Context Part I
LDR 400	Building a Career: Leadership in Context Part II

General education courses

Nine required courses, 36 credits; required orientation

GEO 100	Orientation to the Adult Evening & Online Program
GEB 150	Learning, Education, and Training in the Digital Era
GECEM 135	Communication Ability Seminar I
GEQL 130	Quantitative Literacy in Women's Lives
GEQL 160	Making Meaning with Data
GEA 200	Transforming Creativity: Exploration of Women's Creativity Through the Arts
GECEM 235	Communication Ability Seminar II
GES 250	The Sciences and Women
GEH 350	Multiculturalism
GECEM 450	Advanced General Education Research and Communication Project

Liberal Studies major courses

Eleven required courses, 44 credits

LS 101	Introduction to Liberal Studies
LS 170	Visual Literacies
LS 200	Digital Storytelling
LS 220	Science and Pseudoscience
LS 230	Emerging Technologies
LS 300	Arts in the Community
LS 325	Citizen Science
LS 350	Philosophies of Digital Communities
LS 375	Topics in Liberal Studies: Memory and Memoir
LS 400	Liberal Studies Capstone I: Integrated Learning Proposal
LS 450	Liberal Studies Capstone II: Community Experience

Elective courses

Six elective courses, 24 credits

Electives may be taken from any AEO courses or may be transferred in. Prerequisites apply.

Liberal Studies Major

Course Descriptions

GEA 200 Transforming Creativity: Exploration of Women's Creativity Through the Arts (4) — The student engages with female artists through the study of four art forms: dance, music, theater, and visual art. Using current technology and real-time involvement, she encounters art both as an observer and as a creator, developing skills in analysis, valuing, and aesthetic engagement. As an observer, she examines art from a variety of perspectives, using discipline-specific vocabulary to articulate her observations and to assist her in forming personal opinions about art. She explores the role of the female artist in various cultures and historical periods, expanding her worldview. As a creator, she makes informed choices that integrate her personal vision and definition of creativity with increased cultural awareness. In the dual roles of critic and artist, she experiences art from the perspective of both outsider and insider.

GEB 150 Learning, Education, and Training in the Digital Era (4) — This course focuses on education and training in the digital era, including some modern learning theory, with some practical applications for trainers and other educators. The social interaction work in the course focuses on efficient and respectful communication using digital tools. The course also helps to serve as an orientation to the AEO program and to learning in an Alverno College hybrid course.

GECM 135 Communication Ability Seminar I (4) — This course focuses on developing the analytical reading, writing, speaking, listening, and information technology literacy skills necessary for coursework across the curriculum. The student enhances her critical-thinking abilities as she engages with language concepts such as audience, context, focus, purpose, and structure. She further develops her abilities in areas of self-management strategies, such as time management, study skills, vocabulary acquisition, and so on, to be successful in her education pursuits and later in the world at large. The student explores complex topics, incorporating ideas from various sources and applying theoretical concepts, as she develops her receptive and expressive communication abilities. She is also introduced to research strategies and library resources essential to her development as an innovative learner.

GECM 235 Communication Ability Seminar II (4) *Prereq. GECM 135* — This course prepares the student to be an effective communicator and researcher in her college work and beyond. She develops and demonstrates communication abilities (listening, reading, speaking, and writing) at level 3 in an integrated fashion in both new media and more traditional formats. She also develops her research skills and technological literacy through the creation of a digital project

that showcases her communication abilities at level 3. This digital project enables her to explore a topic from a course in her major, in leadership, or in general education.

GECM 450 Advanced General Education Research and Communication Project (4) *Prereq. GECM 235* — The student demonstrates the advanced general education outcomes by creatively applying what she has learned in general education courses. Using close-reading, observation, research, and data analysis skills, she has the opportunity to create and present a project on a topic of her choice. She draws especially on her advanced communication skills and her advanced use of current technology to construct and communicate her project.

GEH 350 Multiculturalism (4) — This course introduces the student to the humanities disciplines — English/literary studies, history, philosophy, and religious studies — through an analysis of multicultural societies across the world and in different historical eras, including the present-day United States. She learns to use the tools and frameworks of the humanities to investigate how societies have approached cultural difference, how people in them have experienced cultural difference and its social and other effects, and what ethical and other frameworks they have used to define difference and frame their approach to it. She learns to use the humanities as tools to analyze human experiences and cultures, through the study of fictional expressions (including film and literature), philosophical and religious teachings about cultural difference, and historical records of how past societies have lived cultural difference. Her work assists her in developing a deeper understanding of her own place in a multicultural society.

GEO 100 Orientation to the Adult Evening & Online Program (0) *Prereq. Admission to the Adult Evening & Online program* — This orientation is required of all students who are new to the AEO program, including first-time college students, external transfer students, and internal transfer students. The student is introduced to the staff, faculty, structure, technology, and resources necessary for success in the program. Please note that this orientation takes place prior to the official start date for classes.

GEQL 130 Quantitative Literacy in Women's Lives (4) — The student focuses on mathematical and algebraic methods within the context of contemporary women's issues. She does this through solving application-based problems, understanding the use of symbols, and applying various mathematical techniques needed to effectively use and manipulate quantitative information. Concept models include percents, ratios, formulas, variables, linear equations, and graphs.

Liberal Studies Major

GEQL 160 Making Meaning with Data (4) *Prereq. GEQL 130* — The student strengthens the quantitative skills needed to be an effective receiver and producer of information. She explores *Representing Data*, which combines topics in graphing and statistics, and *Predicting Data*, which combines topics in statistics and probability. Through exploration of these concepts, she increases her understanding of the power of mathematics as a communication tool.

GES 250 The Sciences and Women (4) — This course establishes a foundation in the physical and biological sciences with a strong emphasis on the role of women in all aspects of science — from research to leadership positions both in science and in the community. The student develops a scientific understanding of the natural world and gains an understanding of the historical and current roles of women in science. She examines how gender bias has shaped many aspects of the sciences, from the basic process of doing science to complex systems found within humans and the environment. By analyzing these biases and seeing their impact on education and career development, she begins to appreciate how science is interwoven with society. The course also explores how science is influenced by values, and how these values vary across genders and cultures. By the end of the course, the student is able to effectively communicate on issues of recruitment, education, and retention of women as educators, researchers, and leaders in science.

LDR 150 Women's History, Women's Leadership (4) — A student in this course develops an understanding and appreciation of what it means to be a woman in the United States, the histories of women's work and legal rights, the women's movement, the role of Alverno College within that movement, the accomplishments of women in the American past and present, and the role of her own personal narrative in identifying and enhancing a leadership identity. The student has the opportunity to examine her own values and to be introduced to mindful leadership theory to enhance her identity as a woman leader and to forward herself as a learner.

LDR 250 Leading Effective Teams (4) *Prereq. GEB 150; GECM 135; LDR 150* — The student synthesizes her learning from prior courses, her personal and professional experiences, and contemporary literature and models on working as a team member and building teams to make improvements in organizations and communities. She formulates her own definition and profile of effective leadership in various group contexts. A comprehensive integrated leadership model is used throughout the course and student learning. Foundational leadership concepts of organizational culture, mission, and strategy are integrated into the course content. Additionally, she learns and applies social interaction models for leading and working in groups, managing conflict, coaching and mentoring, reaching a decision and completing tasks, and building relationships.

She takes on the formal leadership role in a variety of teams with specific tasks and contexts, accomplishes objectives for initiating and managing change effectively, and commits to an ongoing plan and program of leadership self-development.

LDR 300 Building a Career: Leadership in Context Part I (4)

LDR 400 Building a Career: Leadership in Context Part II (4) *Prereq. GECM 450; GEH 350; LS 325* —

Building on her knowledge and abilities from previous leadership courses, her major, and her personal experiences in work and communities, the student engages in yearlong experiential learning. She has opportunities to develop a substantive career path that is consistent with her interests, values, and talents by integrating her learning in a variety of leadership theories and practices, including mindful leadership, emotional intelligence, and feminist leadership, and by networking in communities that she has reason to value. Working with specific communities and partnerships, the student has the opportunity to work in teams to identify community problems, design agendas, help conceptualize alternative approaches, and design initiatives.

Under the supervision of a faculty advisor, with assistance from the Career and Professional Development Center, and, where appropriate, working in teams, the student designs and conducts her own experiences. These may include the following:

- Conducts qualitative and quantitative research to identify unmet needs in contexts of her own choosing
- Identifies stakeholders
- Devises ways to collaborate with multiple stakeholders
- Sets substantive priorities and agendas
- Sets pragmatic value-based goals
- Constructs implementation strategies
- Constructs and applies evaluation strategies
- Develops networks
- Refines team-building strategies
- Imagines alternative initiatives and designs
- Reflects on leadership styles and creates repertoire from which to draw.

LS 101 Introduction to Liberal Studies (4) — This course introduces the student to concepts, theories, strategies, and technologies of the Liberal Studies major. She learns about different forms of communication, including cross-cultural, and analyzes the connections among language, narrative, and identity. The course contains a strong careering component. The student reflects on her prior learning and professional experiences in the context of the Liberal Studies major. Through interviews and research, she explores professions, learns about career resources on and off campus, and begins portfolio- and résumé-building and professional goal-setting.

