

Viterbo University
Undergraduate Catalog
2012-2013



VITERBO
UNIVERSITY

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The content of this catalog is available for students on the Viterbo University Web page, where it will be updated when changes in policy/curriculum occur. New Viterbo University students have been notified that the content of this catalog is online. They have also been informed of the importance of the catalog and their reference to it for the duration of their time at Viterbo. Policy and curriculum (not program) changes will be posted to the online catalog as they are made.

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Viterbo University is accredited by The Higher Learning Commission, a commission of the North Central Association, 230 South LaSalle Street, Suite 7-500, Chicago, Illinois 60604-1411, 800-621-7440 (V); 312-263-7462 (F); info@hlcommission.org; www.ncahigherlearningcommission.org

Viterbo University is recognized and approved by the Iowa College Student Aid Commission to offer degree programs in education.

Viterbo University is registered as a private institution with the Minnesota Office of Higher Education pursuant to Minnesota Statutes, sections 136A.61 to 136A.71. Registration is not an endorsement of the institution. Credits earned at the institution may not transfer to all other institutions.

It is the policy of Viterbo University not to discriminate against students, applicants for admission, or employees on the basis of sex, race, color, religion, national origin, ancestry, age, sexual orientation, or physical or mental disabilities unrelated to institutional jobs, programs, or activities. Viterbo University is a Title IX institution.

This catalog does not establish a contractual relationship. Its purpose is to provide students with information regarding programs, requirements, policies, and procedures to qualify for a degree from Viterbo University. Viterbo University reserves the right, through university policy and procedure, to make necessary changes to curriculum and programs as educational and financial considerations may require. A student follows the catalog in effect at the time of entry and should retain the catalog for the duration of stay provided attendance is uninterrupted and a degree is completed within a period of six years.

The university catalog is normally revised every year and changes are announced. When changes occur, either the original or the most recent catalog may be followed.

Dedication

To Francis of Assisi, “Everybody’s Saint,” a man of justice and peace.

To Rose of Viterbo, faithful interpreter of the spirit of Francis.

To Clare of Assisi, confidant of St. Francis and bearer of light to the world.

For their legacy to us of ideals, energy, and leadership, with courage to live our lives in a modern world of search.

Identity

Founded and sponsored by the Franciscan Sisters of Perpetual Adoration, Viterbo is a Catholic, Franciscan University in the liberal arts tradition.

Mission

The Viterbo University community prepares students for faithful service and ethical leadership.

Accreditation

Viterbo University is accredited by:

- The Higher Learning Commission
30 North LaSalle Street, Suite 2400, Chicago, IL 60602-2504; 800-621-7440;
www.ncahigherlearningcommission.org
- Association of Collegiate Business Schools and Programs (ACBSP)
11520 West 119th Street, Overland Park, KS 66213, (913) 339-9356; www.acbsp.org
- Accreditation Council for Education in Nutrition and Dietetics (ACEND)
120 South Riverside Plaza, Suite 2000, Chicago, IL 60606-6995; 312-899-5400;
<http://www.eatright.org/students/education/accreditedprograms.aspx>
- Commission on Collegiate Nursing Education
One Dupont Circle, NW, Suite 530, Washington, DC 20036; 202-887-6791;
<http://www.aacn.nche.edu/accreditation/>
- Council on Social Work Education
1725 Duke Street, Suite 500, Alexandria, VA 22314-3457; 703-683.8080; <http://www.cswe.org/>
- Association of Collegiate Business Schools and Programs (ACBSP)
11520 West 119th Street, Overland Park, KS 66213, 913-339-9356; www.acbsp.org
- National Association of Schools of Music
11250 Roger Bacon Drive, Suite 21, Reston, VA 20190-5248; 703-437-0700;
<http://nasm.arts-accredit.org>
- National Council for Accreditation of Teacher Education
2010 Massachusetts Avenue NW, Suite 500, Washington, DC 20036; 202-466-7496;
<http://www.ncate.org/>

Its chemistry program is approved by the American Chemical Society.

It is approved by the Wisconsin State Board of Nursing for the licensure of registered nurses.

The education program is recognized by the Iowa Department of Education and the Wisconsin Department of Public Instruction for the certification of teachers in the elementary and secondary schools and for the training of veterans.

Viterbo University holds membership in the:

- American Association of Colleges for Teacher Education
- American Association of Colleges of Nursing
- Association of Franciscan Colleges and Universities
- Attorney General's List for Foreign Students
- Association of Catholic Colleges and Universities
- Council of Independent Colleges
- Council on Adult and Experiential Learning
- Council on Postsecondary Accreditation
- Midwestern Associate of Graduate Schools
- National Association of Independent Colleges and Universities
- Wisconsin Association of Independent Colleges and Universities

Degree Offerings

Viterbo University offers the following undergraduate degrees, listed with the available majors:

Associate of Arts**Associate of Science****Bachelor of Art Education****Bachelor of Arts**

- Addiction Studies**
- Art
- Broad Field Social Studies
- Criminal Justice
- English*
- Environmental Sustainability
- History
- Integrated Studies**
- Music
- Philosophy
- Psychology
- Religious Studies
- Social Work
- Sociology
- Spanish*
- Theatre

Bachelor of Business Administration

- Accounting***
- Health Care Management **
- Management
- Management Information Systems**
- Marketing
- Organizational Management**
- Sport Management and Leadership
- Sustainability Management

Bachelor of Fine Arts

- Arts Administration

- Music Theatre
- Studio Art
- Theatre

Bachelor of Liberal Studies**Bachelor of Music**

- Music Education
- Music Performance

Bachelor of Science

- Addiction Studies**
- Biochemistry
- Biology*
- Biopsychology
- Broad Field Social Studies*
- Business Education
- Chemistry*
- Clinical Laboratory Science
- Criminal Justice
- English*
- Environmental Sustainability
- Health Care Science **
- History
- Integrated Studies**
- Mathematical Physics
- Mathematics*
- Natural Science*
- Organizational Communication
- Psychology
- Social Work
- Sociology
- Sport Science and Leadership
- Technology Education

Bachelor of Science, cont.

- Theatre (Education)
- Visual Communication

Bachelor of Science in Community-Medical Dietetics**Bachelor of Science in Education**

- Educational Studies
- Elementary Education

Bachelor of Science in Nursing

- Nursing
- BSN Completion**

* Also available as a certifiable major in education.

** Adult degree completion program.

*** Also offered as an adult degree completion program.

Minors

Besides the major, the student may select one or more minors from the following:

- | | |
|---------------------------|------------------------------|
| • Accounting | • Mathematics* |
| • Art | • Ministry |
| • Biology* | • Music |
| • Business Administration | • Music Theatre |
| • Chemistry* | • Philosophy |
| • Communication Studies | • Physics |
| • Criminal Justice | • Psychology |
| • Dance | • Religious Studies |
| • Early Childhood** | • Sacred Music |
| • English** | • Science** |
| • English Language Arts** | • Servant Leadership |
| • English Literature | • Sociology |
| • English Writing | • Spanish* |
| • Environmental Studies | • Sport Leadership |
| • Gerontology | • Substance Abuse Counseling |
| • Health Care Management | • Theatre* |
| • History* | • Women's Studies |
| • Integrated Technology | |
| • Interpreting Studies | |
| • Latin American Studies | |
| • Legal Studies | |
| • Management | |
| • Marketing | |

*Also available as a certifiable minor in education.

**Certifiable minor in education only.

Pre-And Post Professional Programs

- Pre-Chiropractic, Dentistry, Engineering, Law, Medicine, Optometry, Pharmacy, Physical Therapy, Physician Assistant, Podiatry, Veterinary
- AODA Certificate
- Community Interpreting Certificate
- Dietetics Internship
- Post-baccalaureate teacher licensure program

Accelerated Degree Programs

- Bachelor of Business Administration to Master of Business Administration (five years)
- Biology (three years)

Graduate Programs

Viterbo University offers the following graduate degrees:

- Master of Arts in Education (tracks for the classroom teacher and for the administrator)
- Master of Arts in Servant Leadership
- Master of Business Administration
- Master of Science in Mental Health Counseling
- Master of Science in Nursing

For further information on these programs and policies, students may refer to the university graduate catalog.

History

Viterbo University was founded in 1890 in La Crosse, Wisconsin by the Franciscan Sisters of Perpetual Adoration (FSPA). The university is named Viterbo for the 13th century Franciscan, St. Rose of Viterbo, Italy.

The university has evolved from a normal school to a four-year liberal arts university with master's programs in education, nursing, business administration, and servant leadership. Collegiate courses were introduced in 1923 and steps were taken toward the development of a regular four-year college program. By 1931-32, St. Rose Junior College had been formally established and approved by the University of Wisconsin-Madison. Further development followed, and by 1939, the college was approved as a four-year, degree-granting institution for the preparation of teachers for elementary schools.

In 1937, as plans were being made for the construction of a college building, located across the street from the convent, the name was changed from St. Rose College to Viterbo College (one final name change was to occur in 2001 when Viterbo changed its status from college to university.) Lay women were admitted in 1943; in 1970 men were admitted.

In the 1950s, Viterbo University expanded its program in the liberal arts and in the preparation of teachers for secondary schools. In 1952, this program received the approval of the University of Wisconsin Committee on College Accreditation.

With its status as a four-year liberal arts college achieved, Viterbo University sought accreditation by the North Central Association of Colleges and Secondary Schools and by the National Council for the Accreditation of Teacher Education.

Both were granted in 1954. Accreditation by both associations has regularly been re-confirmed.

In 1987, Viterbo University introduced its first graduate degree, a Master of Arts in Education. A Master of Science in Nursing program was introduced at Viterbo in 1998. In fall 2001, a Master of Arts in Servant Leadership program was approved for Viterbo University. A Master of Business Administration program was introduced in fall 2003. In 2011, a master of Science in Mental Health Counseling was approved.

Viterbo University has also added numerous licensure and certificate programs during the course of its most recent history.

During this first decade of the new millennium, Viterbo University continues to grow and develop to meet the needs of its students and community. Currently, the university is carrying out a transformational strategic plan entitled, *University of Opportunity: Hope and Help*, which provides a blueprint for the future. Much will change but all that emerges will be solidly grounded in Viterbo University's mission and identity.

Viterbo University has balanced continuity and change with consistent ability. As the university met the challenges and opportunities which have defined its past, so it will continue to do in the 21st century. The heritage and continuing support of the Franciscan Sisters of Perpetual Adoration, combined with the dedication of its current stewards, assures Viterbo University a viable future in meeting the intellectual, spiritual, and developmental needs of its students.

Core Values

In keeping with the tradition of our Franciscan founders, the university holds the following core values:

- contemplation, reflecting upon the presence of God in our lives and work
- hospitality, welcoming everyone we encounter as an honored guest
- integrity, striving for honesty in everything we say and do
- stewardship, practicing responsible use of all resources in our trust
- service, working for the common good in the spirit of humility and joy

Campus Facilities and Grounds

- **Murphy Center**, 815 Viterbo Court (1941), a five story building, provides classrooms, offices for the administration and faculty, and services for students. It also houses the library, the academic center, computer laboratories, and career services.
- **Marian Hall**, 704 Franciscan Way (1957) and **Bonaventure North**, 700 Franciscan Way (1965), offer residence, recreational, and dining facilities (1966) for students. Five apartment complexes, **McDonald Terrace**, 715 8th Street South (1975), **Treacy House**, 825 Market Street (1975), **Rose Terrace**, 801 V-Hawk Court (1997), **Canticle House**, 814 and 820 8th Street South, (2010), and **Clare Apartments**, 710 8th Street South (2012) offer apartment-style living for students. There are also theme houses and apartments located on campus for students.
- The **Fine Arts Center**, 929 Jackson Street (1971, renovated in 1998), is an outstanding liberal arts facility for the creative activity of art, music, and theatre arts departments. The academic wing contains classrooms, studios, practice rooms, laboratories, and faculty offices as well as a fine arts library, a music recital hall, a dance studio, an audio-visual room, a choral and orchestra rehearsal room, an art gallery, and professional artist exhibits. The theatre wing contains the La Croix Black Box Theatre, an experimental studio theatre, and the Main Theatre, a performing theatre unique to the Midwest which can accommodate drama, concerts, and opera by adjustment of size and sound.
- The **San Damiano Chapel**, 940 Franciscan Way (1979), is the center of worship at Viterbo.
- The **Brophy Center**, 816 10th Street South (1983), houses the School of Business, lecture halls, demonstration and seminar rooms, and faculty offices.
- Dedicated in 1984, **Assisi Courtyard** is a large beautifully landscaped space which is a favorite congregating space for students. Assisi Courtyard is also home to the famous sculpture, “Dancing Francis” (of Assisi) which symbolizes Viterbo’s commitment to the environment and Franciscan ideals. The sculpture of “St. Clare” (of Assisi) is also on display in the courtyard.
- The **Varsity Athletics Center**, 814 Viterbo Court (1987), is a multi-use facility which houses basketball and volleyball courts, training and fitness rooms, and racquetball courts. The R.W. Beggs Sr. Gymnasium is used for V-Hawk practices and regular games.
- The **Student Union** (1989), provides a place for socializing and studying. It contains a large screen TV, lounge, and eating areas. The cafeteria, remodeled in 2006, Crossroads Snack Bar, and the university bookstore are located in the Student Union.
- The **Todd Wehr Memorial Library** (1991, renovated in 2006), located on the first and second floors of Murphy Center, provides a central place for study and research. Library staff members provide individualized services to students, faculty, and staff. The library’s collection of over 90,000 print and 77,000 electronic titles consists of books for general circulation, scores, reference works, DVDs, videos, and CDs. The library has access to over 35,000 online periodicals and newspapers through its various databases, and continues to subscribe to over 200 periodicals and newspapers in paper format. E-Reserves and interlibrary loan complement these information resources. Special collections include the university archives, and an art collection consisting of over 350 pieces. Students have access to 100 computer stations throughout the library, and there are wireless laptops, video cameras, iPads and more available for checkout at the main desk. Spaces include **Franny’s**, a 24/7 study and computer lab with coffee service, a library classroom designed to accommodate group work, and quiet study areas on the second floor.

- The **Student Development Center**, 936 Franciscan Way (1996), is home to Viterbo University's housing, counseling, and health services.
- The **Outdoor Athletics Complex**, N3175 State Road 16 (1999), is home to a variety of V-Hawk sports including men's and women's soccer, men's baseball, women's softball, and a large practice area.
- **Viterbo Court** (1999) which is located between the Varsity Athletics Center and Murphy Center, is beautifully landscaped and features a large Viterbo University seal.
- **V-Hawk Court** (2000) is located between the Amie L. Mathy Center and Marian Hall/Rose Terrace and features walkways, park benches, tables wired for Internet access, and an ornate clock tower. Bricks donated by employees, friends, and alumni, which are engraved with names or Viterbo memories, surround the clock tower.
- The **Physical Plant Building**, 727 Winnebago Street (2002), houses the Physical Plant offices, including custodial services, maintenance personnel and equipment, and campus security. Additional services include employee and student ID photos/programming, building/room key distribution, work order system support, fleet vehicle management, and facilities administration.
- The **D.B. Reinhart Center for Ethics, Science, and Technology**, 900 Viterbo Drive (2003), is a state-of-the-art facility, home to Viterbo sciences, the D.B. Reinhart Institute for Ethics in Leadership, the copy, mail and media center, and other administrative offices including the Office of the President. The showcase of the center is a tiered conference auditorium to host Webcasts and down-linked national video conferences as well as live and distance presentations on leadership and ethics. A large board room on the first floor provides a state of the art environment for meetings and events. The second and third floors house science labs, classrooms, offices, and computer labs.
- The **Amie L. Mathy Center for Recreation and Education**, 811 8th Street South (2005), is adjacent to the Varsity Athletics Center. It is a "first of its kind" facility serving the recreational needs and physical education programs for Viterbo University students, faculty and staff, and members of the Boys and Girls Club of Greater La Crosse. This collaborative facility includes a three-court gymnasium, 1/8 mile indoor track, multi-purpose room, a large strength and conditioning room, general locker rooms, two conference rooms, and administrative/coaches' offices.
- The **Nursing Center**, 916 South 10th Street (2011), is Viterbo's newest campus facility. This outstanding 68,700 square foot, state-of-the-art facility is home to Viterbo's signature nursing and dietetics programs, and also provides opportunities for the university's allied health programs. The cornerstone of the facility features four cutting edge simulation labs dedicated to critical care, medical/surgical care, maternal/newborn care, and child health care. Three lecture halls, 11 multi-purpose classrooms/labs, a community health lab and a premier dietetics lab round out the building. Viterbo graduates more BSN nurses than any other private college in Wisconsin and this showcase facility provides numerous opportunities to provide the most modern of training, enhancing the already strong reputation of the program.
- The **Academic Computing Labs/Classrooms** serve the campus: 1) as a resource for the integration of technology into the curriculum, 2) as a tool for academic research, and 3) in the application of technology for the completion of class assignments. More than 280 IBM-compatible and Macintosh computers are available for use throughout 14 main labs in Murphy Center, the Reinhart Center, Brophy Center, the Nursing Center, and the Fine Arts Center as well as numerous computers located in the Todd Wehr Memorial Library. All student accessible computers are connected to the internal campus network and provide high-speed access to the external resources of the Internet. The campus is standardized on the Microsoft Office Professional Suite to facilitate the sharing of electronic documents, spreadsheets, presentations, and databases with professors and with other students. Additional discipline-specific software is available based on the requirements of the various academic departments. All students are issued Web-based electronic mail accounts for the duration of their enrollment at the university. These accounts are accessible from all networked computers on campus and from any computer in the world that has Web-based access to the Internet.
- **Viterbo University Off-campus Center, Wisconsin**, 2323 S 109th Street, Suite 375, West Allis, WI, is the off-campus office for the coordination of graduate education courses offered throughout the state of Wisconsin. The center also serves as classroom space. Viterbo rents other permanent space in Green Bay and contracts space for course offerings in other areas of the state.

