ALVERNO COLLEGE MISSION STATEMENT

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

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

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

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

Table of Contents

Introduction
Why Alverno on the Weekend? ................................................................. 2
Courses of Study .................................................................................. 3
Admissions .......................................................................................... 4
Financial Aid and Policies ..................................................................... 7
Introduction to Alverno ......................................................................... 11
Accreditation ....................................................................................... 11
Academic Policies and Procedures ....................................................... 15
Campus Offices and Services ............................................................... 18

General Education .................................................................................. 24

Major and Support Areas of Study
Business and Management ................................................................. 26
Management Accounting ..................................................................... 30
Marketing Management ....................................................................... 32
Communication, Management and Technology .................................. 34
Community Leadership ......................................................................... 38
Professional Communication .............................................................. 41
Adult Education Support Area ............................................................. 43
Computing and Information Technology Support Area .................... 44
Humanities Support Area .................................................................... 45
Elective Studies Option ......................................................................... 46
Liberal Studies — Associate of Arts Degree ......................................... 47

International Study Options ................................................................ 48

Options Following the Bachelor's Degree
Certificate Programs ........................................................................... 49
Major Equivalency Programs ............................................................. 50
Second Bachelor's Degree Programs .................................................. 50
Postbaccalaureate Licensure or Licensure to Master of Arts in Education 51

Course and External Assessment Descriptions .................................... 56

People
Alverno Administration ......................................................................... 73
Alverno Board of Trustees .................................................................. 74
Alverno Faculty ................................................................................... 75
Alumnae ............................................................................................. 80

Index ........................................................................................................ 82

Alverno on the Weekend 2013-16 Calendar .......................................... 84

Campus Map ........................................................................................ 84
Why Alverno on the Weekend?

Alverno on the Weekend is an opportunity for women of all ages 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
- Over the years, Alverno has been consistently rated, nationally and regionally, as a top-notch undergraduate education.
- Full semesters enable students to fully understand course content and develop complex levels of learning.
- Alverno's ability-based curriculum enables students to advance simultaneously both in discipline knowledge and in eight abilities critical to the application of knowledge.
- Projects, research papers, and presentations help students gain experience in communication, analysis, problem solving, and other areas pertinent to career advancement.

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

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

Services and Resources
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 these major areas of study:
- Business and Management
- Communication, Management and Technology
- Community Leadership
- Management Accounting
- Marketing Management
- Professional Communication

In addition to one of these major areas of study, each student selects a support area from among those listed below to complement her major, or she may qualify for the Elective Studies option (described more fully on page 46). The support areas are:
- Adult Education
- Business and Management
- Community Leadership
- Computing and Information Technology
- Humanities
- Professional Communication

Each student also takes general education courses, which are designed to complement her major and provide a breadth of knowledge (see pages 24-25).

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:
- Certificate programs (open to women and men)
- 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 49-55. For additional information, contact the Alverno Admissions Office at 414-382-6100.

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

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

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

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

Personal Assistance
A member of the Admissions staff is available to work individually with interested students. 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 scores 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.

Admissions

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 65.

Orientation Weekend
The first weekend of Alverno on the Weekend is a one-credit, required 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 a regionally accredited institution, Alverno completes a transfer credit evaluation, based on official transcripts. An official transcript has an embossed seal or similar marking and comes to Alverno in a sealed envelope; transcripts marked "Student Copy" are not official. (Courses for which students earned a C- or better are reviewed for transfer.)

Students who have a variety of credits that do not necessarily apply to one particular major may use the Elective Studies option for greater transferability. See page 46 for a description of this option.

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

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

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

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

Financial Aid

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

Prior learning Assessment

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

Grants

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

- **Pell Grant** (Federal) — Amounts up to $5,645 (for 2013-14) are available to full- and part-time students based on financial need. To apply, the student must file the Free Application for Federal Student Aid (FAFSA).

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

- **Wisconsin Tuition Grant (WTG)** — Amounts up to $2,900 (for 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.

Work Programs

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

Loans

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

- **Federal 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) 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 interest rate is 7.9%. The amount borrowed may not exceed the student’s cost of attendance minus financial aid. To apply, the student and parent must complete a PLUS Loan application, available on the Alverno website.

Employer Tuition Reimbursement

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

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

- Obtain a Personal Identification Number (PIN) through www.pin.ed.gov. This PIN allows a student to sign all federal forms, including loan applications, electronically. Parents of dependent students should also obtain a PIN.
- Complete the Free Application for Federal Student Aid (FAFSA) at www.fafsa.ed.gov. Be sure to include Alverno's Federal School Code—003832—when listing schools to which results are to be sent. Alverno receives the results of the FAFSA electronically. The results are used to determine a student's need.
- Print, complete, and return to the Financial Aid Office the Alverno College Financial Aid Annual Form.
- Keep copies of all forms completed by paper and on the Internet.

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

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

Financial Policies

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

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

To withdraw from a course or courses, you must contact the Registrar's Office or the Professional Advising Office to fill out the necessary paperwork. Nonattendance does not drop a student from a course. You are still responsible for all tuition and fees associated with the course. The date that the paperwork is processed determines the amount of tuition adjustment, if any.

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.
Financial Policies

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 (LA 204) 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 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 directly to the student's account.

Student drops  
Student pays

<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>55%</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:

Student drops  
Student pays

<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 field of study determines how she gets academic credit in each course, and how she earns her degree.
Introduction to Alverno

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

Judging Progress through Assessment

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

The system of student assessment at Alverno College does not include reference to letter grades. In fact, one tenet of the College’s educational philosophy is that the faculty do not evaluate students comparatively using letter grades. Instead, we establish criteria for effective performance in each course that are based on college-wide standards in addition to standards for achievement within major and minor programs of study. These standards include eight abilities — Communication, Analysis, Problem Solving, Valuing in Decision Making, Social Interaction, Developing a Global Perspective, Effective Citizenship, and Aesthetic Engagement — that all students must demonstrate in 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.

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 empathetic 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.

Candidates for Bachelor of Arts Degree Include:
Women who are working for a bachelor of arts degree in:
• Business and Management
• Management Accounting
• Marketing Management
• Communication, Management and Technology
• Community Leadership
• Professional Communication

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

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

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.

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.

Candidates for Bachelor of Arts Degree Include:
Women who are working for a bachelor of arts degree in:
• Business and Management
• Management Accounting
• Marketing Management
• Communication, Management and Technology
• Community Leadership
• Professional Communication

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

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

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, equalling 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.

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

The campus includes:
- Alverno College Institute for Educational Outreach
- Assessment Center
- Athletic fields (soccer and softball), Fitness Center, Reiman Gymnasium
- Career Education Center
- Chapel
- Christopher Hall (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
- The Mug Coffeeshouse and Café
- 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

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

Art and Cultures Gallery

The Art and Cultures Gallery serves as a professional exhibition space for art by local and national artists. Staffed by Alverno students under the guidance of the gallery director, it presents a wide variety of visual arts experiences that enrich the cultural lives of students and members of the Milwaukee community. Opening receptions, which are free and open to the public, provide opportunities to talk with exhibiting artists. Through their staffing experiences, students gain insight into the behind-the-scenes workings of an art space. Alverno students also exhibit their work in the gallery through juried exhibitions and senior shows (graduating senior events). In addition, the gallery is used as a resource for many Alverno courses, and the director is available to discuss the artwork and the gallery with visitors.

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

Bookstore

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

Career Education Center

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

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

Computer Center

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

All computers are equipped with DVD-R/RW/CDD-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...
Computer Center, cont’d

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.

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. A movable wall system allows up to four simultaneous meetings in the same space. The Computer 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. In addition, the Mug Coffeehouse and Café, located in the basement of Austin Hall, offers a variety of gourmet coffee drinks, hot and cold food options, and bottled beverages in the evenings. 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.

Conference Center

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

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 56-72.)

The department also offers assistance through the Math, Communication, and Science Resource Centers, arranges study groups for selected courses, and provides peer tutoring for students who request course content support. In other instances, instructors provide one-on-one support that extends beyond specific course content to assist with the development of abilities such as critical thinking, analytical reading and writing, time management, and assessment preparation. Finally, there are seminars in objective test preparation for the development of 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 throughout the semester about particular aspects of a country or culture 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, to name just a few.
Library
Library resources and assistance are available in the library, on the second floor of the Liberal Arts Building, or remotely from the library homepage (http://depts.alverno.edu/library). Alverno library patrons have access to the resources of eight libraries through SWITCH, a consortium of academic libraries in the Milwaukee area. SWITCH colleges include Alverno, Cardinal Stritch University, Concordia University Wisconsin, Milwaukee Institute of Art and Design, Mount Mary College, Sacred Heart School of Theology, St. Francis Seminary, and Wisconsin Lutheran College. SWITCH shares an online catalog (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.

Students are invited to study in the Group Study Zone or in one of two designated Quiet Zones in the library. Study tables and carrels are available throughout the library. A comfortable reading and relaxing area is also available.

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. Sixteen additional computers are available for student use in the main research 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. Quiet study spaces are scattered throughout campus to meet the needs of busy students.

Media Hub
The Media Hub is a student-centered multimedia production facility 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, PowerPoint shows, and iMovie video presentations, and edit their student-teaching tapes. Using digitizing stations in the Media Hub, students can upload their video presentations to the Diagnostic Digital Portfolio for viewing on a computer.

There are soundproof editing suites as well as a video studio for students to make individual and small-group video presentations. Students can check out laptops, digital camcorders, digital cameras, FireWire drives, 35mm cameras, 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 37 smart classrooms that provide computer/video projection for teaching and learning. Ten of the smart classrooms include SMART Boards.

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.

The Research Center is dedicated to: 1) raising awareness of social, educational, and public policy issues that affect women and girls; 2) identifying research-based strategies and solutions to address select problems; 3) providing research to support preexisting community and public policy initiatives; and 4) inspiring the creation of new programs to address identified endeavors.

For more information, visit the Research Center at www.alverno.edu/research.

Student Activities & Leadership
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.

Students can join one of more than 30 organizations and interest groups that have an active voice in what happens on campus. Events such as the Student Involvement Fair, Community Day, Homecoming, the Rotunda Ball, live entertainment, and a variety of family programming are some of the opportunities available.

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.)