Liberal Studies Major

LS 170 Visual Literacies (4) *Prereq. LS 101* — This course introduces the student to the theory and practice of visual communication to help her become an informed critic, consumer, and creator of graphic messages. She learns how to: 1) identify and use elements of compelling layout; 2) employ sophisticated design software and web-based technology to prepare and deliver excellent presentations; 3) apply principles of effective design to create and deliver strong visual messages across a range of media platforms; and 4) analyze and create content and design for a variety of deliverables. She also has opportunities throughout the course to incorporate research into visual projects and to build critical-thinking skills through hands-on projects.

LS 200 Digital Storytelling (4) *Prereq. GEB 150; LDR 150* — This course introduces the student to the changing world of digital literature and film. She learns how to apply theoretical frameworks from communication and the humanities to develop her own pieces of digital writing.

LS 220 Science and Pseudoscience (4) — This course focuses on popular pseudoscientific claims as a means of understanding the scientific method. The student examines how ordinary perceptual, memory, and reasoning processes can make false claims appear plausible, and she discusses the social and personal implications of holding pseudoscientific views.

LS 230 Emerging Technologies (4) *Prereq. GEB 150; GECM 135; GEQL 130; GEQL 160; LDR 150; LDR 250; LS 101; LS 170* — The student explores communication theory and examines, learns, and applies theories of communication in existing and emerging technologies. She works in multiple platforms (handheld, tablet, personal computer) and software (commercial, open source) to advance her ability to serve multiple constituencies. Production labs focus on mobile applications, data visualization, and open source software.

LS 300 Arts in the Community (4) — This course allows the student to explore her creativity through visual art, dance, theater, and music. She also learns about the creative process that others go through to create art, and how those artists/organizations go about funding their artistic works, seasons, and projects. Outside of the classroom, she attends dance concerts, plays, and live-music events and visits art galleries. She also explores a particular arts organization for a clearer understanding of the collaboration between the artistic and business branches, revealing the discipline, creativity, and collective processes needed to create professional artistic works from the ground up.

LS 325 Citizen Science (4) *Prereq. LS 220* — The student explores content in the natural sciences, content that is expanding rapidly in the 21st century with the inclusion of contributions from a wide range of participants. She examines concepts in areas such as astronomy, cell biology, biochemistry, ecology, and conservation science. She selects an area for further research in the literature and develops a plan for observational and quantitative contributions to existing and ongoing scientific work. She also debates the validity of such contributions, the limits of science, and the need for an informed citizenry in the development of science policy for democracy.

LS 350 Philosophies of Digital Communities (4) *Prereq. GEA 200; GECM 235; GES 250; LS 200; LS 220; LS 230; LS 300* — This course introduces the student to key questions in digital communities, including digital democratization and issues of gender.

LS 375 Topics in Liberal Studies: Memory and Memoir (4) — The student integrates theories, methods, and knowledge across at least two liberal arts disciplines. This integrated approach to topics leads to the articulation, analysis, interpretation, and advocacy for understanding and improving communities. In the study of “Memory and Memoir,” for example, the student explores the literary genre known as memoir through its literary conventions and through the lens of how psychologists understand the capacities and shortcomings of autobiographical memory. She learns to apply cognitive theories to understand the relationships among authors’ memories, motivations, and actual experiences. She also explores her own memories through memoir writing.

LS 400 Liberal Studies Capstone I: Integrated Learning Proposal (4) — In this self-directed learning experience, the student proposes her capstone community experience by assembling an educational inventory, synthesizing and describing her learning, identifying the contributions of liberal studies disciplines to a question or problem, and reflecting on her potential contribution to addressing a community issue. The proposal is developed with assistance from and is assessed by a faculty member in a disciplinary area related to the project.

LS 450 Liberal Studies Capstone II: Community Experience (4) — In this course, the student implements her Liberal Studies capstone project proposal. This may include making connections with on- or off-campus organizations, a current employer, various communities, or other constituents. Guided by the Liberal Studies outcomes for the major and through implementation of her proposal, the student makes her work public and demonstrates leadership and disciplinary expertise.

Adult Evening & Online Program 2015-16 Calendar

Fall 2015

August	19	Adult Evening & Online (AEO) orientation
August	26	AEO classes begin (First eight-week session: August 26–October 14)
September	7	Labor Day: College closed
October	9	Alverno Community Conference
October	21	AEO classes begin (Second eight-week session: October 21–December 9)
November	26-27	Thanksgiving holiday: College closed
December	19	Undergraduate graduation

Spring 2016

January	20	AEO classes begin (First eight-week session: January 20–March 9)
February	15	Presidents' Day: College closed
March	16	AEO classes begin (Second eight-week session: March 16–May 4)
March	25-28	Good Friday and Easter holiday: College closed
April	27	Community Day
May	21	Undergraduate graduation

Degree Completion Programs

Introduction to the Degree Completion Programs

Why a Degree Completion Program?

Alverno's Degree Completion programs offer flexibility for working adults while providing the same high-quality education for which Alverno College is renowned. Classes integrate the best of online learning with critical in-classroom instruction, to bring you hybrid programs that make earning your bachelor's degree more achievable and realistic than ever before.

Program Highlights

- Students have the opportunity to expand two-year degrees into bachelor's degrees (Associate to Bachelor's in Business; Associate to Bachelor's in Health Care Management; RN to BSN).
- Programs can be completed in 18 months.
- Hybrid model blends online and in-classroom learning.
- Integrated programs value experiential learning.
- Earn 36 credits through nine eight-week course blocks.
- By taking just one course at a time, you can focus more deeply on your learning rather than juggling multiple courses and their demands.
- Experience the advantage of small classes and full-time, dedicated faculty.
- Convenient, flexible, and affordable option for working adults.

Nationally Acclaimed Curriculum

- National publications and organizations have rated Alverno as an exceptional education with a unique commitment to student success.
- Alverno's ability-based curriculum enables students to advance on two fronts, both in knowledge of their chosen discipline and in eight key abilities critical to the application of their knowledge in work and life.
- Projects, research papers, and presentations help students gain experience in communication, analysis, problem solving, and other areas pertinent to career advancement.
- Assessment is a powerful learning tool that, through detailed feedback, helps students know how to apply knowledge to real-life situations.
- Instead of grades, students receive thorough feedback on their strengths and areas needing improvement.

Campus Environment

- Alverno's Degree Completion programs provide a complete collegiate experience.
- Small classes guarantee individual student attention from faculty.
- Networking opportunities are often available through special speakers, through an array of campus organizations available to students, and in ongoing classes.
- Free and ample parking is available on campus.

Services and Resources

Extensive support services and resources are available to all degree completion students:

- Library
- Financial Aid Office
- Student Affairs
- Business Office
- Academic Advising Office
- Career and Professional Development Center
- Media Hub
- Computer Center
- Instructional Services
 - Tutoring and study groups
 - Communication Resource Center
 - Daniel M. Soref Science and Mathematics Learning Resource Center
 - English as a second language services
 - Access for students with disabilities
- Dining Services
- A-Store

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

Admissions

Admissions

Alverno's bachelor's degree completion programs enroll women and men who hold two-year associate degrees and offer them the opportunity to graduate with a bachelor's degree in business, nursing, or health care management in 18 months. Alverno admits students of any color, race, age, religion, and/or national or ethnic origin.

Personal Assistance

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

Application for Admission

To apply for admission, a student should:

- Submit an application online at alverno.edu.
- Arrange for the Admissions Office to receive:
 - Official college transcript(s) from all institutions attended.

Enrollment and Registration

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

Enrollment Confirmation

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

Registration for Classes

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

Orientation to the Program

Orientation to the Degree Completion programs is required and takes place in LA 301, a one-day, one-credit course that introduces the student to the campus, available resources, and the technology necessary to participate in this program.

Topics covered:

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

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

Financial Aid

Financial Aid

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

Grants

Grants are offered to students who demonstrate financial need according to the federal need-analysis formula. Grants are considered gift aid and do not require repayment. The Degree Completion programs are half-time. Partial government grants are available for those who qualify.

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

Wisconsin Tuition Grant (WTG) — This grant is available to half-time students from Wisconsin, based on financial need. To apply, the student must file the Free Application for Federal Student Aid (FAFSA). (This grant is available only to students in the RN to BSN program.)

Scholarships

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

Work Programs

Many departments on campus hire students to work in a variety of positions. Eligible students may be paid from either Federal Work Study or institutional funds. Students may work on campus up to 20 hours per week. Information regarding on-campus employment is available at alverno.edu/financialaid/jobsoncampus/.

Loans

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

Federal Direct Stafford Loan

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

PLUS Loan (*Parent Loan for Undergraduate Students*)

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

Alternative (Private) Education Loan

This type of loan is available through local and national lending institutions. Interest rates and repayment terms vary but are often competitive with Federal Direct Loans. These loans may be used to supplement Direct Loans. To apply, the applicant may work directly with the lender of choice or research a variety of lenders on the Alverno website.