- **Viterbo University Off-campus Center, Iowa**, 4949 Westown Parkway, Suite 195, West Des Moines, IA, is the off-campus office for the coordination of graduate education courses offered throughout the state of Iowa. The center also serves as classroom space. Viterbo contracts space for course offerings in other areas of the state.

Admission

Viterbo University welcomes applications for admission from all students who have prepared for a competitive collegiate program. Admission to Viterbo University is offered to those for whom academic and personal success seems likely. Each candidate is evaluated individually. Evidence of ability to do college-level work is essential. All qualified students, regardless of sex, race, religion, color, national or ethnic origin will be extended an offer of admission on a first come, first served basis as long as space remains available. Students will be evaluated for admission in accordance with the general admission criteria stated below.

General Admission Criteria

Admission to Viterbo University will be determined after the applicant has submitted a secondary school record and after full consideration is given to the student's class rank, grade point average (GPA), curriculum, ACT or SAT scores, intended major in college and, if applicable, transcript showing previous college coursework.

Any student who does not meet one or more of the admission criteria will be referred to the dean of admission and/or the Viterbo University Admission Committee for further review and consideration. The admission committee will offer a recommendation on the admission of the student, or ask that the student come to campus and take the Viterbo University placement test.

Any student wishing to appeal an admission decision must notify the admission office in writing. Additional information such as an additional ACT or SAT score, updated transcript, letters of recommendation, etc., should be submitted for reconsideration.

Viterbo University reserves the right to deny or place conditions on the admission, re-enrollment, or continued enrollment of any applicant, former student, or current student, who in the judgment of the university officials has failed to maintain satisfactory academic progress, would be disruptive of the orderly process of the college's programs, would interfere with the rights and privileges of other students or employees, is not prepared to benefit from the course of study offered, or places a risk to the safety or well-being of the campus community. The university may consider criminal, juvenile, and disciplinary history in admission and enrollment decisions. Information submitted to Viterbo University must be true, complete, and accurate. Withholding any pertinent information may result in denial of admission or dismissal.

Freshman Admission (Graduating High School Seniors)

A freshman is defined as a student entering college for the first time or a student who graduated from high school in the spring prior to the intended date of entry at Viterbo, but may have already taken college courses at another institution.

Students may apply for admission online at www.viterbo.edu or by obtaining an application for admission from the admission office. The application may be submitted at any time following completion of the junior year in high school. Students should ask their high school to forward an official transcript directly to the Viterbo University admission office.

Students with a strong college-prep background are considered for admission if they have been able to maintain the GPA that their school recommends for the college bound. Students not in college preparatory programs can be offered admission if ACT or SAT results, GPA, and grades show aptitude for college work. All students seeking admission must have graduated from an accredited high school or have earned a GED, or its equivalent. Successful applicants typically submit high school records of a minimum of 16 units of credit that include:

- four units of English
- three units of mathematics
- three units of natural science (chemistry is required of all nursing, dietetics, natural science, and other allied health pre-professional students)
- three units of social science, history, or foreign language

A university entrance assessment score report, preferably from the American College Testing (ACT) Program, is required. A Scholastic Aptitude Test (SAT) score report is also acceptable. Candidates should take one or the other assessment and have the score report sent to Viterbo University. Viterbo University requires all applicants submit an ACT or SAT score to be considered for admission. Those who submit more than one set of scores will be judged on the basis of best composite score reported. Scores reported on an official high school transcript will be accepted. Nontraditional students who do not submit official ACT or SAT score reports or who have not completed a standardized test, may be required to complete an on-campus placement test and an interview to be considered for admission.

Viterbo University seeks to admit students who rank in the top half of the academic performance range, as measured by standardized assessments (ACT or SAT) and class rank.

Applicants are notified of the university's decision as soon as all required documents have been received and evaluated. After high school graduation, a complete transcript of your high school record (showing rank in class and date of graduation) must be sent to Viterbo University.

After a student has been offered admission to the university, he or she will receive a housing contract and tuition deposit request. All freshmen not living with parents or spouse must live on campus. These students will be requested to complete a housing contract and submit a room deposit of \$100. A tuition deposit of \$100 will be requested of all accepted students. Both amounts are fully refundable if a written cancellation request reaches the university before May 1.

Home-schooled Applicants

Viterbo University welcomes applications from home-schooled students. Applicants are required to provide the same documents as mentioned in the General Admission Criteria. In lieu of a high school transcript, students must submit a document listing their completed coursework.

Early Admission

Exceptional students who have met their high school graduation requirements may be admitted after completion of three years of high school, upon recommendation of the secondary school counselor or principal, and completion of the admission procedure.

Associate Degree Program Admission

Because the associate degree programs are designed for non-traditional students, applicants must be four years out of high school.

Applicants must request that official high school, university and/or military training transcripts, including any American Council on Education (ACE), Advanced Placement (AP), College Level Examination Program (CLEP), Defense Activity for Non-traditional Education Support (DANTES), or International Baccalaureate (IB), be sent directly to the Center for Adult Learning. Hand carried transcripts are not accepted.

Students are admitted based on high school performance and/or life and work experiences. Students admitted to the associate degree program who wish to change to a bachelor degree program prior to completion of the associate degree must meet the general admission criteria to Viterbo University. Students completing the associate degree program may transition, assuming good standing, to a bachelor degree program. Advisors in the Center for Adult Learning can assist with the paperwork for that transition. Some bachelor degree programs have additional admission criteria. Transitioning associate degree students must meet those criteria as well.

Transfer Student Admission

A transfer student is defined as any student with college credits from another institution who did not graduate from high school in the spring prior to the intended date of entry at Viterbo.

Viterbo University welcomes applications from students attending two-year or four-year regionally accredited schools. Credit for college-level work is granted in all areas that correspond to courses offered at Viterbo

University as long as the student has earned a grade of C or higher for the course. (Grades of C- or CD are not eligible for transfer.)

Transfer students will be considered for admission as long as they have a cumulative GPA of at least 2.0 on a 4.0 scale, are free to return to their previous college or university, and are considered to be in good academic standing both at their previous school and at Viterbo University. See academic departments for transfer admission criteria. Transfer students to Viterbo University must submit the following:

- an application for admission
- an official high school transcript sent directly from the school to Viterbo University
- an official set of college transcripts from all post-secondary institutions attended sent directly from the institution(s) to Viterbo University (hand-carried copies of both the high school transcript or any post-secondary transcripts are not accepted)
- results of the ACT or SAT (for nursing and dietetic majors)

Degree Completion Program Admission

Because the degree completion programs are designed for non-traditional students, applicants must be four years out of high school, have earned an associate degree from a regionally accredited institution, or be an accepted Pathways student.

Applicants must request that official high school, university and/or military training transcripts, including any ACE, DANTES, CLEP or AP scores, be sent directly to the Center for Adult Learning. Hand carried transcripts are not accepted.

Students are admitted based on high school performance and/or life and work experiences. Students admitted to a degree completion program who wish to change to a traditional bachelor degree program prior to completion of the degree completion program must meet the general admission criteria to Viterbo University as well as any admission criteria specific to the traditional program. See the Admission section of this catalog.

Transfer Credit Policy

Credits for letter graded courses earned at regionally accredited institutions will transfer to Viterbo University. Courses in which a student has earned a grade of C or higher will be considered for transfer to Viterbo University. Credit for courses where the earned grades are less than a C are not eligible for transfer. A student may be required to repeat a transferred major or required support course where the grade requirement of the department or accrediting body is higher than a C. Individual schools or departments may also require that coursework in the major be current with academic and professional standards.

Viterbo University recognizes the value of career education provided by regionally accredited technical colleges and strives to provide opportunities for those students to combine their technical education with advanced coursework in their major field and a background in the liberal arts that results in a baccalaureate degree. Credits which are a part of an associate degree program will be considered for transfer to Viterbo University.

Courses of a remedial or pre-college nature will not be accepted for transfer, except when needed to meet other college-level course prerequisites.

All credits eligible for transfer from two-year institutions will be transferred to Viterbo University. Students must, however, satisfy all support and discipline-specific coursework for the major. Every student must earn a minimum of 43 credits in upper division coursework as required by the university's accrediting body.

Students enrolled at Viterbo University who wish to take a course at another institution must obtain prior approval to insure the course will transfer to Viterbo University. The form for this approval is available in the registrar's office or on the office's Web page.

Students who transfer to Viterbo University with an earned baccalaureate, Associate of Arts (A.A.), or Associate of Science (A.S.) degree from a regionally accredited college or university will have the Foundation requirements of the core curriculum waived (unless required by the students' major as a program requirement), except the information fluency requirement (a one-credit course or included in part of a course within the major.) A student with earned baccalaureate, A. A., or A. S. degree from a regionally accredited college or university will also have the Ways of Thinking requirements of the core curriculum waived, except the theological inquiry, integrating faith and reasoning, and philosophical and moral inquiry requirements (unless required by the students' major as a program requirement). The baccalaureate, A.A. or A.S. degree must be completed and earned prior to enrollment at Viterbo University.

Students who transfer to Viterbo University with an Associate of Applied Science (A.A.S.) degree from a regionally accredited college or university will have the Foundation requirements of the core curriculum waived (unless required by the students' major as a program requirement), except the information fluency requirement (a one-credit course or included in part of a course within the major.). The A.A.S. degree must be completed and earned prior to enrollment at Viterbo University.

Students who transfer to Viterbo University, into the BSN completion program, with a diploma from a three-year diploma nursing program will have the Foundation requirements of the core curriculum waived (unless required by the students' major as a program requirement), except the information fluency requirement (a one-credit course or included in part of a course within the major).

Transfer Articulation Agreements

Viterbo University has transfer student articulation agreements with the following institutions:

- Fox Valley Technical College
- Logan College of Chiropractic
- Madison Area Technical College
- Mid-State Technical College
- Nicolet Area Technical College
- Northcentral Technical College
- Ohio College of Podiatric Medicine
- Palmer College of Chiropractic
- Rochester Community and Technical College
- St. John's College (Belize)
- Southwest Wisconsin Technical College
- University of Wisconsin-Platteville
- Western Technical College
- Wisconsin Technical College System (criminal justice only)

Alternative Credit

Exam or alternative credit work taken more than 10 years ago will not be accepted. Individual schools or departments may also require that exam equivalent coursework in the major be current with academic and professional standards.

Viterbo University accepts up to 30 credits for prior learning approved through ACE, CLEP, or DANTES. Viterbo University also awards credit for some Advanced Placement exams, International Baccalaureate, as well as awards retroactive language credit.

Students who feel they have significant college-relevant learning based on life or work experience creditable toward a college degree may apply for and earn credits for this prior learning through the portfolio process. All portfolios of learning experience must be approved by the appropriate academic school and department at Viterbo University. Students will explore their eligibility to apply for prior learning credit with their academic advisor. Credits for work through the portfolio process are limited to 30 credits.

Credit for Military Training

Viterbo University will grant credit for educational experiences earned from and awarded by an accredited college or university while serving in the armed forces. For the policy on alternative credit, refer to the Academic Policy section of this catalog.

Reentry and Readmission

Former Viterbo students who wish to reenter the university should apply online. Students need not resubmit copies of records already on file. However, a reentering student who has attended one or more schools since leaving Viterbo must have official transcripts sent directly to the Office of the Registrar before a readmission decision can be made. Eligibility for reentry is based upon previous work at Viterbo University. However, to be reaccepted to Viterbo, a student must be eligible to return to the last institution attended. Reentry students transferring back to Viterbo must also meet the same grade point average requirements for admission as other transfer students.

Some programs have additional entry requirements and/or students may need the approval of the school dean prior to readmittance. A student follows the catalog in effect at the time of reentry, and the curriculum requirements contained therein remain in effect as long as the student attends Viterbo on an uninterrupted basis and completes a degree within a period of six years. The application deadline for the fall semester is Aug. 1, Dec. 15 for the spring semester, and May 1 for the summer session.

International Student Admission

Applications from international students are welcome and actively sought. Scholastic achievement, use of the English language, and financial resources are given particular attention in reviewing applications from international students. Students who are not U.S. citizens who wish to apply to Viterbo University should request an international student application form and return it with a copy of their high school record as well as a grade report with any post-secondary education they have completed. Students are also required to attain a minimum score of 525 on the TOEFL exam prior to being admitted. Each international student will be required to take an English as a Second Language (ESL) Placement test. The results will be used to ensure academic success and determine if ESL courses are needed. A declaration of finances form indicating the financial resources available for financing the costs of an education at Viterbo University is required and must be on file in the Office of Global Education before the certificate of eligibility (I-20 Form) is issued. This school is authorized under federal law to enroll non-immigrant alien students. International students must have all admission materials submitted to Viterbo University 90 days in advance of the term in which they wish to enroll.

Registration and Orientation

New students are required to register for classes at special registration times scheduled prior to each term. Academic advisors are available to assist students with their selection of classes. During the summer prior to the first day of fall classes, a period of several days is devoted to an orientation and registration program for freshmen and other new students. During this time, students are introduced to the procedures of the university and are aided in adjusting themselves to college life.

Placement Testing

Placement tests may be required before registration for certain new students. These tests cover mathematics, English and provide additional information to academic advisors who help students select appropriate coursework at the time of registration. A Spanish test is required for students wishing to continue with Spanish courses at Viterbo.

Non-degree-seeking Students

High School Students: Youth Options Program

Viterbo University welcomes students in the Wisconsin Youth Options Program. High school juniors and seniors who have not yet graduated may attend Viterbo University at reduced per credit charges and applicable course fees. Viterbo University will issue credit to students upon successful completion of the course(s), with such credit being fully acceptable toward a bachelor's degree. The reduced per credit charge is available for fall or spring semesters only.

High School Students: Diocesan High School College Credit Program and the High School College Credit Program

Viterbo University offers college credit to students enrolled in approved high schools. The course and

instructor are approved for college credit by Viterbo University faculty. Viterbo University will offer college credit for a maximum of five courses per high school per year. High school students may take a maximum of three courses (total) of these Viterbo University approved courses.

Non-degree Student Admission

Students desiring to audit or take selected courses for credit, but who do not expect to earn a degree at this university, may be enrolled as a non-degree-seeking student. Complete transcripts of high school and college records need not be submitted, but high school graduation, a GED, or its equivalent is required. Students may be admitted as a degree-seeking student at a later date. Students interested should complete the non-degree student application available online or in the Office of Admission. Refer to the audit policy, in the academic regulations section of this catalog for the audit policy.