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>CM 111</td>
<td>Integrated Communication Seminar A: Crossing Cultures</td>
<td>3</td>
</tr>
<tr>
<td>CM 114</td>
<td>Integrated Communication Seminar B: Methods and Motives</td>
<td>2</td>
</tr>
<tr>
<td>CM 156Q</td>
<td>Mathematical Connections</td>
<td>2</td>
</tr>
<tr>
<td>LA 100</td>
<td>Introduction to a Liberal Arts Education</td>
<td>1</td>
</tr>
<tr>
<td>LA 126</td>
<td>Integrating Learning in the Liberal Arts</td>
<td>3</td>
</tr>
<tr>
<td>LA 222</td>
<td>Introduction to the Arts</td>
<td>3</td>
</tr>
<tr>
<td>LA 223</td>
<td>Introduction to the Humanities</td>
<td>3</td>
</tr>
<tr>
<td>LA 283 Series</td>
<td>Contemporary Issues in Natural Science</td>
<td>3</td>
</tr>
<tr>
<td>LA 284 Series</td>
<td>Contemporary Issues in Behavioral Science</td>
<td>3</td>
</tr>
<tr>
<td>LA 321</td>
<td>Bridging the Cultural Gap</td>
<td>6</td>
</tr>
<tr>
<td>LA XXX</td>
<td>Liberal Arts electives</td>
<td>8</td>
</tr>
<tr>
<td>MGT/PCM 120</td>
<td>Interpersonal and Group Communication</td>
<td>3</td>
</tr>
<tr>
<td>AC 101</td>
<td>Communication Placement Assessment and Feedback</td>
<td>0</td>
</tr>
<tr>
<td>AC 151</td>
<td>Initial Social Interaction Assessment</td>
<td>0</td>
</tr>
<tr>
<td>AC 309E</td>
<td>Mid-program General Education Assessment</td>
<td>0</td>
</tr>
<tr>
<td>AC 311</td>
<td>Drawing in the Natural Environment</td>
<td>1</td>
</tr>
<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, artist's books, ceramics, encaustic painting, painting with a palette knife, papermaking, rotoscoping, etc.)</td>
<td>1</td>
</tr>
<tr>
<td>CLD 398</td>
<td>Community, Power and Change</td>
<td>3</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 211**</td>
<td>Studies in U.S. Culture and Society</td>
<td>3</td>
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<tr>
<td>HUM 362</td>
<td>Themes in the Humanities: Reading and Writing Memoir</td>
<td>3</td>
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<tr>
<td>HUM 364*</td>
<td>Themes in the Humanities: Confronting the Holocaust</td>
<td>3</td>
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<tr>
<td>HUM 366</td>
<td>Themes in the Humanities: The Experience of God</td>
<td>3</td>
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<tr>
<td>HUM 367</td>
<td>Themes in the Humanities: The Art of the Mystery</td>
<td>3</td>
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<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 373</td>
<td>Studies of Cultures: The Biblical World</td>
<td>3</td>
</tr>
<tr>
<td>HUM 375</td>
<td>Studies of Cultures: African-American Literature</td>
<td>3</td>
</tr>
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<tr>
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<td>Studies of Cultures: African-American Literature</td>
<td>3</td>
</tr>
</tbody>
</table>

* Weekday evening course

** Weekday course

### 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.

- A 140C  Drawing in the Natural Environment (1)
- A 141  Discovering Your Creative Source (1)
- A 144  Art in the Museum (1)
- A 146  Art Workshops (a variety of courses, including animatics, artist's books, ceramics, encaustic painting, painting with a palette knife, papermaking, rotoscoping, etc.) (1)
- CLD 398  Community, Power and Change (3)
- EN 210**  Perspectives on Literature (2)
- EN 250  Oprah's Books (4)
- EN 251**  Introduction to Creative Writing (4)
- EN 311**  Fiction into Film (2)
- FA 300  Arts Alive: Milwaukee after Dark (2)
- HS 211**  Studies in U.S. Culture and Society (2)
- HUM 362  Themes in the Humanities: Reading and Writing Memoir (3)
- HUM 364*  Themes in the Humanities: Confronting the Holocaust (3)
- HUM 366  Themes in the Humanities: The Experience of God (3)
- HUM 367  Themes in the Humanities: The Art of the Mystery (3)
- HUM 371  Studies of Cultures: The Twenties in American Literature (3)
- HUM 372  Studies of Cultures: American History, 1890-1945 (3)
- HUM 373  Studies of Cultures: The Biblical World (3)
- HUM 375  Studies of Cultures: African-American Literature (3)
- HUM 378  Studies of Cultures: Images of the Heroine (3)
- HUM 381  Contemporary America: Religion in American History and Culture (3)
- HUM 382  Contemporary America: America and the World since 1945 (3)
- HUM 385  Contemporary America: Philosophy and Culture (3)
- HUM 386  Contemporary America: Depictions in Fiction (3)
- HUM 391  Cross-Cultural Explorations: Philosophical Perspectives on Responsibility (3)
- HUM 392  Cross-Cultural Explorations: Women and Words (3)
- HUM 393  Cross-Cultural Explorations: Comparative Religions (3)
- HUM 396**  Cross-Cultural Explorations: Ecology and Spirituality (3)
- HUM 398  Cross-Cultural Explorations: Film around the World (3)
- HUM 399  Cross-Cultural Explorations: Topics in Global History (3)
- MU 125  Music and Wellness Workshop (1)
- PSY 110*  Life Span Development (4)
- RL 310  Religious Experience: Myth and Symbol (2)
- RL 313  Moral Theology (2)
Introduction to Business and Management

Course descriptions on pages 56-72

Dramatic and fundamental changes are facing contemporary business. Alverno's business and management program prepares you to manage in this rapidly changing, dynamic business environment.

Alverno on the Weekend offers baccalaureate degrees in three business majors:

• Business and Management
• Management Accounting
• Marketing Management

Whether you choose a business and management major, management accounting major, or marketing management major, you enrich your understanding of business by learning how decisions are made and how to work collaboratively to achieve common goals. The business and management majors are designed to develop your business fundamentals by honing your analytical, decision-making, problem-solving, and interpersonal skills. (A support area in business and management is also offered, as described on page 29.)

Alverno's business and management majors incorporate some innovative features:

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

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

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

Alverno College Enactus

Alverno College Enactus is an organization committed to using the power of entrepreneurial action to transform people's lives and to shape a better, more sustainable world. As a member, 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 the lives of others and to assist them in achieving their personal and career goals. Examples of Alverno College Enactus projects include 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 individuals. Alverno College Enactus collaborates in a network of 1,600 colleges and universities comprising 62,000 students in 39 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 fund-raising events.

Alverno Women in Business

Alverno Women in Business is a professional organization focused on your personal and professional development. It provides practical business experience and innovative female leadership in a variety of real-world contexts. The organization builds personal value by connecting you with business leaders from diverse organizational backgrounds and by challenging you to perform in real-life business situations.

Society for Human Resource Management (SHRM)

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

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

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.

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, entrepreneurship 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 to 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 that is used to make decisions. You begin the study of marketing in a course in marketing principles, 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.

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

Sample elective courses in Business and Management

MGA 202 Principles of Accounting (3)
MGA 275 New Enterprise Accounting Issues (3)
MGT 211 Microeconomics (3)
MGT 325 Global Accounting and Finance (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 405 Women and Leadership: Turning Visions into Deeds (2 or 3)
MGT 435 High-Performance Management: Principles and Practice (2)
MKT 361 Understanding Personal and Professional Selling (3)
MKT 362 Integrated Marketing Communications (3)
MKT 364 Global Marketing (3)
MKT 367 Practicing Professional Selling (3)

* Weekday evening course
** Weekday course

Business and Management Support Area

The business and management support area is designed for students majoring in areas outside the School of Business who desire an introduction to the basic management knowledge and skills needed to understand the role of business in the larger context of society and to be effective in a variety of organizational settings. The required courses are:

Beginning courses

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

Intermediate and advanced courses

MGT 221 Managing in Organizations (3)
MKT 300 Marketing Principles and Management (3)
MGT electives (6 cr)

All external assessments required by the student’s course of study.
Management Accounting
Course descriptions on pages 56-72

What do I learn as a management accounting major?
When you choose a management accounting major, you learn to apply technical accounting knowledge in the broader business, social, and global environment.
You learn:
• To integrate principles from accounting and management theory with liberal arts learning to interpret and analyze business situations and to effectively communicate with others in a variety of contexts;
• To use accounting frameworks to initiate and implement problem solving and process improvement in organizational contexts;
• To use management theory to interact effectively in professional contexts that require leadership of groups or other types of interpersonal interactions;
• To respond to management and accounting issues in a manner consistent with personal and professional codes of conduct.

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

Management Accounting

What courses do I take?
In the management accounting major, you take general education courses, business and management core courses, and external assessments required by your course of study, as well as six integrated management accounting courses.

Beginning courses
MGA 202 Principles of Accounting (3)  
MGT 100 Introduction to Business and Management (3)  
MGT 201E Introduction to Accounting (3)  
MGT 210 Economic Environment (3)  
MGT 211 Microeconomics (3)  

Intermediate courses
AC 361 Integrated Management Assessment (0)  
MGA 275 New Enterprise Accounting Issues (3)  
MGA 375 Reporting and Management Accounting Issues (3)  
MGA 376 Growth and Expansion Accounting Issues (3)  
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)  
CIT or MGT elective (3 cr)  

Advanced courses
AC 414 Professional Interview (0)  
AC 465 Senior Assessment (0)  
MGA 475 Going Public Accounting Issues (3)  
MGA 487 The Audit Function – Internal and External (3)  
MGT 400 Small Business Management (3)  
MGT 410 Business Policy and Strategy (3)  
MGT 412 Business Practicum (3)  
General electives (15 cr)  
All external assessments required by the student’s course of study.

You begin your study of accounting in the principles course by applying basic accounting principles, concepts, and procedures to address financial reporting needs. In the new enterprise accounting course, you develop your understanding of the issues that face a small business in strategic planning and performance measurement.
As the enterprise continues to grow, the professional accountant’s role in supporting reporting and management accounting issues continues to expand. Reporting issues become more complex as you provide guidance to management in the selection and implementation of appropriate accounting methods.
As part of the enterprise’s growth and expansion, the focus shifts to external reporting requirements. Here you take the role of external consultant to provide guidance related to preparing financial statements in accordance with generally accepted accounting principles (GAAP). As this growth continues, going public becomes a possibility. You have the opportunity to advise management on business acquisitions, going public, and doing business internationally, using your application of accounting concepts and principles to inform your recommendations.
Finally, in the course on the audit function, you examine the professional accountant’s responsibilities as well as ethics related to accounting and to information system design. (Complete descriptions of these courses appear at the back of the bulletin.)

You also have the unique opportunity to integrate the knowledge and skills learned in the classroom by participating in the Alverno College Institute of Management Accountants Student Chapter (AIMASC), as described on page 27.
Are you aware that about 30% of all jobs in the United States are in marketing and related positions? With a marketing management major, you are prepared to seek a wide range of career opportunities in areas including financial services, health care, social services, small business, government, media, manufacturing, and education. The marketing management major provides valuable preparation leading to and developing careers such as public relations executive, advertising account executive, media buyer, and business owner. It also prepares you for management positions in, for example, sales, marketing research, e-commerce, new product development, and customer service.