Employer Tuition Reimbursement

Many employers assist their employees financially in furthering their education. Since reimbursement is generally made at the end of the semester, many students use the first disbursement of their Federal Direct Stafford Loan (see above) to obtain some of the funds they need to begin their first semester. As reimbursement money is received, they use it to help pay for subsequent semesters. Upon graduation, they use the final reimbursement to pay down the Federal Direct Stafford Loan. Check with your employer to see if tuition reimbursement is available.

Financial Aid

Applying for Financial Aid

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

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

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

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

Financial Policies

Alverno College Payment Policy

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

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

Students are required to complete and return the Educational Loan Agreement (the "Agreement") every semester by the specified due date. Paper copies are not mailed to students; the Agreement is found on Interactive Online (IOL), under Financial Information. Please read the Agreement carefully, as this form is meant to help students understand their financial obligations.

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

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

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

Payment Options

Traditional Semester Payment

Pay in full by the specified due date. Acceptable payment methods include:

- In person in the Business Office.
- Drop box outside of the Business Office.
- Mail check/money order to Alverno College, Attn: Business Office.
- Online using IOL under Financial Information, View Account, and Make Payments, to use a checking account, Visa, MasterCard, Discover, or American Express. You can also click on the Pay Online link.
- Phone Business Office (414-382-6262) to use a checking account, Visa, MasterCard, Discover, or American Express.

Monthly Payment Plan

Pay monthly by enrolling in the Educational Loan Payment Plan. To enroll, a student must complete the Educational Loan Payment Plan form (found in the Educational Loan Agreement). There are two payment plan options:

- Monthly payment by cash, check, or credit card. To offset administrative expenses, there is a \$50 service fee for this option. (If you choose to make your payment-plan payments online through IOL each month, your payment plan falls into this category.)
- Monthly payment by ACH. There is no service fee for this option. A voided check or bank documentation with routing and account number is required. Additionally, if payments are being withdrawn from an account other than the student's, the account holder is required to sign the form. ACH payment plans submitted without this information will not be processed.

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

Payment by a Third-Party Sponsor

Alverno College will bill third parties with prior approval from both the third party and the Business Office. Students whose tuition is paid by a third-party sponsor must submit their billing authorization/voucher to the Business Office by the payment due date. The Business Office will send your invoice directly to the third party.

Financial Policies

Employer Reimbursement

Employer reimbursement forms are available in the Registrar's Office and should be completed each semester. Students who receive employer reimbursement after courses are completed must abide by all published payment policies. These students must make arrangements to pay in full by the due date or enroll in a payment plan.

Refunds

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

To receive your refund check:

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

Tuition Adjustment Schedule

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

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

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

Student drops	Student pays
Before course begins	0%
Before the second week of class begins	0%
After the second week of class begins, but before the third week begins	50%
After the third week of class begins	100%

Students receiving financial aid:

Your financial aid is based on the total number of registered credits for an entire semester. Failure to start a second course in a semester or withdrawing from a course (officially or unofficially) requires a recalculation of financial aid received. This may require a repayment of all or part of a refund, if received. Please contact the Financial Aid Office if you plan to withdraw from a course.

Students completely withdrawing:

Financial aid recipients are subject to federal, state, and institutional refund policies (different from the adjustment schedule above). Aid is not considered earned until 60% of the semester has passed. Withdrawals prior to this point require a portion of financial aid funds to be returned to their original funding source. You may owe the College money. Please consult with your advisor and the Business Office before you withdraw from the College.

Associate to Bachelor's in Business

The Associate to Bachelor's in Business program, offered through the Alverno College School of Business, is geared specifically to women and men who currently have — or will soon earn — an associate's degree. Whether you want to be a marketer, human resources professional, or businessperson who builds a socially responsible company, Alverno's ability-based curriculum prepares you for a demanding, rapidly changing world. Designed to match your fast-paced life, the 18-month program helps you move up in the business world by developing your knowledge and abilities and by equipping you with a degree from one of the nation's most distinguished colleges.

Students in the Associate to Bachelor's in Business program benefit from the unique features and experiences of a cohort, hybrid-learning environment. Classes begin at different times throughout the year (check with Admissions for the next start date). Students move through a sequence of nine courses in addition to *Introduction to Associate to Bachelor's in Business* (LA 301). Each eight-week course is delivered through a combination of four face-to-face and four online learning sessions. The face-to-face courses are held on a weeknight at Alverno's conveniently located Milwaukee campus.

Students develop by learning, integrating, and using technology, communication, teamwork, and social media — essential management resources, systems, and processes. They move through the program together and complete courses in the sequence shown below.

Courses

(The number in parentheses is the number of credit hours.)

LA 301	Introduction to Associate to Bachelor's in Business (1)
LA 310	Finding Meaning in Professional Practice (4)
MGT 304	Women in Careers and Leadership (4)
LA 320	Arts, Culture, and Ethics (4)
MGT 306	Financial Analysis and Decision Making (4)
MGT 402	Marketing, Branding, and Customer Relationship Management (4)
LA 330	Sustainability and Technology in the Changing World (4)
MGT 404	Innovative Business Development (4)
LA 340	Informed Decision Making in Complex Societies (4)
MGT 406	Global Business Environments and Strategy (4)

Course Descriptions

LA 301 Introduction to Associate to Bachelor's in Business (1) *Prereq.* Admission to the Associate to Bachelor's in Business program — This is a one-day, one-credit required course that prepares students to meet the requirements of the Associate to Bachelor's in Business program. It introduces students to Alverno's ability-based curriculum, assessment process, hybrid learning program, technology, and other resources, as well as to the campus, faculty and staff, and other members of the program.

LA 310 Finding Meaning in Professional Practice (4) *Prereq.* LA 301 — Students use concepts and philosophies about the nature of human spirituality to confront their experiences as professionals in their field. The implications of spiritual practices for professional and personal ethics are an integral dimension of the course. A special emphasis is placed on meditative and ritual practices across world religions, including Christianity, Buddhism, Hinduism, and Native American religions. Students are introduced to a variety of resources on spirituality that they apply to their professional context. Assessments provide the opportunity to practice and develop communication, valuing, and social interaction skills, both in person and through effective use of online tools. Online technologies place a marked emphasis on continuing collaborative experiences outside of the classroom to ensure the ongoing formation of a learning cohort.

LA 320 Arts, Culture, and Ethics (4) *Prereq.* LA 301; MGT 304 — Students explore ethical issues in contemporary art and visual culture. They research contemporary art (art since the 1970s) that looks to visual culture as a maker of meaning, focusing on two-dimensional, three-dimensional, virtual, and installation art in public, private, and global settings. They learn about art that acts as a critical voice in community development related to local and global issues. The course also assists students in broadening their visual literacy skills in all fields and in developing the critical analytic and creative skills necessary to explore and understand ethical issues in contemporary art related to culture.

Associate to Bachelor's in Business

LA 330 Sustainability and Technology in the Changing World (4) *Prereq. LA 320; MGT 306; MGT 402* — Students develop their own operational definition of sustainability as they research a global issue from multiple perspectives (e.g., cultural, geographic, economic, environmental, human health and safety), including the perspectives of their own discipline. They apply their knowledge of sustainability issues and methods of analysis as they work on a sustainability project of their own; investigate and develop a proposed strategy for action; and develop a method to evaluate the results of their action. Students may choose to work on a global sustainability issue (e.g., water, food, health care, energy) or one more specific to their community or workplace.

LA 340 Informed Decision Making in Complex Societies (4) *Prereq. LA 330; MGT 404* — Students explore contemporary issues through literature and film. They learn humanities strategies (e.g., close reading, literary and film analysis, research) to deepen and broaden their understanding of novels and films. Major frameworks for exploring social issues in literature and film include ethics and moral dilemmas. Students use a variety of in-person and online communication modes, including discussion and chats, website development, wikis, journals, and mock trials, to explore their own perspective and those of others on contemporary social issues. In an autobiographical essay written over the course of the semester, they reflect on how their professional identity shapes their engagement with literature and film, and how they use moral and ethical decision making in professional contexts.

MGT 304 Women in Careers and Leadership (4) *Prereq. LA 310* — Students synthesize contemporary literature on leadership and formulate their own definition and profile of effective leadership in various contexts. They take on the formal leadership function of a group with specific tasks, accomplish objectives effectively, and commit to an ongoing program of leadership self-development. In reflecting on their academic and professional accomplishments, they set a goal for their next professional step, prepare a portfolio with examples of abilities and achievements related to the goal, and prepare a comprehensive career action plan. They learn how to initiate and manage their career and a job search.

MGT 306 Financial Analysis and Decision Making (4) *Prereq. LA 320; MGT 304* — Students are introduced to the nature of accounting and finance within a business context. They learn the different functions of business as well as the types of information, management reports, and financial statements that are provided by a company's accounting system. They learn the basic concepts and skills required to manage an organization's assets and problem-solving techniques used in the acquisition, control, and use of funds to finance current and future operations. They learn how financial information is used to make decisions and to more effectively manage the firm's operations. They demonstrate their communication, analytical, and problem-solving abilities through a combination of group case studies and individual assessments. Their learning experiences prepare them for roles in providing information for various stakeholders' needs, planning, and budgeting.

