ALVERNO COLLEGE MISSION & PURPOSE

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

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

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

1. Creating a curriculum
2. Creating a community of learning
3. Creating ties to the community
4. Creating relationships with higher education
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*Alverno College does not discriminate on any basis prohibited by law. This Bulletin presents information as accurately and completely as possible. However, the College reserves the right to make changes.*
Alverno on the Weekend Overview

Alverno on the Weekend is an opportunity for women of all ages, often with family and work responsibilities, to earn a college degree. This page gives an overview of the program.

Full Degree Program for Women

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

Flexible Scheduling

- Classes in Alverno on the Weekend are offered from Friday evening through Sunday afternoon.
- Classes are held every other weekend during the fall and spring semesters.
- Some weekend and evening courses are available in the summer.
- Students can attend full-time or part-time.
- A semester of Alverno on the Weekend is equal to a semester of any standard weekday college program.

Nationally Acclaimed Curriculum

- For decades, Alverno has been recognized worldwide as a leader and innovator in higher education.
- Alverno’s abilities-based curriculum requires students to demonstrate excellence in their chosen fields while practicing and perfecting the skills most in demand by today’s employers.
- Projects, research papers, and presentations help students gain experience in communication, analysis, problem solving, and other areas pertinent to career advancement.
- Alverno’s performance-based assessment process means that students receive ongoing narrative feedback on their work, so they always know what they’re doing well and where they can improve.

Campus Environment

- Alverno’s campus community has a warmth, energy, and friendliness unlike anywhere else.
- Small class sizes guarantee individualized attention from faculty.
- Women driving a distance can make arrangements to reside on campus during the weekend.
- Networking opportunities occur through a wide variety of campus activities and organizations available to students.

Services and Resources

The following services and resources are available to Alverno on the Weekend students:

- Library
- Financial Aid Office
- Student Affairs
- Business Office
- Advising Office
- Career Education Center
- Media Hub
- Computer Center
- Instructional Services
  - Tutoring and study groups
  - Communication Resource Center
  - Math Resource Center
  - Science Resource Center
  - English as a second language services
  - Access for students with disabilities
- Dining Services
- Bookstore
Courses of Study

Bachelor of Arts Degree Programs
Alverno on the Weekend offers bachelor of arts degree programs in two major areas of study:

• Business and Management
• Community Leadership and Development

In addition to one of these major areas of study, the student selects a support area in professional communication to complement her major, or she may qualify for the Elective Studies option (described more fully on page 29).

The student also takes general education courses, which are designed to complement her major and provide a breadth of knowledge (see pages 22-23).

Students with a double major earn a single bachelor of arts degree.

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

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

• Major equivalency programs (open to women and men) (Weekday College or Alverno on the Weekend, depending on major)
• Second bachelor’s degree programs (open to women) (Weekday College or Alverno on the Weekend, depending on major)
• Postbaccalaureate licensure program (open to women and men) (Weekday College)
• Licensure to Master of Arts in Education (open to women and men) (Alverno on the Weekend)

Each of these options is described in greater detail on pages 31-32. For additional information, contact the Alverno Admissions Office at 414-382-6100.

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

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

The baccalaureate degree programs at Alverno College are open only to women; graduate degree programs are open to both women and men. In addition, both women and men who are not pursuing a degree at Alverno may take courses within both the graduate and undergraduate programs.
Alverno on the Weekend enrolls both recent high school graduates and women who have been out of school for some time. The College admits students of any color, race, age, religion, and national or ethnic origin.

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

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

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

**Application for Admission**
To apply for admission, the student:

- Submits an application online at alverno.edu.
- Arranges for the Admissions Office to receive:
  - Official high school transcript(s) or official report of test results for the General Educational Development (GED) indicating achievement of passing score
  - Official college transcript(s) (if any)
- Participates in a Communication Placement Assessment at Alverno College.

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

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

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

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

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

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

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

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

All new students enroll in LA 126 their first semester of classes. See course description on page 39.

Orientation Weekend

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

Students receive additional information about Orientation Weekend with registration materials.

Transfer Credits

For students with some previous college experience from an institution accredited by a regional or national accrediting organization recognized by the Council for Higher Education Accreditation, Alverno completes a transfer credit evaluation, based on official transcripts. An official transcript has an embossed seal or similar marking and comes to Alverno in a sealed envelope; transcripts marked "Student Copy" are not official. (Courses for which students earned a C- or better are reviewed for transfer.)

Students who have a variety of credits that do not necessarily apply to one particular major may use the Elective Studies option for greater transferability. See page 29 for a description of this option.

At the time of registration, students are notified of credits that have transferred; these credits appear on the official Transfer Evaluation form. Alverno also offers a preliminary transfer evaluation, free of charge. The College encourages prospective students to submit accredited college transcripts for a preliminary transfer evaluation.

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

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

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

Prior Learning Assessment

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

If a student decides to pursue PLA, she and a faculty member work within the guidelines and policies developed by each academic department. Through this process, they determine the number of credits that most accurately reflects the student's experience and learning outcomes. Policies set by the academic departments are designed to ensure that, in addition to the depth and breadth of the major and support areas, the student will also be fully grounded in the arts and humanities, as expected of a quality baccalaureate program.

Details of PLA processes for specific majors are on the Alverno website at alverno.edu/priorlearning. An administrative fee is charged for PLA.
The Alverno College Financial Aid Office is committed to helping students maximize financial resources to meet their educational goals and related expenses. Financial aid is available through government sources in the form of grants and loans. Employer tuition reimbursement may also be available.

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

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

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

Wisconsin Tuition Grant (WTG) — Amounts up to $2,900 (for 2013-14) are available to full- and part-time students from Wisconsin, based on financial need. To apply, the student must file the Free Application for Federal Student Aid (FAFSA).

Scholarships
Scholarships, like grants, do not require repayment.

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

Work Programs
Many departments 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 for up to 20 hours per week. Information regarding available on-campus employment is available at alverno.edu/financialaid/jobsoncampus/.

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

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

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

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

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

- 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 communications. We approach each situation with flexibility and creativity to address the needs of each individual student while maintaining an environment of mutual trust and respect. We promote the college’s mission by consistently serving students in a courteous and respectful manner, resulting in a positive effect on recruitment and retention.

The Business Office sends out semester billing statements at the end of April for the summer term, in early July for the fall term, and in mid-November for the spring term. If you are enrolled for a term and you do not receive a billing statement within the timeframes noted here, call the Business Office to request a billing statement or view your billing statement in Interactive Online. 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.

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

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

Payment Options

Traditional Semester Payment
Pay in full by the specified due date on your Statement of Account. Acceptable payment methods include:

- In person in the Business Office.
- Drop box outside of the Business Office.
- Mail check/money order to Alverno College, Attn: Business Office.
- Online using Interactive Online (IOL) under Financial Information, View Account, and Make Payments, to use a checking account, Visa, MasterCard, Discover, or American Express.
- Phone Business Office (414-382-6122) to use a checking account, Visa, MasterCard, Discover, or American Express.

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

- Monthly payment by cash, check, or credit card. To offset administrative expenses, there is a $50 service fee for this option.
- Monthly payment by ACH. There is no service fee for this option. A voided check or bank documentation with routing and account number is required.
Additionally, if payments are being withdrawn from an account other than the student’s, the account holder is required to sign the form. ACH payment plans submitted without this information will be charged $50 and enrolled in the regular monthly payment plan.

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

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

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

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

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

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

When a course is dropped during the summer semester, 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>1/8 of the way through course</td>
<td>10%</td>
</tr>
<tr>
<td>1/4 of the way through course</td>
<td>30%</td>
</tr>
<tr>
<td>1/2 of the way through course</td>
<td>50%</td>
</tr>
<tr>
<td>After 1/2 of the course</td>
<td>100%</td>
</tr>
</tbody>
</table>
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.

**Judging Progress through Assessment**

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

The system of student assessment at Alverno College does not include reference to letter grades. In fact, one tenet of the College’s educational philosophy is that the faculty do not evaluate students comparatively using letter grades. Instead, we establish criteria for effective performance in each course that are based on college-wide standards in addition to standards for achievement within major and minor programs of study. These standards include eight abilities — Communication, Analysis, Problem Solving, Valuing in Decision Making, Social Interaction, Developing a Global Perspective, Effective Citizenship, and Aesthetic Engagement — that all students must demonstrate in different areas of study. We then provide students with significant narrative feedback describing the quality of her performance relative to those standards. A student who does not meet these standards at the level defined in each course does not pass the course. As a continuous process in which the student herself plays an active role, assessment helps both the student and her faculty judge her command of the subject matter integrated with the eight abilities.