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

As a marketing management major, you learn how to create and develop the best ideas for new products and services and about why and how they buy, allowing them to make better buying decisions and ability to help others learn about the benefits of products and services and how to make them available to consumers and organizations. You develop a greater understanding and ability to help others learn about the benefits of products and services and about why and how they buy, allowing them to make better buying decisions to meet their needs. You gain valuable knowledge and abilities relating to marketing systems and processes for products and services, including product development.

What do I learn as a marketing management major?

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

When you choose a marketing management major, you learn:

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

What courses do I take?

In the marketing major, you take business and management core courses, your choice of five (out of six) specialized marketing courses, a marketing principles course, and one 3-credit business elective. You also take general education courses and external assessments, and you complete a support area. (Or you may qualify for the Elective Studies option in lieu of a support area.)

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)

MGT electives (3 cr)

Advanced courses

AC 414 Professional Interview (0)

AC 465 Senior Assessment (0)

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)

MGT 400 Small Business Management (3)

MGT 410 Business Policy and Strategy (3)

MGT 412 Business Practicum (3)

All external assessments required by the student's course of study.
The Communication, Management and Technology (CMT) degree program is designed to prepare women to work with the new communication modes, changing organizational structures, and emerging technologies of the 21st century. This major combines core courses from three disciplines — professional communication, business and management, and computing and information technology — to provide students with a solid foundation for career advancement.

Success in today's workplace requires flexibility, initiative, and the ability to make creative connections. The CMT program encourages leadership potential in students by developing their ability to think strategically, communicate persuasively, and work collaboratively. By emphasizing the impact of values on communication, management, and technology practices, the program develops students' capacity for taking multiple perspectives and interacting effectively in diverse organizational contexts.

Instead of declaring a support area (minor) as with other majors, Communication, Management and Technology students have 21 elective credits with which to focus their studies in an area of special interest. Several specializations are suggested on the following pages, or students may design their own specialization in collaboration with a faculty advisor.

### Beginning courses

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>CIT 200</td>
<td>Foundations of Computing and Information Technology</td>
<td>3</td>
</tr>
<tr>
<td>MGT 100</td>
<td>Introduction to Business and Management</td>
<td>3</td>
</tr>
<tr>
<td>MGT 201E</td>
<td>Introduction to Accounting</td>
<td>3</td>
</tr>
<tr>
<td>MGT 221</td>
<td>Managing in Organizations</td>
<td>3</td>
</tr>
<tr>
<td>PCM 101</td>
<td>Introduction to Professional Communication</td>
<td>3</td>
</tr>
<tr>
<td>PCM 130</td>
<td>Writing: The Editing Process</td>
<td>3</td>
</tr>
<tr>
<td>PCM 170</td>
<td>Visual Communication</td>
<td>3</td>
</tr>
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</table>

### Intermediate courses

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
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<tbody>
<tr>
<td>AC 317</td>
<td>External Assessment</td>
<td>0</td>
</tr>
<tr>
<td>AC 367</td>
<td>External Assessment</td>
<td>0</td>
</tr>
<tr>
<td>CIT 270</td>
<td>Web Design</td>
<td>3</td>
</tr>
<tr>
<td>MGT 100</td>
<td>Marketing Principles and Management</td>
<td>3</td>
</tr>
<tr>
<td>PCM 230</td>
<td>Influence and General Semantics</td>
<td>3</td>
</tr>
<tr>
<td>PCM 300</td>
<td>Advanced Writing: Professional Applications</td>
<td>3</td>
</tr>
<tr>
<td>PCM 320</td>
<td>Advanced Media Studies and Multimedia Production</td>
<td>3</td>
</tr>
</tbody>
</table>

One of the following three courses:

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>CIT 280</td>
<td>Introduction to Databases</td>
<td>3</td>
</tr>
<tr>
<td>CIT 300</td>
<td>Computer Components</td>
<td>3</td>
</tr>
<tr>
<td>CIT 372*</td>
<td>Advanced Web Design</td>
<td>3</td>
</tr>
</tbody>
</table>

### Advanced courses

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>AC 467</td>
<td>External Assessment</td>
<td>0</td>
</tr>
<tr>
<td>CMT 499</td>
<td>Professional Practice Seminar</td>
<td>3</td>
</tr>
</tbody>
</table>

One of the following four courses:

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>CMT 368*</td>
<td>Dynamic Web Pages</td>
<td>3</td>
</tr>
<tr>
<td>CMT 376</td>
<td>Systems Analysis and Design</td>
<td>3</td>
</tr>
<tr>
<td>CMT 420</td>
<td>Integrative Systems</td>
<td>3</td>
</tr>
<tr>
<td>CMT 490</td>
<td>Project Management</td>
<td>3</td>
</tr>
</tbody>
</table>

One of the following two courses:

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>MGT 405</td>
<td>Women and Leadership: Turning Visions into Deeds</td>
<td>2 or 3</td>
</tr>
<tr>
<td>MGT 435</td>
<td>High-Performance Management: Principles and Practice</td>
<td>2</td>
</tr>
</tbody>
</table>

CMT electives (21 cr)

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

* Weekday evening course
† Strongly recommended elective

### Courses

**Specialization Areas in Communication, Management and Technology**

Students in the Communication, Management and Technology program do not have a support area. Instead, they choose a specialization area in which to focus 21 credits of advanced-level elective courses. Strongly recommended electives for a specialization are noted, and others are suggested. With some exceptions, students choose courses that complement their specialization from among 300- and 400-level electives in a variety of disciplines.

**Information Technology (IT)**

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

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>CIT 250</td>
<td>Programming Fundamentals</td>
<td>3</td>
</tr>
<tr>
<td>CIT 280</td>
<td>Introduction to Databases</td>
<td>3</td>
</tr>
<tr>
<td>CIT 284</td>
<td>Spreadsheet Analysis and Design</td>
<td>3</td>
</tr>
<tr>
<td>CIT 300</td>
<td>Computer Components</td>
<td>3</td>
</tr>
<tr>
<td>CIT 368*</td>
<td>Dynamic Web Pages</td>
<td>3</td>
</tr>
<tr>
<td>CIT 372*</td>
<td>Advanced Web Design</td>
<td>3</td>
</tr>
<tr>
<td>CIT 376</td>
<td>Systems Analysis and Design</td>
<td>3</td>
</tr>
<tr>
<td>CIT 420</td>
<td>Integrative Systems</td>
<td>3</td>
</tr>
<tr>
<td>CIT 470</td>
<td>Advanced Database</td>
<td>3</td>
</tr>
<tr>
<td>CIT 490**</td>
<td>Project Management</td>
<td>3</td>
</tr>
<tr>
<td>PCM 427</td>
<td>Technical Communication</td>
<td>3</td>
</tr>
</tbody>
</table>

**Public Relations**

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

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>CIT 372</td>
<td>Advanced Web Design</td>
<td>3</td>
</tr>
<tr>
<td>CIT 490</td>
<td>Project Management</td>
<td>3</td>
</tr>
<tr>
<td>MKT 360</td>
<td>Marketing Research</td>
<td>3</td>
</tr>
<tr>
<td>MKT 361</td>
<td>Understanding Personal and Professional Selling</td>
<td>3</td>
</tr>
<tr>
<td>MKT 362</td>
<td>Integrated Marketing Communications</td>
<td>3</td>
</tr>
<tr>
<td>MKT 363</td>
<td>Marketing Technology and Strategy Implementation</td>
<td>3</td>
</tr>
<tr>
<td>PCM 325</td>
<td>Media Management and Production: Online Radio Management Team</td>
<td>3</td>
</tr>
<tr>
<td>PCM 364</td>
<td>Digital Photography</td>
<td>3</td>
</tr>
<tr>
<td>PCM 421*</td>
<td>Digital Journalism</td>
<td>3</td>
</tr>
<tr>
<td>PCM 441</td>
<td>Business and Professional Speaking</td>
<td>3</td>
</tr>
<tr>
<td>PCM 477**</td>
<td>Public Relations: Theories and Applications</td>
<td>3</td>
</tr>
<tr>
<td>PCM 490</td>
<td>Digital Publishing</td>
<td>3</td>
</tr>
</tbody>
</table>
Communication, Management and Technology

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

Courses
AED 335*† Psychology of the Adult Learner (4)
AED 354*† Adult Education Human Resource Principles and Philosophy of Training (3)
AED 488* Adult Education Human Resource Program Training (3)
CIT 284 Spreadsheet Analysis and Design (3)
CIT 368 Dynamic Web Pages (3)
CIT 372 Advanced Web Design (3)
CIT 470 Advanced Database (3)
CIT 490 Project Management (3)
PCM 364 Digital Photography (3)
PCM 427 Technical Communication (3)
PCM 441 Business and Professional Speaking (3)
PCM 445 Intercultural Communication (3)
PCM 486 Communication Theory and Research (3)
PCM 490 Digital Publishing (3)

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

Courses
CIT 250 Programming Fundamentals (3)
CIT 280 Introduction to Databases (3)
CIT 284 Spreadsheet Analysis and Design (3)
CIT 300 Computer Components (3)
CIT 368 Dynamic Web Pages (3)
CIT 372 Advanced Web Design (3)
CIT 376 Systems Analysis and Design (3)
CIT 490 Project Management (3)
MKT 361 Understanding Personal and Professional Selling (3)
MKT 362 Integrated Marketing Communications (3)
PCM 445 Intercultural Communication (3)
PCM 446 Communication Theory and Research (3)
PCM 493 Interactive Listening (3)

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

Courses
CIT 376 Systems Analysis and Design (3)
CLD/MGT 405 Women and Leadership: Turning Visions into Deeds (2 or 3)
MKT 361 Understanding Personal and Professional Selling (3)
MKT 362 Integrated Marketing Communications (3)
PCM 437 Fundraising and Grant Writing: Principles and Practices (3)
PCM 444 Business and Professional Speaking (3)
PCM 445 Intercultural Communication (3)
PCM 477 Public Relations: Theories and Applications (3)
PCM 486 Communication Theory and Research (3)
PCM 493 Interactive Listening (3)

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

Courses
CIT 280 Introduction to Databases (3)
CIT 284 Spreadsheet Analysis and Design (3)
CIT 368 Dynamic Web Pages (3)
CIT 470 Advanced Database (3)
CIT 490 Project Management (3)
MKT 250 Business Models and Quantitative Methods (3)
MKT 310 Finance (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)
PCM 325 Media Management and Production: Online Radio Management Team (3)
PCM 445 Intercultural Communication (3)
PCM 446 Communication Theory and Research (3)
PCM 493 Interactive Listening (3)

* Weekday evening course
** Weekday course
† Strongly recommended elective
Community Leadership
Course descriptions on pages 56-72

The Community Leadership (CLD) degree program is designed to prepare you for community leadership, service, development, social change, organizing, and 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. (A support area in community leadership is also offered, as described on page 40.)