MGT 402 Marketing, Branding, and Customer Relationship Management (4) *Prereq. MGT 306* — Students learn how organizations develop products and services to meet the needs and wants of customers and markets. Students and their teammates invent a new product and present a comprehensive marketing plan to the organization's simulated board of directors for approval. The team develops strategies, including product design, pricing, distribution, and promotion in domestic and global markets. Marketing concepts are applied to career objectives as they create their own personal brand and career marketing strategy. Students apply their marketing abilities to build business-to-business and consumer relationships and partnerships. To achieve this, they practice using technology solutions, sales processes, and sales planning and management. They integrate their learning and abilities by designing and conducting a sales appointment and meeting with an external assessor who is role-playing a potential client.

Associate to Bachelor's in Business

MGT 404 Innovative Business Development

(4) Prereq. LA 330; MGT 402 — Students explore the identification, evaluation, and development of new business ideas and develop a business plan for a new business opportunity. They research their business idea, the competitive environment, and the unique advantages of their business. They individually develop a comprehensive written business plan. They also study case examples of successful business entrepreneurs and identify the attributes that make them successful. As students complete their business plan, they evaluate being in business for themselves and develop the skills needed to manage a complex project. Even if the student does not start or work in a small business when s/he graduates, these project management skills of evaluating new business opportunities are invaluable in any organization. Class experiences develop students' abilities to research business databases, manage a complex project, and self-assess progress and abilities.

MGT 406 Global Business Environments and Strategy (4) Prereq. LA 340; MGT 404

— Students learn how to think strategically in a business and organizational context. They learn how to analyze the mission and objectives of an organization; how to evaluate the external and industry environment to identify opportunities and threats; and how to formulate policies and strategies to maximize opportunities and monitor implementation of policies and procedures. Key learning experiences are based on case studies of global businesses and include external and industry analysis, internal analysis of a firm, determination of strategic options, evaluation and choice, goal setting, and performance measures. Key assessments are individual written and oral case analyses and a group strategic analysis and recommendations in response to the changing external and industry environment in a selected global organization. Students produce both written and oral individual and group strategic analyses and recommendations for a variety of global organizations in diverse industries. The tools of strategic analysis learned in this course are transferable to any organization and can be applied in personal and career planning.

Associate to Bachelor's in Health Care Management

The Associate to Bachelor's in Health Care Management degree program is designed for people who hold an associate degree in a health care or related field. Through the integration of theory and practice in business, leadership, and nursing, students in this program build on prior learning in order to develop business skills to progress to a management role in a health care setting. The program outcomes are designed to coincide with the competencies recognized by the Association of University Programs in Health Administration (AUPHA), whose mission is to “foster excellence and drive innovation in health care management and policy education.”

Students in the Associate to Bachelor's in Health Care Management program benefit from the unique features and experiences of a cohort, hybrid-learning environment. Classes begin at different times throughout the year (check with Admissions for the next start date). Students move through a sequence of nine courses in addition to *Introduction to Associate to Bachelor's in Health Care Management* (LA 301). Each eight-week course is delivered through a combination of four face-to-face and four online learning sessions. The face-to-face courses are held on a weeknight at Alverno's conveniently located Milwaukee campus.

Students develop by learning, integrating, and using technology, communication, teamwork, and social media — essential management resources, systems, and processes. They move through the program together and complete courses in the sequence shown below.

Courses

(The number in parentheses is the number of credit hours.)

LA 301	Introduction to Associate to Bachelor's in Health Care Management (1)
LA 310	Finding Meaning in Professional Practice (4)
N 476	Professional Leadership: Policy, Practice, and Systems (4)
LA 320	Arts, Culture, and Ethics (4)
BSC 257C	Probability and Statistics for Nurses (4)
MGT 306	Financial Analysis and Decision Making (4)
MGT 402	Marketing, Branding, and Customer Relationship Management (4)
LA 330	Sustainability and Technology in the Changing World (4)
LA 340	Informed Decision Making in Complex Societies (4)
N 456	Nursing Theory and Practice with Vulnerable Populations (4)

Course Descriptions

BSC 257C Probability and Statistics for Nurses (4)

Prereq. N 476 — This course, which is designed for nursing majors, introduces students to basic research issues in the health sciences. Students practice conducting and interpreting data analysis using descriptive and inferential statistics, learn to convey the results of analyses clearly to others, and learn to recognize common fallacies in arguments about science.

LA 301 Introduction to Associate to Bachelor's in Health Care Management (1)

Prereq. Admission to the Associate to Bachelor's in Health Care Management program — This is a one-day, one-credit required course that prepares students to meet the requirements of the Associate to Bachelor's in Health Care Management program. It introduces students to Alverno's ability-based curriculum, assessment process, hybrid learning program, technology, and other resources, as well as to the campus, faculty and staff, and other members of the program.

LA 310 Finding Meaning in Professional Practice (4)

Prereq. LA 301 — Students use concepts and philosophies about the nature of human spirituality to confront their experiences as professionals in their field. The implications of spiritual practices for professional and personal ethics are an integral dimension of the course. A special emphasis is placed on meditative and ritual practices across world religions, including Christianity, Buddhism, Hinduism, and Native American religions. Students are introduced to a variety of resources on spirituality that they apply to their professional context. Assessments provide the opportunity to practice and develop communication, valuing, and social interaction skills, both in person and through effective use of online tools. Online technologies place a marked emphasis on continuing collaborative experiences outside of the classroom to ensure the ongoing formation of a learning cohort.

LA 320 Arts, Culture, and Ethics (4)

Prereq. LA 301 — Students explore ethical issues in contemporary art and visual culture. They research contemporary art (art since the 1970s) that looks to visual culture as a maker of meaning, focusing on two-dimensional, three-dimensional, virtual, and installation art in public, private, and global settings. They learn about art that acts as a critical voice in community development related to local and global issues. The course also assists students in broadening their visual literacy skills in all fields and in developing the critical analytic and creative skills necessary to explore and understand ethical issues in contemporary art related to culture.

Associate to Bachelor's in Health Care Management

LA 330 Sustainability and Technology in the Changing World (4) *Prereq. LA 310 or LA 320* — Students develop their own operational definition of sustainability as they research a global issue from multiple perspectives (e.g., cultural, geographic, economic, environmental, human health and safety), including the perspectives of their own discipline. They apply their knowledge of sustainability issues and methods of analysis as they work on a sustainability project of their own; investigate and develop a proposed strategy for action; and develop a method to evaluate the results of their action. They may choose to work on a global sustainability issue (e.g., water, food, health care, energy) or one more specific to their community or workplace.

LA 340 Informed Decision Making in Complex Societies (4) *Prereq. LA 330* — Students explore contemporary issues through literature and film. They learn humanities strategies (e.g., close reading, literary and film analysis, research) to deepen and broaden their understanding of novels and films. Major frameworks for exploring social issues in literature and film include ethics and moral dilemmas. Students use a variety of in-person and online communication modes, including discussion and chats, website development, wikis, journals, and mock trials, to explore their own perspective and those of others on contemporary social issues. In an autobiographical essay written over the course of the semester, they reflect on how their professional identity shapes their engagement with literature and film, and how they use moral and ethical decision making in professional contexts.

MGT 306 Financial Analysis and Decision Making (4) *Prereq. BSC 257C; LA 320* — Students are introduced to the nature of accounting and finance within a business context. They learn the different functions of business as well as the types of information, management reports, and financial statements that are provided by a company's accounting system. They learn the basic concepts and skills required to manage an organization's assets and problem-solving techniques used in the acquisition, control, and use of funds to finance current and future operations. They learn how financial information is used to make decisions and to more effectively manage the firm's operations. They demonstrate their communication, analytical, and problem-solving abilities through a combination of group case studies and individual assessments. Their learning experiences prepare them for roles in providing information for various stakeholders' needs, planning, and budgeting.

MGT 402 Marketing, Branding, and Customer Relationship Management (4) *Prereq. MGT 306* — Students learn how organizations develop products and services to meet the needs and wants of customers and markets. Students and their teammates invent a new product and present a comprehensive marketing plan to the organization's simulated board of directors for approval. The team develops strategies, including product design, pricing, distribution, and promotion in domestic and global markets. Marketing concepts are applied to career objectives as they create their own personal brand and career marketing strategy. Students apply their marketing abilities to build business-to-business and consumer relationships and partnerships. To achieve this, they practice using technology solutions, sales processes, and sales planning and management. They integrate their learning and abilities by designing and conducting a sales appointment and meeting with an external assessor who is role-playing a potential client.

N 456 Nursing Theory and Practice with Vulnerable Populations (4) *Prereq. LA 330; MGT 402* — Students focus their professional role behaviors on becoming a transformative leader in the care of vulnerable populations. They work with groups and communities to transform the health of vulnerable populations through health-promotion, risk-reduction, and disease-prevention activities. They draw on a variety of theories and frameworks and apply their knowledge of the multiple determinants of health, cultural competence frameworks, and systems theory learned in previous courses.