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

**An Assessment Example**

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

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

**Candidates for Bachelor of Arts Degree Include:**

Women who are working for a bachelor of arts degree in:

- Business and Management
- Community Leadership and Development

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

**Special Students**

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

**Courses**

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

**Degree**

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

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

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

**Evaluation of Students**

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

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

**Class Attendance**

Since classes at Alverno involve active participation through discussions and small-group or laboratory work, attendance is expected. Instructors expect a student to be responsible for coming to class on time. Consistent tardiness may be considered an absence. When a student enrolls in a course, she is accountable for all course requirements.
Incompletes
An instructor may give a student an “incomplete” for a course if there is evidence that such action is in the best interests of the student. An incomplete must be removed by the date published in the academic calendar, unless otherwise stipulated by the instructor.

An incomplete in a prerequisite course must be satisfactorily removed and reported to the Registrar’s Office before the student can begin a subsequent course(s). If the incomplete is not removed, an “unsatisfactory” is awarded. A specific date by which this is to be accomplished each semester is printed in the academic calendar.

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

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

Academic Standing: Probation/Dismissal
At the close of every semester, each student’s academic progress is reviewed. In the event a student’s record shows that she is experiencing difficulty, the Status of Students Committee evaluates her complete record.

The Status of Students Committee may place a student on academic probation. The intent is to alert the student and her advisor to the student’s academic difficulty and to ensure that she takes action to improve her academic work. A student on probation is considered capable of making satisfactory progress toward a degree.

When, in the judgment of the committee, a student on probation demonstrates that she is no longer making satisfactory progress, she is subject to academic dismissal.

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

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

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

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

Transcript Requests
A fee of $5 for each transcript must accompany a transcript request. Transcript requests submitted on an ordinary working day are usually mailed or available for pickup within 48 hours. Send written requests for transcripts to:

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

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

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

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 Office
All students who attend Alverno on the Weekend are assigned an advisor. Evening and weekend hours are available by appointment.

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

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

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) 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, 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 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 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 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.
Campus Offices and Services

Computer Center, cont’d

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 alverno.edu/techserv/students/wirelessaccessoncampus/.

Conference Center

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

Counseling Services

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

Dining Services

Alverno offers several dining options on campus for weekend students. The Commons is located on the first floor of the Liberal Arts/Administration Building and is open Friday 7 a.m. - 6:30 p.m., Saturday 7 a.m. - 6:00 p.m., and Sunday 8 a.m. - 2 p.m. The Commons offers daily specials, a delicatessen, soup and salad bar, grill, and beverages. 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 math, algebra, reading/writing, computer literacy, and English as a second language provide a foundation for success in the curriculum. Instructional Services courses include CIL 100, CM 108, ENG 055, ENG 056, ENG 057, PP 250, PP 350, QL 050, QL 051, QL 110, and QL 120. (Course descriptions appear on pages 33-34.)

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

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

Interactive Online

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

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

International & Intercultural Center

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 (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.

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

The student's general education is concentrated in her first several semesters but extends throughout her college career. The balance of her time is spent in concentrated coursework for her major and support area (minor) and in elective courses that correspond to her special interests.

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

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

### Required General Education Courses and External Assessments

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

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

The following list is a sampling of liberal arts courses that are elective. (The number in parentheses is the number of credit hours.) For a complete list of elective courses for a specific semester, go to Interactive Online or to the Registrar's Office webpage.

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>A 141</td>
<td>Discovering Your Creative Source</td>
<td>1</td>
</tr>
<tr>
<td>A 144</td>
<td>Art in the Museum</td>
<td>1</td>
</tr>
<tr>
<td>A 146</td>
<td>Art Workshops (a variety of courses, including animatics, artists' books, ceramics, encaustic painting, painting with a palette knife, papermaking, rotoscoping, etc.)</td>
<td>1</td>
</tr>
<tr>
<td>EN 210**</td>
<td>Perspectives on Literature</td>
<td>2</td>
</tr>
<tr>
<td>EN 250</td>
<td>Oprah's Books</td>
<td>4</td>
</tr>
<tr>
<td>EN 251**</td>
<td>Introduction to Creative Writing</td>
<td>4</td>
</tr>
<tr>
<td>EN 311**</td>
<td>Fiction into Film</td>
<td>2</td>
</tr>
<tr>
<td>FA 300</td>
<td>Arts Alive: Milwaukee after Dark</td>
<td>2</td>
</tr>
<tr>
<td>HS 213**</td>
<td>Women's Rights and Lives</td>
<td>2</td>
</tr>
<tr>
<td>HUM 362**</td>
<td>Themes in the Humanities: Reading and Writing Memoir</td>
<td>3</td>
</tr>
<tr>
<td>HUM 364*</td>
<td>Themes in the Humanities: Confronting the Holocaust</td>
<td>3</td>
</tr>
<tr>
<td>HUM 366</td>
<td>Themes in the Humanities: The Experience of God</td>
<td>3</td>
</tr>
<tr>
<td>HUM 367</td>
<td>Themes in the Humanities: The Art of the Mystery</td>
<td>3</td>
</tr>
<tr>
<td>HUM 371</td>
<td>Studies of Cultures: The Twenties in American Literature</td>
<td>3</td>
</tr>
<tr>
<td>HUM 372</td>
<td>Studies of Cultures: American History, 1890-1945</td>
<td>3</td>
</tr>
<tr>
<td>HUM 375</td>
<td>Studies of Cultures: African-American Literature</td>
<td>3</td>
</tr>
<tr>
<td>HUM 378</td>
<td>Studies of Cultures: Images of the Heroine</td>
<td>3</td>
</tr>
<tr>
<td>HUM 382**</td>
<td>Contemporary America: America and the World since 1945</td>
<td>3</td>
</tr>
<tr>
<td>HUM 392**</td>
<td>Cross-Cultural Explorations: Women and Words</td>
<td>3</td>
</tr>
<tr>
<td>HUM 396</td>
<td>Cross-Cultural Explorations: Ecology and Spirituality</td>
<td>3</td>
</tr>
<tr>
<td>HUM 397**</td>
<td>Independent Study in the Humanities</td>
<td>2-4</td>
</tr>
<tr>
<td>HUM 398</td>
<td>Cross-Cultural Explorations: Film around the World</td>
<td>3</td>
</tr>
<tr>
<td>HUM 399</td>
<td>Cross-Cultural Explorations: Topics in Global History</td>
<td>3</td>
</tr>
<tr>
<td>MU 125</td>
<td>Music and Wellness Workshop</td>
<td>1</td>
</tr>
<tr>
<td>PSY 101*</td>
<td>General Psychology</td>
<td>4</td>
</tr>
<tr>
<td>PSY 110*</td>
<td>Life Span Development</td>
<td>4</td>
</tr>
<tr>
<td>SSC 101*</td>
<td>Introduction to Social Science</td>
<td>4</td>
</tr>
</tbody>
</table>

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

As a business and management major, you acquire the knowledge and skills needed to start a new business, hire and train employees, market new and existing products, effectively utilize financial resources, and develop strategies to promote growth in a global environment.

The Alverno business and management major incorporates innovative features:

- A focus on student performance assessment in which you practice applying the abilities and knowledge you need in the workplace;
- Systematic personal and professional self-assessment, including career development;
- A coherent and developmental core curriculum in business and management with the opportunity for breadth in a variety of business and management areas;
- An emphasis on active learning, including case studies, simulations, videotaping, short-term travel, study abroad, internships, and student professional organizations.

What do I learn as a business and management major?

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

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

What courses do I take?

For the business and management major, you complete the business and management core courses, 15-18 credits of management electives, and all required external assessments.

**Beginning courses**

MGT 100  Introduction to Business and Management (3)
MGT 201E  Introduction to Accounting (3)
MGT 210  Economic Environment (3)

**Intermediate courses**

AC 361  Integrated Management Assessment (0)
MGT 221  Managing in Organizations (3)
MGT 250  Business Models and Quantitative Methods (3)
MGT 300  Marketing Principles and Management (3)
MGT 310  Finance (3)
MGT 384  Experiential Learning Seminar (2)

**Advanced courses**

AC 414  Professional Interview (0)
AC 465  Senior Assessment (0)
MGT 400  Small Business Management (3)
MGT 410  Business Policy and Strategy (3)
MGT 412  Business Practicum (3)

MGT electives (15-18 cr)

All external assessments required by the student’s course of study.
In the introductory course in *business and management*, you assume the role of a global training manager. Your job is to develop a training workshop for employees who are going overseas to represent the company. To prepare them, you need to learn the company's products, values, and business operations, and you need to know what it takes to work successfully in a new country. In the introductory *accounting* course, you learn how to summarize and present financial information used to make decisions. You begin the study of marketing in the *marketing principles* course, using a marketing planning process model to identify and research needs for new products and services. In the *finance* course, you learn how to identify a company's strengths and weaknesses in order to more effectively manage its operations and growth. In the course in *small business management*, you create a business plan for a new venture, and you have the opportunity to present your business plan to a professional banker for feedback.