Senior Citizen Enrichment Program

Persons 62 years of age or older may audit selected courses at no charge. This program is offered on a space-available basis. Since no grade is given the course cannot be converted to credit at some later date. Interested students should secure a special enrichment form in the Office of Admission. This program is not available during the summer.

Continuing Education Units

Continuing Education Units (CEUs) may be offered for some workshops with the understanding that at no time may these units be substituted for academic credits received in academic courses in the basic programs. The CEU is defined to mean 10 contact hours of participation in an organized continuing education experience under responsible sponsorship, capable direction, and qualified instruction.

For Applicants with Acts, Crimes, or Offenses That May Prohibit or Restrict Admission

Applicants for admission or re-admission with criminal or disciplinary records must disclose information about their prior records. Failure of the applicant to accurately and completely provide information and records may result in denial of admission, revocation of admission, or discipline, up to and including permanent dismissal from the university. Information to be disclosed includes: (1) criminal offenses, pending criminal charges, and diversion agreements (felonies and misdemeanors), (2) adjudicated delinquencies, (3) information on any behavior resulting in a suspension or expulsion from any high school or post-secondary institution, (4) information about less than honorable discharges from the military, (5) other pertinent offenses and/or violations. (Minor traffic violations should not be included.)

Certain affiliates associated with Viterbo require that students placed in their facility for clinical/internship/field placement experiences clear a criminal background check prior to placement. Students whose background check reveals criminal history may be prevented access to the clinical site, and as a result, the student will not have sufficient clinical experience to successfully complete the program. Additionally, licensing boards for certain professions including health care occupations may deny the individual the opportunity to sit for an examination if an applicant has a criminal history.

Fully qualified applicants for the criminal justice, dietetics, education, nursing, social work, and some other programs are required to complete a disclosure form prior to admission and may be subject to a criminal background check conducted by an outsourced agency.

Procedure

A review committee will evaluate the application, the disciplinary and criminal history disclosure form and all explanatory materials, of any student who indicates any of the aforementioned convictions, charges, records, etc. Prior to making a decision on admission or re-enrollment, the review committee may request additional materials from the applicant, conduct a phone interview with the applicant and/or request that the applicant appear before the review board to discuss his/her application, etc.

The review committee will recommend admission or denial of admission in one of three ways: (1) admit or re-enroll the applicant without conditions, (2) admit or re-enroll the applicant with condition (i.e., restrictions

on location or place, denial of option to live in university housing facilities, etc.), or (3) deny admission or re-enrollment of the applicant. Recommendations on admission or re-enrollment will be forwarded from the review committee to the appropriate university administrator who will formally admit or deny admission to the applicant based on the recommendation from the committee. The recommendation of the review committee is final and not subject to appeal. The review committee is typically comprised of the vice president for student development, the academic vice president, the dean of admission and the director of campus safety, or their respective designees.

Criminal Convictions Occurring After University Admission

Students are required to disclose in writing to the Vice President for Student Development criminal convictions occurring since completing the application for admission. This policy applies to all Viterbo University incoming and current students.

Tuition and Fees

Tuition (per semester—2012–13 Academic Year)

1 credit	\$ 650
2 credits	1,300
3 credits	1,950
4 credits	2,600
5 credits	3,250
6 credits	4,140
7 credits	4,970
8 credits	5,900
9 credits	7,075
10 credits	8,620
11 credits	10,045
Full-time (12–18 credits)	11,040
Each credit over 18	650

Tuition-Other Designated Programs/Courses

Associate Degree Program	\$ 210/credit
Acctng. Completion, Addict. Stud., BSN Completion, Healthcare Mgmt./Science, Individ. Lrng., Integrat. Stud, Mgmt. and Info Tech., Mgmt. Info. Sys., Online, and Org. Mgmt. Programs	450/credit
Dietetic Internship Program	435/credit
English as a Second Language	450/credit
Military-Ft. McCoy	320/credit
Post-Baccalaureate Teacher Licensure Program	320/credit
BSN Completion Portfolio Charge	170/credit
Portfolio Charge—Other Programs	115/credit

Degree seeking students auditing a course pay their regular tuition amount. Non-degree auditors should refer to the annual tuition and fee schedule on the Business Office's Web page.

Room and Board (per semester—2012–13 Academic Year)

Residence	Double	Triple	Private	4 occ/apt	5 occ/apt
Bonaventure*/Marian Hall	\$1,655	1,315	\$2,375	n/a	n/a
McDonald/Treacy**	n/a	n/a	2,900	2,095	1,725
Rose Terrace	n/a	n/a	2,900	2,095	n/a
Clare	2,300	n/a	2,900	2,300	n/a
Houses/Apts	n/a	n/a	2,900	2,095	n/a

* All Bonaventure X47 rooms pay the double rate for three occupants; private rate for two occupants.

** Treacy #3 and #9 occupants pay the four occupants/apt. rate.

Meal Plans

19 Meal	14 Meal	10 Meal	Flex 80 (w/\$100 DB)
\$2,045	\$1,850	\$1,630	1,550

For \$100 declining balance (DB) enhancement, add \$100 to plan cost.

All university housing contracts extend throughout the academic year rather than a single semester. A room deposit of \$100, along with a completed contract, is required for each academic year housing is desired. To reserve a room, the deposit and contract should be mailed to Viterbo University as soon as the student is notified of acceptance if a new student, or by April 15 if a returning student, for the subsequent academic year. The room deposit will be applied to the student's account balance once the academic year begins. If the student terminates the contract prior to April 15, the deposit will be refunded. If the student terminates the contract after April 15, but prior to the beginning of the academic year, the deposit is non-refundable.

Other Fees and Charges (per semester—2012–13 Academic Year)

Student Activity Fee (1–11 credits) \$15/credit to a maximum of	\$	45
Student Activity Fee (full-time)		95
Technology Fee (1–11 credits) \$20/credit to a maximum of		120
Technology Fee (full-time)		200
Adult learning resource fee		8/credit
Application Fee		25
Application Fee – international student		50
Bookstore Service Charge		2.50/charge
Challenge Exam Fee		75/credit
Clinical Fee, Nursing		250/credit
Clinical Fee, Nutrition and Dietetic – Coordinated Program for designated clinical courses, add to tuition		90/credit
Course Fees:		
• Applied Music		320/credit
• Art (depending on course)		25-150
• Biology/Chemistry/Earth Science/Physics/BIOP261/CHEM480 Lab Courses		10/credit
• Career/Life Planning (UNST110)		25
• Clinical Lab Science		120/credit
• Communication Studies		15
• Education (depending on course)		20-30
• English as a Second Language		8/credit
• Management (449)		50
• OMGT courses - materials		12
• Nursing (221)		110/credit
• Nursing (230)		50
• Social Work (476)		40
• Sports Leadership		30-50
• Theatre		15-75
Credentials (minimum of 5)		3/set
Housing Deposit		100/academic year
Late Confirmation Fee		50
Transcripts (official and unofficial)		5/copy

Interest charge of 1.25 percent/month on outstanding student account balances.

All expense items are subject to change.

Fees and Services

- The Viterbo University Bookstore, located in the Student Union, provides materials to meet Viterbo University's academic objectives and is operated for the benefit of students, faculty, staff, and visitors. The Viterbo University Bookstore offers several alternatives to standard textbook purchasing. Books can be ordered via telephone, fax, or on the Internet, www.viterbo.bkstr.com. The bookstore also offers school supplies, computer supplies, and many pieces of Viterbo University memorabilia. More policies on the ordering of textbooks can be obtained via the bookstore Website or by contacting the bookstore. Campus-based students are allowed to charge books to their account

the first week of each semester, excluding summer session, but are subject to a \$2.50 service fee per charge.

- **Student Identification Card**—All students are issued a photo ID/access card. The card is obtained from the physical plant department. It is used by students for admission to the library facilities, Mathy Center, food service, lectures, plays, concerts, athletic events, equipment checkouts, and other programs. The access part of the card grants the student after-hour access to select academic buildings (where applicable) and full-time access to that student's residence hall. As it serves as a key, it is property of Viterbo University and must be returned when that student is no longer enrolled at Viterbo University. There is a \$20 replacement fee for the photo ID/access card if it is lost or stolen.
- **Group Insurance**—As part of the student health program, health and accident insurance is made available. Students who are no longer covered under their parents' family health insurance plan are strongly encouraged to avail themselves of this opportunity. If desired, coverage may be obtained for one semester only. Application forms are available in the business office. All international students must carry health insurance.
- **Parking**—Students parking a vehicle on campus lots, Monday through Friday, during the academic year must have a parking permit. Permits may be obtained in the business office. Weekend and evening parking does not require a permit, except in resident lots for which a permit is always required.
- **Payment Policy**—Viterbo University policy requires that any past due balance from a previous semester is paid in full prior to the first day of the subsequent semester. An account with an unpaid past due balance may prohibit the student from confirming and participating in classes for any upcoming semester. All campus-based students are required to make a minimum down payment of \$500 each semester, exclusive of financial aid and any other deposits. This payment must be received by the business office no later than the third day of any semester in order for a student to officially confirm participation and enrollment at Viterbo University. The university reserves the right to withdraw a student if he/she does not confirm his/her enrollment. Finance charges will be assessed at a nominal annual percentage rate of 15 percent beginning Oct. 31 for fall semester charges, Feb. 28 for spring semester charges, and June 30 for summer semester charges. Full payment of the amount due is required before the final day of the semester in which the student is currently enrolled. Official grade transcripts and diplomas will not be issued until all accounts have been paid in full. Further, any student whose account is delinquent will not be permitted to register for the following semester.

Federal Truth-in-Lending Act

The payment of a student's financial obligation to Viterbo University will be governed by the Accounts Receivable Education Loan Promissory Note and Disclosure Statement, which each student will be required to sign prior to initial registration for classes. The form is mailed to the student and may also be found on the business office Webpage. The form is a summary of the student's rights according to the Fair Credit Billing Act (FCBA) - a full statement of your rights and the university's responsibilities under the FCBA will be sent to you upon request, through the business office.

- **Withdrawals and Refunds**—Any student who wishes to withdraw from one or more classes must complete a drop form in the registrar's office. The date on which such written approval is granted by the registrar determines the amount of tuition adjustment. Failure by the student to obtain such approval makes the student ineligible for any adjustment and accounts will be payable in full. Any student who withdraws or reduces their credit hours with written approval of the registrar's office shall receive a tuition adjustment for the difference in total tuition cost according to the following schedule:

Week of Withdrawal (includes weekends)	Refund
Week 1	100%
Weeks 2–4	50%
Weeks 5–8	25%
Weeks 9–16	No Refund

(Refunds for all non-16 week courses will be prorated.)

Example: For a student who drops from seven credits to three credits during the third week of the semester, the difference in tuition is \$4,970 less \$1,950, or \$3,020. The refund is 50 percent of \$3,020, or \$1,510. This refund will be credited to the student's account.

Note that this refund formula applies specifically to 16-week courses. This formula is modified on a pro rata basis for non-16-week courses.

Fees will not be adjusted and are not refundable.

A student signing a Viterbo University housing contract commits to a housing term of one year, with room charges posted at the beginning of the fall and spring semesters. Room charge adjustments are made, provided appropriate, written approval has been given by the director of residence life. Any such adjustment will be placed on the student's account. All requests for adjustment must be in writing to the director of residence life. Room charge adjustments are calculated according to the following schedule. For students withdrawing from the university during a semester:

- if student withdraws during week 1, refund equals 90 percent of total semester room charges
- if student withdraws during weeks 2–4, refund equals 50 percent of total semester charges
- if student withdraws during weeks 5–8, refund equals 25 percent of total semester room charges
- if student withdraws during weeks 9–16, refund equals 0 percent of total semester charges

A student who changes residences during the fall or spring semesters will have room charge adjustments placed on the student's account. These adjustments will be calculated on a prorated weekly basis, assuming a 16-week semester.

Meal plan charge adjustments are calculated on a pro rata, weekly basis, provided appropriate, written approval has been given by the director of residence life. Any such adjustment will be placed on the student's account. All requests for adjustment must be in writing to the director of residence life.

Any student who is suspended or dismissed from the university by university authorities will not be entitled to any refund of tuition, room or board.

Financial Aid

In order to administer its financial aid program in the most equitable manner, Viterbo University applies the nationally accepted “Federal Methodology” of need analysis to each financial aid application. This system determines the amount of aid you need to “bridge the gap” between your and your family’s resources and the actual cost of your education. Taken into consideration are such extenuating circumstances as large medical expenditures and other obligations affecting the family financial situation.

All need-based financial aid awards are for one year only. Students must reapply each year of attendance. Renewal is dependent on continued need for aid, maintenance of academic standards as outlined in the Student Handbook and continued funding.

Students are awarded aid drawn from approximately 30 federal, state, and Viterbo University programs. Students are usually offered a combination of scholarship, grant, loan, and employment opportunities. The average financial aid award package for a full-time Viterbo University undergraduate student living on campus is \$16,444.

Application Procedures

In order to be eligible to apply for financial aid, a student must be:

- admitted to an eligible degree program or certificate at Viterbo University
- enrolled at least half-time (six undergraduate credits)
- a U.S. citizen or able to provide verification of status as a national, permanent resident, or refugee.

The following forms are the minimum requirements to apply for financial aid:

- Viterbo University Institutional Data Form (IDF)
- Free Application for Federal Student Aid (FAFSA)
- Additional forms or documents may be requested on a case-by-case basis as needed.

Student Consumer Information

Because of the large number of applications and limited amount of funds available, students are strongly encouraged to complete all necessary application forms as soon as possible to be given consideration for all types of assistance. Although financial aid applications will be accepted at any time, first consideration for available funds will be given to those students who have submitted all necessary forms by **March 15**.

Awards are made for the entire academic year (August through May) unless specifically stated otherwise. No aid can be disbursed to you until all required paperwork is completed. A separate application is required for summer sessions.

If financial aid does not cover semester charges, all students must be prepared to pay the difference between their financial aid award for the semester and their charges through personal funds.

If a student decides not to enroll for the first semester but intends to enroll for the second semester, the financial aid office must have written notification. Failure to notify this office will result in cancellation of all financial aid awards.

If a student withdraws from Viterbo University, a portion of the aid may be required to be returned according to the federal refund calculation (copies available in the financial aid office).

Students must notify the financial aid office of a change of address, marital, academic, financial, or enrollment status. Changes in any of these areas may result in a revision of the student’s financial aid awards.

Institutional Programs and Scholarships

Fine Arts Scholarships—Incoming full-time freshmen and transfer students talented in the areas of art, music, or theatre can receive scholarships of up to \$1,000 per year.

Pre-professional Scholarship—A full, four-year tuition scholarship is awarded each year to one deserving incoming freshman majoring in a health profession. Student must enroll full-time and maintain a 3.50 GPA for renewal.

Tuition Exchanges—Viterbo University participates in the Catholic College Cooperative Tuition Exchange and the Council of Independent Colleges Tuition Exchange. Dependents of employees at participating institutions may be eligible for tuition benefits at Viterbo University.

Viterbo University Academic Scholarships—Incoming freshmen and transfers are automatically considered for these awards. Amounts range from \$1,000–\$11,000 per year based on the student’s academic history. Awards are renewable providing minimum GPAs are maintained.

Federal/State Grants and Scholarships

- Bureau of Indian Affairs Grant
- Federal Pell Grant
- Federal Supplemental Education Opportunity Grant
- R.O.T.C. Scholarship
- Talent Incentive Program (TIP) Grant
- Wisconsin Covenant Scholarships
- Wisconsin Handicapped Grant
- Wisconsin Indian Grant
- Wisconsin Minority Retention Grant
- Wisconsin Tuition Grant
- Wisconsin Valedictorian Scholarship

Loans

- Federal Nursing Loan
- Federal Direct Parent Loan for Undergraduate Students (PLUS)
- Federal Perkins Loan
- Federal Direct Subsidized Loan
- Federal Direct Unsubsidized Loan
- Minnesota SELF Loan
- Private Alternative Loans
- Wisconsin Nursing Forgiveness Loan

Employment

Federal College Work Study employment opportunities are available on campus. Students are limited to a maximum of 20 hours per week while in school and a total of 40 hours per week during vacation periods. Paychecks are issued twice monthly in the business office. The financial aid office will provide the necessary job referrals.