N 476 Professional Leadership: Policy, Practice, and Systems (4) *Prereq. LA 301* — Students focus on leadership that transforms care at the bedside. They examine the sociocultural, political, economic, and historical factors that impact the development of the contemporary health care system. They build upon prior knowledge and expand their professional practice model to develop an effective leadership style to facilitate achievement of health care and career goals from a strong systems perspective.

RN to BSN

The Bachelor of Science in Nursing (BSN) degree for registered nurses who are seeking to complete their baccalaureate education is designed to build upon previous educational and professional experiences in order to provide students with the tools to open the doors to new opportunities in the profession of nursing. Through the integration of theory and practice, students develop expertise in leadership, management of care, implementation of evidence-based practice, and principles of quality and safety.

Alverno's RN to BSN program is an 18-month program comprising a series of eight-week courses. Classes begin at different times throughout the year (check with Admissions for the next start date). The design is a cohort model in which students move through the program together, working as a team to gain knowledge and proficiency in the various courses. The format is hybrid, or blended, with approximately half the sessions on campus and half online. Students are required to complete 36 credits: 15 credits of nursing, 16 credits of liberal arts, 4 credits of probability and statistics, and 1 credit of introduction to the program and ability-based learning. Concepts learned in each course carry through to subsequent courses so that learning throughout the program is developmental and relatable.

Courses

(The number in parentheses is the number of credit hours.)

LA 301	Introduction to RN to BSN (1)
LA 310	Finding Meaning in Professional Practice (4)
N 476	Professional Leadership: Policy, Practice, and Systems (4)
LA 320	Arts, Culture, and Ethics (4)
BSC 257C	Probability and Statistics for Nurses (4)
N 465C	Nursing and Research: Evidence-Based Practice and Quality Improvement (3)
LA 330	Sustainability and Technology in the Changing World (4)
N 366	Nursing Process with Individuals, Families, and Communities (4)
LA 340	Informed Decision Making in Complex Societies (4)
N 456	Nursing Theory and Practice with Vulnerable Populations (4)

Course Descriptions

BSC 257C Probability and Statistics for Nurses (4)

Prereq. N 476 — This course, which is designed for nursing majors, introduces students to basic research issues in the health sciences. Students practice conducting and interpreting data analysis using descriptive and inferential statistics, learn to convey the results of analyses clearly to others, and learn to recognize common fallacies in arguments about science.

LA 301 Introduction to RN to BSN (1) *Prereq.*

Admission to the RN to BSN program — This is a one-day, one-credit required course that prepares students to meet the requirements of the RN to BSN program. It introduces students to Alverno's ability-based curriculum, assessment process, hybrid learning program, technology, and other resources, as well as to the campus, faculty and staff, and other members of the program.

LA 310 Finding Meaning in Professional Practice (4)

Prereq. LA 301 — Students use concepts and philosophies about the nature of human spirituality to confront their experiences as professionals in their field. The implications of spiritual practices for professional and personal ethics are an integral dimension of the course. A special emphasis is placed on meditative and ritual practices across world religions, including Christianity, Buddhism, Hinduism, and Native American religions. Students are introduced to a variety of resources on spirituality that they apply to their professional context. Assessments provide the opportunity to practice and develop communication, valuing, and social interaction skills, both in person and through effective use of online tools. Online technologies place a marked emphasis on continuing collaborative experiences outside of the classroom to ensure the ongoing formation of a learning cohort.

LA 320 Arts, Culture, and Ethics (4) *Prereq. LA 301*

— Students explore ethical issues in contemporary art and visual culture. They research contemporary art (art since the 1970s) that looks to visual culture as a maker of meaning, focusing on two-dimensional, three-dimensional, virtual, and installation art in public, private, and global settings. They learn about art that acts as a critical voice in community development related to local and global issues. The course also assists students in broadening their visual literacy skills in all fields and in developing the critical analytic and creative skills necessary to explore and understand ethical issues in contemporary art related to culture.

RN to BSN

LA 330 Sustainability and Technology in the Changing World (4) *Prereq. LA 310 or LA 320* — Students develop their own operational definition of sustainability as they research a global issue from multiple perspectives (e.g., cultural, geographic, economic, environmental, human health and safety), including the perspectives of their own discipline. They apply their knowledge of sustainability issues and methods of analysis as they work on a sustainability project of their own; investigate and develop a proposed strategy for action; and develop a method to evaluate the results of their action. They may choose to work on a global sustainability issue (e.g., water, food, health care, energy) or one more specific to their community or workplace.

LA 340 Informed Decision Making in Complex Societies (4) *Prereq. LA 330* — Students explore contemporary issues through literature and film. They learn humanities strategies (e.g., close reading, literary and film analysis, research) to deepen and broaden their understanding of novels and films. Major frameworks for exploring social issues in literature and film include ethics and moral dilemmas. Students use a variety of in-person and online communication modes, including discussion and chats, website development, wikis, journals, and mock trials, to explore their own perspective and those of others on contemporary social issues. In an autobiographical essay written over the course of the semester, they reflect on how their professional identity shapes their engagement with literature and film, and how they use moral and ethical decision making in professional contexts.

N 366 Nursing Process with Individuals, Families, and Communities (4) *Prereq. N 465C* — Students integrate the roles of care provider, teacher, advocate, and designer/manager/coordinator of care for individuals, families, groups, communities, and populations. They use evidence-based literature and interprofessional collaboration to address potential interventions for community or environmental concerns. They refine their approaches to patients in all settings through the placement of the individual within the context of family, community, and environment.

N 456 Nursing Theory and Practice with Vulnerable Populations (4) *Prereq. N 366* — Students focus their professional role behaviors on becoming a transformative leader in the care of vulnerable populations. They work with groups and communities to transform the health of vulnerable populations through health-promotion, risk-reduction, and disease-prevention activities. They draw on a variety of theories and frameworks and apply their knowledge of the multiple determinants of health, cultural competence frameworks, and systems theory learned in previous courses.

N 465C Nursing and Research: Evidence-Based Practice and Quality Improvement (3) *Prereq. BSC 257C* — Students build upon prior knowledge of the scientific method and the basic statistics course to explore nursing research methods. They focus on delivery of competent, evidence-based nursing care and the continuous improvement of the quality and safety of health care systems. They learn the critical analytical skills necessary to analyze health care data in order to transform health care delivery systems.

N 476 Professional Leadership: Policy, Practice, and Systems (4) *Prereq. LA 301* — Students focus on leadership that transforms care at the bedside. They examine the sociocultural, political, economic, and historical factors that impact the development of the contemporary health care system. They build upon prior knowledge and expand their professional practice model to develop an effective leadership style to facilitate achievement of health care and career goals from a strong systems perspective.

Degree Completion Programs 2015-16 Calendar

Fall 2015

August	25	Classes begin (August 25–October 13)
September	7	Labor Day: College closed
October	3	October preprogram course: LA 301
October	9	Alverno Community Conference
October	20	Classes begin (October 20–December 8)
November	26-27	Thanksgiving holiday: College closed
December	19	Undergraduate graduation

Spring 2016

January	5	Classes begin (January 5–February 23)
February	15	Presidents' Day: College closed
February	20	February preprogram course: LA 301
February	26-28	"R" Weekend: no classes
March	1	Classes begin (March 1–April 26)

Summer 2016

May	3	Classes begin (May 3–June 21)
May	21	Undergraduate graduation
May	25	Memorial Day: College closed
June	28	Classes begin (June 28–August 16)
July	4	Independence Day: College closed

Alverno Administration

The College's administrative staff members serve the people who serve the students. When the faculty creates new ways of learning, administrators reshape the systems to support faculty and those new ways of learning.

Doing that job requires a new breed of academic manager. Administrators at Alverno are state-of-the-art managers, coordinating ongoing institutional change on behalf of the learner.

In the Educational Research and Evaluation department, for example, intensive long-term studies of students and alumnae provide unprecedented measures of the College's effectiveness as an institution.

Alverno administrators and staff members also work as "silent partners" with the faculty. They make a point of encouraging students, in the library or in the Financial Aid Office or at the reception desk, to take the initiative and solve their problems directly. And because they are mostly women, Alverno's managers provide a rich range of role models for college women.