Electives give you the opportunity to explore courses in several areas of business and management. For example, you could select some of the following electives (this list is not comprehensive):

**Sample elective courses in Business and Management**

- MGT 211 Microeconomics (3)
- MGT 370** Human Resource Management (3)
- MGT 380 Business Law (3)
- MGT 390 Topics in Management: Government and Not-for-Profit Accounting (3)
- MGT 394 Principles of Investment (3)
- MGT 395** Women in the Economy (3)
- MGT 396** International Economics (3)
- MGT 405 Women and Leadership: Turning Visions into Deeds (2 or 3)
- MKT 360 Marketing Research (3)
- MKT 361* Understanding Personal and Professional Selling (3)
- MKT 362 Integrated Marketing Communications (3)
- MKT 363 Marketing Technology and Strategy Implementation (3)
- MKT 364 Global Marketing (3)
- MKT 367* Practicing Professional Selling (3)

* Weekday evening course
** Weekday course

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

**Alverno College Enactus**

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

**Alverno Institute of Management Accountants, Student Chapter (AIMASC)**

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

**Society for Human Resource Management (SHRM)**

The student SHRM chapter acquaints you with the field of human resource management and provides practical learning, networking, leadership development, and service opportunities through interaction with HR practitioners, enhancing your contribution as a leader and decision maker to organizations and to the community. SHRM also provides student scholarships and internship opportunities. The Alverno chapter has won successive merit awards from the international SHRM for its outstanding activities, service, and programs.
The Community Leadership and Development (CLD) degree program is designed to prepare you for professional roles in community leadership, service, economic development, organizing for social change, and social science research. It enables you to act more effectively on your commitment to a better society by helping you systematically develop concrete skills for collaborating with others in organizations to achieve social change.

The CLD program draws on interdisciplinary perspectives in identifying and responding to community issues. You learn how to assess problems, identify assets, and use financial skills at the level of communities and organizations to plan and implement proposed solutions for improving community life, and then evaluate the effectiveness of the results. Courses combine elements of sociology, politics, community development, business, management, leadership, and communication. You develop an understanding of your individual leadership style and consider the ethical implications of your work, and you determine how to integrate these with a community perspective. The result allows you to engage firsthand in the process of effective citizenship.

The CLD program equips you with the skills needed for leading nonprofit organizations, community organizing, program evaluation, grant writing, mobilizing, and community development.

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

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

The CLD degree program can be completed in either the weekday or weekend timeframe. Courses currently offered during the weekday evening timeframe are indicated with an asterisk.
Beginning courses
CLD 150* Introduction to Community Leadership (3)
MGT 100 Introduction to Business and Management (3)
MGT 201E Introduction to Accounting (3)
MGT 210 Economic Environment (3)

Intermediate courses
BSC 255 Behavioral Science Research Methods (4)
BSC 256E Probability and Statistics (4)
CLD 220 Social Movements and Social Change (4)
MGT 300 Marketing Principles and Management (3)
POL 225 American Politics (4)
SOC 301 Social Theory (4)

One of the following courses:
CLD 337† Leading Nonprofits (3)
CLD 338† Program Evaluation (3)

Advanced courses
AC 416 External Assessment (0)
CLD 398 Community, Power and Change (3)
CLD 412** Community Development (4)
CLD 437 Fundraising and Grant Writing: Principles and Practices (3)
CLD 491* Senior Seminar (2)

CLD electives (15 cr)

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

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

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

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

* Weekday evening course
†CLD 337 and CLD 412 are offered in fall only; CLD 338 is offered in spring only.
The Professional Communication (PCM) support area program is designed so that a student integrates a sound understanding of communication principles with a well-developed set of skills to strategically communicate with a range of audiences in diverse situations.

Over the course of her study, a student develops insight and expertise in effectively creating, delivering, interpreting, and evaluating messages. The curriculum provides the student with individual and collaborative project experience in interpersonal interaction, oral presentation, professional writing, visual design for print publication, and multimedia production. In the process, she learns and uses computer software packages that enhance her professional capabilities. And as she develops increasing strength in her abilities in analysis, problem solving, and valuing, she learns to select and combine multiple communication strategies. In all, she develops the powers of clear explanation and persuasion that characterize a successful communicator in any profession.

A student with a professional communication support area takes the 21-credit core curriculum of professional communication courses here listed. (A 3-credit elective course is offered each semester; check Course Offerings on IOL at registration time.)

### Courses
- PCM 101 Introduction to Professional Communication (3)
- PCM 130 Writing: The Editing Process (3)
- PCM 170 Visual Communication (3)
- PCM 200 Public Communication: Principles and Practice (3)
- PCM 230 Influence and General Semantics (3)
- PCM 300 Advanced Writing: Professional Applications (3)
- PCM 320 Advanced Media Studies and Multimedia Production (3)
- PCM elective (3)

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

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

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

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

Study abroad is a valuable asset to any Alverno student’s education. Studying abroad broadens worldviews, teaches differences in cultural values, and assists in developing a global perspective. Alverno College highly recommends international study to our students and is committed to working with them through every step of the application process.

Alverno offers a variety of study-abroad opportunities. These include semester or year-long study programs as well as specially designed short courses taught by Alverno faculty for Alverno students. In recent semesters, students have studied in universities in cities ranging from Akita, Japan, to Temuco, Chile; from Dublin, Ireland, to Hyderabad, India; and from London, England, to Hong Kong, China.

Student Exchange Programs
Alverno has formal student-exchange agreements with more than fifteen universities in Asia, Europe, and the Americas. Through these exchange agreements, students apply their financial aid to study abroad in courses or internships that contribute to their degree completion. Should students wish to study in other parts of the world or in other contexts, Alverno has contracts with consortial partners and other agreements. The formal exchange agreements also provide opportunities for international students to study at Alverno.

Alverno Travel Courses
Alverno faculty design and lead specific short courses organized around a variety of interest areas. These have included intercultural communication in France, Jamaica, and Costa Rica; art and religion in China, Italy, and Mexico; culture and society in Japan, Indonesia, and Korea; and health and nursing in Japan and Ecuador.

Courses with a travel component often carry the prefix INS. New courses are continually being developed, and interested students should check current Course Offerings online.

The staff of the International & Intercultural Center is eager to help you find your venue to study abroad, and to support you with information and resources to help you make it happen!
Options Following the Bachelor’s Degree

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

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

All courses in Alverno’s postbaccalaureate programs are taken with the College’s regular undergraduate students. The same attendance, class involvement, and work completion policies apply to postbaccalaureate programs as to undergraduate programs.

To help you determine which of the following options may be best for you, it is recommended that you schedule an individual appointment with a counselor in the Admissions Office (414-382-6100) to discuss your long-term goals.

Major Equivalency Programs (open to women and men)

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

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

Second Bachelor’s Degree Programs (open to women)

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

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

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

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

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

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

Requirements for a Second Degree

• Students who did not graduate from Alverno, or who graduated from Alverno before implementation of the ability-based curriculum:
  • complete a minimum of 30 credits at Alverno (the 30 credits include courses in the major)
  • demonstrate four developmental levels in each of Alverno’s eight abilities (communication, analysis, problem solving, valuing in decision making, social interaction, developing a global perspective, effective citizenship, and aesthetic engagement), equaling 32 ability-level units; they also complete 8 advanced ability-level units in their major, thereby fulfilling the 40-unit requirement for a baccalaureate degree
  • complete LA 100 and LA 126 in Alverno on the Weekend or LA 230 in Weekday College or equivalent substitutes
  • complete courses needed for the major area of concentration
  • do NOT declare a support area
  • may pursue prior learning assessment opportunities.

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

Postbaccalaureate Licensure (Weekday)

Licensure to Master of Arts in Education (Weekend)
(Open to women and men)

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

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

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

Please call the Graduate and Adult Admissions Office at 414-382-6100 for more information.
Course and External Assessment Descriptions

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

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

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

A 141 Discovering Your Creative Source (1) — The student is offered guidance and support through experiential processes using image making, journaling, and relaxation exercises to discover her creative source. Working with various art media, music, and inspirational readings, she develops a sense of trust in her ability to create spontaneously. Line, shape, color, symbol, and form are some of the externalized images she explores.

A 144 Art in the Museum (1) — This course focuses on the stylistic evolution of art within a selected art-historical period and on the artwork from the period as creative problem solving by the artists. The student is introduced to cultural, aesthetic, and historical information that allows her to develop an educated personal response to the artworks under study. She also participates in a one-day class trip to the Art Institute of Chicago to view and respond to the artwork firsthand.

A 146 Art Workshops (1) — Art workshops covering a variety of media, processes, and themes are offered on a rotating basis every semester. These workshops give the student several options for study and introduce her to exciting ways to work in the visual arts. Workshops have included papermaking, bookmaking, oil painting, encaustic painting, painting with a palette knife, ceramics, animatics, rotoscoping, and installation art. New workshops are offered every semester. Check current Course Offerings online for more information.

