ALVERNO ADVANTAGE
ASSOCIATE TO BACHELOR’S IN BUSINESS and RN TO BSN

2014-15 Bulletin
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 Advantage ................................................................. 2
- Admissions ........................................................................................................ 3
- Financial Aid and Policies ................................................................................. 4
- Introduction to Alverno .................................................................................... 8
- Accreditation ..................................................................................................... 8
- Academic Policies and Procedures ................................................................. 12
- Campus Offices and Services ......................................................................... 14

#### Major Areas of Study
- Associate to Bachelor's in Business ................................................................. 19
- RN to BSN ........................................................................................................ 22

#### People
- Alverno Administration .................................................................................. 24
- Alverno Board of Trustees ............................................................................ 25
- Alverno Faculty ............................................................................................ 26
- Alverno Alumnae .......................................................................................... 31

#### Alverno Advantage 2014-15 Calendar ....................................................... 32

#### 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.*
Introduction to Alverno Advantage

Why Alverno Advantage?
Alverno Advantage offers 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; 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 Advantage 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 supportive services and resources are available to all Alverno Advantage students:
- Library
- Financial Aid Office
- Student Affairs
- Business Office
- Academic Advising Office
- Career Education Center
- Media Hub
- Computer Center
- Instructional Services
- Tutoring and study groups
- Communication Resource Center
- Math Resource Center
- Science Resource Center
- English as a second language services
- Access for students with disabilities
- Dining Services
- Bookstore

For more information about Alverno Advantage, visit the Alverno website at alverno.edu/advantage, call 414-382-6100 or 800-933-3401, or email admissions@alverno.edu.
Admissions

Admissions
Alverno Advantage enrolls women who hold two-year associate degrees and offers them the opportunity to graduate with a bachelor’s degree (Associate to Bachelor’s in Business; RN to BSN) 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 her credentials and notifies her of her status within four weeks.

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

Registration for Classes
After acceptance, the student will be registered for her first class. Schedule and orientation materials are mailed to the student after registration.

Orientation to the Program
Orientation to the program is required and takes place in the course LA 301, Introduction to Alverno Advantage. This one-day, one-credit course introduces students to the campus, available resources, and the technology necessary to participate in these programs.

Topics covered:
• Ability-based curriculum
• Hybrid learning format
• Alverno’s learning management system (Moodle)
• Technology and library resources
• Student services
Students also participate in and complete 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. Alverno Advantage programs are half-time. Partial government grants are available for those who qualify.

Pell Grant (Federal) — 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) — 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. (Please see www.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 www.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.

Parent 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 money 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.
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 www.alverno.edu to access all the information and documents necessary to process a financial aid application. The steps are:

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

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

- Print, complete, and return to the Financial Aid Office the Alverno College Financial Aid Annual Form.

- Keep copies of all forms completed by paper and on the Internet.

Once all forms have been received, the Financial Aid Office determines a student’s eligibility for all 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 cohort. The program director determines a student’s status in a cohort/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 (414-382-6122) to use a checking account, Visa, MasterCard, Discover, or American Express.

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

- Monthly payment by cash, check, or credit card. To offset administrative expenses, there is a $50 service fee for this option. (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.
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 cohort. You are still responsible for all tuition and fees associated with these courses.

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

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

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

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

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

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.

Due to the rigor of our curriculum, we are able to confirm that a student who has successfully completed a course is held in “good standing.” This means that any student in good standing at the College has not only demonstrated the requisite understanding of the disciplines she is studying but also the abilities that constitute the core of our curriculum. Faculty distinguish quality of performance by providing a written evaluation to the student that judges the specific way the student met or exceeded those standards. At the time of graduation, those evaluations are synthesized into an extensive narrative statement that documents the quality of the student’s undergraduate or graduate work. This narrative statement is an objective evaluation of the quality of the graduate’s performance in her program of study and is an integral part of each student’s official final transcript.