Mary J. Meehan, PhD
President

Kathleen O'Brien, PhD
Senior Vice President for
Academic Affairs

Jeana Abromeit, PhD
Associate Vice President for
Academic Affairs

Kathy Lake, PhD
Vice President for Student Success

Kate Lundeen, MPP
Vice President for Enrollment Services

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

Julie Quinlan Brame, MM
Vice President for College Advancement

A-Store/Bookstore
Joel Robertson, BS, Manager

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

Advising
Kate Tisch, 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
Patti Miller, MA, Director

Athletics
Brad Duckworth, MS, Director

Campus Ministry
Connie Popp, EdD, Campus Minister

**Career and Professional Development
Center**
Sue Leister, MA, Director (Internships)
Joanna Patterson, MS, Director (Career)

Center for Academic Excellence
Laura Sear, MA, Administrative Director

Counseling and Health Services
Meg Pledl, MS, Director

Dining Services
Michael Paris, BS, Director

Early Learning Center
Barbara Groshek, Coordinator

Educational Research and Evaluation
Glen Rogers, PhD, Director

Human Resources
Mary Casey, BS, Director

Information Services
Cindy Kreuzer, Manager

Information Systems
Jim Hilby, MS,
Chief Information Officer

Instructional Services
Nancy Bornstein, MS, Director

Library
Larry Duerr, MLIS, MA, Director

Marketing Communications
Sebastian Thachenkary, BFA, Director

Media Hub
Jerry Dutschek, MS, Director

Plant Operations
John Marks, Director

Professional Support Services
Donna Kierzek, Director

Registrar's Office
Patricia Hartmann, MS, Registrar

Residence Life
Lynn Kuhlman, Director

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

Student Activities & Leadership
Brooke Wegner, MA, Director

Student Affairs
Wency Powers, PhD, Associate
Vice President for Student Affairs/
Dean of Students

Technology Services
Anita Eikens, MA, Executive Director

Alverno Board of Trustees

Members of the Alverno College Board of Trustees share the legal responsibility for governing the College. And although they all serve as unpaid volunteers, they take on that responsibility with energy — they are truly a working board. Like Alverno students, Alverno Trustees assess their own learning and effectiveness. They also hold themselves and the College regularly accountable and rigorously assess their own contributions and needs for improvement.

Executive Officers

Donald W. Layden, Jr., Chair

Partner, Quarles & Brady; Operating Partner, Baird Capital

Jean M. Maier, Vice Chair

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

S. Regina Pacis Meservey '62, SSSF, Secretary

Coordinator, Sponsorship Services,
School Sisters of St. Francis

Allen L. Leverett, Treasurer

President, Wisconsin Energy Corporation

Mary J. Meehan, Ph.D., President, Alverno College

Trustees

Abby P. Andrietsch, Executive Director,

Schools That Can Milwaukee, Inc.

Charles R. Bartels, Retired Director, Global Social

Responsibility and Knowledge Sharing, Manpower, Inc.

Mary Beth Berkes '75, Cofounder, Linden Capital Partners

Ronald L. Blake, Retired CEO and President,

Rewards Network, Inc.

Elaine Burke, Community Volunteer

Jovita Carranza, President, JCR Group

Tina Chang, CEO, SysLogic, Inc.

Ricardo Diaz, Executive Director, United Community Center

Susan Dragisic, Retired President,

United Way of Greater Milwaukee, Inc.

Jacquelyn Fredrick, President and CEO,

BloodCenter of Wisconsin, Inc.

Cecelia I. Gore '92, '08, Executive Director,

Brewers Community Foundation, Inc.

Gary P. Grunau, Grucon Group LLC

Mari-Anne Hechmann '91, Community Volunteer

Katherine M. Hudson, Retired Chairman of the Board,

Brady Corporation

Howard J. Jacob, Ph.D., Director, Human and Molecular

Genetics Center, Warren P. Knowles Chair of Genetics,
Medical College of Wisconsin

S. Barbara A. Kraemer '65, SSSF, Professor of Public Policy,

School of Public Service, DePaul University

Sister Andrea J. Lee, IHM, President, St. Catherine University,
St. Paul, Minnesota

Kim Metcalf-Kupres, Vice President and Chief Marketing
Officer, Johnson Controls

S. Gerda Moehler '57, SSSF, Clinical Psychologist

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

Kristine Obrecht, Partner, Deloitte & Touche LLP

Paul E. Purcell, President and CEO, Robert W. Baird & Co.

Ajita Rajendra, President and CEO, AO Smith Corporation

Roy Reiman, Hexagon Investments, Reiman Family
Foundation, Inc.

S. Mary C. Schneider '69, SSSF, Clinical Psychologist,
Center for Grief Recovery, IL

Marsha Sehler, Director of Business Development,
Uihlein Wilson Architects

S. Barbaralie Stieffermann '64, SSSF, Curator SSSF Art,
St. Joseph Center

S. Therese Thoenen '54, SSSF, Assistant, Advancement and
U.S. Provincial Leadership and Associate Relationship
Offices, St. Joseph Center

Barbara J. Wyatt Sibley '82, Community Volunteer

Trustees Emeriti

Peter W. Bruce, "of Counsel," Davis and Kuelthau, S.C.

Judith A. Drinka '61, Attorney, Drinka Law Offices

Ellen M. Gardner '69, Retired President, Ameritech WI

Mary Ann LaBahn, Retired Vice President,
Bank One Trust Company

Janet D. Martin, '11, Community Volunteer

Maurice J. McSweeney, Retired Partner, Foley & Lardner LLP

Frederick A. Muth, Jr., Chairman Emeritus,
Whyte Hirschboeck Dudek, S.C.

Guy A. Osborn, Retired Chairman,
Universal Foods Corporation (Sensient)

Thomas L. Spero, Retired Office Managing Partner,
Deloitte & Touche LLP

Anne H. Vogel, Art Historian

Alverno Faculty

Faculty and administrators at Alverno are all working together toward the same goal — the student's learning. And each faculty and staff member creates part of the total learning environment, whether it's in a classroom or in an office.

Alverno faculty are widely known for their creative work. They are sought out by hundreds of colleagues each year for their insights and contributions to education in general and to their various fields in particular.

For a small college faculty they do a significant amount of consulting, making presentations at professional conferences, hosting workshops, and publishing.

The work they are known for is their teaching. They are people who love to make learning happen, and who have become expert in doing it. They come with strong professional backgrounds so that they can speak with authority in their disciplines. But what they choose to speak about is how their disciplines relate to one another, and to the crucial process of human learning. Because they are growing themselves, and because the frontiers they explore are in the classroom rather than in a private lab or study, they make Alverno a lively place to be. They are teachers — master learners — working hard, and working together.

Abromeit, Jeana

PhD Sociology, University of Colorado-Boulder
MA Sociology, University of Colorado-Boulder

Alt-Gehrman, Penny

MSN, Marquette University

Archer, Joanne

MSN, Marquette University

Athanasiou, Nancy

EdD Leadership for the Advancement of Learning and Service,
Cardinal Stritch University
MEd Educational Computing, Cardinal Stritch University

Balistreri, Dawn

MA Communication, University of Wisconsin-Milwaukee

Barrowman, Carole

CAS English, Northern Illinois University
MA British History, Northern Illinois University

Bell, Christy

MS Geochemistry/Mineralogy, Pennsylvania State University

Birney, Robert

MBA, Old Dominion University

Blom, Alex

PhD Physical Chemistry, Iowa State University
BS Chemistry, Minnesota State University, Mankato

Bowne, Patricia Susan

PhD Zoology, University of Alberta
MS Biological Oceanography, University of Miami

Boyland, Joyce Tang

PhD Psychology, University of California, Berkeley
MA Psychology, University of California, Berkeley

Brooker, David

PhD Political Science, Miami University
MA Political Science, Miami University

Brooker, Russell

PhD Political Science, University of Chicago
MA Political Science, University of Chicago

Bruce, Stephanie

MS-CNS Nursing, University of Wisconsin-Milwaukee
BS Biomedical Sciences, Marquette University

Brumm-Larson, Jessica

PhD Educational Psychology, University of Wisconsin-Milwaukee
MS Educational Psychology, University of Wisconsin-Milwaukee

Burnie, Michele

MS Art Therapy, Mount Mary College
BS Art, University of Wisconsin-La Crosse

Burton, Rebecca

PhD Biology, Kansas State University
MA Zoology, University of Montana

Butler, Richard P.

MBA, Michigan State University
MA Industrial Relations, Michigan State University

Calhoun, Judith

PhD Organic Chemistry, University of Illinois, Champaign-Urbana

Caruss, Dawn

MS Adult CNS/Adult Education Nursing, University of Wisconsin-Madison
BSN, Alverno College

Casey, Kevin

PhD History, Northern Illinois University
MA History, Northern Illinois University

Cromwell, Gregory

MA Novel Writing, University of Manchester, United Kingdom

Crosby, Margaret

PhD Spanish, University of New Mexico
MA Spanish, Ohio University

Czarnik, Marian

PhD English, Indiana University-Bloomington
MA English, Oakland University

Dexter-Schabow, Nancy

MM Music Therapy, Temple University
BM Music Therapy/Pedagogy, Alverno College

Duffy, Diane

PhD Political Science—Public Policy, University of Minnesota
MSN Clinical Nurse Specialist, Marquette University
BSN, University of Wisconsin-Milwaukee

Dunn, Steven

PhD Biblical Theology, Marquette University
MDiv, St. Francis Seminary

Alverno Faculty

Eastberg, Jodi R.B.

PhD History, Marquette University
MA History, Marquette University

El-Sheikh, Amal

PhD Molecular/Cell/Developmental Biology, University of
Louisville
MD, Moscow Academy of Medicine

Emami, Zohreh

PhD Economics, Michigan State University

Engelmann, Donna

PhD Philosophy, Marquette University
MA Philosophy, Marquette University
Graduate Certificate Alternative Dispute Resolution,
Marquette University

Evertson, Jennifer

MS Epidemiology, Medical College of Wisconsin
BS Behavioral Science/Psychology, Concordia University

Factor, James

PhD Mathematics, St. Louis University
MS Mathematics, St. Louis University

Fey, Joyce

PhD Communication Arts, University of Wisconsin-Madison
MPS Communication Arts, Cornell University

Flamboe, Jennifer M.