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

AC 151 Initial Social Interaction Assessment (0) Prereq. Concurrent registration in LA 126 — The student is introduced to the task-oriented model in class and participates in a simulation of recommending a candidate for directorship of a governmental agency. This assessment identifies a baseline for the student in social interaction and aids her in setting immediate, specific goals based on where she is. After self-assessment and peer assessment, she participates in one-on-one feedback with an assessor. Success in the assessment is based on the student’s ability to view her performance accurately, demonstrated by reaching consensus with the assessor.

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

AC 361 Integrated Management Assessment (MGT) (0) — AC 361 is taken concurrently with MGT 310, Finance, and is a prerequisite for MGT 400, Small Business Management. AC 361 is a three-hour in-basket assessment in which the student assumes a management role and draws upon her previous course background and experience to deal with a variety of business problems. She works individually, responding to in-basket items in writing. Her abilities to analyze, problem solve, and communicate effectively are assessed.

AC 414 Professional Interview (MGT) (0) — AC 414 is taken concurrently with MGT 400, Small Business Management, and is administered by the course instructor. The student presents a business plan she has developed to a local banker who assesses her professionalism, interpersonal communication, and general business knowledge. The interview is scheduled to follow the last session of her small business course. She also completes a self-assessment of her business plan and of the results of the interview.
AC 416 External Assessment (CLD) (0) Prereq. CLD 338 completed or concurrent OR CLD 337 completed or concurrent — For this assessment, students assume the simulated roles of members of the Alverno Student Foundation. Drawing on the quantitative and qualitative research strategies and modes of communication developed in earlier courses, they critically review program evaluations and funding requests from nonprofit social service agencies. Each student completes the written portion of the assessment independently and then participates in a simulated foundation meeting with other students to reach consensus on funding the agencies. This assessment focuses on the student’s ability to make judgments about programs that deal with community issues. It emphasizes financial analysis and social scientific research skills as well as critical-thinking, interaction, and communication skills.

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

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

BSC 256E Probability and Statistics (4) Prereq. CM 156Q; BSC 255; for CLD majors, also CLD 150 and CLD 220 — The student develops skill communicating statistical information using SPSS computer software. She learns both theory and applications of statistical hypothesis testing, learning to test for the significance of relationships between variables and differences between groups in a variety of situations. She learns bivariate descriptive statistics. She learns to clearly and accurately communicate findings and to accurately interpret the presentation of statistical findings encountered in research.

CIL 100 Basic Computer Skills (0) — The student learns essential computer skills needed for coursework at Alverno. She learns to use the Alverno network and campus email system; to understand the Internet and Internet search tools; and to develop basic word-processing skills. In a hands-on, self-paced environment that uses tutorials and a web-based course site, she develops the necessary foundation for further work using the computer.

CIT 200 Foundations of Computing and Information Technology (3) Prereq. CM 111 — In this foundational course, the student explores the broad spectrum of computing and information technology areas. She learns how a computer works and how information is saved on a computer and external devices. In addition, she extends her knowledge of both technical and ethical issues with respect to technology. She learns about publishing, spreadsheet, and database software as well as graphics. Throughout the course, she demonstrates her knowledge by working in a small group to create a computer magazine. Group members assume the role of writers and editors and create articles that demonstrate their knowledge of computing and that extend their use of graphics and layout and design.

CIT 280 Introduction to Databases (3) Prereq. CIL 156Q — In this introductory database course, the student works to understand the basics of data and data relationships, including tables, records, fields, data types, keys, and entity relationships. She learns how to analyze basic problems for a database solution, and she analyzes client needs and data to create a model for database implementation. Using a case study, she works both collaboratively and independently to analyze, synthesize, and evaluate her database model.

CIT 284 Spreadsheet Analysis and Design (3) Prereq. CM 156Q — Used by professionals including accountants, business people, and scientists, a spreadsheet is a very powerful tool for storing, manipulating, and charting numbers. The focus of this course is the mining and analysis of data for the purpose of making business decisions. The student looks at trends and patterns, makes informational calculations, and conducts other business analysis.

CIT 470 Advanced Database (3) Prereq. CIT 280; one 300-level CIT elective — In today’s competitive world, accessing a variety of information for ad hoc decision making as well as for day-to-day management is critical. Databases and database queries provide the user with tools to efficiently and effectively store and retrieve information for the purpose of decision making. In this course, the student studies and applies principles of analysis and structured queries. She uses a relational database and structure query language (SQL) to answer business process questions.

CIT 490 Project Management (3) Prereq. One 300+-level CIT elective — In this capstone course, the student manages a final semester-long project in which she synthesizes her learning in the major. The course follows Project Management Institute guidelines for project management, giving the student a comprehensive overview of the components that encompass information technology project management. She defines, controls, and manages her project. She investigates project organization and structure while working on financial issues in project management. She becomes familiar with and applies terms, definitions, and common acronyms used in project management to her own capstone project. She also researches project management career paths, professional organizations, and national certifications.
CLD 150 Introduction to Community Leadership (3) — This course is designed to provide an introduction to community leadership, establishing the student's foundational abilities and knowledge for later learning experiences and assessments in this multidisciplinary program. The course assists her in developing an understanding of the diverse opportunities and challenges in the nonprofit sector as well as in other organizational settings. She acquires knowledge of fundamental leadership theories and develops the skills necessary to be engaged as an effective citizen.

CLD 220 Social Movements and Social Change (4)  
**Prereq.** MGT 120; **Writing Level 2** — We are living in a time of great sociocultural change. Why is there such great change? What has happened to make change the rule rather than the exception? This course provides some foundation for answering these questions. Social movements are clearly engines of social change and they are increasing in number. In this course, the student has the opportunity to learn about the dynamics of social movements as well as study some movements that are of particular interest to her.

CLD 337 Leading Nonprofits (3)  
**Prereq.** CLD 150; CLD 220 — In this course, the student acquires a broad overview of the challenges facing leaders in the nonprofit sector. The course focuses on nonprofit leaders as capacity builders and gives the student an opportunity to create a mission-centered nonprofit organization. As a central feature, the course includes several guest lectures by leaders of nonprofit organizations, selected because of their success in creating community partnerships and in addressing current community issues of critical importance.

CLD 338 Program Evaluation (3)  
**Prereq.** CLD 150; CLD 220 — In this course, the student acquires an understanding of the systematic approach to program evaluation in nonprofit organizations, for-profit businesses, and governmental agencies. The course is designed to familiarize the student with key concepts and theories, practices, and uses of program evaluation in applied settings. Topics include reasons for and uses of program evaluation; types of evaluation, including needs assessment, process evaluation, and output evaluation; context of evaluation, planning, and design; ethical issues and evaluation standards; and reporting of evaluation results.

CLD 354 (also MGT 354) Adult Education Human Resource Principles and Philosophy of Training (3)  
**Prereq.** PSY 110 or LA 284; for CLD majors: CLD 150 and CLD 220 — Using varied frameworks for observation in adult education settings, the student identifies and reflects on components of instructional design. In the seminar held on campus, she uses skills of analysis, valuing, and social interaction in her development of the theory and practice of teaching adults.

CLD 369 Topics in Community Leadership (2)  
**Prereq.** CLD 220 or 200-level course or Analysis Level 2 or Problem Solving Level 2 — This course is designed as an elective topics course to facilitate the focused exploration of varied topics related to contemporary community leadership and development practice. Topics are designed to complement the essential subjects and concepts addressed routinely in Community Leadership and Development's required curriculum.

CLD 398 Community, Power and Change (3)  
**Prereq.** LA 284; CLD 220 — This course examines the fundamentals of political power and ways in which it is exercised on local and state levels. The course also covers the unique character of democratic government in the United States and the role of women in politics, as well as networking with stakeholders, lobbying, and budgeting. In the process of learning about all these aspects of politics, the student forms a solid foundation for understanding ways in which individuals and groups can effect change through political action.

CLD 405 (also MGT 405) Women and Leadership: Turning Visions into Deeds (2; option available for 3 credits)  
**Prereq.** For CLD majors: CLD 220; for MGT majors: MGT 221; **Integrated Communication Level 3** — This course enables the student to better understand her own leadership style as a woman and to apply this style effectively in the workplace and beyond. The course includes discussion of contemporary leadership concepts, how effective leaders think and act, and how various styles impact situations and relationships. The student also develops a focused action plan to enhance her professional and personal leadership skills; she does this by completing personal assessments and interactive activities and by observing female leaders in action and interpreting their effectiveness.