Veteran Benefits

The majority of Viterbo University’s on and off campus degree programs are fully approved for the education of veterans and veteran’s dependents under certain federal and state programs. For assistance with veteran education programs, contact your county Veterans Administration office or the veteran official in the financial aid office.

Student Life

Campus Activities

Learning does not end in the classroom. Studies have shown extracurricular involvement to be an important factor in developing management skills and community leadership. The Office of Campus Activities offers a variety of opportunities for campus involvement through activities, student organizations and leadership skill building opportunities. Activities include VU After Dark weekend late night activities, concerts, entertainment, dances, lectures, diversity programs and annual events such as Family Day, Homecoming Week, National Collegiate Alcohol Awareness Week activities and Welcome Week. The coordinator prepares the student organization handbook, plans monthly club officer roundtables, serves as advisor to the program board, offers leadership workshops and teaches a one-credit class annually designed to prepare students for campus positions of leadership (i.e., club officer, orientation leader, program board member, resident assistant, residence hall council member, student government representative, etc.).

Student Activities Board

The Student Activities Board (SAB) is a student group that coordinates entertainment and activities for the entire campus. Students interested in joining the activities board should contact the coordinator of campus activities and orientation who serves as advisor.

Student Government Association

Through ongoing communication between the students, faculty, staff and administration, the Student Government Association (SGA) helps to ensure a positive Viterbo University experience for students and helps to address student concerns. The SGA serves as the student assembly for the university. Interested students may become involved in SGA by becoming a representative or serving on a committee. For further information, contact the vice president for student development.

Student Organizations

Over 30 student organizations at Viterbo University serve as an added educational resource to students, giving them experiences related to their study and providing activity for balance in their lives. Involvement in a group can offer a place to develop skills, experience the interplay of working with others and assume a leadership role. To start or learn more about a campus club, contact the coordinator of campus activities and orientation.

Student Publications

The *Lumen* is Viterbo University's student newspaper and *Touchstone* is its art and literary magazine. Both extracurricular publications are student edited and student produced. They represent an extension of the academic experience.

Campus Ministry

"Peace and every blessing" (Pax et Bonum). This traditional Franciscan greeting expresses the focus of campus ministry at Viterbo University. As an institution committed to developing the whole person, Viterbo University is proud of its spiritual heritage. Campus ministry provides opportunities for faith formation, pastoral care of individuals, education for justice and service, retreats and reflection, sacramental preparation, as well as prayer and worship in several religious traditions in addition to the Catholic tradition.

San Damiano Chapel is prominently located on the Viterbo University campus. The chapel is open each day for prayer and reflection. Contact campus ministry at 608-796-3804 or visit the campus ministry Website.

Counseling Services

Counseling at Viterbo University is supportive of a student's academic, social, and personal growth. Counseling can be an integral part of one's individual growth and learning process. The counseling process aims to enhance self-esteem as the student is faced with many changes and adjustments that are part of

college life. It is not unusual for students to experience emotional struggles related to family, self, and others. A counselor can help bridge the gap and offer support as the student is facing these challenges.

Services at Viterbo University involve short-term counseling to students free of charge. The counseling office also acts as a referral resource to community mental health facilities when additional services are needed. Students are invited to contact the counseling office in person or by telephone. Services involve primarily education, one-on-one sessions, and programs on mental health.

Successful counseling depends upon a trusting relationship between a student and a professional counselor. Counseling at Viterbo University stresses respect and genuine concern for the struggle and search of each individual. Therefore, the counselor is committed to ensuring that information resulting from counseling contacts is held in strict confidence. The counseling staff is committed to and functions out of the professional standards of ACPA (American College Personnel Association). No information is released without a student's permission. The only exceptions are in the unlikely event that there is clear and imminent danger to an individual or society, or the information is subpoenaed in legal proceedings.

Cultural Activities

The art, music, and theatre departments provide a wide variety of opportunities for enjoyment and participation. In addition, the annual Bright Star and NexStar series bring performances from around the nation and world to the Fine Arts Center. For many performances, Viterbo University students receive a discount on one ticket when presenting a Viterbo University identification card.

Dining Services

Two campus dining facilities are located in the Student Union—the cafeteria and Crossroads Snack Bar. Franny's, located in the library, is another facility for coffee and snacks. During the fall and spring semesters, the cafeteria serves three meals on weekdays. Brunch and dinner are served on weekends. Students living on campus are required to participate in a meal plan. Commuting students, faculty and staff members may purchase V-Hawk Value Bucks in the cafeteria office or the business office. Value Bucks provide a discount for purchase of meals or food items in the cafeteria, Crossroads Snack Bar or Franny's.

Health Services

Viterbo University has a nurse-directed health services staffed by a registered nurse on a full-time basis. In addition, the university has the service of a consulting physician. Services through the health services office are available to all students. La Crosse has excellent medical facilities available if needed. The Mayo-affiliated Franciscan Skemp Healthcare medical complex is located adjacent to the university. It includes a hospital, an emergency department, and clinics. Gundersen Lutheran Medical Center is located within eight city blocks of the campus. Each student is required to complete a student health record form and mail it to the health services office one month prior to the start of the semester. All students are required to complete the personal health history form and to obtain the required immunizations (see below). A physical examination by a physician or nurse practitioner is required for international students and students participating in intercollegiate athletics. Students in the School of Nursing are to complete a physical exam within six months prior to clinical nursing, scheduled second semester of their sophomore year. All health records are retained in the health services office and information is strictly confidential.

Health Policies

To ensure a healthy campus, Viterbo University has a Health Record Policy requiring a documented record of each student's immunizations to be submitted on or before enrollment in the university. All students must turn in their health history/immunization records to the health services office prior to the start of classes the semester of their initial enrollment at Viterbo University.

Required Immunizations include:

- Measles, Mumps, and Rubella (combined are referred to as MMR)—two doses required: Two documented measles (rubeola) vaccinations are required unless documented illness or the student was born prior to 1957.
- Tetanus-Diphtheria (Td)—after initial series, a booster needed within the past 10 years.

- Polio—a record indicating the total number of polio vaccinations received.
- Hepatitis B—required for students in clinical health-related studies, and highly recommended for all students.

Recommended Immunizations:

- Varicella (Chicken Pox)—Documentation of illness or dates of immunization(s). Vaccination recommended if no history of disease.
- Meningococcal Vaccine is recommended at entry into the university for freshmen living in residence halls. Any undergraduate less than 25 years of age should consider receiving the vaccine. Consult with your primary health care provider for more specific recommendations.
- Tuberculosis (TB) Skin Test—A TB test or a chest x-ray within the past year is recommended for all students prior to entering the university. May be required for students in clinical health related, educational, and human services studies.

Student records will be checked within the first week of classes. If these health records are not completed and turned in to health services, the university reserves the right to impose sanctions until forms are filed. You may request to sign an immunization waiver form for religious or other appropriate reasons.

Infectious Disease Policy

Avian flu, H1N1 influenza A, measles, mumps, SARS, and other infectious diseases may pose a threat to the university community as they do to communities across the nation and world. In the event of an infectious disease outbreak, university officials will monitor progress and work with local, state, and national authorities to determine the best course of action regarding institutional operations. Information related to any widespread infection disease outbreak will be available on Viterbo University's website and Viterbo University Health Services website. In addition, the Center for Disease Control (CDC) website has extensive information on health threats (<http://www.cdc.gov>) If you have specific questions about your personal health, contact your family physician or health services.

Intercollegiate Athletics

Viterbo University offers intercollegiate sports competition for men and women. Viterbo University's intercollegiate opportunities include baseball, basketball, bowling, cross-country, golf, soccer, and track for men and basketball, bowling, cross-country, golf, soccer, softball, track, and volleyball for women. Viterbo University holds membership in the Midwest Collegiate Conference (MCC) and affiliation in the National Association of Intercollegiate Athletics (NAIA).

The entire Varsity Athletics Center (VAC) is devoted to intercollegiate athletics. The VAC includes R.W. Beggs, Sr. Gymnasium, varsity strength center and the Wall of Fame lobby. The Outdoor Athletics Complex on Highway 16 includes three fields for baseball, soccer, and softball.

Prevention Services

Alcohol and other drug use is frequently a factor in student misconduct, student attrition and poor academic performance, the risk of student injury and arrest. Alcohol misuse is also a cause of interruption of sleep and study, depression, and alcohol overdose. Safety can be impaired and can result in the need to aid intoxicated students. Other problems associated with excessive consumption are unwanted sexual advances/assaults, violence among students, depression, and even death. Viterbo University recognizes these challenges and takes a multi-faceted approach to alcohol and other drug abuse prevention and reduction.

Each of these student development operations – campus activities, counseling services, health services, intercollegiate athletics, orientation, recreational sports, residence life, student conduct and student development – have routine procedures and/or programs designed to enforce and encourage safe and healthy practices. The Alcohol Tobacco and Other Drug Task Force made up of student development professionals, faculty, staff, and administration also works to implement initiatives related to the reduction of alcohol, tobacco and drug usage. University administrators and students are actively involved in the Tri-Campus Community Advocacy Group with involved Viterbo University, the University of Wisconsin-La Crosse and Western Technical College with organizations throughout the community in working to reduce the misuse of alcohol. Viterbo University personnel also participate in a community coalition working to change the culture

of risky drinking behavior. In addition, the psychology department offers an alcohol and drug counseling certificate program. Students majoring in nursing complete required training related to alcohol and other drugs.

Recreational Sports

The mission of recreational sports is to provide recreational, health, and wellness activities for Viterbo University students, faculty, and staff that encourage healthy choices, competition, personal satisfaction, and enjoyment, and promote an increasing number of participants throughout a broad scope of programming interests.

Recreational sports participants compete in regular league activities, sport clubs, tournaments, fitness classes, strength and conditioning programs, wellness initiatives, and community outreach projects. Although recreational sports activities occur throughout campus, the Amie L. Mathy Center for Recreation and Education is where most events take place. The Mathy Center is a 58,000 square foot recreational facility that provides its users with the latest cardiovascular and strength training equipment, an indoor running track, a multi-purpose room, a three-court gymnasium for leagues and tournaments, and men's and women's general locker room facilities.

Residence Life

A variety of housing options are offered at Viterbo University including traditional residence halls, apartments and theme houses. Housing facilities are secured 24 hours each day. Viterbo University policy states that freshmen are required to live on campus unless living with a parent, spouse, legal guardian or are 21 years of age. Housing arrangements are made in the Office of Residence Life.

Named for Mary, Mother of God and St. Bonaventure, Marian and Bonaventure Halls are traditional residence halls. Incoming freshman students under the age of 21 are assigned to either Marian Hall or Bonaventure Hall. Freshmen must participate in a 14 or 19 meal plan.

Sophomores, juniors, and seniors have the option of living in any residence hall, apartment or theme house building. Apartment buildings include McDonald Terrace, named for Sr. Grace McDonald, former Viterbo president, Rose Terrace, named for St. Rose of Viterbo, and Treacy House, named for the former bishop of La Crosse—Bishop Treacy, and the 712 house. Students living in these units must participate in one of these meal plans—19, 14, 10 or 80-flex meal plan with V-Hawks Value Bucks declining balance.

For further questions about housing, meal plans or the residence life program, contact the Office of Residence Life at 608-796-3116.

Security

Viterbo University is committed to maintaining a safe campus by actively promoting a safe living and working environment. This is the responsibility of campus security, which is part of the campus safety department. Campus security is dedicated to the safety and protection of the entire Viterbo University community in many ways including continually educating and advising all in the community about the nature and frequency of criminal acts on campus.

Utilizing contracted security officers and the director of campus safety, campus security provides 24-hour security services, response, and patrols throughout the year. The director is located in the Student Development Building, Room 7. The security office is located in the Student Union adjacent to the student union desk and mail room.

The campus security office can be contacted several ways. To contact the director of campus safety who oversees the operations of campus security, the non-emergency, daytime number is 608-796-3913. Voicemail is available to leave a message. To contact campus security for emergency situations or after office hours, dial 3911 from any Viterbo University on-campus phone (except a pay phone), 608-796-3911 elsewhere, or use any of the emergency phones located across campus. This number rings the cellular phone carried either by a security officer or the director of campus safety and security. For any situation that requires immediate

medical, police, or fire assistance, call 911 direct. The emergency or “Code Blue” phones are located strategically across campus and at the entrances to most campus buildings.

The contracted campus security officers who are on duty during the weekends, holidays, and after hours are all registered with the State of Wisconsin after passing a background check. They are not deputized law enforcement officers and do not have the police arresting authority. They do not carry firearms. A Viterbo University campus security officer can be identified by a light blue collared shirt, silver badge, and Viterbo University name/identification card.

As designated agents of Viterbo University, every campus security officer is authorized to ask students and employees for identification and assistance in the course of carrying out their duties. These include, but are not limited to, assisting visitors and serving as concerned public relations representatives, protecting personnel and students on the premises, locking/unlocking doors, serving as a deterrent to prevent anyone from committing criminal acts including vandalism, theft, illegal drugs and under-age alcohol consumption. The security officers also report potential hazards and restrict access for unauthorized people.

Campus security personnel are trained in basic first-aid and assessing mental health situations. They are certified in the use of the 10 AED’s (automatic external defibrillators) which are located on campus.

Campus security, on behalf of the university, maintains a working relationship with the City of La Crosse Police Department and the La Crosse County Sheriff’s Department. As situations warrant, campus security may ask either of these departments to respond to problems on campus. Upon entering campus, both law enforcement agencies will contact campus security, whether responding to a request for assistance, investigating a situation, or questioning a student.

Viterbo University students, employees, and guests are subject to all local, state, and federal laws, in addition to Viterbo University policies set forth in the Student Handbook and Personnel Policies and Regulations Handbook. All security-related incident reports are to be filed with the director of campus safety and security (a form is available online and must be used) per the Student Right-to-Know and Campus Security Act.

Statement of Non-discrimination

Viterbo University values diversity and seeks talented students, faculty, and staff from diverse backgrounds. Viterbo University does not discriminate on the basis of race, sex, sexual orientation, gender identity, religion, color, national or ethnic origin, age, disability, or veteran status in the administration of educational policies, programs, or activities; admission policies; scholarship or loan awards; athletic, or other university administered programs or employment. The Office of Human Resources has been designated to handle inquiries regarding the non-discrimination policy and may be contacted at Viterbo University, 900 Viterbo Drive, La Crosse, WI 54601; 608-796-3930.

Student Development

It is the role of the vice president for student development to serve as student advocate, ombudsman and as a catalyst for improving student life. Working in partnership with students, faculty and staff, the vice president develops policies, services and programs that promote learning, interaction and healthy living. The vice president is also responsible for producing the student handbook and for its interpretation and enforcement and is administrative advisor to the Student Government Association. Oversight and support of these areas also falls within the purview of the vice president—campus activities, counseling services, dining services, health services, intercollegiate athletics, new student orientation, recreational sports, residence life and student conduct. As a division, student development offers multiple services and places students at the center of its focus. Student development professionals work to foster active student learning, leadership and service. Many campus events and services are coordinated by student development professionals. These include athletic competitions, intramural sports, family day, the health fair, homecoming week, lunch ‘n’ learn programs, Midnight Madness, the president’s holiday dinner, Founder’s Day festivities, welcome week, the student leadership recognition dinner and more.

Student Right-to-Know and Campus Security Act

Viterbo University is in compliance with Public Law 101-542, the Student Right-to-Know and Campus Security Act. Information on the completion/graduation rate for full-time, degree-seeking undergraduate students may be obtained from the registrar. Information on campus security and crime statistics may be obtained from the director of campus safety and security, or from the campus security website.

Academic Programs

The development of the whole person is the goal of the university experience for each student at Viterbo University. This development occurs chiefly through an academic program conducted in a meaningful, growth-filled, Catholic, Franciscan environment. The academic program of Viterbo University is designed to provide a quality education in the liberal arts or career-oriented professional or pre-professional program based in the liberal arts. A liberal arts foundation focused on the growth of the total person intellectually, culturally, and personally is provided through the general education curriculum.

Center for Adult Learning

The mission of the Center for Adult Learning is to provide the adult learner with a values-based, quality education that enhances her or his credentials and ability to contribute to societal good.