The CLD program draws on interdisciplinary perspectives and approaches to managing community problems. You learn how to assess problems, identify assets, and develop financial skills at the level of communities and organizations. This will allow you to plan and implement proposed solutions for improving community life, and to evaluate the efficiency of the results. Courses combine elements of sociology, political science, 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 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.

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.

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

Sample elective courses in Community Leadership include the following: CLD 154*, CLD 488*, CIT 280, CIT 284, CIT 470, CIT 490, CLD 369, CLD 405, CLD 492*, MGA 202, MGT 211, MGT 370, MGT 390*, MGT 394*, MGT 400, MGT 369, PCM 200, PCM 421*, PCM 441*, PCM 477, PCM 480.

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

* Weekday evening course
† CLD 337 and CLD 412 are offered in fall only; CLD 338 and CLD 491 are offered in spring only.
Community Leadership

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

Beginning course
CLD 150* Introduction to Community Leadership (3)

Intermediate courses
CLD 220 Social Movements and Social Change (4)
POL 225 American Politics (4)
CLD 398 Community, Power and Change (3)

Advanced courses
CLD 412* Community Development (4)
One of the following courses:
CLD 337 Leading Nonprofits (3)
CLD 437 Fundraising and Grant Writing: Principles and Practices (3)

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

* Weekday evening course

Professional Communication
Course descriptions on pages 56-72

The Professional Communication (PCM) degree program is designed to ensure that a student develops a sound understanding of communication principles and the skills to apply that understanding strategically in a wide variety of situations.

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

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

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

The professional communication major takes the core curriculum of professional communication courses along with 21 credit hours of professional communication electives. She can design a sequence of electives that meets her personal and professional needs and interests in consultation with an advisor.

Elective courses in professional communication include the following: PCM 364, PCM 411, PCM 421, PCM 427, PCM 437, PCM 441, PCM 445, PCM 477, PCM 490, PCM 499.

Beginning courses
PCM 101 Introduction to Professional Communication (3)
PCM 130 Writing: The Editing Process (3)
PCM 170 Visual Communication (3)

Intermediate courses
PCM 200 Public Communication: Principles and Practice (3)
PCM 230 Influence and General Semantics (3)

Advanced courses
AC 463 Eighth External Assessment (0)
PCM 300 Advanced Writing: Professional Applications (3)
PCM 329 Advanced Media Studies and Multimedia Production (3)
PCM 486 Communication Theory and Research (3)
PCM 499 Professional Practice Seminar (3)
PCM electives (21 cr)

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

Support Area

Students in Alverno on the Weekend who major in business and management, marketing management, or community leadership may learn the foundations of communication theories and skills by electing a support area in professional communication.

Beginning courses
- PCM 101 Introduction to Professional Communication (3)
- PCM 130 Writing: The Editing Process (3)
- PCM 170 Visual Communication (3)

Intermediate course
- One of the following courses:
- PCM 200 Public Communication: Principles and Practice (3)
- PCM 230 Influence and General Semantics (3)

Advanced courses
- PCM 300 Advanced Writing: Professional Applications (3)
- PCM 320 Advanced Media Studies and Multimedia Production (3)
- PCM elective (3 cr)

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

Adult Education (Support Area)

Course descriptions on pages 56-72

The adult education support area prepares the student to work with adults. She gains knowledge about adult development and learning in conjunction with methods of teaching adult learners.

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

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

Recommended Sequence of Required Adult Education Courses

Beginning courses
- One of the following courses:
- PSY 110* Life Span Development (4)
- LA 284 Series Contemporary Issues in Behavioral Science (3)

Intermediate courses
- AED 335* Psychology of the Adult Learner (4)
- AED 354* Adult Education Human Resource Principles and Philosophy of Training (3)

Advanced courses
- AED 488* Adult Education Human Resource Program Training (3)
- AED 490* Adult Education Human Resource Practicum Training (3)

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

* Weekday evening course
Computing and Information Technology Support Area

Course descriptions on pages 56-72

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

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

Elective courses in computing and information technology include CIT 280, CIT 284, CIT 368*, CIT 372*, CIT 376, and CIT 470.

Required Sequence of Computing and Information Technology Courses

Beginning course
CIT 200 Foundations of Computing and Information Technology (3)

Intermediate courses
One of the following two courses:
CIT 250 Programming Fundamentals (3)
CIT 270 Web Design (3)
CIT 280-level elective (3 cr)

Advanced courses
One of the following two courses:
CIT 300 Computer Components (3)
CIT 420 Integrative Systems (3)
CIT 490** Project Management (3)

One of the following two courses:
CIT 300- or 400-level elective (3 cr)

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

* Weekday evening course
** Weekday course

Humanities (Support Area)

Course descriptions on pages 56-72

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

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

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

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

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

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

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

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

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

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

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

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

Liberal Studies – Associate of Arts Degree

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

Required Liberal Studies Courses

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

Alverno offers a variety of study-abroad opportunities. These include semester or year-long study programs as well as specially designed short courses taught by Alverno faculty for Alverno students. 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.

Options Following the Bachelor’s Degree

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.

Certificate Programs

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

The following certificate programs are available; they are described in more detail on pages 52-55.

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

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

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

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

Tuition for certificate programs is 50% of regular Alverno on the Weekend tuition on a space-available basis. Certificate programs do not qualify for financial aid. Please call the Admissions Office at 414-382-6100 for more information.
Options Following the Bachelor's Degree

Major Equivalency Programs
(open to women and men)

An individual who wants more depth in a subject area than is offered by a certificate program, or who wants to pursue an area of study for which a certificate is not available, may complete a major (or support area) equivalent. In this situation, the student does not complete additional general education courses but focuses only on courses within the major or support area. Any Alverno on the Weekend major or support area is available as a major equivalent in the weekend timeframe. 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.

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.
Management Certificate Programs
Course descriptions on pages 56-72

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

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

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

Economics (9 credits)
Courses
MGT 210 Economic Environment (3)
MGT 396 International Economics (3)

Management (9 credits)
Courses
MGT 100 Introduction to Business and Management (3)
MGT 120 Interpersonal and Group Communication (3)
MGT 221 Managing in Organizations (3)

Human Resource Management (9 credits)
Courses
MGT 221 Managing in Organizations (3)
MGT 379* Human Resource Management (3)
MGT 488* Adult Education Human Resource Program Training (3)

Marketing Management (9 credits)
Courses
MKT 362 Integrated Marketing Communications (3)

Accounting (12 credits)
Courses
MGT 201E Introduction to Accounting (3)
MGA 202 Principles of Accounting (3)
MGT 275 New Enterprise Accounting Issues (3)
MGT 375 Reporting and Management Accounting Issues (3)

Computer Skills for Leadership (18 credits)
Courses
CIT 200 Foundations of Computing and Information Technology (3)
CIT 280 Introduction to Databases (3)
CIT 300 Computer Components (3)
CIT 576 Systems Analysis and Design (3)
CIT 420 Integrative Systems (3)
CIT 490** Project Management (3)

Web Design (18 credits)
Courses
CIT 200 Foundations of Computing and Information Technology (3)
CIT 270 Web Design (3)
CIT 368* Dynamic Web Pages (3)
CIT 372* Advanced Web Design (3)
CIT 420 Integrative Systems (3)
CIT 490** Project Management (3)

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

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

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

Economics (9 credits)
Courses
MGT 210 Economic Environment (3)
MGT 396 International Economics (3)

Management (9 credits)
Courses
MGT 100 Introduction to Business and Management (3)
MGT 120 Interpersonal and Group Communication (3)
MGT 221 Managing in Organizations (3)

Human Resource Management (9 credits)
Courses
MGT 221 Managing in Organizations (3)
MGT 379** Human Resource Management (3)
MGT 488* Adult Education Human Resource Program Training (3)

Marketing Management (9 credits)
Courses
MKT 362 Integrated Marketing Communications (3)

Accounting (12 credits)
Courses
MGT 201E Introduction to Accounting (3)
MGA 202 Principles of Accounting (3)
MGT 275 New Enterprise Accounting Issues (3)
MGT 375 Reporting and Management Accounting Issues (3)

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

* Weekday evening course
** Weekday course

†Because many of the business and management courses require sound mathematics skills, a math assessment is required prior to enrollment. All applicants are also required to complete a writing assessment. Assessments are scheduled at least once a month on Saturdays. Upon receipt of the application form, an assessment is scheduled. If the assessment indicates that further development is required, review courses may be required prior to enrollment in certain courses.
In today's complex and demanding business world, employees who communicate effectively have a competitive edge. Employers seek people to deliver a powerful sales presentation, create a dynamic company newsletter, or lead a productive group discussion. The Professional Communication Department offers four certificate programs for students who have completed a bachelor's degree. Some prerequisites may apply.

**Effective Speaking (9 credits)**
Learn to present information, summarize material, and express your ideas with confidence and composure. These courses are designed to teach concepts, strategies, and techniques needed to speak to diverse audiences. The emphasis is on practical preparation for speaking in a variety of situations.

- **Courses**
  - PCM 200 Public Communication: Principles and Practice (3)
  - PCM 230 Influence and General Semantics (3)
  - One of the following courses:
    - PCM 320 Media Management and Production: Online Radio Management Team (3)
    - PCM 441 Business and Professional Speaking (3)
    - PCM 499 Professional Practice Seminar (3)

**Visual and Print Communication (12 credits)**
Learn principles of design and practice hands-on production of effective communication in a variety of media. Professional writing styles and formats, desktop publishing techniques, photography, and audiovisual production are included in the course sequence. Study the underlying theories of audience analysis and effective presentation to present clear and convincing messages in visual and print communication.

- **Courses**
  - PCM 170 Visual Communication (3)
  - PCM 300 Advanced Writing: Professional Applications (3)
  - PCM 320 Advanced Media Studies and Multimedia Production (3)
  - One of the following courses:
    - PCM 354 Digital Photography (3)
    - PCM 498 Digital Publishing (3)

**Communication Dynamics (12 credits)**
Learn to analyze interpersonal and group communication processes to improve your communication effectiveness. Recognize how language affects attitudes and behaviors and master the concepts and methods to enhance interactive listening and speaking skills.