CLD 412 Community Development (4)  
**Prereq.** For CLD majors: MGT 210, CLD 220, POL 225, BSC 255, CLD 337 or CLD 338; for MGT majors: MGT 210, MGT 221, MGT 250, MGT 300 — In this course, the student applies demographic, geographical, sociological, political, and economic frameworks to analyze local communities and the problems their residents confront. She learns to identify the resources community residents need to sustain their neighborhoods and to analyze community structures that control those resources. She becomes familiar with the role of for-profit, nonprofit, and governmental organizations in producing community change. She learns techniques of strategic planning to help communities effectively adapt.

CLD 437 Fundraising and Grant Writing: Principles and Practices (3)  
**Prereq.** One **Integrated Communication Level 4** — The student explores the history, principles, and theories of philanthropy. Analyzing the values and goals of a nonprofit client, she develops practical skills and identifies resource strategies in such areas as donor relations, volunteer coordination, database management, special-events planning, and grant writing. Case studies and guest speakers help acquaint the student with the variety of approaches used in different organizations, and she completes a semester-long research and grant-writing project as an assessment. In the process, she also examines her own personal and professional commitments and contributions.
CLD 488 (also MGT 488) Adult Education Human Resource Program Training (3) Prereq. For CLD majors, CLD 220; for MGT majors, MGT 221 — In this course, the student learns the educational principles, methods, and strategies to effect human resource development programs in her specific profession. By implementing these concepts in practical adult development programs, she enhances her management and supervisory skills and her training and teaching competence. She analyzes how she applies her communication, analytical, problem-solving, and social interaction abilities to supervisory and training situations.

CLD 491 Senior Seminar (2) Prereq. CLD 412; Integrated Communication Level 4 — In this course, students in the disciplines of community leadership and development, political science, and sociology meet together. Each student synthesizes the abilities and knowledge she has acquired through disciplinary courses. She demonstrates advanced-level outcomes by independently analyzing issues within her particular discipline.

CLD 492 Service Learning Internship (2) Prereq. CLD 412; Integrated Communication Level 4 — In this service learning internship, the student applies her abilities to help address community problems. She meets with the instructor of CLD 491 to identify a service-learning site. This internship is intended for the student with some community-based leadership experience. (The student may instead opt for the INTERN 383 internship.)

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

CM 111 Integrated Communication Seminar A: Crossing Cultures (3) Prereq. Reading and Writing Level 1 — The student works to become firmly grounded in each communication ability, developing her processes as a communicator while learning strategies to produce effective performances. She learns to use criteria effectively, to expand her communication literacy for a variety of contexts, and to strengthen her self-assessment ability in relation to her development as a communicator.

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

CM 156Q Mathematical Connections (2) Prereq. Communication Level 1: Quantitative Literacy* or QL 050 and QL 051 — This course focuses on strengthening the quantitative skills that the student needs to be an effective receiver and producer of information. She explores current issues in society, financial topics including managing debt, establishing credit and budgeting, and concerns from specific disciplines such as business and professional communication. The course includes three major content areas: (1) representing data, which engages topics from graphing and statistics to describe data; (2) predicting data, which uses models from probability and statistics to make predictions about the likelihood of events; and (3) measurement, which combines topics from geometry and measurement systems to understand two- and three-dimensional space. Through exploration of these concepts, the student increases her understanding of the power of mathematics as a communication tool.

EN 210 Perspectives on Literature (2) Prereq. LA 222 or LA 223 — The focus of this course is “the storyteller’s art,” the study of how writers produce effects through short fiction. The student explores the process a writer goes through in transforming life experiences into art. She analyzes short stories carefully, focusing on the literary elements and structure of fiction. She explores how authors create literary worlds through style and how readers make meaning through a variety of reading, speaking, and writing strategies.

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

EN 251 Introduction to Creative Writing (4) Prereq. LA 222 or LA 223 — The student learns the basics of a variety of literary genres as a means of giving form to her ideas, and she experiments with writing poetry, fiction, nonfiction, and children's stories. As a peer reader of her classmates’ work, she learns in a workshop setting and hones her editing and revising skills. She also reads and does critical analyses of short literary works from a variety of genres and cultural perspectives. This course assists the student to exercise her creativity, to become more self-aware about her written expression, to develop sensitivity to language choices, to analyze diverse cultural voices, and to identify traits of her personal writing style and literary preferences.

* Communication Level 1: Quantitative Literacy can be achieved through the Communication Placement Assessment that new students take or through successful completion of QL 050 and/or QL 051.
EN 311 Fiction into Film (2) Prereq. LA 222 or LA 223 — The student reads works of literature and views film adaptations of them, comparing the ways that authors and directors tell stories, make meaning, and elicit audience response. She is introduced to film theory and develops her understanding of literary theory. She analyzes the literary and film texts through a variety of critical frameworks. She considers definitions of genre as she views adaptations of a wide variety of genres: the short story, children’s literature, drama, the novel, and intellectual autobiography. In addition, exploring two visions of the same story deepens her understanding of the relationship between genre and the expression of human experience.

ENG 055 Integrating English Usage (0) — The second language/dialect student develops her English writing, listening, and speaking skills. She focuses on strategies that help her to understand her peers and instructors and to be understood by them as well. She engages in various oral and written activities, which include participating in conversations, writing short papers, and listening to and comprehending lectures, student discussions, and audiovisual materials.

ENG 056 Advanced English Usage (0) — The advanced second language/dialect student has multiple opportunities to further develop her English reading and writing abilities. Reading and video selections provide background information and enhance her knowledge of cultural concepts. Through discussion and small-group work, she develops her ability to summarize ideas in both oral and written formats. By analyzing the grammatical and structural aspects of professionally and student written texts, she becomes proficient with editing strategies.

ENG 057 Advanced English Pronunciation (0) — This course focuses on refining the English-speaking skills of the advanced second-language student. Instruction enhances the student’s previous understanding of the physical and affective factors of pronunciation. Audiovisual materials and oral exercises develop her ability to discriminate between and produce American English sounds, words, and discourse. She also develops a method for assessing her needs and planning appropriate learning strategies.

FA 300 Arts Alive: Milwaukee after Dark (2) Prereq. LA 222 or LA 223 — The student attends a series of live performances at theaters in the Milwaukee area. During class sessions, she develops her engagement with previous performances and prepares for the particular experience that she will attend that evening. Readings and assignments challenge the student to develop strategies for creatively engaging with live performances. Attendance at performances is during scheduled class meetings.

HS 213 Women’s Rights and Lives (2) Prereq. LA 222 or LA 223 — This course covers the history of women in the United States from 1776 to the present. It holds as an assumption that while events in American history shaped the lives of women, they did so in ways that were noticeably different compared to men. The course highlights the essential role that women played in society and politics, with the assumption that women from all races, ethnicities, and socioeconomic backgrounds played profound roles in the shaping of American history. Moreover, the student considers the ways in which “woman” has been defined and debated. This rigorous analysis of history allows the student multiple opportunities to refine her analytic, valuing, aesthetic, and communication abilities through the evaluation of historical sources.

HUM 297/397/497 Independent Study in the Humanities (2-4) Prereq. Division consent — Under the approval and direction of a humanities faculty member, independent study in the humanities is available to students.

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

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

HUM 364 Themes in the Humanities: Confronting the Holocaust (3) Prereq. LA 321 — This course engages the student in a complex series of questions about human nature as she examines the circumstances and conditions that led to the Holocaust. Through an examination of historical, religious, literary, and philosophical texts (including film; eyewitness testimony; sociological, existential, and historical works; poetry; and theology), the student develops a comprehensive approach to the material in order to construct a meaningful, informed, personal response to the subject. She explores how individuals create meaning in the face of unimaginable horrors as well as the implications of such study on one’s responsibility to society and others.

HUM 366 Themes in the Humanities: The Experience of God (3) Prereq. LA 321 — Who is God? How do we experience God? These questions lie at the heart of religion. In this course, each student has the opportunity to pursue her own understanding of these questions, building on her understanding of the human person developed in earlier humanities courses and probing the religious dimensions of human experience. She develops her own vision of what it means to be religious in the context of an integrated vision of what it is to be human.
HUM 367 Themes in the Humanities: The Art of the Mystery (3) Prereq. LA 321 — In this advanced-level course, the student explores the mystery in terms of its aesthetic, historical, and philosophical dimensions. Through analysis of a wide variety of mysteries, from the classic to the contemporary, from film to television, she studies the roots of the genre’s conventions and characteristics, traces its evolution in form and content, and explores why so many are drawn to a genre that engages the dark side of human nature.

HUM 370 Series: Studies of Cultures (individual courses carry subtitles) (3) Prereq. LA 321 — The courses in the Studies of Cultures series are in-depth explorations of the art, thought, and life of a particular culture during a particular timeframe. They present the dominant worldview or cultural thinking framework of the time and place in question. The student investigates the thought, behavior, and artistic expressions from the perspective of that worldview as well as from her own cultural perspective. Primary emphasis is placed on application of aesthetic frameworks and on the concept of cultural pluralism (analysis and valuing).