An Assessment Example

The difference between traditional testing and assessment is best illustrated with an example. In American history courses everywhere, students are expected to understand the causes of World War II. At Alverno, an assessment might ask students to assume the role of a U.S. Senator in 1939 and deliver a speech explaining to other senators why events in Europe and Asia will inevitably involve the United States in a global conflict. This assessment requires understanding of the facts and their context, application of them in a specific situation, and demonstration of persuasive speaking ability. In addition to ongoing assessment in the classroom, the student demonstrates her ability by participating in culminating assessments external to her courses.

When a student has successfully demonstrated the required level of integration of knowledge and ability, she is awarded what we call a validation. The validations a student receives when she has successfully completed an assessment indicate that she has met the detailed rigorous standards set by the College. The record of courses taken, completed validations, and a detailed profile of the student’s strengths and accomplishments become part of each student’s permanent records. Because this method provides much more information than a grade and fosters continuous learning, it is approved by accrediting bodies and accepted by graduate schools and employers. In fact, educators from across the country and around the world regularly visit Alverno to learn about this innovative and effective approach to helping students learn.

Varied Assessments

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

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

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

The Diagnostic Digital Portfolio is also a process — a means for a student to look back over her academic work and her volunteer and paid work, reflecting on how she has developed and making plans for future development. A student can use selections from her own digital portfolio to build an electronic résumé while enrolled and after graduation.

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

The Effects of Ability-Based Education after College

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

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

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

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

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

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

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

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

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.


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 Alverno Advantage 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 cohort. The program director determines a student’s status in a cohort program. The student is responsible for all tuition and fees associated with the course or courses.

A student wishing to withdraw from the Alverno Advantage 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.
## 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:

- Alverno College Institute for Educational Outreach
- Assessment Center
- Athletic fields (soccer and softball), Fitness Center, Reiman Gymnasium
- Career Education Center
- Chapel
- Christopher Hall (Nursing Education Building)
- Computer Center
- Counseling and Health Services
- Elizabeth Hall (Childcare Center)
- Faculty Office Building (Corona Hall)
- Instructional Services
- Liberal Arts/Administration Building
- 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)

Resources and support services are available during the week, during weekends when Alverno on the Weekend is in session, and on some evenings.

## 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 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.

## Assessment Center

The Assessment Center is located on the fourth floor (north) of the Liberal Arts/Administration Building. Staff members coordinate and implement procedures, assess, and maintain records for the Communication Placement Assessment and other external assessments that are part of a student’s ongoing academic progress. Students’ Diagnostic Digital Portfolios, which include their video portfolios, are maintained through the Assessment Center, and instructors may send assessments (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.
Campus Offices and Services

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.

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

Career Education Center
The Career Education Center (CEC) provides 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 CEC offer counseling on the following topics: career direction and 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 CEC houses resources to help you research and develop your career plan. For more information, visit our website at depts.alverno.edu/cec, follow us on Facebook at www.facebook.com/AlvernoCareerCenter, or call our office at 414-382-6010.

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

Computer Center
Students needing access to a computer, the Internet, a scanner, a color printer, or the most popular software are welcome to visit the Computer Center. Located on the first floor of Alverno’s 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 website at http://www.alverno.edu/technology/technologyservices/computercenterinfo/hours/. 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, and have the following software installed: Microsoft Office Suite (Word, Excel, PowerPoint, Publisher, and Access), Adobe Creative Suite (InDesign, Acrobat Pro, Illustrator, Dreamweaver, Photoshop, Flash, and Fireworks), Inspiration, and a wide range of other course-specific software titles. In addition, duplex 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), the Diagnostic Digital Portfolio (Alverno’s web-based tool to track learning progress), and web-based student email (Office 365).

In addition to the resources in the Computer Center, there are six 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.