MA Foreign Language and Literature, University of
Wisconsin-Milwaukee
BA Spanish, University of Wisconsin-Madison

Frey, Angela

PhD Biology and Genetics, University of Minnesota-
Minneapolis

Gardner, Suzann

PhD Studies in progress: Urban Studies, University of
Wisconsin-Milwaukee
MS Curriculum and Instruction, University of Wisconsin-
Milwaukee

Garza-Nelson, Christina

PhD Studies in progress: Urban Education, University of
Wisconsin-Milwaukee
MS Speech Communication, University of Wisconsin-
Whitewater

Gilbert, Kathryn

EdD Leadership for the Advancement of Learning and Service,
Cardinal Stritch University
MEd, Cambridge College

Gleason, Roberta

MA Reading/Language Arts, Cardinal Stritch University
BS Elementary Education, University of Wisconsin-Madison

Godley, Nathan

PhD History, University of Iowa
MA History, Université Charles de Gaulle-Lille III, France
BA History and French, Keele University, United Kingdom

Graham, Sandra

PhD Educational Psychology, Marquette University
MDiv, United Theological Seminary of the Twin Cities

Groshek, Jean Ann

MA Communication, University of Wisconsin-Milwaukee

Guilbault, Lauralee

PhD Chemistry, University of Tennessee-Knoxville

Habanek, Darlene

PhD Urban Education, University of Wisconsin-Milwaukee
MS Special Education, University of Wisconsin-LaCrosse
BS Sociology/Psychology, University of Wisconsin-LaCrosse

Hughes, William

PhD Educational Administration and Policy, University of
Wisconsin-Madison
MS Educational Administration, University of Wisconsin-
Madison

Jelen, Nancy

MS Management, Cardinal Stritch University
MA Special Education, Vanderbilt University
BS Special Education and Elementary Education,
Vanderbilt University

Jensen, Patricia

PhD Organizational Behavior, Case Western Reserve University
MBA, Tulane University

Johanson, Jennifer

MS Geological Science, University of Wisconsin-Milwaukee
BS Geological Science, University of Minnesota-Duluth

Johnson-Dynek, Linda

MA Professional Development, Alverno College

Jutrzonka, Julie

MSN Nursing Education, University of Phoenix
BSN, Alverno College

Kailhofer, Lois

PhD Mathematics, University of Wisconsin-Milwaukee
MS Mathematics, University of Wisconsin-Milwaukee

Kamenski, Michael

MA Music, Academy of Music, Warsaw, Poland

Kilpatrick, Brenda

MA Clinical Psychology, Wheaton College
MA Theological Studies, Wheaton College

Kitten, Mary

MSN, University of Wisconsin-Milwaukee

Knight, Diane

MS Curriculum and Instruction, University of
Wisconsin-Milwaukee

Kunz, Jennifer

PhD Clinical Psychology, Marquette University
MS Clinical Psychology, Marquette University

Lake, Kathy

PhD Urban Education, University of Wisconsin-Milwaukee
MS Curriculum and Instruction, University of
Wisconsin-Milwaukee

LaManna, Justin

PhD Environmental Biology, University of Louisville
MS Biology, University of Louisville

Larson, Dara

MFA Drawing and Printmaking, University of
Wisconsin-Milwaukee

Alverno Faculty

Lawrence, Scott

MS Curriculum and Instruction, University of
Wisconsin-Milwaukee

Leister, Daniel

PhD Religious Studies, McMaster University
MA Philosophy, University of Colorado-Boulder

Lewis, Patricia

PhD Religious Studies, Marquette University
MA Theology, Marquette University

Lieberman, Dena

PhD Anthropology, University of Wisconsin-Madison
MBA Finance and Marketing, Marquette University
MA Anthropology, University of Wisconsin-Madison

Little, Jonathan

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

Lucas, Pamela

PhD Urban Education, University of Wisconsin-Milwaukee
MS Curriculum and Instruction, University of Wisconsin-
Milwaukee

Luebke, Patricia

PhD Urban Education, University of Wisconsin-Milwaukee
MS Special Education, University of Wisconsin-Milwaukee

Maassen, Nicole

JD, University of Wisconsin-Madison
BBA Business Administration, University of Wisconsin-Madison

Matre, Daniel

MBA, University of Wisconsin-Milwaukee
BS Industrial Design, University of Cincinnati

McAdam, Edward

MS Physics, University of Wisconsin-Milwaukee

Mernitz, Heather

PhD Nutritional Biochemistry and Metabolism, Tufts University
MS Human Nutrition, Tufts University

Miller, Craig

MBA, University of Wisconsin-Milwaukee
BBA Business Administration, University of Wisconsin-Milwaukee

Moore, Jill

MFA Creative Writing, Goddard College
MA English Language and Composition, Eastern Michigan
University

Nawrocki-Chabin, Rita

PhD Urban Education, University of Wisconsin-Milwaukee
MA English, Marquette University

Nelson, Catherine

MSN, Alverno College
BSN, Alverno College

Nevers, Barbara

MA Communication, Marquette University

O'Brien, Erica

MSN, University of Wisconsin-Madison
BSN, Northern Michigan University

O'Brien-Hokanson, Robert

PhD English, University of Wisconsin-Madison
MA English, University of Wisconsin-Madison

Olszewski, Linda

MBA, Alverno College

Peccarelli, Kathy

MS Administrative Leadership and Supervision in Education,
University of Wisconsin-Milwaukee
BS Psychology, University of Wisconsin-Parkside

Pérez-Guijo, Susana

PhD Studies in progress: Spanish Linguistics, Universidad
Nacional de Educación a Distancia, Madrid
MEd Instructional Technology, Regis University

Pointer Mace, Desiree

PhD Education, University of California-Berkeley
MA Education, University of California-Berkeley

Pope, Carol Vollmer

MBA, University of Wisconsin-Milwaukee

Pufall, Molly M.

MM Ethnomusicology, Early Music, and Jazz Studies, Northern
Illinois University
BA Music, Millikin University

Pustejovsky, Susan

PhD Mathematics, Marquette University
MS Mathematics, Marquette University
MA German Language/Literature, Marquette University

Randall, Adonica

MS Biomedical Engineering, Marquette University
BS Computer Science, University of Missouri-Rolla

Rauschenberger, Margaret

MSN Adult Practitioner, Marquette University

Ray, Mikelene

PhD Psychology, Virginia Commonwealth University
MS Psychology, Virginia Commonwealth University

Reed, Tom

MFA Acting, University of Illinois, Champaign-Urbana
BA Theater, James Madison University

Reedy, Marilyn J.

EdD Leadership for the Advancement of Learning and Service,
Cardinal Stritch University
MA Education, Simpson College

Ries, Annette

MSN Education, University of Phoenix Online
BSN, University of Wisconsin-Milwaukee

Rogga, Lee Ann

MSN, Bellarmine University
BSN, Morehead State University

Roller, Peter

PhD Ethnomusicology, University of Wisconsin-Madison
MA Ethnomusicology/Folklore, Indiana University

Runkel, Richard

PhD Drama, University of Texas-Austin
MA English, West Virginia University

Sabel, Carol

PhD Nursing, University of Wisconsin-Milwaukee
BSN, Marian College

Savagian, John

PhD American History, Marquette University
MA Teaching, University of Wisconsin-Stevens Point

Alverno Faculty

Schulte, Judeen A.

PhD Nursing, University of Colorado
MS Community Health Nursing, Boston University

Seston, Sherry

PhD Microbiology, Michigan State University
BS Biology, University of Wisconsin-Platteville

Shapiro, Amy H.

PhD Philosophy, University of Chicago
MA Philosophy, University of Chicago

Sharkey, Stephen R.

PhD Sociology, University of Connecticut
MA Sociology, University of Connecticut

Sherman, Eileen C.

PhD Organizational Behavior, Marquette University
MBA, Boston University

Skervén, Kimberly

PhD Clinical Psychology, Marquette University
MSW, University of New Hampshire

Smith, Paul

PhD Urban Education, University of Wisconsin-Milwaukee
MA Philosophy, University of Wisconsin-Milwaukee
MS Educational Psychology, University of Wisconsin-Madison

Sommers, Lynda

MFA Sculpture, University of Wisconsin-Milwaukee
BFA Ceramics, University of Wisconsin-Milwaukee

Sorenson, Leah

MSN, Walden University

Stallbaum, Brenda

MSN Adult Psychiatric and Mental Health, Indiana University

Stanley, Judith E.