HUM 371 Studies of Cultures: The Twenties in American Literature (3) Prereq. LA 321 — This course examines the literary achievement of the Harlem Renaissance and Americans abroad. While evidence of the angst and artistic experimentation associated with modernism can be found in both literary movements, African-American writers of the Harlem Renaissance differed from Americans in Europe in their desire to draw from their distinctive historical and cultural traditions as a means of affirmation and empowerment. The student uses critical frameworks to analyze, evaluate, and place in context the literary works she studies. She also analyzes how the ideas, aesthetic principles, and values of the literary works challenge or reinforce her own values and thinking about life and art.

HUM 372 Studies of Cultures: American History, 1890-1945 (3) Prereq. LA 321 — This course is an examination of American life, thought, and culture from 1890 to 1945. Course emphasis is on the rapid industrialization and urbanization of the United States. In particular, the course focuses on changes in values, social relationships, and political structures.

HUM 375 Studies of Cultures: African-American Literature (3) Prereq. LA 321 — This course considers the historical roots and development of the African-American literary tradition — and its continuing impact on literature and society today. The student explores key concepts and metaphors that define African-American literature, using historical, ethnic, and feminist critical frameworks to analyze and respond to literature as an expression of and commentary on culture. She reflects on how the values and aesthetic principles of the African-American literary tradition challenge or reinforce her own thinking about art and society through creative and critical writing.

HUM 378 Studies of Cultures: Images of the Heroine (3) Prereq. LA 321 — This course focuses on how artists and thinkers from various cultures have conceived of the heroine, a term that is used not only in the literary sense but in terms of religious images, philosophy, the visual arts, etc. It raises questions such as the “ideal woman” vs. the “real”; stereotyping; women’s vs. men’s creation of heroines; and how the image of the heroine varies from culture to culture. Frameworks from aesthetic response are particularly relevant, as is the in-depth study of values and how they are challenged or affirmed by aesthetic works.

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

HUM 382 Contemporary America: America and the World since 1945 (3) Prereq. LA 321 — This course places contemporary American history within its global context. The student learns to identify and articulate those elements of the American worldview that create the intellectual and cultural framework within which foreign policy is made, articulated, and implemented. She also considers the impact that global issues and systems have on domestic American social, economic, political, and cultural structures.

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

HUM 392 Cross-Cultural Explorations: Women and Words (3) Prereq. LA 321 — The student examines the relationship between language and culture in the context of how language affects women’s perspective of herself and others. She examines works from a variety of cultures that introduce such questions as: How does language affect our understanding of our relationship to our own culture? What is the role of language formation in the development of self? In the formation of gender identity? How does our understanding of language affect our understanding of other cultures?

HUM 396 Cross-Cultural Explorations: Ecology and Spirituality (3) Prereq. LA 321 — In this course the student explores a variety of ecological issues and relates them to selected religious traditions and to currents in contemporary thought. This complex analysis is organized by three themes: respect for the earth and environmental ethics, economics and lifestyle questions, and the relationship between day-to-day
living and a quest for the divine. The course concentrates on the Judeo-Christian tradition, including concepts of creation, incarnation, and sacramentality, while incorporating insights and approaches from other traditions.

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

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

INTERN 383 Internship (2-4) Prereq. Departmental approval; two 300-level courses in one major completed; confer with your advisor; contact the Internship Office for details and placement assistance — At her internship site, the student develops the ability to apply classroom learning to a concrete work situation and at the same time develops her skills in reflecting on and conceptualizing learning that comes from work experience. Emphasis is also placed on developing the ability to assess oneself as a key ability in “learning how to learn” from any work experience.

LA 100 Introduction to a Liberal Arts Education (1) — This required orientation for all new students in Alverno on the Weekend takes place the first weekend of the student’s first semester. The course introduces her to the campus and to resources (e.g., library) available to her. She receives a general introduction to campus technology as well as a more specific orientation to technologies used in the classroom.

LA 126 Integrating Learning in the Liberal Arts (3) Prereq. Concurrent registration in CM 108 or CM 111 — This course allows the student to reflect on and articulate her own learning process within the abilities framework. She becomes familiar and comfortable with Alverno’s interactive educational style, as well as with the abilities inherent in its curriculum. Skills and strategies are taught within the context of subject matter chosen from the behavioral and natural sciences, the arts, and the humanities. The development of critical-thinking and self-assessment skills is emphasized. This course runs from the second weekend of Alverno on the Weekend (LA 100 takes place on the first weekend) through the ninth weekend of the semester (Assessment Weekend).

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

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

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

LA 321 Bridging the Cultural Gap (6) Prereq. LA 283; LA 284; CM 114 or one Integrated Communication Level 3 — The student is introduced in some depth to South Asian philosophy, religion, and culture. From the vantage of this new perspective, she is encouraged to be even more acutely aware of her own culturally based perception, of its value and limitations, and of the implications of living in a pluralistic world according to a thinking framework that is by no means universal.
MGA 202 Principles of Accounting (3)  

Prereq. MGT 201E — In this course, the student develops the ability to use a computerized accounting system to apply generally accepted accounting principles (GAAP), concepts, and procedures that satisfy an organization's financial reporting needs. She continues to develop her understanding of management's role in the selection of these principles and the impact of these choices on the financial statements.

MGT 100 Introduction to Business and Management (3) — In this foundation course, the student develops her analytic, problem-solving, valuing, effective citizenship, and self-assessment abilities as the basis for individual and team contributions to organizational goals. She studies successful local, national, and global organizations to develop her understanding of how businesses function and to identify contemporary management practices that lead to successful organizational performance. She learns to apply management frameworks to analyze and make improvements in organizations, and she participates in a team project for a global organization.

MGT 120 (also PCM 120) Interpersonal and Group Communication (3) — In this interdisciplinary and general education course, the student considers assumptions and theories of social psychology and how they apply to group and one-on-one communication. She learns a variety of frameworks and skills and uses them to interact effectively with individuals and groups. In so doing, she develops the ability to analyze her own and others’ behavior in order to engage in increasingly effective interaction.

MGT 201E Introduction to Accounting (3)  

Prereq. LA 126; CM 156Q — This course emphasizes the integrated nature of management and accounting issues. The student learns the different functions of business and the types of financial and management reports that are provided by a company's accounting system. Key to the student's learning is understanding how financial information is used to make decisions. Basic spreadsheet skills are developed to present and analyze accounting data.

MGT 210 Economic Environment (3) — The student applies microeconomic and macroeconomic frameworks and concepts in describing, analyzing, and solving problems related to the economic behavior of individuals, organizations, and national and global economies. She identifies and interprets the integration of contemporary social, political, environmental, and economic policies and their impact on economies. Her economic knowledge and abilities are used to examine an economic issue in depth, evaluate proposals, develop recommendations, and persuade an audience to support her position.

MGT 211 Microeconomics (3) — The student develops her analytic and problem-solving abilities by learning and applying the basic theories and concepts of microeconomics to economic and social problems. She learns to analyze the economic behavior and decisions of individual markets, including consumers, firms, and resource owners. She researches and develops potential solutions to economic problems and, as part of a team, makes presentations to gain support for implementation of her solution.

MGT 221 Managing in Organizations (3)  

Prereq. MGT 100 — As an employee engaged in some aspect of providing products or services to others, an individual acts in an organizational context, as one of many stakeholders. Through this course, the student better understands how organizations work and she learns how to apply this knowledge to creating a high-performance workplace. She explores human behavior factors that can influence an organization's overall productivity and that contribute to employees’ effectiveness, job satisfaction, and organizational citizenship. Course content and ability development are focused on the workplace knowledge and skill development needed to deepen the student's understanding and appreciation of the complexity of human behavior in organizational settings. This enables her to diagnose issues in organizations and to develop practical, effective recommendations to resolve those issues. In addition, she develops her ability to collaborate effectively with others in the pursuit of individual and shared goals.

MGT 250 Business Models and Quantitative Methods (3) — The student develops her ability to use a variety of quantitative and statistical techniques to make and support sound business decisions in areas as diverse as marketing, human resources, and financial management. She uses descriptive and inferential statistics, correlation and regression analysis, and other quantitative methods to develop the analytic and problem-solving abilities she needs in today's business world. She also uses contemporary business software applications to analyze and communicate statistical and quantitative information.

MGT 300 Marketing Principles and Management (3)  

Prereq. CM 114; MGT 120 — The student learns how organizations develop products and services to meet the needs and wants of customers and markets. She works on a simulated new-product development team for a major organization. She and her teammates invent a new product, develop marketing strategies (e.g., product design, pricing, distribution, promotion in domestic and global markets), and present a comprehensive marketing plan to the organization's simulated board of directors.