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

Alverno College also has many “wireless zones” where students can connect their laptop to our network to access the Internet, printers, and their personal storage space (H: drive) on our network. More information on wireless access on the Alverno campus is available on the Tech Services website at http://www.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. The Commons is located on the first floor of the Liberal Arts/ Administration Building and is open Friday 7 a.m. - 6:30 p.m., Saturday 7 a.m. - 6:00 p.m., and Sunday 8 a.m. - 2 p.m. The Commons offers daily specials, a deli, soup and salad bar, grill, and beverages. In addition, the Mug Coffeehouse and Café, located in the basement of Austin Hall, offers a variety of gourmet coffee drinks, hot and cold food options, and bottled beverages. Full-service vending is available in LA 103 and on the lower level of Christopher Hall. For your catering needs, please contact the catering department at 414-382-6051.

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

Instructional Services
Instructional Services provides academic resources to assist students to achieve their educational goals. Classes in communication (CM 301) and quantitative literacy (QL 301) focus on the background knowledge, analysis, and methodology necessary for upper-division coursework. Students register for CM 301 and/or QL 301 (descriptions below) based on faculty referral.

The department also offers assistance through the Math and Communication resource centers, and provides peer tutoring for students who request course content support. In other instances, instructors provide one-on-one support that extends beyond specific course content to assist with the development of abilities such as critical thinking, analytical reading and writing, time management, and assessment preparation.

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.

CM 301 Communication Seminar: Analyzing Critical Connections (3) — This course, an integrated communication seminar for students enrolled in Alverno Advantage, focuses on the analytical reading and expository writing necessary for upper-division coursework. The curriculum aims to enhance the student’s critical-thinking abilities as she engages with language concepts such as audience, context, focus, purpose, and structure. She further develops her ability to paraphrase ideas from the readings and identify relationships used by authors to develop their viewpoints and perspectives. The student explores complex topics, incorporating ideas from various sources and applying theoretical concepts, as she develops her receptive and expressive communication abilities.

QL 301 Applying Quantitative Strategies (2) — This quantitative literacy course for students enrolled in Alverno Advantage focuses on the mathematical and algebraic methods necessary for the course Probability and Statistics (BSC 257C) and for other upper-division coursework. The student works with concept models including percents, ratios, formulas, descriptive statistics, linear equations, and graphs set within the context of contemporary issues. The curriculum aims to strengthen a student's ability to solve application-based problems, understand the use of symbols, and apply various mathematical techniques needed to effectively use and manipulate quantitative information.
Interactive Online

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

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

International & Intercultural Center

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

Alverno students in virtually every major area of study have the opportunity to study in a host of countries. 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, Italy, Jamaica, Japan, and Korea.

Library

Library resources and assistance are available in the library, on the second floor of the Liberal Arts Building, or remotely from the library homepage (http://depts.alverno.edu/library). Alverno library patrons have access to the resources of eight libraries through SWITCH, a consortium of academic libraries in the Milwaukee area. SWITCH colleges include Alverno, Cardinal Stritch University, Concordia University Wisconsin, Milwaukee Institute of Art and Design, Mount Mary University, Sacred Heart 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 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.

Beginning in fall 2014, the entrance area to the library’s Reading Room will have four new group study rooms and additional casual reading and relaxing 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 and self-assigned PIN (password) are required to fully utilize materials from other SWITCH libraries and to access an array of online resources from off campus.

Lounges

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

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 Macintosh Lab houses 20 computers in a “smart classroom” setting. This lab has a color printer capable of duplexing and printing larger-format pictures. The Multimedia Lab contains 17 PCs, 8 Macintosh computers, and a SMART Board. In both labs, students can access digital cameras, scanners, and color printing. They are able to produce brochures and PowerPoint shows and to edit video presentations. Using digitizing stations in the Media Hub, students upload their video presentations to the Diagnostic Digital Portfolio.

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.

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 www.alverno.edu/research.