The Center for Adult Learning offers several undergraduate degree completion program options for non-traditional students to receive a baccalaureate degree in accounting, addiction studies, health care management, health care science, integrated studies, management information systems, nursing and organizational management. Courses are online or in a flexible face-to-face format. In conjunction with Western Technical College, Viterbo University's Center for Adult Learning offers an associate of arts and an associate of science degree.

Policy

Students completing an adult learning degree completion bachelor degree may not concurrently double major or double degree in a major offered as a traditional student major.

Cooperative Program with the University of Wisconsin-La Crosse

Students at Viterbo University may enroll in selected courses at the University of Wisconsin-La Crosse (UW-L) as a result of an inter-institutional cooperative agreement. Through the program, students of both institutions have access to broader educational opportunities, and resources of the institutions can be utilized more fully. Under this cooperative agreement, a student may take selected courses, on a space available basis only, at UW-L, during the fall or spring semesters. The selected courses must be courses that are never available at Viterbo University, and the student must be a full-time student at Viterbo University (not including co-op credits) during the co-op semester and enrolled in a traditional undergraduate bachelors degree program. (One charged the tuition plateau between 12-18 credits; not a program offered through the Center for Adult Learning.) The approval of the student's academic advisor is required. Credits earned through this cooperative program are considered to be transfer hours and are not calculated into the student's grade point average at Viterbo University. Students must complete and return the appropriate form, available from the Office of the Registrar. The deadline to submit the form is May 1 for fall semester and December 1 for spring semester.

Exploring (Undecided) Major Program

Students who are undecided about a choice of major, are not alone. National research has shown that up to 80 percent of students entering college admit that they're not certain what they really want to major in, even if they've initially declared a major. In addition, up to 50 percent of all college students change their majors at least once before graduation, and some change several times.

Viterbo's exploring major program is designed to help students think about the decision-making process and to help get the information they need to choose a major that's right for them. In addition to being assigned an academic advisor who is aware of the needs of exploring majors, students will take a two-credit class (UNST 110) designed to help discover interests, abilities, and values. Among the resources in UNST 110 are: Strengths Quest, Strong Interest Inventory, Myers Briggs Type Indicator, Kuder Career Search, ACT's Discover, and the career library.

Students who begin their college career "exploring" end up in a variety of different majors. Students often think that choosing a major is the same thing as choosing a career. Although these two choices are related,

choosing one doesn't automatically mean the other is chosen. Students graduating from any one major could be employed in many different jobs; likewise, people who are employed in any one job could have graduated with many different majors. Choosing a major doesn't limit students to just one career and choosing a career doesn't limit students to just one major. Viterbo places an emphasis on the development of general, transferable skills (e.g., writing, speaking, critical thinking, computer literacy, problem solving, team building) that employers want and that graduates will need in order to adjust to rapidly changing careers.

Honors Program

Mission

The mission of the Viterbo University Honors Program is to provide a supportive, enriched learning environment responsive to the educational needs of highly able and exceptionally motivated undergraduate students who are committed to achieving academic excellence, in addition to developing their potential as ethical leaders and faithful servants.

Goals

The goals of the Honors Program are:

- To develop a community of scholars.
- To promote academic excellence within the Viterbo University community.
- To provide opportunities for research and creative work involving both faculty and students.
- To assist students in preparation for graduate and professional schools.
- To help students develop leadership skills by providing them opportunities to work with service organizations both within and outside the university.

General Description

Students enroll in Honors sections or enroll as Honors students within regular sections of Viterbo University's general education classes. Honors students will complete the four University Mission Seminars in sections tailored specifically for the Honors Program. In collaboration with the students' assigned academic advisor in a specific discipline, the Honors co-directors may advise Honors students on a plan to complete the Honors requirements.

The program provides Honors sections of regular, general education courses, Honors credit within some regular sections, interdisciplinary Honors courses, and increased opportunity for undergraduate research experiences.

All Honors courses have a significant research component. Examples of this research component may be a problem/issue based research project that relates to the course content, a research-service project proposal and/or implementation of the proposal, a literature review that relates to some component of the course, or a researched paper.

Admission

New Students: Incoming students are invited to apply to participate in the Honors Program based on ACT scores of 26 or higher (SAT combined scores of 1200 or higher), a high school grade point average of 3.5 or higher, and evidence of leadership and service during high school. Students should submit the New Student Program Application and a brief writing sample as directed on the application. Students are also asked to submit a letter of recommendation from a high school administrator or teacher. See the program application for more detailed information.

Students who do not meet the ACT/GPA requirements noted above are also encouraged to apply, especially if they demonstrate particular interest, motivation, and leadership potential. Applications received after this date will be considered only as space allows. The program enrolls 25 -30 students each year.

Current Viterbo Students: Students that are currently enrolled at Viterbo in their freshman or sophomore year may also apply for admission. These students should submit the following material to the honors office: a letter of application, a writing sample of 3-4 pages, and two references from among the Viterbo faculty who can offer acknowledgment on both academic and service engagement.

Viterbo students not enrolled in the program may take Honors sections of core curriculum courses with the permission of the instructor and/or Honors co-directors.

Policy

Students must maintain a 3.2 GPA in their Honors classes and a 3.2 overall GPA to remain in the Honors Program. Students who fall below these averages will be placed on probation in the Honors Program the following semester. If their averages remain below 3.2 for Honors classes and/or 3.2 for their overall GPA for two consecutive semesters, students will be dropped from the program. A student must be in good standing in the Program by the end of his/her junior year (or the equivalent) in order to graduate as an Honors Program student.

Participation Policy

All members of the Viterbo University Honors Program are required to participate in a minimum of three community events each semester. The student will be required to obtain a signature from a faculty member or organizer for an event in order to fulfill this requirement. Examples of community events include: guest lectures, service projects, PUB events, film discussions, safety lectures, Lunch-n-Learn events, and science events. Students will also have an opportunity to attend Fine Arts Center performances and art shows with Honors Program sponsored discussions following them which will fulfill this requirement. Some of these performances will require the purchase of an admission ticket. Students must submit their participation form with signatures no later than the Friday prior to finals week each semester. Forms will be submitted to the honors office. Those who do not fulfill this requirement will be placed on probation in the program.

Requirements

- Three courses designated as Honors classes, although a student may substitute the following.
 - contract in a traditional core curriculum or major course; with permission of the instructor (maximum of two)
 - study abroad course or semester (maximum of one)
 - approved undergraduate research project that is above and beyond the requirements for the major (maximum of one)
- Four three-credit Mission Seminars. Honors sections of the mission seminars will be offered, but a student may also develop a contract in a traditional mission seminar, with instructor permission.
 - VUSM 100, Franciscan Values and Traditions (offered as an Honors section every fall including a required retreat experience)
 - VUSM 200, Living in a Changing, Diverse World (offered as an Honors section in the spring semester)
 - VUSM 300, The Common Good (offered as an Honors section in the fall to allow connection to the Humanities Symposium theme)
 - VUSM 400, The Ethical Life (offered as an Honors section every spring and will include significant Honors capstone project and presentation at the spring Scholar's Day event)

Interdisciplinary Studies

Part of the process of education is making sense of the world. As academic disciplines and their related professions have become more specialized, it's easy to lose a sense of the whole picture. In interdisciplinary studies, students are encouraged to put pieces together. This is often done by focusing on particular issues or questions. This issue is then examined from the perspective of a variety of disciplines. At Viterbo, interdisciplinary study can be pursued in a variety of ways.

Bachelor of Liberal Studies Degree

The Bachelor of Liberal Studies (BLS) is a broad-based approach to a liberal education designed for students who may not wish to seek a major in a single field of study, but who prefer choice and flexibility in selection of courses for a degree. Preparation in selected core subjects such as English, history, philosophy, psychology, and sociology provides the basis for a great variety of career opportunities. Often the ability to choose courses allows students to tailor their studies to fulfill the specific requirements for admission to a certain program of graduate study or pre-professional study. Students must complete 32 credits from among the humanities, social science, and fine arts. Four fields within these are chosen for upper division study. Students

work with the program advisor in planning their program. See School of Letters and Sciences, liberal studies section for a detailed description of the program and requirements.

Communications Studies Major

Communication studies allows students to pursue a bachelor of science with a major in communication studies. Students have a choice of two focuses for the major: organizational communication or visual communication. The program is jointly coordinated by the Dahl School of Business, the School of Fine Arts, and the School of Letters and Sciences. A further description of the major as well as major requirements can be found within the School of Letters and Sciences section of this catalog.

Integrated Studies Major

This major allows students to pursue a bachelor of arts or science with a major of their own design. Students will work with an academic advisor to design a course of study organized around topics of special interest and career goals. Students will create two major concentrations in career fields or liberal arts areas. This program is designed for the transfer student with a completed associate degree or approximately 60 credits earned.

Sustainability Major

The sustainability major is an interdisciplinary program with the Dahl School of Business that has a common core that integrates social, environmental, and economic considerations toward the wise use of resources for current and future generations. Students can choose a Bachelor of Business Administration with a major in sustainability management, or a Bachelor of Arts or a Bachelor of Science with a major in environmental sustainability. The goal of these major is to bring together courses in diverse disciplines which have an environmental focus, including science, public policy, and leadership. A further description of the major as well as major requirements can be found within the School of Business or the School of Letters and Sciences section of this catalog.

Environmental Studies Minor

The environmental studies minor is designed to help students appreciate the diversity and complexity of current environmental issues. This minor will present students, who may major in any academic subject, with the opportunity to gain knowledge and sensitivity to the scientific, social, political, and economic aspects of how humans interact with the environment. Interdisciplinary course offerings in the areas of biology, chemistry, economics, nutrition, literature, history, religion, and philosophy may be selected for general education requirements or for a minor in environmental studies. The minor provides students with: 1) an interdisciplinary education in environmental issues, 2) the skills and background necessary to increase employment opportunities in environmental careers, and 3) the commitment to local and global environmental stewardship. See School of Letters and Sciences, environmental studies section for a detailed description of the program.

Gerontology Minor

Gerontology is a multidisciplinary field examining the biological, psychological and social aspects of aging.

This minor is for undergraduate students interested in learning more about, and working with, the elderly population. Background in gerontology is useful in the following areas: biology, business, medicine, nursing, dentistry, physical and occupational therapy, psychology, sociology, political science, economics, and social work. The minor adds a meaningful dimension to many career choices. Students must complete a total of 21 credits, from a variety of courses, from at least three areas, that may count toward general education and other requirements. Students completing the minor will: 1) acquire a basic foundation in aging in the fields of psychology, biology/physiology, and sociology in order to understand changes in later life, 2) gain an understanding of the age structures of diverse populations, 3) gain supplemental information in gerontology within their own disciplinary expertise, and 4) enhance their career preparation by engaging in practical experience through service learning or an internship in an agency focused upon the elderly. See Program Requirements, Minors, the School of Letters and Sciences section for a detailed description of the minor.

Latin American Studies Minor

The Viterbo University Latin American studies minor will serve students in the general and professional programs through an interdisciplinary approach that emphasizes historical, political, and cultural sensitivity

toward the peoples of Latin America. An important methodology will be experiential learning as students will be placed in cultural related contexts through course activities, community partnership in the tri-state area, and international and domestic immersion programs. See Program Requirements, Minors, the School of Letters and Sciences section for a detailed description of the minor.

Legal Studies Minor

The legal studies minor enables students to undertake a multidisciplinary examination of the relationship of law and legal institutions to culture and society. Several departments within the university offer courses that examine the business, sociological, political, philosophical, and historical aspects of legal behavior and the legal system. The courses expose students to the many facets of the law as a social phenomenon—its evolution, its function, and its effects. Students will have opportunities to develop transferable skills in critical thinking, oral and written discourse, problem solving as well as a keen awareness of the ethical and social issues surrounding America's legal system. The minor is designed to benefit both the student who desires a liberal arts education and the student who intends to enter graduate or law school or go directly into public service careers. See School of Business, for a detailed description of the program.

Women's Studies Minor

The women's studies minor is an interdisciplinary program that examines women's experiences in order to better understand the workings of gender, race, class, ethnicity, and sexuality in society. The minor in women's studies offers students a valuable framework for examining knowledge and encourages them to reflect on how gender influences their major fields of study.

Internships

As part of their academic program, Viterbo University students may choose to participate in full-time or part-time off-campus internships related to their major field of study. The program goal is to provide students the opportunity to blend academic theory with practice and to explore and gain experience in careers they may enter upon graduation. Interested students can obtain further information on placement sites, academic requirements, and other related information from the director of career services. Internships must be arranged prior to the semester in which students wish to begin an internship.

A maximum of 12 experiential learning credits are allowed per fall or spring semester; nine experiential learning credits are the maximum allowed for the summer (a total of 15 credits may be applied to graduation requirements). Students should check with their academic advisor to discuss the number of credits necessary for specific majors. Career services maintains information of internship sites and also posts available internship opportunities on the career services website. Internship sites may be local or outside the La Crosse area. Office of Career Services staff will work with students as they go through the process of identifying potential sites, making contacts, and securing an internship site. The steps for securing an internship may vary from site to site. However, it is advisable to have a current resume and cover letter prepared and to practice interview skills. Career services will assist students with networking and with the process of developing an internship site. Interested students are encouraged to make an appointment with the director of career services and to complete an Internship Application Form three to six months prior to the time they want to intern. The final selection of an intern is made by the organization at which the student applies. Students are encouraged to start early.

Experiential learning is offered using the below prefixes:

AADM 287, 487; ACCT 287, 487; ARTS 287, 487; BIOL 487; BLAW 287, 487; CHEM-487; CISS 287, 487; COMM 287, 487; CRMJ 487; ECON-287, 487; EDUC 487; EXPL 287, 487; ENGL 287, 487; ENV5 287, 487; FINA 287, 487; HIST 487; INFO 287, 487; INST 287, 487, LASP 287, 487; MATH 287, 487; MGMT 287, 487; MKTG 287, 487; MUPI 487; MUSC 487; MUTH 287, 487; MUVO 487; OMGT 287, 487; POSC 287, 487; PSYC 287, 487; RLST 287, 487; SOCL 487; SPAN 487, SPML 287, 487; THTR 287, 487

Internships offered, where applicable, as 287 are for students with freshman or sophomore standing and those offered as 487 are for juniors and seniors. Internships courses may be repeated for credit (a maximum of 15 credits are applicable to the degree) and are graded on a CR/NC basis.

Reserve Officers' Training Corps (ROTC)

A cross-enrollment agreement exists between Viterbo University and the University of Wisconsin-La Crosse to make both the Army ROTC basic and advanced course available to qualified Viterbo University students who desire to earn appointments as commissioned officers in the U. S. Army.

Study Abroad/Global Studies

Viterbo University's program in intercultural study and exchange provides opportunities for immersion in cultures different from one's own for the purpose of understanding other world views, gaining insight into one's home culture, and developing the ability to work collaboratively with people of diverse cultural backgrounds.

The student can earn academic credit applicable to their degree. Programs vary in length from a semester to two weeks. Students can use the experience to meet general education requirements or towards major or minor programs. Federal and state financial aid can be applied to the cost of a program, and students are eligible to apply for a Viterbo study abroad scholarship. The study of a foreign language, while encouraged during the experience, is not a prerequisite to participation in many programs.

Students work with the study abroad coordinator in the office of global education to gain an understanding of their options, and to select a program. Program approval must be obtained prior to participation. Students are encouraged to plan their experience as far in advance as possible to avoid problems in meeting application deadlines, financial aid timetables, and pre-departure course requirements.

Policies Governing Study Abroad

- Students must have a minimum cumulative GPA of 2.5.
- Students will usually be in their sophomore year of study before participating.
- Fluency in a foreign language is not a requirement for participation.
- Students may apply their federal and state financial aid to the cost of their program.
- Students must participate in a pre-departure orientation.

Program Choices

Semester and Summer study abroad programs are offered through an approved group of providers which university faculty have reviewed. They usually appear on the Viterbo transcript as transfer credit.

In addition, Viterbo offers a changing selection of short term courses lead by its own faculty. Many are taught, in part, during the fall or spring semesters and include a one to three week immersion experience at during, or at the end of the semester. These courses require an application and acceptance before students are allowed to register for them. Students may visit the Global Education page on Viterbo's website to view the courses being offered, and to learn about application deadlines.