MGT 310 Finance (3)  

Prereq. AC 309E; MGT 201E; MGT 210; MGT 250; Integrated Communication Level 3 — The student is introduced to the basic concepts and skills required to manage an organization's assets for growth and survival. She learns problem-solving techniques used in the acquisition, control, and use of funds to finance current and future operations. She also learns to analyze a firm's financial strengths and weaknesses in order to more effectively manage the firm's operations.

MGT 370 Human Resource Management (3) Prereq. MGT 221; Integrated Communication Level 3 — The student learns and applies business concepts and human resources management (HRM) functional strategies and tools that contribute to the effective management of the human capital of organizations, which in turn contributes to sustainable competitive advantage and added value for all stakeholders. The student develops her basic understanding of the strategic business partnership role that HRM plays in contemporary organizations. As she develops her analytic, problem-solving, teamwork, and social interaction abilities within the context of the HRM discipline, she is able to apply relevant human resources concepts and frameworks to the analysis and solution of complex business situations involving, for example, selection, placement, training, compensation, and evaluation of human performance.

MGT 380 Business Law (3) Prereq. MGT 221; Integrated Communication Level 3 — The student gains an overview of the legal environment of business by examining key laws and ethics issues that impact business owners, leaders, and managers, as well as employees and other key stakeholders. She further develops her analytic and problem-solving abilities by applying legal frameworks to business problems and issues, and hones her communication skills while sharing her ideas on these topics.

MGT 384 Experiential Learning Seminar (2) Prereq. MGT 221; MGT 300; Integrated Communication Level 3 — In this seminar, the student learns how to initiate and manage her career and job search. In reflecting on her academic and professional accomplishments, she sets a goal for her next professional step, prepares a portfolio with examples of abilities and achievements related to the goal, and prepares a comprehensive career action plan. These skills can be used throughout her professional life.

MGT 390 Topics in Management: Government and Not-for-Profit Accounting (3) Prereq. MGT 201E — This course introduces the student to governmental and not-for-profit (NFP) accounting. This area of accounting is highly specialized and shares some of the basic principles of financial accounting, but also differs in a number of key areas. The student uses her advanced analytic skills to study the financial reporting principles of governmental accounting, including government-wide financial statements, fund financial statements, and governmental statistical compilation and analysis. Her project in governmental accounting consists of analyzing the Comprehensive Annual Financial Report (CAFR) of a major city or a county. For a project in the NFP area, she applies her analytic ability in studying financial reporting standards and techniques for a major not-for-profit organization. She conducts a thorough review of the organization, including a review and evaluation of client services and a complete financial analysis.

MGT 394 Principles of Investment (3) Prereq. MGT 310; one Integrated Communication Level 3 — The student develops an understanding of the realities of today’s changing investment environment. She develops her analytic skills through the study of financial markets, the investment process, electronic trading, and financial engineering. In addition, she studies the techniques of macroeconomic and industry analysis in the context of investment evaluation and trading. The course project is a computerized trading simulation in which the student buys, sells, and evaluates a variety of financial instruments, including long and short stocks, futures, commodities, foreign currencies, and puts and calls.

MGT 395 Women in the Economy (3) Prereq. Integrated Communication Level 3 — The student acquires the theoretical background needed for the analysis of data and debates concerning women’s and men’s economic experience as individuals and as members of families. She develops the ability to analyze the historical and cultural specificity and/or generality of economic theories and their value foundations. Finally, she examines specific economic issues facing women and their families and debates the merits of different theories and their policy implications.

MGT 396 International Economics (3) Prereq. MGT 210 — The student studies the growth and development of the international economy, developing her ability to analyze international economic theories in the context of various phases of world history. She identifies economic and organizational problems, analyzes international business issues and practices, evaluates policies and practices, and communicates her analyses and evaluations in a variety of professional contexts.

MGT 400 Small Business Management (3) Prereq. AC 361; MGT 300; MGT 310; concurrent registration in AC 414 — In this upper-level course, the student develops her ability to identify new business opportunities, as well as her understanding of the small-business environment and entrepreneurship. Over the semester, she creates a business plan for a new venture as a way to integrate and apply the abilities and knowledge learned in previous courses. She has the opportunity to present her business plan to a professional banker for feedback. The enterprising ability that she develops in this course is a skill she can use throughout her personal and professional life.

MGT 405 (also CLD 405) Women and Leadership: Turning Visions into Deeds (2; option available for 3 credits) Prereq. For MGT majors: MGT 221; for CLD majors: CLD 220; Integrated Communication Level 3 — This course enables the student to better understand her own leadership style as a woman and to apply this style effectively in the workplace and beyond. The course includes discussion of contemporary leadership concepts, how effective leaders think and act, and how various styles impact situations and relationships. The student also develops a focused action plan to enhance her professional and personal leadership skills; she does this by completing personal assessments and interactive activities and by observing female leaders in action and interpreting their effectiveness.
MGT 410 Business Policy and Strategy (3) Prereq. MGT 300; MGT 310; concurrent registration in AC 465 — This capstone course focuses on the ability to think, act, and communicate like a top manager. The student learns to think strategically and to apply frameworks and tools to lead a business in a highly dynamic and competitive environment. She explores strategic management within the context of stakeholder value, ethical decision making, innovation, and strategic thinking. She analyzes business case studies from the perspective of top management, and uses her analyses to make logical, persuasive, and feasible recommendations to guide future business decisions and to meet the needs of multiple stakeholders.

MGT 412 Business Practicum (3) Prereq. MGT 300; MGT 310; MGT 400 completed or concurrent — The student integrates her learning and refines her ability to function effectively in new organizational settings as a project manager. As part of a team, she serves as an external student business consultant for a community organization, providing deliverables that can include business plans, marketing research, and event design and management. She applies business project management methods and processes to meet the expectations of multiple stakeholders. Drawing on her project experience, she produces a comprehensive self- and team assessment that describes her progress and unique characteristics as a learner, team member, and project manager.

MKT 360 Marketing Research (3) Prereq. CM 114; MGT 120 — This course integrates and applies elements of the global promotional marketing mix, including advertising, public relations, sales, sales promotion, direct marketing, and Internet and electronic business elements. The student focuses on future trends in the development and delivery of these elements through technology. She also applies her learning and abilities for nonprofit and service organizations.

MKT 361 Understanding Personal and Professional Selling (3) Prereq. CM 114; MGT 120 — This sales course presents theory, practice, and sales experiences within the framework of a partnership/relationship approach to the selling environment. The student learns about the fundamentals of personal and professional selling, from practicing business-to-business selling activities (including identifying buying influences, buying behaviors, and the buying process) to developing principles of partnership/relationship building, prospecting, planning the sales call, presenting the solution, responding to objections, obtaining commitment, and conducting formal negotiations.

MKT 362 Integrated Marketing Communications (3) Prereq. CM 114; MGT 120 — This course focuses on the technological aspects of marketing and its integration within the business process framework from a technological perspective. Areas of focus include electronic commerce, electronic marketing, the Internet, broadband delivery technologies, integration with production requirements, just-in-time inventory management and distribution, and customer relationship management. The course includes a simulation allowing the student to gain experience in the interface between engineering, product design, manufacturing, vendor relations, sales, and target market.

MKT 363 Marketing Technology and Strategy Implementation (3) Prereq. CM 114; MGT 120 — This course focuses on the technological aspects of marketing and its integration within the business process framework from a technological perspective. Areas of focus include electronic commerce, electronic marketing, the Internet, broadband delivery technologies, integration with production requirements, just-in-time inventory management and distribution, and customer relationship management. The course includes a simulation allowing the student to gain experience in the interface between engineering, product design, manufacturing, vendor relations, sales, and target market.

MKT 364 Global Marketing (3) Prereq. CM 114; MGT 120 — This course prepares the student to apply marketing theory using global frameworks and strategic marketing planning in major world commerce markets. She analyzes global markets, external environmental factors, competitors, and organizations, understanding and taking into account values and ethics when operating within varying cultures. Trade areas examined may include the European Union, MERCOSUR, NAFTA, FTAA, and Asian markets. The student is introduced to exporting, importing, and sourcing models; global market-entry strategies; licensing; and strategic alliances.

MKT 367 Practicing Professional Selling (3) Prereq. CM 114; MGT 120 — The student creates a value improvement proposal that supports the new business-to-business (B2B) sales process paradigms. The proposal offers unique selling propositions to customers, resulting in win-win results for all stakeholders, specifically for buying and selling entities. The student researches external environments and entities to discover market problems and opportunities. She designs new value propositions to solve market problems by using creative and imaginative processes. In addition, she assesses her personal behavioral style using a variety of methods, which enables her to better understand her own behavioral style and how to effectively communicate and negotiate with others. She uses state-of-the-art customer relationship management technologies, data-mining techniques, and social media channels to create and enhance relationships with customers, sales support teams, and organizations.
MU 125 Music and Wellness Workshop (1) — A range of topics related to music and wellness, taught by a music therapist professional, are the subject of this 1-credit workshop. Open to non–music majors. Requires attendance at Sat/Sun course sessions of Alverno on the Weekend, as designated in IOL registration materials.