- **Courses**
  - PCM 101 Introduction to Professional Communication (3)
  - PCM 120 Interpersonal and Group Communication (3)
  - PCM 230 Influence and General Semantics (3)
  - One 300- or 400-level PCM course (3)

**Professional Writing (12 credits)**
Learn to write in a variety of professional genres for diverse audiences and purposes. These courses are designed to provide theory and application of standards and practices of writing within professional contexts.

- **Courses**
  - PCM 130* Writing: The Editing Process (3)
  - PCM 300§ Advanced Writing: Professional Applications (3)
  - Two or three of the following courses:
    - PCM 230 Influence and General Semantics (3)
    - PCM 421 Digital Journalism (3)
    - PCM 427 Technical Communication (3)
    - PCM 437 Fundraising and Grant Writing: Principles and Practices (3)
    - PCM 477 Public Relations: Theories and Applications (3)

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

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

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

As a student progresses toward her degree at Alverno, she is provided with opportunities to participate in assessments, both inside and outside class, that show development of abilities integrated with knowledge. In the sequence of courses, assessments that she participates in outside of class (in the final week of each semester) are designed to continue to bring her closer to off-campus situations in their 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 1400C Drawing in the Natural Environment (1) — The student explores the relationship between the individual and the environment expressed through various creative media. The student applies her skills to draw directly from nature in various Milwaukee County parks or other sites.

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

A 144 Art in the Museum (1) — This course focuses on the stylistic evolution of art within a selected art-historical period and on the artwork from the period as creative problem solving by the artist. 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, bookbinding, oil painting, engraving, painting with a palette-knife, ceramics, animation, retoscopy, and installation art. New workshops are offered every semester. Check current Course Offerings online for more information.

A 364 (also PCM 364) Digital Photography (3) — This course covers the student’s experience in ACM 364, Digital Photography. The student deepen her aesthetic sensibility and technical expertise through digital image enhancing and software. Focusing on her own development as a photographer, she researches the history and influences of photography and creates an in-depth portfolio. She makes connections between her work and her career or community involvement. The course culminates in a public showing of her portfolio.

AC 146 (also PCM 464) Advanced Photocommunications (3) — This course builds on the student’s experience in ACM 364, Digital Photography. The student deepens her aesthetic sensibility and technical expertise through digital image enhancing and software. Focusing on her own development as a photographer, she researches the history and influences of photography and creates an in-depth portfolio. She makes connections between her work and her career or community involvement. The course culminates in a public showing of her portfolio.

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 assess 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 covers the validated requirements for Level 1 Communication.

AC 151 Initial Social Interaction Assessment (0) — This assessment is introduced in the take-enabled model in class and participants 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 asks 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) — This assessment gives the student an opportunity to reflect back 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 subjective self-assessment component, which includes creating learning goals and plans for ongoing development.

AC 317 External Assessment (CMT) (0) — This is a semester-long external assessment, the student explores, researches, and defines her career goals, identifies the particular skills she still needs to develop, and designs a coherent curriculum of elective courses for her chosen specialization. The assessment emphasizes integrated communication and valuing abilities. After an initial advising meeting with an advisor, the student submits a component of her final project to the instructor electronically for feedback and evaluation. She presents a final written and oral summary of her analysis and plan during the final external assessment week.

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 situations. She works individually, responding to in-basket items in writing. Her abilities to analyze, problem solve, and communicate effectively are assessed.

AC 367 External Assessment (CMT) (0) — This is an external assessment taken concurrently with MGT 310, Small Business Management. AC 367 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 situations. She works individually, responding to in-basket items in writing. Her abilities to analyze, problem solve, and communicate effectively are assessed.

AC 416 External Assessment (CLD) (0) — AC 416 is taken concurrently with PCM 499, Professional Practice Seminar, and is supervised by the course instructor. The student identifies and pursues strategic business opportunities by choosing from a variety of in-basket items including further developing her small-business plan from MGT 400, Small Business Management, or consulting for a small business or not-for-profit organization. Instructor, project mentors, and business clients assess the student’s performance, providing feedback on her interactive, analytic, and problem-solving abilities.

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 demonstrates proficiency in analysis, problem solving, valuing, and effective citizenship by developing her formal portfolio, which is assessed by external representatives from various professional communication fields.

AC 467 External Assessment (CMT) (0) — This assessment is taken concurrently with MGT 410, Business Policy and Strategy, and is supervised by the course instructor. The student demonstrates proficiency in analysis, problem solving, valuing, social interaction, and effective citizenship by developing a professional portfolio that gives evidence of her unique abilities and accomplishments. After assessment by the instructor and peers, the student completes a personal portfolio for feedback from professionals in her area of career specialization and shares it with beginning students in the Communication, Management and Technology major as an example of applied learning.

AC 471 Psychology of the Adult Learner (4) — This course focuses on the contributions of psychological theories to the development of the body of knowledge about adult learners. She studies various interdisciplinary frameworks including both historical and contemporary approaches. The course is taken concurrently and is required of all adult learners. Several experiential assessment activities allow the student to apply understanding of the principles of adult learning.
AED 354 (also CLD 354 and MGT 354) Adult Education Human Resource Principles and Philosophy of Training (3) Prereq. PSY 110 or LA 284; for CLD, CLD 219 — Using varied frameworks for observation in adult-education settings, the student identifies and reflects on components of instructional design. In the seminar held on campus, she uses skills of analysis, valuing, and social interaction in her development of the theory and practice of teaching adults.

AED 488 (also CLD 488 and MGT 488) Adult Education Human Resource Program Training (3) Prereq. For AED support, AED 354; 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 teaching and training competence. She analyzes how she applies her conceptual, problem-solving, and interpersonal skills to meet the needs of those in her teaching and supervisory environment.

AED 490 Adult Education Human Resource Practicum Training (3) Prereq. AED 488; AED support area — The student integrates her knowledge of adult education with her major area of study. In extended teaching experiences, she applies the abilities of analysis, valuing, and social interaction to learning environments for adults.

BSC 255 Behavioral Science Research Methods (4) Prereq. LA 285, LA 284, MGT/PCM 120, CM 156Q; Writing Level 2 — Students learn about the research methods commonly used by behavioral scientists. She participates in classroom activities 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 266 Probability and Statistics (4) Prereq. CM 156Q; BSC 255, for CLD majors, also CLD 150 and CLD 220 — The student develops his communication and interpersonal skills as he learns the fundamental concepts of probability and statistics that underlie the inference of results from data. The student learns standard probability distributions, hypothesis testing, and analysis of variance. He uses statistical software such as MINITAB and SPSS to perform the calculations required. He interprets the results of the analysis and presents the results in a written report.

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

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

CIT 250 Programming Fundamentals (3) Prereq. CIT 200 — In this introductory programming course, the student learns to use the fundamentals of current programming languages to solve problems from a variety of areas. She learns about language syntax and format, analyzing appropriate applications to specific problems. She uses structured and object-oriented programming techniques as she defines and implements a programming solution.

CIT 268 Introduction to Programming: Visual Basic (4) Prereq. CM 156Q — In this introductory programming course, the student learns to use the Visual Basic language to solve problems from a variety of areas. The foundation of her problem solving is Visual Basic syntax, which she analyzes for its appropriate application to specific problems. She uses object-oriented design and programming techniques as she defines and implements software solutions.

CIT 270 Web Design (3) Prereq. CIT 200; CM 156Q — The student explores the frameworks and principles of web design — its production, implications, and impact as a communication tool. She works with Dreamweaver, studying HTML code as she designs and implements web pages. Using a variety of hardware, software, and computer platforms, she applies her expertise in web design to create a website for a client.

CIT 280 Introduction to Databases (3) Prereq. For MGA majors, CIT 284; for all others, CIT 200 — In this introductory database course, the student works to understand the basics of data and data relationships, including tables, records, fields, data types, keys, and entity relationships. She learns how to analyze basic problems for a database solution, and she analyzes client needs and data to create a model for database implementation. Using a case study, she works both collaboratively and independently to analyze, synthesize, and evaluate her database model.

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

CIT 300 Computer Components (3) Prereq. CIT 267 or CIT 268 or CIT 270 — This course provides the technical framework needed to understand the structure and operation of computer hardware and software. The student studies computer hardware and systems architecture from an advanced-user standpoint. She works in teams to assemble a component computer, install an operating system, and to troubleshoot both hardware and software problems. She also explores and learns the components of a home network, how they interact, and how to troubleshoot.

CIT 368 Dynamic Web Pages (3) Prereq. CIT 270 — This course offers the student an opportunity to examine the process of developing dynamic web pages for the World Wide Web. She learns both client-side and server-side connectivity techniques, and applies her understanding of connectivity to develop dynamic applications for the Internet.

CIT 372 Advanced Web Design (3) Prereq. CIT 270 — The student expands her knowledge and understanding of web page layout, design, and implementation, focusing on usability. She extends her knowledge from CIT 270, Web Design, as she works to understand and implement advanced topics of web design, including positional cascading style sheets, behaviors, libraries, and animation. She works to deepen her understanding of and ability to work with, create, and manipulate web graphics and images using Photoshop. Using a variety of hardware, software, and computer platforms, she integrates her expertise in web design as she defines, designs, and implements a website for a client of her choice.

CIT 376 Systems Analysis and Design (3) Prereq. For GIT majors, CIT 300; for all others, CIT 200 and one 200-level CIT elective — The student takes a practical approach to study and apply established principles of analysis and design of information systems by learning how profiles and models represent business functions and operations. Using interview techniques, process charting, screen and report design, communication documentation, program specifications, and process walkthrough, she designs an information system for a client and presents her documentations to the class.

CIT 420 Integrative Systems (3) Prereq. CIT 300 — In this practicum, the student makes practical application of previously studied theories, processes, frameworks, and technologies. She explores integrative systems in computing — the process of linking together different technologies and software applications physically or functionally, to act as a coordinated whole.

CIT 470 Advanced Database (3) Prereq. For GIT majors and support, CIT 280 and one 200-level CIT elective; for all others, CIT 280 and 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. For GIT majors and support, CIT 300 and one 300+-level CIT elective; for all others, one 300+-level CIT elective and CIT 300 — This course provides the student with an understanding of the management, planning, and control of projects. In this course, the student manages a final semester-long project in which she synthesizes her learning in the major. The course follows Project Management Institute (PMI) standards, and the student gains experience in applying 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/PCM 220. 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 engendered by current societal conditions for 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 outcome evaluation; context of evaluation, planning, and design; ethical issues and evaluation standards and evaluation results.

CLD 354 Adult Education Human Resource Principles and Philosophy of Teaching — See AED 354.

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 subject matter and concepts addressed in CLD 369’s Community Leadership curriculum. Required credits in CLD 369’s Topics in Community Leadership.