Student Affairs
Student Affairs includes Campus Ministry, Counseling and Health Services, 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 space being created on campus. Beginning in fall 2014, there will be a new café and plenty of space 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, an open gym, and exercise classes. Regular wellness education classes are taught in the curriculum, and wellness programs and information are readily available. Dining Services offers a variety of healthy choices.
The Associate to Bachelor's in Business program, offered through the Alverno College School of Business, is geared specifically to women who currently have — or will soon earn — an associate's degree. Whether you want to be a marketer, human resources professional, or businesswoman 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 women's colleges.

Students in the Associate to Bachelor's in Business program benefit from the unique features and experiences of a cohort, hybrid-learning environment. Cohorts 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 Alverno Advantage (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 Alverno Advantage (1)
- MGT 302 Business Applications, Research, and Technology (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 Alverno Advantage (1)**

*Prereq. Admission to Alverno Advantage program* — This is a one-day, one-credit required course that prepares the student to meet the requirements of the Associate to Bachelor's in Business program. It introduces her 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 cohort.

**LA 320 Arts, Culture, and Ethics (4)**

*Prereq. LA 301; MGT 302; MGT 304* — The student explores ethical issues in contemporary art and visual culture. She researches 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. She learns about art that acts as a critical voice in community development related to local and global issues. The course also assists the student in broadening her 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.

**LA 330 Sustainability and Technology in the Changing World (4)**

*Prereq. LA 320; MGT 306; MGT 402* — The student develops her own operational definition of sustainability as she researches a global issue from multiple perspectives (e.g., cultural, geographic, economic, environmental, human health and safety), including the perspectives of her own discipline. She applies her knowledge of sustainability issues and methods of analysis as she works on a sustainability project of her own; investigates and develops a proposed strategy for action; and develops a method to evaluate the results of her action. She may choose to work on a global sustainability issue (e.g., water, food, health care, energy) or one more specific to her community or workplace.
Associate to Bachelor’s in Business

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

MGT 302 Business Applications, Research, and Technology (4) Prereq. LA 301 — This course provides the student with a review of basic business terminology and business concepts. General areas of review include business trends, business ownership, management of human resources, marketing, and management of financial resources. The student applies her knowledge of business concepts in learning experiences in which she prepares a variety of case studies and exercises. She is also introduced to a variety of business research sources and techniques. She uses her research skills to prepare a database of information and data for use in evaluating a large organization.

MGT 304 Women in Careers and Leadership (4) Prereq. MGT 302 — In this course the student synthesizes contemporary literature on leadership and formulates her own definition and profile of effective leadership in various contexts. She takes on the formal leadership function of a group with specific tasks, accomplishes objectives effectively, and commits to an ongoing program of leadership self-development. In reflecting on her academic and professional accomplishments, she sets a goal for her next professional step, prepares a portfolio with examples of abilities and achievements related to the goal, and prepares a comprehensive career action plan. She learns how to initiate and manage her career and a job search.

MGT 306 Financial Analysis and Decision Making (4) Prereq. LA 320; MGT 304 — The student is introduced to the nature of accounting and finance within a business context. She learns 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. She learns 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. She learns how financial information is used to make decisions and to more effectively manage the firm’s operations. She demonstrates her communication, analytical, and problem-solving abilities through a combination of group case studies and individual assessments. Her learning experiences prepare her for roles in providing information for various stakeholders’ needs, planning, and budgeting.

MGT 402 Marketing, Branding, and Customer Relationship Management (4) Prereq. MGT 306 — The student learns how organizations develop products and services to meet the needs and wants of customers and markets. She and her 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 her career objectives as she creates her own personal brand and career marketing strategy. She applies her marketing abilities to build business-to-business and consumer relationships and partnerships. To achieve this, she practices using technology solutions, sales processes, and sales planning and management. She integrates her 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 — 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 individually develops a comprehensive written business plan. 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. Even if she does not start or work in a small business when she graduates, these project management skills of evaluating new business opportunities are invaluable in any organization. Class experiences develop the abilities to research business databases, manage a complex project, and self-assess her progress and abilities.

MGT 406 Global Business Environments and Strategy (4) Prereq. LA 340; MGT 404 — The student learns how to think strategically in a business and organizational context. 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 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. The student produces 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.
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. Start dates are anticipated to be in June, October, and February. 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.