- Christianity in the Ancient World (Italy)
- The Ecology of Belize
- Franciscan Spirituality (Assisi)
- Majestic China
- Language and Culture Studies in the Spanish speaking World (Various locations)
- Nursing and Dietetics Clinical Experiences (Belize, Guatemala, and Puerto Rico)
- Theatre in the City: London

University Studies

The department of university studies has been instituted to allow for interdisciplinary or thematic courses which do not fit appropriately within present Viterbo departments. It is hoped that the university studies department will enhance creativity and experimentation in course construction and provide a genuinely liberalizing educational experience.

Academic Services

Academic Support Services

Viterbo University is committed to providing support and services that encourage all students to achieve their potential. Viterbo University offers the following academic services that contribute to retention and graduation of students.

Academic Advising

Academic advising is an integral part of each student's academic program. All students are assigned to an academic advisor within their program of study by the Academic Advising Coordinator. The goal of all academic advising is to assist students to take responsibility for developing meaningful educational plans that are reflective of their potential and their career and life goals. Students are strongly urged to meet with their academic advisor periodically throughout the semester and are expected to consult with their advisor in making any major decisions regarding their academic program or career plans. It is the responsibility of the student to collaborate with his/her advisor and be informed about course placements, based on entry test information and the prerequisite requirements established by academic departments, and to make progress toward an academic degree.

A further delineation of the responsibilities of the academic advisor and the student advisee may be found in the Student Handbook or through the Viterbo University Academic Advising Web page.

Academic Early Alert

The Academic Early Alert program is designed to identify students who are having academic difficulty at any point in their education at Viterbo University. By identifying these students, the Academic Early Alert team can attempt to address their needs by providing the interventions needed, thereby increasing the likelihood of their success. Through Academic Early Alert, faculty and staff contribute directly to retention by assisting with the early detection of students who are doing poorly in class, chronically absent from class, or experiencing other kinds of problems that affect academic performance.

How does the Academic Early Alert system work?

1. A member of the Viterbo University faculty or staff submits a referral through the online form available in VitNet.
2. The Early Alert team will review the referral to see what follow-up action is needed.
3. The referring faculty or staff member is contacted via email to confirm the follow-up action that is taken with the student. (Information that is considered confidential will not be revealed.)

Further information on Academic Early Alert may be found on Viterbo University's Web page at <http://www.viterbo.edu/earlyalert/>.

Academic Resource Center

The Academic Resource Center provides tutoring, writing assistance, classes, and workshops for students. Courses for credit are offered in reading, writing, math, and study skills. Workshop topics focus on strategies vital for academic success. Nursing math workshops assist students preparing for the nursing math competency exam. Individual and small group tutoring is provided by staff and peers.

Student Support Services, a federally funded TRiO program, is administered through the Academic Resource Center. This program targets 200 first-generation students and offers them additional support through academic counseling, peer mentoring, and social gatherings.

Disability Services

Viterbo University fosters an accessible learning environment where students with disabilities can participate in the educational experience. Through partnerships with students, faculty and staff, we promote student independence. Viterbo University complies with the Rehabilitation Act and the Americans with Disabilities Act and Regulations to the extent applicable to Viterbo University. Students eligible for services should contact the Director of Disability Services in the Academic Resource Center.

Retention

Both the Academic Resource Center and academic advising enhance the learning process at Viterbo University and aid in student retention. Recent studies indicate that approximately 70 percent of the freshmen who enter Viterbo University return one year later, approximately 58 percent return two years later, approximately 54 percent return three years later, and approximately 50 percent graduate from Viterbo University.

Career Services

The Office of Career Services provides professional and quality developmental career planning services to students that will prepare them for careers consistent with their interests, values, personality, and skills. Career services will provide Viterbo University students:

- individualized assessment and career counseling
- career planning courses and workshops
- mock interviews and resume reviews
- career panels and career fairs
- experiential learning internships
- professional job connections and opportunities

All students are encouraged to stop by and meet with a counselor concerning their career planning. Career planning is a process that students need to start early to contribute to their life-long success.

Library Services

Todd Wehr Memorial Library is a key partner in fulfilling the mission of Viterbo University by educating students and enhancing the scholarship of the institution. The library engages students in a variety of learning activities and provides responsive, reliable, and user-centered information services. Services and resources include research and reference help, electronic and print materials, interlibrary loan, computer access, and study spaces for individuals and groups.

Library services may be accessed in person on the first floor of Murphy Center, by phone at 1-800-848-3726 ext. 3270, by email at reference@viterbo.edu, or through the library's Web page at <http://www.viterbo.edu/library>. For assistance with any resource or service, please contact the library.

Technology Support

All semester-based students are given a Blackboard/Moodle, email account, and VitNet account. Blackboard/Moodle is Viterbo University's online course management software for most programs. Blackboard/Moodle also serves as a repository for certain guidelines and forms for communication. Further instruction in its use will be given during orientation. The assigned email address is used throughout the length of the student's time at Viterbo University and is the official means of communication to students. Students are responsible for reviewing all information transmitted to their Viterbo account, and are advised to check it daily. Students may forward the Viterbo University email to a another email address. VitNet is the online student information system and is used for registration, grades, degree progress, financial aid, and billing. Students will find documents on how to use VitNet on the Viterbo University Web page. A Help Desk is available at (608)-796-3870 or helpdesk@viterbo.edu for assistance with computer, Internet, and Blackboard/Moodle issues.

Academic Regulations and Policies

Academic Calendar

Regardless of delivery methods, the academic year is divided into two semesters, each 15 weeks in length plus a final exam week. The summer session typically runs 14 weeks.

Academic Integrity

Maintaining a standard of academic honesty is a responsibility shared by the students, faculty and administration at Viterbo University. The faculty has the responsibility to create an atmosphere in which students may display their knowledge. This atmosphere includes sufficient safeguards to control dishonesty including an orderly testing room, restrictions on text messages, etc. Students have the responsibility to understand academic misconduct and to refrain from it.

1. Academic misconduct is any activity that may compromise the academic integrity of the university, or subvert the educational process. Examples of academic misconduct include, but are not limited to:
 - a. Violation of course rules as contained in the course syllabus or other information provided to the student; violation of program regulations as established by departmental committees and made available to students;
 - b. Knowingly providing or receiving information during examinations such as course examinations and candidacy examinations; or the possession and/or use of unauthorized materials during those examinations;
 - c. Knowingly providing or using assistance in the laboratory, on field work, in scholarship or on a course assignment;
 - d. Submitting plagiarized work for an academic requirement. Plagiarism is the representation of another's work or ideas as one's own; it includes the unacknowledged word-for-word use and/or paraphrasing of another person's work, and/or the inappropriate unacknowledged use of another person's ideas;
 - e. Submitting substantially the same work to satisfy requirements for one course or academic requirement that has been submitted in satisfaction of requirements for another course or academic requirement, without permission of the instructor of the course for which the work is being submitted or supervising authority for the academic requirement;
 - f. Falsification, fabrication, or dishonesty in creating or reporting laboratory results, research results, and/or any other assignments;
 - g. Serving as, or enlisting the assistance of a substitute for a student in the taking of examinations;
 - h. Alteration of grades or marks by the student in an effort to change the earned grade or credit;
 - i. Alteration of academically-related university forms or records, or unauthorized use of those forms or records; and
 - j. Engaging in activities that unfairly place other students at a disadvantage, such as taking, hiding or altering resource material, or manipulating a grading system.
2. The faculty member who suspects a student of academic misconduct will notify the student in writing of the allegation. A copy of the notification will also be sent to the vice president for academic affairs.
3. If the student admits the academic misconduct, then one or more of the following sanctions may be imposed by the faculty member:
 - a. Award a failing grade on the test or paper; or
 - b. Require the student to take another test or resubmit the paper;
 - c. Award a failing grade for the class. (This action must have the approval of the school dean of the discipline of the misconduct.)
4. In the event that the student disputes the allegation of academic misconduct or has previously been found in violation of the academic misconduct policy, the incident will be referred to the school dean of the discipline of the misconduct. Imposing sanctions will be deferred pending the dean's finding on the allegation. If the student is found to be in violation of the academic misconduct policy, the dean forwards her or his recommendation to the vice president for academic affairs, or designee, who may impose sanction(s) listed in the *Code of Student Conduct*.
5. The student will be notified in writing of the findings by the vice president for academic affairs. A copy of the decision letter will also be sent to the vice president for student development, or designee. This action is required for maintenance of complete disciplinary records.

6. Students may appeal any final decision for breach of academic honesty to the University Board of Review in accordance with procedures set forth in the Viterbo University Student Handbook.

If the faculty member or school dean meets with a student, the student may have a consultant present. The consultant may provide notes to the student during the meeting, but is not permitted to respond to questions for the student during the meeting.

All records and correspondence in such cases will be kept in the office files of the chief academic officer until graduation or until the student leaves Viterbo University. Such information will not be part of a student's permanent Viterbo University record.

Academic Policy Exception

Students seeking an exception to any university academic policy listed in this academic policy section may petition the vice president for academic affairs for an exception. The Academic Policy Exception form is found on the Registrar's office Web page. You must have the approval of your advisor, department chair, and school dean prior to the submission of the form to the vice president for academic affairs.

Academic Standing

At the close of each semester, students who have a cumulative grade point average of 2.0 or higher are considered in good standing. Students with cumulative grade point averages of below 2.0 are placed on academic probation. Students may be dismissed from Viterbo University if they do not achieve a cumulative grade point average of 2.0 after one semester on academic probation.

Alternative Credit

Exam or alternative credit work taken within the last 10 years ago will be accepted. Individual schools or departments may also require that exam equivalent coursework in the major be current with academic and professional standards. Viterbo University will accept a maximum of 45 credits from American Council on Education (ACE) recommended work, Defense Activity for Non-traditional Education Support (DANTES), College Level Examination Program, Advanced Placement Examination, International Baccalaureate, or Credit for Prior Learning.

Advanced Placement

Viterbo University participates in the Advanced Placement (AP) Program whereby high school students may enroll in advanced high school courses, take the AP exam and receive college credit (with the appropriate score). The student must enroll as a degree seeking student at Viterbo University. Contact the Office of the Registrar or see the office's Web page for further information.

American Council on Education

Viterbo University will grant credit for educational experiences evaluated by the American Council on Education (ACE). See military training and CCRS. Viterbo University will accept a maximum of 45 credits from American Council on Education (ACE) recommended work, DANTES, or College Level Examination Program.

Credit by Examination

The College Level Examination Program (CLEP) is a national program administered through the College Board. Viterbo follows The American Council on Education (ACE) guidelines and recommendations for minimum scores for awarding credit in subject examinations. There is a fee for each examination. Currently enrolled students or incoming students who enroll the subsequent semester may register for exams. Students should visit the Academic Resource Center web site for information about CLEP test dates.

Credit for Prior Learning

The credit for prior learning (portfolio) program is for students in a bachelor degree completion program who feel they have significant college-relevant learning from lifetime / work experience applicable toward college credit. The portfolio process must be completed during a student's first calendar year of enrollment. A

limit of 15 credits may be earned by portfolio. To participate in the credit for prior learning program a student must:

- Be currently enrolled.
- Complete the Application for Tutorial for Prior Learning found in the Center for Adult Learning.
- Complete the Credit for Prior Learning Tutorial.
- Construct a portfolio containing lifetime/work learning applicable to the student learning outcomes of a course in the Viterbo University catalog.
- Pay portfolio fees (See Tuition and Fees section.)
- Submit the portfolio to relevant academic departments.

Academic departments will review the portfolio and notify the student and the registrar if credit is to be awarded.

Students who would like to know more about credit for prior learning are encouraged to contact the Center for Adult Learning.

International Baccalaureate Program

The International Baccalaureate Diploma Program is recognized by Viterbo University for purposes of admission and course credit. The university awards credit for higher-level IBP examinations (with the appropriate score) according to the respective academic department. The student must enroll as a degree-seeking student at Viterbo University. For details on actual credit awarded contact the Office of the Registrar or see the office's Web page.

National College Credit Recommendation Service

Viterbo University will grant credit for education experiences based on evaluation by the National College Credit Recommendation Service (CCRS), formally, the National Program on Noncollegiate Sponsored Instruction (PONSI). National CCRS administers a system that evaluates courses and educational programs conducted by non-collegiate organizations nationwide and recommends to colleges and universities that they grant credit when learning experiences are found comparable to college-level instruction. Viterbo University will accept a maximum of 45 credits from American Council on Education (ACE) recommended work, DANTES, or College Level Examination Program.

Retroactive Spanish Credit

Refer to the School of Letters and Sciences—World Languages section for further information regarding retroactive Spanish credit.

Attendance

Viterbo University challenges students to be learners who assume responsibility for being a part of a community of scholars. Student presence and participation in the classroom is an important component of this challenge. Furthermore, as part of its mission, Viterbo University offers an education that prepares students for professional employment. Each student is encouraged to develop a professional work ethic that reflects responsibility, initiative, and teamwork.

In light of the above, students are expected to attend all classes. Students who are absent from class miss opportunities to contribute to the learning environment of the classroom and are developing patterns that will not be tolerated in the professional workplace. Absences from class may result in a loss of college financial aid. Federal regulation requires that students make satisfactory progress toward a degree in order to retain federal financial aid.

Guidelines

- Viterbo University expects students to attend all classes.
- Students who do not attend the first two 50-minute class periods or the equivalent of a course and who do not inform the instructor prior to the class meetings may be asked by the instructor to drop the course using the official drop form thereby avoiding a grade of "F." Faculty will notify the director of student success of these absences no later than Friday of the first week of classes.

- Each faculty member will establish a reasonable attendance policy, which will be stated in the course syllabus and shared at the first class meeting. Certain courses may have more stringent attendance policies.
- Faculty will keep a weekly record of attendance for each student to comply with federal financial aid guidelines.
- Faculty will continually inform the director of student success using the academic concern form to report students who have excessive absences.
- A student should not be considered absent from a class when she/he is attending a required extracurricular activity such as a field trip, or when a student is officially representing Viterbo University at a scheduled activity, such as a fine arts production, a conference, or an intercollegiate athletic event. Students participating in such events are responsible for the class work missed.
- Students not able to attend classes due to military obligations should refer to the Military Deployment policy.
- When an absence is unavoidable, a student should contact his/her instructor or the director of student success. Documentation may be required. Absences do not remove the responsibility for the student to complete the work missed. Instructors are not required to make special arrangements for students who have missed a class.
- When the number of absences exceeds 15 percent of the scheduled classes, the faculty may issue a failing grade for the student.
- Excessive absenteeism will be reported to the financial aid office by the director of student success and may result in a loss of eligibility for financial aid.
- Excessive absenteeism may also result in the administrative withdrawal of the student from the course and/or Viterbo University.

Audit

Students pursuing a degree at Viterbo University may wish to audit a course for personal or professional knowledge. Students who are auditing are not required to complete assignments or take examinations, but auditors are expected to attend classes. If their attendance is unsatisfactory, auditing students will be administratively withdrawn from the course. Students receive no credit for courses that they audit; a grade of “AU” is entered on their records. Audited courses do not count toward students’ degree requirements. To audit a course, students must complete an audit form obtained from the Office of the Registrar. The completed form includes the instructor’s signature, which signifies consent for the student to audit the course. Students must return the completed form to the registrar’s office no later than Friday of the first week of class. After the first week of classes, students may not change their course status from audit to credit. In exceptional circumstances a student may change the status of the course from credit to audit. In that case, students must file the paperwork no later than the midpoint of the class. Students may also repeat audited courses for credit in subsequent semesters. The tuition and fees for audit courses are the same as for credit courses.

Community members (non-degree seeking students) may also audit a course. The same policies and deadlines apply to non-degree auditors. Interested students should submit a non-degree student application obtained from the Office of Admission, for initial entrance to Viterbo University. Non-degree students should check the current fee schedule, published in the class schedule, for rate.

Classification of Students

- **Freshmen**—Students whose academic record contains 30 or fewer credits.
- **Sophomores**—Students who have earned between 31 and 60 credits.
- **Juniors**—Students who have earned between 61 and 90 credits.
- **Seniors**—Students who have earned 91 or more credits.
- **Non-degree**—Students who are not actively pursuing a degree at Viterbo University.
- **Graduate**—Students pursuing a graduate degree.