CLD 399 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 national levels. The plan 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 use of the political 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 439 Advanced-Level Event (0) Concurrent registration in AC 399E — The Advanced-Level Event marks a significant accomplishment for the student as she proceeds into the work of the program. When the CLD Department determines that the student is ready for advanced work in the discipline, she is invited to participate in a ceremony that is both a celebration and an explanation of future responsibilities of the major or the support area. She registers for this experience at a point determined by the department. Students and faculty across the college gather for an afternoon during Mid-Semester Assessment Days for the Advanced-Level Event. Following a general program, CLD students meet in a session with CLD faculty to discuss advanced outcomes, courses, advising procedures, and so on.

CLD 405 (also MGT 405) Women and Leadership: Turning Visions into Deeds (2; option available for 3 credits).
Prereq. For CLD majors: CLD 220; for MGT majors and majors: MGT 221, for PCM majors: PCM 230. 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 discussions of contemporary leadership concepts, how effective leaders think and speak, the importance of 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, Poe 225, Bsc 225. CLD 337 or CLD 338, for MGT majors: MGT 221, MGT 230, MGT 300 — In this course, the student applies demographic, geographical, sociological, political, and economic frameworks to analyze local communities and the problems they face and resources they have to meet those problems. The student becomes familiar with the role of for-profit, nonprofit, and governmental organizations in producing community change. She develops techniques of strategic planning to help communities effectively adapt.

CLD 437 (also PCM 437) Grantwriting and Fundraising Writing: Principles and Practices (5)
Prereq. One Integrated Communication Level 4 — This course explores the history, principles, and theories of philanthropy. Analyzing the values and goals of a nonprofit client, the student develops practical skills and identifies strategies in front of donor relations, volunteer coordination, database management, special events planning, and grant writing. Case studies and guest speakers help the student analyze a variety of approaches used in different organizations, and she completes a semester-long research and grant-writing project as an assignment. In the process, she also develops personal and professional communities and contributions.

CLD 488 Adult Education Human Resource Program Training — See AED 488.

CLD 491 Senior Seminar (2)
Prereq. CLD 412; Integrated Communication Level 4 — In this course, students in the disciplines of community leadership, political science, and sociology meet together. Each student synthesizes the abilities and knowledge she has acquired through disciplinary courses. The course allows students to examine over- and underdeveloped issues 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 social 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: Cross-cultural Communication (3) Prereq. Reading and Writing Level 1 — The student learns the basics of a variety of communication concepts, such as audience, context, structure, and grammar, to her other academic coursework and assignments.

CMT 114 Integrated Communication Seminar B: Methods and Motives (2) Prereq. CM 111 — The student integrates her communication abilities, so that with increasing confidence and effectiveness she becomes more effective in her communication performances and processes. She also learns strategies for researching and synthesizing ideas from a variety of sources, and develops a variety of approaches to delivery. She learns techniques of strategic planning to help communities effectively adapt.

CM 1560 Mathematical Connections (2)
Prereq. CM 114; Quantitative Literacy* or CL 100S and QL 051. CM 1560 focuses on strengthening the quantitative skills that the student needs to be an effective producer and receiver of information. She explores current issues in society, financial topics including managing debts, establishing a budget, 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.

CL 100 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 course explores the process a writer goes through in transforming life experiences into art. She analyses 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 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 course explores the process a writer goes through in transforming life experiences into art. She analyses 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 community by examining the economic, historical, and political implications of Oprah’s Book Club choices. She explores the historical context and the historical and political issues that reflect her development. She demonstrates advanced-level outcomes by independently analyzing issues within her particular discipline. She also explores ethical issues and considers her own professional responsibility in planning and implementing service-learning programs.

EN 261 Introduction to Creative Writing (4) Prereq. LA 222 or LA 223 — The student becomes a reader in Alverno’s Oprah’s Book Club, developing as a literary community by examining the economic, historical, and political implications of Oprah’s Book Club choices. She explores the historical context and the historical and political issues that reflect her development. She demonstrates advanced-level outcomes in understanding and applying the key concepts, the student increases her understanding of the power of mathematics as a communication tool.
Course and External Assessment Descriptions

EN 311 Fiction into Film (2) Prereg. 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 comprehending audiovisual material. She participates in 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 professional 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 awareness of pronunciation and the physical and affective factors of pronunciation. Audiovisual materials and oral exercises develop her ability to discriminate between and produce American English sounds, intonations, and stress patterns. She also develops a method for assessing her needs and planning appropriate learning strategies.

FA 30 Arts Alive: Milwaukee after dark (2) Prereg. LA 222 or LA 223 — The student attends a series of live performances at a variety of venues in the Milwaukee area. During class sessions, she develops her engagement with various performances and prepares for the particular experience that she has attended. Readings and assignments challenge the student to develop strategies for creatively engaging with live performances. Attendance at performances is during scheduled class meetings.

HS 211 Studies in U.S. Culture and Society (2) Prereg. LA 222 or LA 223 — In this course the student examines the relationships among human behavior, cultural expressions, and the social environment during a specific era of U.S. history. Emphasis is placed on the student critically analyzing historical monographs, historical documents, cultural artifacts, and artistic works to construct and effectively communicate her own understanding and interpretation of aspects of U.S. history. The student examines how U.S. society and culture at a specific time in history shaped, and was informed by, the individuals living at that time. She also analyzes and responds to artistic expressions to expand her understanding of an era of U.S. history.

HUM 302 Themes in the Humanities: Reading and Writing Memoir (3) Prereg. LA 321 — The student explores this genre by reading a variety of literary memoirs and by expressing 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, and legacy are at the heart of the course. Awareness of metaphor and application of formalist, reader response, feminist, psychoanalytical, and ethnic literary approaches are available to the student. The student develops her 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) Prereg. 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 artistic frameworks and texts (in film, holocaust testimonies; 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 297/397/497 Independent Study in the Humanities (2-4) Prereg. Division consent — Under the approval and direction of a humanities faculty member, independent study in the humanities is available to students.

HUM 343 Language and Writing: Creative Writing 2 (3) Prereg. EV 251; Integrated Communication Level 4 — This course deals with all forms of creative writing: fiction, poetry, humorous essays, journals. The student is encouraged to experiment with a wide range of genres for a variety of audiences. In the process she works to develop a sense of her own unique voice and style as a writer.

HUM 350 Series: Themes in the Humanities (individual courses carry subtitles) (3) Prereg. 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 student explores the nature of a topic that is particularly relevant to her interest. She also studies the contribution of humanistic and interdisciplinary perspectives and examines the student's area of research. In this course, the student creates her own critical and interpretive framework to explore her own cultural perspective. Primary emphasis is placed on application of frameworks and on the development of an effective voice as the student explores a variety of literary, cultural, and historical perspectives.

HUM 366 Themes in the Humanities: The Experience of God (3) Prereg. 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. The student explores 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 Muses (3) Prereg. 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 works, 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 asks how 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) Prereg. 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 explores 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 frameworks and on the concept of cultural pluralism (analysis and valuing).

HUM 371 Studies of Cultures: The Twenties in American Literature (3) Prereg. LA 321 — This course examines the literary achievement of the Harlem Renaissance and American abroad. While making evidence of the anglo-american and artistic experimentation associated with modernism can be found in both literary movements, African-American writers of the Harlem Renaissance and African Americans in Europe in their desire to draw from their distinctive historical and cultural traditions as a means of affirmation and empowerment. The student explores how 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) Prereg. 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 373 Studies of Cultures: The Biblical World (3) Prereg. LA 321 — Abraham, Moses, David, Isaiah, Jesus, and Paul all walked through a world very different from our own. Thousands of thinkers — prophets, priests, wisdom writers, ordinary men and women — shaped a worldview that engaged all the ultimate questions: What is the meaning of human life? Where do we go after we die? Where did the cosmos come from and where is it going? The biblical thinkers grappled with these questions. In this course, the student explores the biblical world and moves around in it freely. She also probes the impact of the biblical world on her own.

HUM 375 Studies of Cultures: African-American Literature (3) Prereg. LA 321 — This course considers the historical depth 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) Prereg. LA 321 — The student explores the evolution of the heroine, a figure that speaks to female experience. She explores, from various cultures and thinkers from various cultures have conceived of the heroine, a term that is used not only in the literary texts 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 concept of the heroine varies from culture to culture. Frameworks of aesthetic response are particularly relevant, as are the in-depth study of values and how they are challenged or affirmed by aesthetic works.

< BACK TO TABLE OF CONTENTS
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 the application of aesthetic frameworks.

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

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

HUM 385 Contemporary America: Philosophy and Culture (3) Prereq. LA 321 — This course focuses on the major philosophical and related cultural movements in American life since the end of World War II. It explores the ideas of contemporary American thinkers on subjects such as rights in relation to responsibility, the impact of technology on culture, personal identity in the context of a global community, and commitment in a pluralistic world. The course draws on ideas from contemporary philosophy, literature, and film in addressing these issues, and it considers the impact of contemporary figures (e.g., Rev. Martin Luther King, Jr.) on American life.

HUM 390 Series: Cross-Cultural Explorations (individual courses carry subtitles) (3) Prereq. LA 321 or LA 222 — 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 issues.

HUM 391 Cross-Cultural Explorations: Philosophical Perspectives on Responsibility (3) Prereq. LA 321 — The student explores a variety of cultural perspectives on the nature of responsibility and its relationship to feeling and the concept of self. In examining these perspectives, she considers her own perceptions of responsibility and the sources of those perspectives.

HUM 392 Cross-Cultural Explorations: Women and Words (3) Prereq. LA 321 — The student examines the relationship between language and culture in the context of how language affects the woman’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 others? 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 others?

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

HUM 396 Cross-Cultural Explorations: Ecology and Spirituality (3) Prereq. LA 321 — In this course the student explores a variety of ecological issues and relates them to selected religious traditions and to currents in contemporary thought. This complex analysis is organized by themes and 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 student is concentrating on the Judeo-Christian tradition, including concepts of creation, ascension, and sacramentality, while incorporating insights and approaches from other traditionally religious and worldviews (e.g., Hinduism, Buddhism, Judaism, Christianity, Islam). The student applies insights of each of the humanities in analyzing the nature and function of religion in general as well as the expressions of faith in the history of the major religions of the world. She reflects on her own orientations with a view toward clarifying and formulating the basis for her own religious perspectives and practices in the contemporary world. She works toward developing, through comparative and critical analyses, a sensitivity enabling her to be productive in multicultural interactions and communications in public forums.

HUM 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 analyze 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 multiple points of view and major contemporary events and multiple 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 perspectives and multiple realities, students begin to understand how ideas, values, and beliefs are shaped by time and place, and how the past, distant or more recent, helps us to understand who 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

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. LA 112; 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 drawn 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 encumbrance — In this studio and discussion course, the student engages with one or more arts forms — visual art, music, dance, and/or theatre — encouraging 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 encumbrance — In this course the student explores the questions of what it means to be human, through the exploration of three perspectives — in a liberal arts context — of the world according to a thinking framework that is by no means universal.