Course Descriptions

BSC 257C Probability and Statistics for Nurses (4)
Prereq. N 476 — This course, which is designed for nursing majors, introduces the student to basic research issues in the health sciences. The student practices conducting and interpreting data analysis using descriptive and inferential statistics, learns to convey the results of analyses clearly to others, and learns to recognize common fallacies in arguments about science.

LA 301 Introduction to Alverno Advantage (1)
Prereq. Admission to Alverno Advantage program — This is a one-day, one-credit required course that prepares the student to meet the requirements of the RN to BSN Program. It introduces her 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 cohort.

LA 310 Finding Meaning in Professional Practice (4)
Prereq. LA 301 — The student uses concepts and philosophies about the nature of human spirituality to confront her experiences as a health care professional. 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. She is introduced to a variety of resources on spirituality that she applies to her 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 — The student explores ethical issues in contemporary art and visual culture. She researches 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. She learns about art that acts as a critical voice in community development related to local and global issues. The course also assists the student in broadening her 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.

Courses

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

LA 301 Introduction to Alverno Advantage (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)
RN to BSN

LA 330 Sustainability and Technology in the Changing World (4) *Prereq. LA 310 or LA 320* — The student develops her own operational definition of sustainability as she researches a global issue from multiple perspectives (e.g., cultural, geographic, economic, environmental, human health and safety), including the perspectives of her own discipline. She applies her knowledge of sustainability issues and methods of analysis as she works on a sustainability project of her own; investigates and develops a proposed strategy for action; and develops a method to evaluate the results of her action. She may choose to work on a global sustainability issue (e.g., water, food, health care, energy) or one more specific to her community or workplace.

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

N 366 Nursing Process with Individuals, Families, and Communities (4) *Prereq. N 465C* — The student integrates the roles of care provider, teacher, advocate, and designer/manager/coordinator of care for individuals, families, groups, communities, and populations. She uses evidence-based literature and interprofessional collaboration to address potential interventions for community or environmental concerns. She refines her 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* — The student focuses her professional role behaviors on becoming a transformative leader in the care of vulnerable populations. She works with groups and communities to transform the health of vulnerable populations through health-promotion, risk-reduction, and disease-prevention activities. She draws on a variety of theories and frameworks and applies her 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* — The student builds upon her prior knowledge of the scientific method and the basic statistics course to explore nursing research methods. She focuses on delivery of competent, evidence-based nursing care and the continuous improvement of the quality and safety of health care systems. She learns 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* — The student focuses on leadership that transforms care at the bedside. She examines the sociocultural, political, economic, and historical factors that impact the development of the contemporary health care system. She builds upon her prior knowledge and expands her professional practice model to develop an effective leadership style to facilitate achievement of health care and career goals from a strong systems perspective.
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.
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
Mary Beth Berkes ’75, Chair
Cofounder, Linden Capital Partners
Howard J. Jacob, Ph.D., Vice Chair
Director, Human and Molecular Genetics Center, Warren P. Knowles Chair of Genetics, Medical College of Wisconsin
S. Regina Pacis Meservey ’62, SSSF, Secretary
Coordinator, Sponsorship Services, School Sisters of St. Francis
Ronald L. Blake, Treasurer
Retired CEO and President, Rewards Network Inc.
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.
Peter W. Bruce, “of Counsel,” Davis and Kuelthau, S.C.
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.
Judith A. Drinka ’61, Attorney, Drinka Law Offices
Jacquelyn Fredrick, President and CEO, BloodCenter of Wisconsin, Inc.
Cecelia I. Gore ’92, ’08, Executive Director, Brewers Community Foundation, Inc.
S. Toni Anne Gradisnik ’75, SSSF, Community Volunteer
Gary P. Grunau, Grucon Group LLC
Mari-Anne Hechmann ’91, Community Volunteer
Katherine M. Hudson, Retired Chairman of the Board, Brady Corporation
S. Barbara A. Kraemer ’65, SSSF, Professor of Public Policy, School of Public Service, DePaul University
Kathleen A. Lawler ’82, Retired Vice President, Communications, Harley-Davidson, Inc.
Donald W. Layden, Jr., Partner, Quarles & Brady LLP