Contact Hours

Viterbo defines one credit hour as 750 minutes over 15 weeks. In addition, each credit of a course requires that students spend two hours of work outside of class per week.

Regardless of format, all sections are required to meet the required credit hour standards by any combination of seat time and outside work. Outside work could include additional outside reading, group work, service projects, field work, clinical rotations, among other learning activities.

Laboratory periods, clinical, internships, and practicums vary in length depending upon the requirements of the course. Normally one credit hour equals no less than 30 actual clock hours.

Minimum class and outside work time are calculated according to the formula below.

$[750 + 1800] \times \text{the number of credits of a course} =$
the minimum number of minutes of seat time and outside work required

For example: a three credit course requires a minimum of 7,650 total minutes.

Credit/No Credit Courses

The opportunity to elect some courses on the credit/no credit basis is possible for students. This option must be exercised during the first 11 class days of the semester. The policy for credit/no credit follows:

- Each participating department shall have the privilege of articulating its degree of participation in the credit/no credit system.
- Students are eligible if they have at least a 2.0 cumulative grade point average. (First semester freshmen electing credit/no credit courses need permission of the director of student success.)
- Instructors will turn in a letter grade to the registrar for all students; the registrar will make the necessary conversion:
 - a grade of C or above shall be converted to CR which shall stand for credit granted.
 - CD, D, or F grades shall be converted to NC which shall stand for no credit granted.
- A course in which a grade of CR has been earned will be counted towards graduation requirements. Neither CR nor NC will be included in computing grade point average.
- Courses on a CR/NC option (including those courses graded only CR/NC) ordinarily may not exceed 18 credits toward degree requirements. If a student has reached the maximum of 18 credits, an exception may be made for those courses required of the major and graded only on a credit/no credit basis. Exceptions must be cleared by the vice president for academic affairs.
- Courses on a credit/no credit option may not be taken in one's major or minor field, area of concentration, or professional education courses unless so specified in the respective department.
- If students later wish to major in a field in which a credit/no credit course was taken, a respective department may decide to accept or reject the credit grade (but not to convert the credit grade to a letter grade).
- Since certain courses lend themselves more readily to a credit/no credit system of grading, departments shall have the option of specifying such a grading system for a particular course. All students enrolled in the course would be graded credit or no credit.

Dean's List

Viterbo University will release the dean's list for publication in mid-February for the preceding fall semester and in late June following the spring semester. There is no dean's list for the summer session. A grade point average of 3.5 is the requirement for meriting a place on the dean's list of honor students.

To merit a place on the dean's list, a student must be registered as a full-time student at the beginning of the semester and complete a minimum of 12 letter graded credits (that is, not on the credit/no credit basis), achieve a semester grade point average of 3.5, and have no incompletes. To merit a place on the dean's list of honor students, a part-time student must complete a minimum of six letter graded credits, achieve a semester

grade point average of at least 3.5, and have no incompletes. Furthermore, the student must begin the semester as a part-time student and must have completed a total of 15 letter graded credits at Viterbo University with a cumulative grade point average of at least 3.0. The dean's list is published in the hometown newspaper for those students who have supplied that information to Viterbo University. Any change in that information may be made in the Office of the Registrar. Because of internships and student teaching positions, some students do not complete the fall or spring semester until mid-January or late June. Consequently, the dean's list from the fall semester is published in mid-February and for the spring semester in late June.

Examinations

Each instructor, in the course syllabus, will inform the class of the methods of evaluation to be used. Examinations are one method of evaluation; however, the instructor may decide upon other means of determining how well the student has met the course objectives. Evaluation of the student's progress is made in each course at mid-semester. It is the responsibility of the instructor to inform the student of her or his progress. Final examinations are held at the conclusion of the semester and final grades are submitted to the registrar. If the instructor wishes to use some form other than the written examination, the final meeting of the class must be held during the time scheduled for the final examination.

Grades

A student's scholarship rating in each subject is determined by the results of examinations, the general character of the student's daily class work, and other methods of assessment of learning. Students view final grades via the online student information system, VitNet. The grading system follows:

Grade	Meaning	Grade Points*
A	Superior work. This indicates not only high achievement, but also an unusual degree of initiative.	4.0
AB	Between A and B	3.5
B	Higher achievement than average	3.0
BC	Between B and C	2.5
C	Average and satisfactory work	2.0
CD	Between C and D	1.5
D	D Work fulfilling minimum requirements	1.0
F	Failure in the course	0.0
U	Administrative F Awarded to students who did not officially withdraw from the course, but who failed to participate in course activities through the end of the enrollment period. It is used when, in the opinion of the instructor, completed assignments or course activities or both were insufficient to make normal evaluation of academic performance possible. The "U" will calculate in a student's grade point average as an "F" would (zero grade points.) It also may be replaced, per the repeat policy, as an "F" would.	0.0

**For each credit*

Other Grades

CR	Credit granted (C or better work)
NC	No credit granted
AU	Audit (no credit)
I	Incomplete. Student has been doing passing work but must still meet certain requirements before the grade can be determined.

NR	Non-reported. The Office of the Registrar may use a grade of NR after the deadline for faculty to submit grades, but before the grade can be collected from the faculty member. The NR grade is not a permanent grade and will be changed as soon as the grade can be collected. An NR grade is not calculated in the grade point average.
W	Withdrawal from course

Incompletes

A grade of incomplete is given infrequently and only under unusual circumstances that are beyond the student's control such as a serious illness or death in the family or unanticipated complications in an original research project. To be considered for an incomplete, the student must have at least 50% of the course work complete and have a passing grade in the course. Students will find the form to request a grade of incomplete on the registrar's office Web page. The student must seek the approval of the instructor, department chair, and dean or vice president for academic affairs. The completed form with approving signatures needs to be submitted to the registrar's office by the last class period (not the final exam day).

The student is responsible for completing the required course work by the agreed upon deadline. The instructor is responsible for submitting a replacement grade to the registrar's office. If the incomplete grade is not removed and the replacement grade from the instructor is not on file in the registrar's office by mid-semester of the subsequent semester or summer session, the incomplete grade converts to an F.

Mid-term Grade

Viterbo University feels it is the responsibility of the instructor to inform the student of his/her progress shortly before the mid-semester point in the course. The Office of the Registrar collects, using the online grading feature of its student information system, a grade of MS, MD, or MF, for each student in traditional program courses. The MS, MD, or MF signify mid-term progress of satisfactory, a grade of D or a grade of F, respectively. The mid-term grade should aid the student in assessing his or her progress in the course and, if necessary, allow for a drop from the course with a notation on the course record (see specific dates in class schedule.) The grade is for use by the student, faculty, and advisor only. No notation of the mid-term grades is made on any official document, including the transcript. Students view the mid-term grades via the online student information system, VitNet.

Grade Appeal (Academic Review Process)

When grievances arise in regard to a course grade, the student should first discuss the matter with the individual faculty member. If a satisfactory conclusion is not achieved, the matter may be brought, in turn, to the respective department chairperson, school dean, and then to the vice president for academic affairs. Matters still in dispute may finally be taken to the Board of Review. Formal, written grade appeals must be filed within the fourth week of the subsequent semester (fall, spring, and summer) following the finalization of grades in the Registrar's Office and in accordance with procedures available in the student handbook.

Grade Point Average

The grade point average of a student's work is the ratio of the grade points to the number of credits attempted. Courses taken under the credit/no credit option as well as courses completed at another institution are not included in the grade point average.

Grade Forgiveness Policy for Reentry Students

Students who reenter Viterbo University after a minimum of two year's absence from Viterbo may apply for grade forgiveness of previous coursework at Viterbo University under the following guidelines:

- The student must have been readmitted to Viterbo University and must have completed at least 16 but no more than 45 credits of graded coursework with an overall grade point average of 2.0 or higher from time of reentry. Continuous attendance is required to achieve 16 credits.
- The student must apply in writing to the director of student success for grade forgiveness by completing the form which is obtained from that office.
- The student who is granted grade forgiveness will have, on the transcript, all previous grades earned from Viterbo University prior to reentering the university identified by the statement "grade

forgiveness policy applied to the above.” These grades will not be calculated in the new grade point average.

- Once grade forgiveness is granted a new cumulative grade point average will begin from the semester of reentry into Viterbo University.
- Once grade forgiveness is granted, all grades initially received will remain on the student’s permanent record (transcript) along with a notation of the grade forgiveness action.
- The student may request grade forgiveness only once.
- All credits in semesters in which grade forgiveness is granted are treated as credit earned or not earned, similar to grades of CR or NC, not as letter grade credits, since they are not calculated in the new grade point average. Courses with a grade of “C” or better are counted as earned credits while grades of “CD” or lower are counted as not earned. Since all credits earned with a grade lower than “C” are lost when academic forgiveness is granted, students should carefully consider whether it is in their best interest to apply for grade forgiveness. Once grade forgiveness is granted, the decision is final.
- The criteria for entry into specific programs are independent of this policy.

Independent Study

Independent study is one way Viterbo University students can enjoy individualized learning. Independent study allows students to proceed at their own pace and take more responsibility for their own learning. Since independent study requires initiative and allows for considerable freedom, students should plan the proposed study carefully with help from the directing faculty. Students should outline the proposed plan of study on the next page. The same number of student/faculty contact hours as a regular course must be maintained. The plan must be approved by the academic advisor, department chair, and dean of the discipline of the independent study. Students must complete this form and file it with the Office of the Registrar upon registration, but no later than the end of the first week of classes for the term of the independent study. Students must complete the work of the independent study within the semester they register for the course. Over the course of their Viterbo University career, students may take a maximum of six credits of independent study.

Independent study courses may be of three types:

1. Directed study, research and/or readings in an area that is not included in the regular course offerings. (The course appears on a student’s transcript with the title Independent Study.)
For undergraduate independent study, the directing faculty member and student will decide if the course should be for lower- or upper-division credit. The student will register for the agreed upon 288 (undergraduate lower division), 488 (undergraduate upper division), or 588/788 (graduate) credit.
2. Departure from the regular credit value of a course, such as independent work on one portion of an existing course. (The course appears on a student’s transcript with the title Independent Study.)
For undergraduate independent study, the directing faculty member and student will decide if the course should be for lower- or upper-division credit. The student will register for the agreed upon 288 (undergraduate lower division), 488 (undergraduate upper division), or 588/788 (graduate) credit.
3. The independent study of a course listed in the current university catalog.

Students may ordinarily undertake this option only under special circumstances. (The course appears on a student’s transcript by its catalog title prefaced with IS.) Students may not take a course as an independent study if it is listed in the current class schedule. The level of the course will determine what level of independent study the student will register for: 288 (undergraduate lower division), 488 (undergraduate upper division).

Leave of Absence

Students may be granted a continuous one-year leave of absence. Students who receive such a leave will remain in the same catalog for curriculum requirements, provided they return to Viterbo University according to the guidelines specified below.

- The Request for Leave of Absence form must be submitted prior to the last date of attendance for the term.
- Students not completing a term must submit any required withdrawal paperwork (Request for Withdrawal and Change of Schedule form), along with the Request for Leave of Absence. A student submitting the leave request will not be withdrawn or dropped from any courses solely based on the leave request form.
- The leave of absence begins the day of application and may remain in force for no more than two full, consecutive semesters.
- The student is not considered an officially enrolled student when not registered for any courses.
- To initiate the reentry to Viterbo, the student is responsible for submitting an application (Apply Online link on the Viterbo home page) to indicate the term of return, as well as confirm/update other demographic information.
- The student is responsible for notifying the Office of the Registrar of changes in name, address, telephone number, or email address while on leave of absence.
- The student is responsible for completing a request to take a course at another institution form available in the Office of the Registrar if he/she decides to complete coursework at another institution during the leave of absence.
- If the leave of absence expires prior to the student's return to Viterbo University, the student will be assigned the current catalog for the term of re-entry.

Military Deployment

Viterbo University has set forth the following policy for students serving in a branch of the armed forces and called to active duty, including state activation of a member of the National Guard. This policy also applies to a student who is a spouse of an activated service member (who has a dependent child).

The director of student success will serve as the main contact for the student. In all cases (deployment during the term and between terms), the director of student success will work with the student to determine if any online or other course enrollment for subsequent terms is possible while being deployed.

- The student must provide a copy of his/her orders.
- If the deployment occurs after a term begins and will be for the duration of the term or longer:
 - If a student decides he/she cannot continue his/her studies, a student may request a full refund of tuition charges and mandatory fees for courses that cannot be completed. All or a portion of tuition charges and mandatory fees may be waived by the business office. No refund of non-mandatory fees will occur. Any room and board charges will be prorated based on the dates of attendance. Financial aid adjustments will be made in accordance with federal and state financial aid regulations. If a balance remains on a student's account after all adjustments have been made, the account will be flagged as "no interest" until the student returns or it is determined the student is not continuing studies at Viterbo University.
 - At the discretion of the faculty member, a student may continue a course using communication means available (Blackboard, email, etc.). All charges and financial aid pertaining to the courses in which the student continues enrollment will remain.
 - If a student has completed a short term course but is enrolled in other courses that have not been completed, the charges and financial aid related to the completed course will remain and the rest of the charges and financial aid will be adjusted appropriately.
- If the deployment is short term or mandatory training (begins and ends during the term):
 - In consultation with the faculty members and dean or department chair, every effort will be made to accommodate the short term absence.
- If the deployment occurs between terms, it is recommended that the student contact the director of student success to complete a leave of absence form.

Registration

Registration for subsequent semesters is completed via VitNet, the online student information system. Registration for spring typically occurs in early November and for fall in early April. Students are expected to see their advisor prior to registration to discuss their course selection and obtain their registration time. All coursework must be registered for the term in which the work is done. Students must confirm their enrollment in the business office prior to the beginning of classes or according to schedule during the first three days of classes. Students who have pre-registered for classes but decide not to attend Viterbo University must contact the director of student success of the change in plans prior to the beginning of the semester. Students are liable for all charges until this official notification is made. The registration deadline is Aug. 15 for the fall semester, Jan. 1 for the spring semester, and May 1 for the summer session.

Add/Drop

Schedule changes may be made via the VitNet online system any time after a student's initial registration time through the first week of the semester. After the first week of the semester, courses may no longer be added, and any drops must be made via the drop form in the Office of the Registrar. When students wish to change a section or credit value for a class, they must drop and then add the class. These changes must also be completed by the end of the first week of the semester. Compressed courses may not be added after the first class meeting of the compressed class.

Courses dropped during the first eight weeks will result in the deletion of the course from the permanent record. Drops completed from Monday of the ninth week through Monday of the 11th week will result in a grade of W. No drops are allowed after the deadline to receive a grade of W. Courses other than 15 weeks in length are prorated accordingly. The official drop date is considered to be the date the form is submitted to the Office of the Registrar. At the request of the advisor, and only with the consent of the instructor, a course may be added after the fifth day but before the 10th class day of the semester.

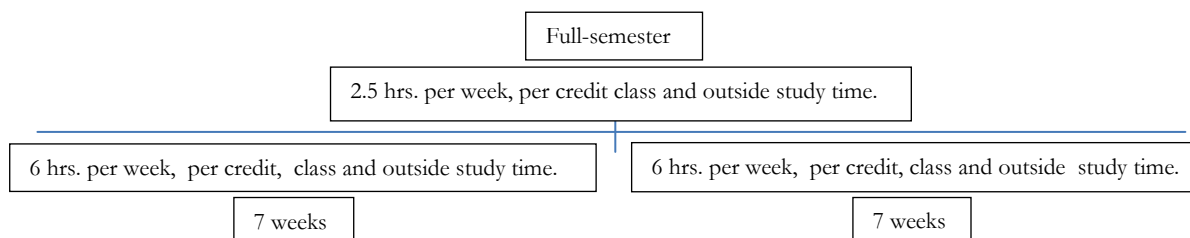
Maximum Credit Load

Full-time credit load is a minimum of 12 for undergraduate students during a traditional fall or spring term.

To provide student success in the classroom, a student in a traditional program may not take more than 20 credits in any term (fall, spring or summer). A traditional program student enrolling in a Center for Adult Learning compressed or online course will have those credits count towards the maximum of 20 total credits and cannot have more than seven credits of compressed courses in either seven week session.