LA 283 Series: Contemporary Issues in Natural Science (3) Prereq. LA 222 or LA 223; CM 150 — LA 284: Contemporary Issues in Behavioral Science (3) Prereq. LA 222 or LA 223; CM 150

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 larger context of 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 perspective of this new, historically informed perspective, the student learns 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.

MGA 275 New Enterprise Accounting Issues (3) Prereq. MGT 201E — This student uses accounting information for strategic planning, decision making, and performance measurement, as well as to understand the environment in which the company operates. She develops confidence in providing recommendations on a variety of topics, including business taxation principles and their impact on the choice of business entity, cost-volume-profit analysis, and its impact on production and pricing decisions; cost behavior analysis and its impact on make-or-buy and self-vs-external decisions; and operations budgeting.

MGA 375 Reporting and Management Accounting Issues (3) Prereq. MGA 275 — The student develops her ability to provide recommendations on complex management accounting and reporting issues of a growing business. She gains a unique understanding of inventory costing systems for manufacturing entities, and uses comprehensive variance analysis to measure and evaluate performance from one accounting period to the next. She also uses various capital budgeting techniques to evaluate proposed acquisitions and improvements.
MGA 376 Growth and Expansion Accounting Issues (3)
PreReq. MGA 202 — Analysis and communication are at the heart of accounting issues related to growth and expansion of a business. The emphasis is on external reporting (i.e., audited financial statements that are prepared in accordance with generally accepted accounting principles [GAAP]). The student takes on the role of consultant to provide guidance in accounting, financial, and tax matters as they relate to balance-sheet valuation, income recognition, and disclosure adequacy.

MGA 475 Going Public Accounting Issues (3)
PreReq. MGT 221 — As the businesses continue to expand and grow, the student learns to deal with advanced accounting issues related to business acquisitions, going public, and doing business internationally to meet corporate objectives. She builds on financial concepts from prior accounting courses to respond to strategic and financial issues related to these activities.

MGT 100 Introduction to Business and Management (3) — In this foundation course, the student develops her understanding of the economic, legal, and social environments and the roles of organizations in society. She gains a clear understanding of the systems, methods, and controls that safeguard assets and ensure the integrity of accounting information. She examines the professional accountant’s responsibilities and ethics in a variety of real-world situations and case studies.

MGT 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 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) — 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 further understands how organizations work and how she can apply this knowledge to creating a high-performance workplace. She explores human behavior factors that can influence an organization’s productivity and that contribute to employees’ effectiveness, job satisfaction, and organizational citizenship. Course content and activity 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 interactions. The course 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 statistical techniques, 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 and evaluates 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 create a new product, develop marketing strategy (a sales forecast, pricing, profit and loss statement, 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 309W; MGT 201E; MGT 210; Integrated Communication Level 3 — The student is introduced to the basic concepts and skills required to manage an organization’s assets for growth and survival. She learns problem-solving techniques used in the acquisition, control, and use of funds to finance current and future operations. She also learns to analyze a firm’s financial strengths and weaknesses in order to more effectively manage the firm’s operations.

MGT 325 Global Accounting and Finance (3) — The student gains an overview of the legal environment of business by examining key laws and ethics issues that impact business owners, leaders, and key decision makers. She further develops her 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, training, compensation, and evaluation of human performance.

MGT 380 Business Law (3) PreReq. MGT 210; 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 employers and other key stakeholders. She further develops her analytic and problem-solving abilities by applying legal and ethical reasoning to business problems and issues, and hone 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 government financial accounting involves the pursuit of three integrated areas of learning: 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 and tools used for investment 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 households. The student develops the ability to analyze the historical and cultural specificity and/or generality of economic theories and their value foundations. Finally, the student examines specific economic issues facing women and their families and debates the merits of different theories and their policy implications.


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, training, compensation, and evaluation of human performance.

MGT 380 Business Law (3) PreReq. MGT 210; 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 employers and other key stakeholders. She further develops her analytic and problem-solving abilities by applying legal and ethical reasoning to business problems and issues, and hone her communication skills while sharing her ideas on these topics.
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; LA 283; LA 284; 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 student develops her ability to identify new business ventures, and by doing this, she develops a comprehensive self- and team assessment that describes her progress and unique characteristics as a learner, team member, and project manager.

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

MKT 362 Integrated Marketing Communications (3) Prereq. CM 114; MKT 120 — This course integrates and applies elements of the global promotional 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, customer relations, and skills and abilities for nonprofit and service organizations.

MKT 363 Marketing Technology and Strategy Implementation (3) Prereq. CM 114; MKT 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 and digital technologies, integrated with production requirements, just-in-time inventory management and distribution, and customer relationship management. The course includes principles on the sales management (including identifying and developing sales channels) and the student gains experience in the interface between engineering, product design, manufacturing, vendor relations, sales, and the target market.

MKT 364 Global Marketing (3) Prereq. CM 114; MKT 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; and strategic alliances.

MKT 367 Practicing Professional Selling (3) Prereq. CM 114; MKT 120 — The student creates a value improvement proposal that supports the new business-to-business (B2B) sales process paradigm. 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 therapy professional, are the subject of this 1-credit workshop. Open to non-music majors. Requires attendance at StuSun course sessions of Alverno on the Weekend, as designated in IOL registration materials.

POM 101 Introduction to Professional Communication (3) — This course provides foundational course sets the stage for communication studies. The student explores discipline theories and practices as they consider communication career fields such as training and consulting, public relations, human resources, broadcast journalism, advertising, corporate communication, and the nonprofit sector.

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

POM 130 Writing: The Editing Process (3) Prereq. CM 113 — This course emphasizes editing and developing the ability to think 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 edit and edit her writing to refine her message(s) and develop her own voice and style.

POM 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 learns her graphic design skills and develops 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.

POM 200 Public Communication: Principles and Practice (3) Prereq. POM 101 — The student learns the dynamic art, science, and skills of public performance. She considers classic and contemporary theories and she applies diverse strategies to enhance her public speaking audience. Through a range of speech opportunities, she gains poise and confidence as a public speaker.

< BACK TO TABLE OF CONTENTS
The student learns and applies the most effective process and
strategies for a holistic approach to successfully launching her
career. Relating knowledge gained through self-assessment
(identifying/defining skills, values, interests, goals, etc.)
and career research (informational interviewing, Internet,
professional networks, etc.), she dynamically engages in
decision making and life work planning. The student conducts
information interviews, professionalizes her résumé, and
is videotaped interviewing. These skills facilitate entry into
her first position upon graduation as well as subsequent transitions
as her career progresses.

PC 421 Digital Journalism (3) Prereq. Integrated Communication
Level 3 — Earns 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, producing,
and evaluating each issue and continues to develop her
ability to edit her own work.

PC 425 Business and Professional Speaking (3) Prereq. One
Integrated Communication Level 4 — In this course the
student learns 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 final project, she also researches new personal
and professional commitments and contributions.

PC 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
applications, identification/defining skills, values, interests, goals, etc.),
and career research (informational interviewing, Internet,
professional networks, etc.), she dynamically engages in
decision making and life work planning. The student conducts
information interviews, professionalizes her résumé, and
is videotaped interviewing. These skills facilitate entry into
her first position upon graduation as well as subsequent transitions
as her career progresses.

PC 445 Intercultural Communication (3) Prereq. One
Integrated Communication Level 4 — In this course the student
learns theories of intercultural communication and applies
them as she explores her own and other cultures. She examines
her worldview and cultural assumptions and develops a viable
framework for guiding interaction within cross-cultural settings.
Judith Reisetter Hart, MS, Director

Alverno College Institute for Alumnae Relations

Katherine Bundalo, MS, Director

Academic Services

Mary J. Mecham, PhD
President

Barbara Groshek, Coordinator
Early Learning Center

Connie Popp, EdD
Director of Career Education

Patricia Hartmann, MS
Registrar

Joel Robertson, Manager
Bookstore

Rhonda Matthews Ware, JD
Director, Research Center for Women and Girls

University Relations

Alverno College

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.

PSY 110 Life Span Development (4) Prereq. CM 111; PSY 102 — The student examines human development and learning for the entire life span, with emphasis on major theories and current research. She is expected to identify and analyze behavioral aspects of human subjects representing the life stages. The student is expected to acquire problem-solving techniques and skills in theory evaluation and comparison, in identification and evaluation of contemporary and global aspects of development, and in communication.

QL 050 Applying Mathematical Thinking (6) — The student explores problem-solving strategies and develops techniques to solve applications involving rational numbers, percents, and proportions. Through these applications, she strengthens her ability to use numerical information to describe her world.

QL 051 Applying Algebraic Thinking (5) Prereq. QL 050 or equivalent — The student develops algebraic techniques and problem-solving strategies to work with applications of linear equations, inequalities, and systems of equations. Through these applications, she strengthens her algebraic abilities and discovers mathematical relationships related to information from her daily life.

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

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

RL 310 Religious Experience: Myth and Symbol (2) Prereq. LA 222 or LA 223 — The student examines the symbolic and mythical structures of religion, the nature and function of myth, and recurrent mythological themes (good and evil, birth, death, and rebirth; the individual and the community; the divine and the human). She works toward the resolution of critical questions in the theory of myth and in the ritual expression of myth in religious belief and practice. She discerns and responds aesthetically to mythical meanings in verbal and visual images, interprets symbols through historical experience and its expressions in artistic form, and makes judgments that lead to the development and articulation of her own theory of myth.

RL 313 Moral Theology (2) Prereq. LA 222 or LA 223 — The student examines and evaluates a variety of frameworks for ethical decision making and their historical and sociocultural sources; she analyzes the factors that constitute ethical problems; she applies a variety of frameworks to ethical problems; and she considers the consequences of ethical decisions.

SOC 301 Social Theory (4) Prereq. AC 309E; CLD 220 or MGT 222; one Integrated Communication Level 3, POL 225 completed or concurrent — The student refines her own social philosopher 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.