PCM 101 Introduction to Professional Communication (3) — This engaging foundational course sets the stage for communication studies. The student explores discipline theories and processes as she considers the role of communication in career fields such as training and consulting, marketing communications, public relations, human resources, advertising, corporate communication, and the nonprofit sector.

PCM 120 (also MGT 120) Interpersonal and Group Communication (3) — In this interdisciplinary and general education course, the student considers assumptions and theories of social psychology and how they apply to group and one-on-one communication. She learns a variety of frameworks and skills and uses them to interact effectively with individuals and groups. In so doing, she develops the ability to analyze her own and others' behavior in order to engage in increasingly effective interaction.

PCM 130 Writing: The Editing Process (3) Prereq. CM 111 — This course emphasizes clarifying and developing thinking in order to write clearly and completely for a variety of audiences, purposes, and formats. Using Alverno's criteria for effective writing, the student learns to tailor and edit her writing, to refine her message(s), and to develop her own voice and style.

PCM 170 Visual Communication (3) Prereq. CM 111 — In this course the student explores the dynamic dimensions of visual communication. She becomes a more informed consumer, critic, and creator of visual messages as she harnesses her graphic design skills and defines her individual style. She learns and applies effective design principles while creating print projects using sophisticated industry-standard page layout, digital imaging, and illustration software.

PCM 200 Public Communication: Principles and Practice (3) Prereq. PCM 101; for CLD majors: CLD 150 — The student learns the dynamic art, science, and skills of public performance. She considers classic and contemporary theories and she applies diverse strategies to enhance how she connects with audiences. Through a range of speech opportunities, she gains poise and confidence as a public speaker.

PCM 230 Influence and General Semantics (3) Prereq. CM 156Q; one Integrated Communication Level 3 — From Aristotle's Rhetoric to the way that vigilante hate groups recruit and retain members, language and symbols have a huge impact on individuals and cultures. In this course, the student examines the interaction among language, attitudes, beliefs, and behavior using established and emerging theories in persuasion and general semantics.

PCM 300 Advanced Writing: Professional Applications (3) Prereq. PCM 130; PCM 230 completed or concurrent — Blogging, writing for the web, journalism, and generating ad copy are styles and formats that any communication student should add to her skill set. In this course, the student builds on what she learned in PCM 130, Writing: The Editing Process. In addition to developing a refined awareness of and sensitivity to various audiences and purposes, she begins to create her own professional writing portfolio.

PCM 320 Advanced Media Studies and Multimedia Production (3) Prereq. AC 309E; PCM 170; PCM 200 or PCM 230 completed or concurrent — In this course the student examines the cultural power of media in societies. Concurrently, she continues to build and refine multimedia production skills to support her future communication career. She learns to conduct a media study grounded in theory, to create an instructional research presentation, and to produce well-designed digital video.

PCM 421 Digital Journalism (3) Prereq. Integrated Communication Level 3 — Earn credit for working on a newspaper staff. The student learns interviewing and news-gathering techniques and gains experience in journalistic writing and photography as she creates news and feature stories, opinion pieces, reviews, and service journalism for the College's student newspaper, Alverno Alpha. She participates in planning, producing, and evaluating each issue and continues to develop her ability to edit her own work.

PCM 441 Business and Professional Speaking (3) Prereq. One Integrated Communication Level 4 — In order to simulate professional presentations in the workplace and larger community, the student learns and applies advanced speaking strategies within a diverse range of contexts. She creates business proposals, reports, training and development workshops, and commencement addresses, using audio and visual technology to clarify and enhance meaning for specific audiences.

PCM 477 Public Relations: Theories and Applications (3) Prereq. One Integrated Communication Level 3 — This advanced-level elective introduces the student to the purposes and practices of public relations, its role in organizations and in society, and its potential as a career. Through case examples and other learning strategies, the student studies controlled and uncontrolled media to develop effective communication strategies that reach a variety of publics. She chooses a client for whom she develops a strategic public relations campaign.

POL 225 American Politics (4) Prereq. LA 283; LA 284; Writing Level 2 — The student examines the U.S. federal government from the perspective of the allocation of resources in society. She analyzes the political interrelationships of public and private institutions, interest groups, elected and appointed officials, and citizens. In addition, she studies the U.S. Constitution and the major ideological perspectives in American politics today.
PP 250 Graduate and Professional School Exam Preparation Seminar (0) — The student learns how to prepare for graduate and professional school examinations (GRE, DAT, MCAT, PCAT, LSAT, and GMAT) in a series of five sessions. The student is introduced to objective test-taking strategies and provided with an overview of analytical and logical reasoning skills. Individual sessions review reading, writing, and quantitative content areas. A final session reviews area-specific content.

PP 350 Logical Reasoning for High-Stakes Tests (2) Prereq. Integrated Communication Level 3 — The student strengthens her reasoning ability focusing on maximizing scores on graduate school admissions tests. She analyzes and writes arguments. Using diagrams, charts, and symbolic logic, she interprets information presented as a set of conditions and relationships. Further, she refines her objective test-taking strategies, strengthening her ability to analyze questions and responses, while doing extensive test-taking practice. With instructor guidance, she isolates content areas needing review and formulates a detailed study plan. Finally, the student previews the application process, identifying key elements and researching financial aid options and resources.

PSY 101 General Psychology (4) — In this introductory course in psychology — a discipline that studies human behavior in all its facets, including the processes that underlie that behavior — the student places major emphasis on two areas: studying the different aspects of behavior as classified in psychology (e.g., learning, motivation, personality) and developing elementary analytical and problem-solving skills to facilitate making her own inferences about the underlying processes of behavior.

PSY 110 Life Span Development (4) Prereq. CM 111; PSY 101 — The student examines human development and learning for the entire life span, with emphasis on major theories and current research. She is expected to identify and analyze behavioral aspects of human subjects representing the life stages. The student is expected to acquire problem-solving techniques and skills in theory evaluation and comparison, in identification and evaluation of contemporary and global aspects of development, and in communication.

QL 110 Applying Mathematical Thinking (2) — The student develops her ability to use mathematics through the exploration of applications using numerical information. These applications, which use whole numbers, fractions, decimals, percents, signed numbers, powers, roots, ratios, and proportions, enable her to better understand, describe, and analyze her world.

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

SOC 301 Social Theory (4) Prereq. AC 309E; CLD 220 or MGT 221; one Integrated Communication Level 3; POL 225 completed or concurrent — The student refines her own social philosophy by analyzing ideas set forth by social theorists and critics. She compares different interpretations of social phenomena by examining their historical context, basic assumptions and interpretations, and societal implications.

SSC 101 Introduction to Social Science (4) — The student is introduced to the perspectives, methods, and content of the social sciences. She learns to analyze social processes and structures, and examines various social groups from historical, sociological, anthropological, demographic, economic, and political perspectives. She also works at identifying her own values and learns how they originate in and shape the environment in which she lives.
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.

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Rhonda Ware, JD, Executive Director

Residence Life
Vicki Schreiber, MS, Director

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

Student Activities & Leadership
Brooke Wegner, MA, Director

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

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

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Barbara J. Wyatt Sibley ’82, Community Volunteer

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Alverno Faculty

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

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

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

The work they are known for is their teaching. They are people who love to make learning happen, and who have become expert in doing it. They come with strong professional backgrounds so that they can speak with authority in their disciplines. But what they choose to speak about is how their disciplines relate to one another, and to the crucial process of human learning.

Because they are growing themselves, and because the frontiers they explore are in the classroom rather than in a private lab or study, they make Alverno a lively place to be. They are teachers — master learners — working hard, and working together.

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James Leonard Roth, PhD, History  
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Linda Scheible, PhD, Urban Social Institutions  
Kathleen Thompson, MA, Speech Communication/Public Relations  
Christine Trimberger, MA, Philosophy  
S. Leona C. Truchan, PhD, Biological Sciences  
S. Armella Weibel, MS, Mathematics  
Nancy Wilson, MSN, Nursing
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.
## Selected Campus Phone Numbers

<table>
<thead>
<tr>
<th>Department</th>
<th>Extension (382-XXXX)</th>
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<td>Registrar's Office</td>
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<td>Student Affairs</td>
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### Emergency Phone Numbers

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

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

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

### Addresses of Alverno Buildings

- **Alphonsa Hall**
  3441 South 39th Street

- **Austin Hall**
  3390 South 43rd Street

- **Christopher Hall**
  4100 West Morgan Avenue

- **Clare Hall**
  3333 South 39th Street

- **Corona Hall**
  3335 South 39th Street

- **Elizabeth Hall**
  3251 South 39th Street

- **Liberal Arts Building**
  3401 South 39th Street

- **Sister Joel Read Center**
  3400 South 43rd Street
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