Sister Andrea J. Lee, IHM, President, St. Catherine University, St. Paul, Minnesota
Allen L. Leverett, President, Wisconsin Energy Corporation
Stephen R. Lundeen, Attorney, Wille, Gregory & Lundeen
Jean M. Maier, Retired Executive Vice President, Enterprise Operations and Technology, Northwestern Mutual
Janet D. Martin, ’11, Community Volunteer
Maurice J. McSweeney, Retired Partner, Foley & Lardner LLP
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 Stiefermann ’64, SSSF, Curator SSSF Art, St. Joseph Center
Barbara J. Wyatt Sibley ’82, Community Volunteer

Ex Officio
Judy Hurley ’88, ’00, President, Alverno Alumnae Association Board

Trustees Emeriti
Ellen M. Gardner ’69, Retired President, Ameritech WI
Melita Lane Harkness, Retired Secretary/Treasurer, Board of Directors, Schwab, Inc.
Mary Ann LaBahn, Retired Vice President, Bank One Trust Company
Frederick A. Muth, Jr., Chairman Emeritus, Whyte Hirschboeck Dudek, S.C.
Guy A. Osborn, Retired Chairman, Universal Foods Corporation (Sensient)
William L. Randall, Chairman Emeritus, U.S. Bank Wisconsin
Thomas L. Spero, Retired Office Managing Partner, Deloitte & Touche LLP
Anne H. Vogel, Art Historian
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

Arvelo, Sarah  
MSN Clinical Nurse Specialist, Alverno College  
BSN, Alverno College

Athanasiou, Nancy  
EdD Leadership for the Advancement of Learning and Service, Cardinal Stritch University  
MED Educational Computing, Cardinal Stritch University

Balistreri, Dawn  
MA Communication, University of Wisconsin-Milwaukee

Ball, Carl  
PhD Genetics, University of Wisconsin-Madison

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

Bear, Teresa  
PhD Counseling Psychology, University of Missouri-Columbia  
MS Community Counseling, Oldahoma 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, Judy  
PhD Organic Chemistry, University of Illinois, Champaign-Urbana

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

Casey, Kevin  
PhD History, Northern Illinois University  
MA History, Northern Illinois University

Cromwell, Gregory  
MA Novel Writing, University of Manchester, United Kingdom

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

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

Deutsch, Bernardin  
PhD Philosophy of Education, Catholic University of America  
MS Educational Psychology, Catholic University of America

Dexter-Schabow, Nancy  
MM Music Therapy, Temple University  
BM Music Therapy/Pedagogy, Alverno College
Alverno Faculty

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

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

Eastberg, Jodi R.B.
PhD History, Marquette University
MA History, Marquette University

El-Sheikh, Amal
PhD Molecular/Cell/Developmental Biology, University of Louisville
MD, Moscow Academy of Medicine

Emami, Zohreh
PhD Economics, Michigan State University

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

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

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

Grantz, Regina, CMA
MBA, University of Wisconsin-Milwaukee

Groshek, Jean Ann
MA Communication, University of Wisconsin-Milwaukee

Guilbault, Laura Lee
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

Halm, Wendy
DNP Nurse Practitioner, University of Wisconsin-Milwaukee
MSN Family Nurse Practitioner, University of Wisconsin-Milwaukee
BSN, University of Iowa

Henderson, Jim
MBA, Queen's University

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

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

Johnson, Kimberly
MSN Critical Care Nurse Specialist, University of Wisconsin-Milwaukee
MA Human Relations, Oklahoma University

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

Kaminski, Michael
MA Music, Academy of Music, Warsaw, Poland

Kilpatrick, Brenda
MA Clinical Psychology, Wheaton College
MA Theological Studies, Wheaton College
Alverno Faculty