Alverno Administration

The student examines the symbolic and mythical structures of religion, the nature and function of myth, and recurrent mythological themes (good and evil, birth, death, and rebirth; the individual and the community; the divine and the human). She works toward the resolution of critical questions in the theory of myth and in the ritual expression of myth in religious belief and practice. She discerns and responds aesthetically to mythical meanings in verbal and visual images, interprets symbols through historical experience and its expressions in artistic form, and makes judgments that lead to the development and articulation of her own theory of myth.
Alverno Board of Trustees (2012-13)

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

### Executive Officers

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<thead>
<tr>
<th>Name</th>
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<tbody>
<tr>
<td>Mary Beth Berken</td>
<td>7th Chair, Colfax &amp; Linden Capital Partners</td>
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<tr>
<td>Howard J. Jacob, Ph.D.</td>
<td>Vice Chair</td>
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<td>Jeremy Warren P. Krout</td>
<td>Chair, Human and Molecular Genetics Center</td>
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<td>Kathleen Lawler</td>
<td>Retired Vice President, St. Paul, Minnesota</td>
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<td>President and CEO, St. Catherine University</td>
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<td>Richard A. Lueken, Ph.D.</td>
<td>President and CEO, Wisconsin Energy Corporation</td>
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<td>Stephen R. Ludden, Attorney</td>
<td>Attorney, Wilke, Gregor &amp; Ludden</td>
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<td>Jean M. Maier</td>
<td>Executive Vice President, Enterprise Operations and Technology, Northwestern Mutual</td>
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<td>Janet D. Martin</td>
<td>Community Volunteer</td>
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### Trustees

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<tr>
<td>Abby P. Andrietz</td>
<td>Executive Director, Schools That Can Milwaukee, Inc.</td>
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<tr>
<td>Charles R. Bartels</td>
<td>Director, Global Social Responsibility and Knowledge Sharing, ManpowerGroup</td>
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<td>Sister Louise K. Bernier</td>
<td>President, Alverno College</td>
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<td>Martha Schor</td>
<td>Director of Business Development, Uihlein Wilson Architects</td>
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<td>Sister Barbara Deistofen</td>
<td>Executive Director, Alpha Phi Omega, St. Joseph Center</td>
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<td>Peter W. Bruce</td>
<td>&quot;af Counsel,&quot; Davis and Kuchta, S.C.</td>
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<td>Elaine Burke</td>
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<td>Jovita Carranza</td>
<td>President, JCB Group</td>
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<td>Ricardo Diaz</td>
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<td>Susan Dragstic</td>
<td>Retired President, United Way of Greater Milwaukee, Inc.</td>
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<td>Judith A. Drinka</td>
<td>Attorney, Drinka Law Offices</td>
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<td>Jacqueline Frederick</td>
<td>President and CEO, BloodCenter of Wisconsin, Inc.</td>
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<td>Cecilia L. Gore</td>
<td>Executive Director, Brewers Community Foundation, Inc.</td>
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<td>Associate Director, Catholic Charities of the Archdiocese of Milwaukee</td>
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<td>Sister Andrea J. Lee</td>
<td>President, St. Carthage University, St. Paul, Minnesota</td>
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<tr>
<td>Allen L. Leverent</td>
<td>President and CEO, We Generation, Executive Vice President, Wisconsin Energy Corporation</td>
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<tr>
<td>Stephen R. Ludden, Attorney</td>
<td>Attorney, Wilke, Gregor &amp; Ludden</td>
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<tr>
<td>Joan M. Maier</td>
<td>Executive Vice President, Enterprise Operations and Technology, Northwestern Mutual</td>
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<tr>
<td>Janet D. Martin</td>
<td>Community Volunteer</td>
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### Ex Officio

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<tr>
<td>Elaine Burke</td>
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<tr>
<td>Jovita Carranza</td>
<td>President, JCB Group</td>
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### Trustees Emeriti

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<tr>
<td>Ellen M. Gardner</td>
<td>President, Alverno Alumnae Association Board</td>
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### Executive Officers

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<tr>
<td>Mary Ann Lallahan</td>
<td>Retired Vice President, Bank One Trust Company</td>
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<tr>
<td>Frederick A. Muth, Jr.</td>
<td>Chairman Emeritus, Weyer-Hirschbock Dedic, S.C.</td>
</tr>
<tr>
<td>Gary A. Odhner</td>
<td>Retired Chairman, Universal Foods Corporation (Sensient)</td>
</tr>
<tr>
<td>William L. Randall</td>
<td>Chairman Emeritus, U.S. Bank Wisconsin</td>
</tr>
<tr>
<td>Thomas L. Spence</td>
<td>Retired Office Managing Partner, Deloitte &amp; Touche LLP</td>
</tr>
<tr>
<td>Anne H. Vogel</td>
<td>Art Historian</td>
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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.

### Alverno Faculty

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<thead>
<tr>
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<tbody>
<tr>
<td>Abromitz, Jews</td>
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<td>Ah-Gehrman, Penny</td>
<td>MSN Nursing, Marquette University</td>
</tr>
<tr>
<td>Arvelo, Sarah</td>
<td>MSN Clinical Nurse Specialist, Alverno College</td>
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<td>Athanasiou, Nancy</td>
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<tr>
<td>Ball, Carl</td>
<td>PhD Economics, University of Wisconsin-Madison</td>
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<tr>
<td>Barrowman, Caroline</td>
<td>CAS English, Northern Illinois University</td>
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<tr>
<td>Beent, Teresa</td>
<td>MA British History, Northern Illinois University</td>
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<tr>
<td>Binney, Robert</td>
<td>PhD Counseling Psychology, University of Minnesota-Columbia</td>
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<tr>
<td>Bloom, Alex</td>
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<tr>
<td>Bowers, Patricia Susan</td>
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<td>Brummond-Larson, Jessica</td>
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<tr>
<td>Burnie, Michele</td>
<td>MS Art Therapy, Mount Mary College</td>
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<td>Burton, Rebecca</td>
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<tr>
<td>Callahan, Judy</td>
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<tr>
<td>Butler, Richard F.</td>
<td>MS Chemistry, University of Illinois, Champaign-Urbana</td>
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<tr>
<td>Byrne, John</td>
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<td>Duffy, Diane</td>
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<td>Eldry, Linda</td>
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<td>McMackin, Ed</td>
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<td>Merinie, Heather</td>
<td>PhD Nutritional Biochemistry and Metabolism, Tufts University</td>
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<td>MS Human Nutrition, Tufts University</td>
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<tr>
<td>Mikolak, Jennifer Grigl</td>
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<td>Moore, Jill</td>
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</tr>
<tr>
<td></td>
<td>MA English Language and Composition, Eastern Michigan University</td>
</tr>
</tbody>
</table>

76 Alverno Faculty
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, and monthly alumnae gatherings. The association also cosponsors professional seminars to encourage professional development and networking among its members. Alumnae events reconnect alumnae with the College and with each other, providing opportunities for lifelong learning and social connections.

Alverno Alumnae Association Board

Judy Hurley '88, '00
Alverno Alumnae Association Board President

Erica Gumieny '00
Alverno Alumnae Association Board Past President

Jeannie Berry-Matos '06
Patricia Padjen McNulty ’73

LuAnn Bird '01
Rebecca Rick ’84

Liz Burke '87, ’00
Mary Roestel ’67

Sandi Callaghan ’81
Kim Schardin ’00, ’12

Kim Casey ’01, ’10
Sandy Sierra ’97

Erica Garver ’10
Kris Strnad ’73, ’08

Lynn Gettrust ’10
Mary Stall ’79

Meagan Grouskevitz ’11
Rebecca Sarges ’09, ’12

Michelle Hinton ’02
Martínez Talavera-Petis ’99

Melissa Hudson ’02, ’11
Tamia Taylor ’10

Beti Lingen ’98
Virginia Wagner ’69 (ex officio)

Alumnae Relations ...........................................6090
Admissions ......................................................6000
Advising Office ..............................................6029
Alumnae Relations ...........................................6090
Alverno Presents .............................................6150
Art and Cultures Gallery ...................................6149
Assessment Center ..........................................6020
Associate Vice Presidents for Academic Affairs ..........................6084
Athletics ..........................................................6324
Austin Hall ......................................................6314
Bookstore ........................................................6333
Business Office ...............................................6122
Campus Ministry ............................................6352
Career Education ............................................6010
Clare Desk ......................................................6181
Computer Center ..........................................6536
Counseling Services .......................................6119
Cultural Education Center ................................6008
Dean of Students ..........................................6118
Dining Services .............................................6051
Early Learning Center ....................................6076
Elizabeth Hall ...............................................6076
Facilities .......................................................6436
Financial Aid Office .......................................6046
Fitness Center/Gym Corridor ..............................6424
Graduate and Adult Admissions Office .................6500
Health Services ...............................................6319
Housekeeping ................................................6436
Information Desk ..........................................6000
Instructional Services .....................................6016
International & Intercultural Center ......................6008
Internship Office ............................................6006
Library ..........................................................6060
Circulation .....................................................6060
Reference Desk .............................................6062
Reserve Desk ...............................................6060
Lost and Found ............................................6159
Mail Services ................................................6077
Marketing Communications .............................6366
Media Hub .....................................................6170
Pitman Theatre ..............................................6150
Pitman Theatre Box Office ................................6044
President’s Office ..........................................6064
Registrar’s Office ..........................................6370
Student Activities & Leadership .........................6317
Student Services ............................................6118

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

Teaching, Learning and Technology Center
3408 South 43rd Street

Selected Department Phone Numbers
Alverno on the Weekend
2013-16 Calendar

<table>
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<th>2013-14</th>
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<td>20-22</td>
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<td>13-14</td>
<td>12-13</td>
<td>11-12</td>
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</tbody>
</table>

| **Semester 2**   | **Semester 2**   | **Semester 2**   |
| **January**      | **January**      | **January**      |
| 17-19            | 23-25            | 22-24            |
| 31-Feb 2         |                  |                  |
| **February**     | **February**     | **February**     |
| 14-16            | 6-8              | 5-7              |
| 28-Mar 2         | 20-22            | 19-21            |
| **March**        | **March**        | **March**        |
| 14-16            | 6-8              | 4-6              |
| 28-30            | 20-22            | 18-20            |
| **April**        | **April**        | **April**        |
| 11-13            | 10-12            | 8-10             |
| 25-27            | 24-26            | 22-24            |
| **May**          | **May**          | **May**          |
| 2-4              | 8-10             | 6-8              |
|                  | 15-16            | 13-14            |

Alverno College Campus Map

1. Austin Hall (AU)
2. Reiman Plaza
3. Sister Joel Read Center (RC)
4. Liberal Arts Building (LA)
5. Pitman Theatre
6. Athletic & Fitness Center (AF)
7. Alphonso Hall (AL)
8. Christopher Hall (CH)
9. Wehr Auditorium
10. Alumnae Courtyard
11. Power Plant
12. Corona Hall (CO)
13. Clare Hall (CL)
14. Elizabeth Hall (EL)
15. Alverno Early Learning Center

Parking Lots
A. Parking Ramp
B. Handicapped Parking
C. Public Parking
D. Permit Parking
E. Public Parking
F. Public Parking
G. Permit Parking
H. Public Parking
I. Public Parking
Invest in you.