PhD English Literature, University of Wisconsin-Milwaukee
MA English Literature, Syracuse University

Sternig, Vallimae

MSN, University of Wisconsin-Milwaukee

Stockwell, Tracy

MA Communication Studies, Marquette University

Thompson, Tracy

PhD Physical, Organic and Computational Chemistry,
Rensselaer Polytechnic Institute
MS Synthetic Organic Chemistry, University of Pennsylvania-
Philadelphia

Tobin, Richard

MBA, Marquette University

Treacy, Tracy

MS Rehabilitation Counseling, University of Wisconsin-
Milwaukee

Ullman, Julie

PhD Counseling Psychology, Marquette University
MEd Counseling Psychology, Marquette University

VanEerden, Ann

MSN, Alverno College
MS Health Care Management, University of Wisconsin-
Milwaukee

Varga, Patricia

MSN, Marquette University

Vasquez, Kristin

PhD Psychology, University of Wisconsin-Madison
MS Psychology, University of Wisconsin-Madison
MBA Marketing, University of Wisconsin-Milwaukee

Venn, Michelle

MSN, University of Phoenix

Vogel, Aubrey

PhD Curriculum and Instruction, University of Wisconsin-Madison
MAE Director of Instruction, Alverno College
BA English/Secondary Education, Alverno College

Walsh, Patricia

MA Interpersonal and Organizational Communication,
University of Wisconsin-Milwaukee

Wasiullah, Karin

MSN, University of Wisconsin-Milwaukee

Weishaar, Katherine

PhD Counseling, Psychology and Aging, The Union Institute
MA Counseling, Central Michigan University

Wielichowski, Luanne

MSN Parent Child Teaching, Marquette University

Wile, Douglas

PhD East Asian Language and Literature, University of
Wisconsin-Madison
BA Comparative Literature, University of Wisconsin-Madison

Wroblewski, Kristin

DNP Nursing Practice, Concordia University
MSN Family Nurse Practitioner, Concordia University

Young, Christian

PhD History of Science and Technology, University of
Minnesota-Minneapolis

Alverno Faculty

President Emerita

Sister Joel Read

Professors Emeritae, Emeriti

Zita Allen, MSN, Nursing

Carl Ball, PhD, Genetics

Lucy S. Cromwell, PhD, English

Kathleen Davis, PhD, Physical Chemistry

S. Mary Diez, PhD, Communication

S. Margaret M. Earley, PhD, Theology

Linda Ehley, EdD, Leadership for the Advancement of Learning and Service

Harry Fleddermann, PhD, Biblical Studies

Patricia Geenen, MA, Communication

Regina Grantz, CMA, MBA

Thomas Hovorka, MFA, Art

Trudy Kramer, MSN, Nursing

Wendell Kringen, PhD, Biology

Nancy Lamers, MFA, Painting and Drawing

Dimitri D. Lazo, PhD, History

William H. McEachern, CPA, MA, Philosophy

Elizabeth Kubale Palmer, M. Architecture

S. Marie Elizabeth Pink, MS, Mathematics

S. Joel Read, MA, History

Tim Riordan, PhD, Philosophy of Education

James Leonard Roth, PhD, History

Greta Waldinger Salem, PhD, Political Science

Linda Scheible, PhD, Urban Social Institutions

S. Leona C. Truchan, PhD, Biological Sciences

S. Armella Weibel, MS, Mathematics

Nancy Wilson, MSN, Nursing

Alverno Alumnae

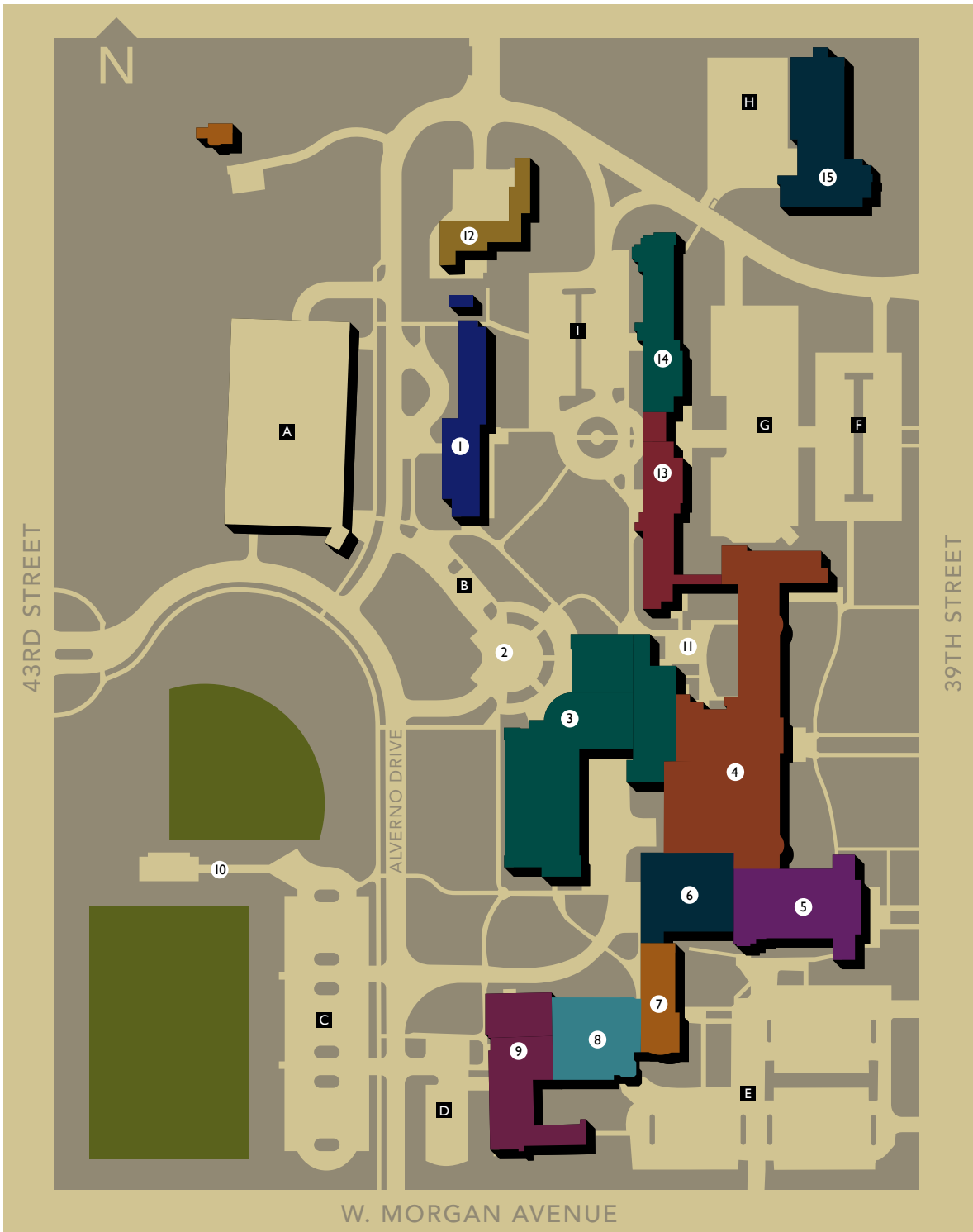
Alumnae are a college's success. Alverno's success does not appear in a handful of famous names or in aggregate earnings figures, but in the thousands of lives our alumnae have touched as productive workers and respected leaders in the communities where they live.

Today, as in the past, Alverno graduates enter the workforce with a proven edge of experience and ability. For example, 85% of Alverno's 2014 graduating class were either employed or continuing their education, compared to 38% nationally.

Today we have more than 15,000 members in the Alverno Alumnae Association. Our alumnae stay involved with their alma mater by recruiting new students, fundraising, assessing student performance, and volunteering in the classroom. Many alumnae offer their professional work settings as sites for student internships and make themselves available to students as career mentors.

Graduates of Alverno automatically become members of the Alverno Alumnae Association and receive several benefits as part of their membership — a 15% discount in the A-Store, use of the Computer Center, free library services for one year, lifetime access to the resources and support of the Career and Professional Development Center, and much more.

The association organizes several events such as Homecoming, the Golden Guild anniversary celebration, Alumnae Awards receptions, monthly alumnae gatherings, and networking breakfasts. The association also cosponsors professional seminars to encourage professional development and networking among its members. Alumnae events reconnect alumnae with the College and with each other, providing opportunities for lifelong learning and social connections.



- 1 Austin Hall (AU)
- 2 Reiman Plaza
- 3 Sister Joel Read Center (RC)
- 4 Founders Hall (FO)
- 5 Pitman Theatre
- 6 Athletic & Fitness Center (AF)
Reiman Gymnasium
- 7 Alphonsa Hall (AL)
Lampe Recital Hall

- 8 Alexia Hall (AX)
- 9 Christopher Hall (CH)
Wehr Auditorium
- 10 Athletic Fields
- 11 Alumnae Courtyard
- 12 Power House
- 13 Corona Hall (CO)
- 14 Clare Hall (CL)
- 15 Elizabeth Hall (EL)
Alverno Early Learning Center

- PARKING LOTS
- A Parking Ramp
 - B Handicapped Parking
 - C Public Parking
 - D Permit Parking
 - E Public Parking
 - F Public Parking
 - G Permit Parking
 - H Public Parking
 - I Public Parking

ADULT EVENING & ONLINE PROGRAM DEGREE COMPLETION PROGRAMS

3400 South 43rd Street
P.O. Box 343922
Milwaukee, Wisconsin 53234-3922
414-382-6100
800-933-3401
admissions@alverno.edu

www.alverno.edu