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

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, Pam
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

Mace, Desiree Pointer
PhD Education, University of California-Berkeley
MA Education, University of California-Berkeley

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

McAdam, Ed
MS Physics, University of Wisconsin-Milwaukee

Mentkowski, Marcia
PhD Educational Psychology, University of Wisconsin-Madison
MA Educational Psychology, University of Wisconsin-Madison

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

Mikulay, Jennifer Geigel
PhD Visual Culture Studies, University of Wisconsin-Madison
MA Political Science, Rutgers 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

Palmer, Elizabeth Kubale
PhD Studies in progress: Clinical Psychology, Union Institute
M Architecture, University of Wisconsin-Milwaukee

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

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
Alverno Faculty

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

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

Skerven, 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

Stallbaum, Brenda
MSN Adult Psychiatric and Mental Health, Indiana University

Stobba, Judith E.
PhD English Literature, University of Wisconsin-Milwaukee
MA English Literature, Syracuse University

Sternig, Vallimae
MSN, University of Wisconsin-Milwaukee

Stevie, Catherine
MSN, University of Wisconsin-Madison

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

Van Eerden, 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

Venk, 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

Washington, Shanita
MSN, Walden University

Wasiullah, Karin
MSN, University of Wisconsin-Milwaukee

Weishaar, Katherine
PhD Counseling, Psychology and Aging, The Union Institute
MA Counseling, Central Michigan University
Alverno Faculty

Wicihowski, Jodi
MA Reading, Alverno College
BS Elementary Education, University of Wisconsin-Milwaukee

Wielichowski, Luanne
MSN Parent Child Teaching, Marquette University

Wile, Doug
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

President Emerita
Sister Joel Read

Professors Emeritae, Emeriti
Zita Allen, MSN, Nursing
Lucy S. Cromwell, PhD, English
Kathleen Davis, PhD, Physical Chemistry
Sister Austin Doherty, PhD, Psychology
Sister 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
Thomas Hovorka, MFA, Art
Trudy Kramer, MSN, Nursing
Wendell Kringen, PhD, Biology
Dimitri D. Lazo, PhD, History
Sister Georgine Loacker, PhD, English Language and Literature
William H. McEachern, CPA, MA, Philosophy
Sister Marie Elizabeth Pink, MS, Mathematics
Sister 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
Kathleen Thompson, MA, Speech Communication/Public Relations
Christine Trimberger, MA, Philosophy
Sister Leona C. Truchan, PhD, Biological Sciences
Sister Armella Weibel, MS, Mathematics
Nancy Wilson, MSN, Nursing
Alverno Alumnae

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

Today, as in the past, Alverno graduates enter the workforce with a proven edge of experience and ability. More than 90% of our students find career work in their field within six months of graduation.

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

Graduates of Alverno automatically become members of the Alverno Alumnae Association and receive several benefits as part of their membership — a 15% discount in the bookstore, use of the Computer Center, free library services for one year, use of the Career Education Center, and 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.
Alverno Advantage
2014-15 Calendar

Summer 2014
June  21  June cohort (preprogram course: LA 301)
June  24  Cohort classes begin (June 24–August 19; off July 8)
July  4   Independence Day: College closed

Fall 2014
August 26  Cohort classes begin (August 26–October 14)
September 1  Labor Day: College closed
October 18  October cohort (preprogram course: LA 301)
October 21  Cohort classes begin (October 21–December 9)
November 27–28  Thanksgiving holiday
December 20  Undergraduate graduation

Spring 2015
January 6  Cohort classes begin (January 6–February 24)
February 16  Presidents’ Day: College closed
February 28  February cohort (preprogram course: LA 301)
March 3  Cohort classes begin (March 3–April 28; off April 7)
May 5  Cohort classes begin (May 5–June 23)
May 23  Undergraduate graduation
May 25  Memorial Day: College closed