Students in Center for Adult Learning programs may not take more than seven credits in a seven week session. Students in Center for Adult Learning bachelor degree completion programs may register for a combination of seven week and full semester course section offerings. The maximum total credits may not exceed 20 total with no more than seven credits in any given seven weeks. In other words, the maximum enrollment for a Center for Adult Learning student is seven credits in the first seven weeks and seven credits in the second seven weeks and six credits of full semester course section offerings.

Example: Center for Adult Learning student combined load – fall or spring semester.



Repeating Courses

Except where program/departmental requirements prevent it, students may repeat a course. Each grade is listed on the permanent record; only the last grade is used in computing the grade point average. Repeating courses may affect financial aid, academic progress, and for athletics, eligibility. Grades from courses repeated

at other institutions to replace grades earned at Viterbo University will not be used in computing the grade point average. Students must seek prior approval before taking a course at another institution.

Sexual Harassment Policy

Viterbo University is committed to maintaining a learning and working environment which respects the dignity of all individuals, and is free from sexual harassment. Accordingly, Viterbo University will not tolerate the sexual harassment of one member of the university community by another, or by external parties/individuals providing services to Viterbo University. The university community subject to this prohibition includes faculty, administrators, staff, and students.

Definition

Sexual harassment takes two forms under the law: (1) *Quid pro quo* or (2) hostile atmosphere.

Quid pro quo harassment occurs where an individual retaliates against another for submitting to, or refusing to submit to, sexual harassment. This refusal may include refusing sexual advances, rejecting physical contact, or denying requests for sexual favors. The retaliatory action may include the denial of a promotion, the levying of discipline, lowering of a student grade, or termination of employment.

Quid pro quo harassment also occurs where submission to sexual harassment is proffered as a condition for favorable treatment. This favorable treatment may include promotion, wage advance, or academic advancement.

Hostile atmosphere is the other form of sexual harassment. An individual's conduct, whether intentional or unintentional, may create a hostile, intimidating, or offensive learning and working environment for others. This hostile environment may be created by repeated and unwelcome sexual advances or requests for sexual favors. Also, unwelcome verbal or physical conduct of a sexual nature may create a hostile atmosphere. Such conduct includes, for example, unsolicited gestures or comments of a sexual nature, display of offensive, sexually graphic materials, or physical conduct of a sexual nature.

Sexual harassment may originate from faculty, administrators, staff or students. Also, sexual harassment may originate from external parties/individuals providing services to Viterbo University. Harassment can occur if the offending individual is the same gender as the individual being harassed. If an individual is offended by witnessing the harassment of another individual, a harassment complaint may still be filed even though the harassment is not directly aimed at the individual witnessing the harassment.

As defined above, sexual harassment is a specific form of discrimination in which the power differential inherent in the relationship between a student and teacher or supervisor and subordinate is exploited. However, this policy also recognizes that sexual harassment may occur between individuals who have similar status at Viterbo University, such as student-student or faculty-faculty.

Consenting sexual relationships between faculty and student or supervisor and subordinate often present the most difficult cases of sexual harassment. The power differential between these two groups can cast serious doubt on whether the relationship is consensual. Also, the relationship can easily turn the learning or working environment into a hostile one for the complainant. Since the purpose behind this policy is to free the working and learning environment from such damaging interference, Viterbo University strongly discourages such relationships. If the University learns of such a relationship between a supervisor and subordinate, steps will be taken to alter the reporting structure. If the relationship occurs between a faculty member and student, the matter will be discussed with the faculty member and student and steps taken to avoid harm.

Complaint Resolution

The primary goal of the sexual harassment policy is to prevent objectionable behavior or stop it whenever it occurs. No member of the community will be retaliated against for making a sexual harassment complaint.

Any member of the community who believes he or she has been sexually harassed by another should, if possible, tell the individual harassing him/her that the behavior is offensive and must stop, and should also

report the harassment to the vice president for academic affairs, human resource director, or the vice president of finance and administration as soon as possible. Any member of the community who becomes aware of a sexual harassment incident should report the incident to the vice president for academic affairs, human resource director, or the vice president of finance and administration as soon as possible. Timely reporting of incidents will ensure efficient resolution.

The vice president for academic affairs, human resource director or the vice president of finance and administration will conduct an investigation of the harassment complaint. The complainant will prepare a written complaint describing the incident as completely as possible, and provide the written complaint to the vice president for academic affairs, human resource director, or the vice president of finance and administration. To the extent possible, the investigation will remain confidential, considering the complainant's right of privacy, the need to be fair to the respondent by notifying the respondent of the complaint, and the need to gather information regarding the incident. Investigation of the complaint may require the interviewing of members of the university community who may have witnessed the incident, or who may have information regarding the incident, as well as review of relevant data or documents. The investigation will be conducted expeditiously, but in a manner consistent with the complexity and severity of the matter. The vice president for academic affairs, human resource director or the vice president of finance and administration will maintain a written record of the complaint and resolution process.

If there is a finding that sexual harassment has occurred, the offending individual will be subject to an appropriate penalty. The penalty will depend on the severity, frequency, or repetition of the harassment. If the matter involves an employee, discipline, ranging from reprimand to discharge, may be given. If the matter involves a student, discipline, ranging from reprimand to administrative withdrawal, may be given. The complainant will be notified of the results of the investigation and the resolution of the complaint.

If the investigation of the complaint shows that the complainant made a false complaint, Viterbo University may discipline the complainant for making such a false complaint. If the matter involves an employee, discipline, ranging from reprimand to discharge, may be given. If the matter involves a student, discipline, ranging from reprimand to administrative withdrawal, may be given. A false complaint is one where there is absolutely no basis for the complaint or the complaint was motivated by malice toward the respondent.

In addition to the complaint resolution procedures described above, the complainant may also file a charge with an appropriate external agency (e.g. Equal Employment Opportunity Commission, Wisconsin Equal Rights Division).

Student Records

Right to Privacy

Viterbo University annually informs students of the Family Educational Rights and Privacy Act (FERPA) of 1974, as amended.

This act, with which the institution intends to comply fully, was designated to protect the privacy of education records, to establish the right of students to inspect and review their education records, and to provide guidelines for the correction of inaccurate or misleading data through informal and formal hearings. Students also have the right to file complaints with The Family Educational Policy Compliance Office concerning alleged failures by the institution to comply with the act.

Local policy explains in detail the procedures to be used by the institution for compliance with the provisions of the act. A copy of the policy may be obtained from the Office of the Registrar. This office also maintains a directory of records which lists all education records maintained on students by this institution.

Viterbo University hereby designates the following student information as public or "directory information." Such information may be disclosed by the institution for any purpose, at its discretion—name; address (home, local/campus, and email); telephone listings; date of birth/age; major/minor field of study; participation in officially recognized activities and sports; weight and height of athletic team members; dates of attendance; full-time/part-time status; photograph; registration course schedule; class level; academic level; degrees/academic recognitions/awards received; name/address/occupation of parent/guardian/spouse; and

educational institutions or agencies attended. Currently enrolled students may withhold disclosure of directory information under the Family Educational Rights and Privacy Act of 1974, as amended. To withhold disclosure, written notification must be received in the Office of the Registrar by the end of the second week of each semester and the first week of summer school. Forms requesting the withholding of “directory information” are available through the Office of the Registrar.

Viterbo University assumes that failure on the part of any student to request specifically the withholding of “directory information” indicates individual approval for disclosure.

As of January 3, 2012, the U.S. Department of Education's FERPA regulations expand the circumstances under which your education records and personally identifiable information (PII) contained in such records — including your Social Security Number, grades, or other private information — may be accessed without your consent. First, the U.S. Comptroller General, the U.S. Attorney General, the U.S. Secretary of Education, or state and local education authorities ("Federal and State Authorities") may allow access to your records and PII without your consent to any third party designated by a Federal or State Authority to evaluate a federal- or state-supported education program. The evaluation may relate to any program that is "principally engaged in the provision of education," such as early childhood education and job training, as well as any program that is administered by an education agency or institution. Second, Federal and State Authorities may allow access to your education records and PII without your consent to researchers performing certain types of studies, in certain cases even when we object to or do not request such research. Federal and State Authorities must obtain certain use-restriction and data security promises from the entities that they authorize to receive your PII, but the Authorities need not maintain direct control over such entities. In addition, in connection with Statewide Longitudinal Data Systems, State Authorities may collect, compile, permanently retain, and share without your consent PII from your education records, and they may track your participation in education and other programs by linking such PII to other personal information about you that they obtain from other Federal or State data sources, including workforce development, unemployment insurance, child welfare, juvenile justice, military service, and migrant student records systems.

Student Right to Know

In compliance with the Student Right to Know Act, the graduation/completion rates of full-time, degree-seeking, first-time undergraduate students entering Viterbo University with a completion rate of 150 percent of normal time to complete an educational program must be published. Of the 292 full-time freshmen that entered first semester in 2005 and fall into this category, 47 percent of them completed their studies within a six-year period.

Transcripts

A transcript is a complete and unabridged copy of all academic work attempted at Viterbo University and work accepted in transfer to Viterbo. Course and grade information contained on the transcript are released only upon written consent from the student as required by the federal Family Educational Rights and Privacy Act of 1974. A transcript will not be mailed as a result of a telephone call, email, or Fax request. Records from other schools will not be photocopied or sent elsewhere. No transcript will be issued until all financial accounts have been cleared with the university. The fee for a transcript is \$5.00 per copy.

The Viterbo University transcript does not include any academic standing notations. The transcript will, however, include a notation if the student has been expelled from the institution.

Undergraduate Student Enrollment in Graduate Courses

Undergraduate students, in bachelor degree seeking programs, may enroll in a maximum of nine graduate credits. Students must be approved by the graduate program to enroll in the graduate course(s). The credit is designated as graduate credit on a graduate transcript. The credits will not appear on an undergraduate transcript and will not be included in the undergraduate credit totals.

Maximum student credit load for dual enrollment (graduate/undergraduate) is 16 credit hours for a semester or summer term. Students can enroll in no more than six graduate credits in the semester and no more than a total of 10 credits in an accelerated format (not full semester courses).

To be registered for the graduate course(s), undergraduate students must submit an add form with the graduate program director's approval to the registrar's office, by published registration deadlines for the semester. The student's undergraduate tuition and fees are charged.

Withdrawal from Viterbo University

A student who wishes to withdraw completely from the university during a semester must secure an official withdrawal form from the office of the director of student success and meet with his/her academic advisor. The student then meets with the director of student success to complete the withdrawal process and obtain signatures from the financial aid office and director of residence life when applicable. The official date of withdrawal is the day the form is received in the Office of the Registrar. This process must be completed prior to final examination week. Any applicable refunds for courses less than 15 weeks in length are prorated according to the deadline dates printed in the class schedules for the fall, spring, and summer terms. A student who wishes to reenter for any subsequent term must complete a reentry application form for re-acceptance. Failing grades are recorded for students who do not officially withdraw from the university.

Core Curriculum

With its emphasis on particular skills, attributes, and values, Viterbo University's core curriculum seeks to prepare students for life in a rapidly changing world. The core curriculum is rooted in the mission of the university and in its liberal arts tradition.

Core Curriculum Mission Statement

In the tradition of our Catholic, Franciscan heritage and our firm foundation in the Liberal Arts, Viterbo University's general education program prepares students to live and work in our global society, affirm the dignity of all people, embrace a passion for justice, revere the natural world, and nurture a spirit of inquiry and a love of truth.

Core Curriculum Learning Outcomes

Ethical Reasoning and Moral Development

Students respond to ethical issues, using informed value systems.

Social Justice

Students contribute to their communities through service and leadership.

Intercultural Knowledge and Action

Students understand their own and other cultural traditions and demonstrate a respect for the diversity of human experience.

Critical Thinking

Students comprehensively explore issues, ideas, artifacts, and events before accepting or formulating an opinion or conclusion.

Communication

Students speak and write to suit varied purposes, audience, disciplines, and contexts.

Information Literacy

Students identify, locate, evaluate, and effectively and responsibly use and share information in a variety of contexts.

Integrative Learning

Students transfer learning to new, complex situations within and beyond campus.

Core Curriculum Policy

- First time freshmen bachelor degree students must complete all four Mission Seminars, regardless of the number of college credits they completed while in high school through the youth options, Advanced Placement, International Baccalaureate, post-secondary enrollment options (PSEO), etc.
- Transfer bachelor degree students, except those in the Center for Adult Learning degree completion programs, are required to complete two, three, or four Mission Seminars depending on the amount of their previous college experience (transfer credit awarded).
- All bachelor degree students, except those in Center for Adult Learning degree completion programs, must complete The Ethical Life (VUSM 400 level) Mission Seminar.

Core Curriculum Summary

Foundations

Note: Foundations requirements may also be satisfied by previous experience, placement mechanisms, and alternative credit options such as Advanced Placement (AP) or College Level Examination Program (CLEP), except where noted.

Written Communication I (one or two courses)

Approved Courses: ENGL 103 and 104 or 105 or 195

Written Communication II (one course)

Approved Courses: ARTS 350, 351, BIOL 251, CRMJ 265, EDUC 319, ENGL 255, 307, MGMT 300, MUSC 328, MUTH 338, OMT 302, SOCL 265, SOWK 240, THTR 281, 300, UNST 295

Quantitative Literacy (one course)

Approved Courses: MGMT 230, MATH courses numbered 111 or higher, OMT 305, PSYC 223, SOCL 223

Other: an ACT Mathematics score of 27 or higher

Information Literacy (one course)*

Approved Courses: ENGL 103 or 104 or 105 or 195, INST 395, MGMT 300, NURS 340, OMT 302, UNST 295, 301

(UNST-295 is for students who completed an A.A. or A.S. through Viterbo University and have continued on to a bachelor degree program.)

Oral Communication (one course)

Approved Courses: AADM 200, ARTS 350, 351, BIOP 261, COMM 150, CRMJ 265, EDUC 255, ENGL 255, NURS 240, SOCL 265, SOWK 275, SPAN 306, THTR 281

*The course must be completed at Viterbo. Transfer equivalency of one or more of the approved courses will not satisfy the requirement.

Mission Seminars[^]**Franciscan Values and Traditions (one course)**

Approved Courses: VUSM 100, 101, 110, 120, 125, 126, 127, 140, 150, 160, 170, 180

Living in a Diverse World (one course)

Approved Courses: VUSM 200, 201, 226, 227, 252, 253, 260, 280, 281, 290, 291, 292, 293

Serving the Common Good (one course)

Approved Courses: VUSM 300, 325, 330, 340

The Ethical Life (one course)

Approved Courses: VUSM 400, 430, 431

[^]Degree completion program students will complete an accelerated Mission Seminar course, VUSM 470. This course will not satisfy the Mission Seminar requirements for a traditional program student.

Ways of Thinking**Historical Analysis (three credits)**

Approved Courses: HIST 101, 102, 105, 106, 111, 112, 153, 217, 218, 220, 221, 247, 254, 295, 304, 308, 311, 315, 330, 335, 342, 344, 346, 347, 349, 351, 352, 353, 354, 355, 359, 360, 370, 373, 380, 385, VUSM 140, 340

Literary Analysis (three credits)

Approved Courses: ENGL 204, 208, 220, 221, 231, 232, 243, 257, 303, 305, 309, 320, 321, 322, 324, 325, 326, 328, 336, 338, 341, 345, 346, 347, 354, 360, 370, 371, 375, 380, 385, 390, SPAN 314, 316, 318; THTR 320, 321, 440, VUSM 252, 260

Scientific Reasoning in the Natural Sciences (four credits)

Approved Courses: BIOL 100, 160, 203, 296, CHEM 101, 106, 120, ENVS 101, PHYS 102, 250, 260, 270, VUSM 170

Scientific Reasoning in the Social Sciences (three credits)

Approved Courses: COMM 230, GEOG 132, POSC 120, 121, 320, PSYC 100, 110, 171, 250, SOCL 110, 125, 210, 244, 250, 310, 320, 330, 344, 345, 351, 380, SOWK 210, VUSM 180, 201, 280, 291

Artistic Awareness (three credits)

Approved Courses: ARTS 103, 105, 108, 111, 112, 115, 121, 122, 160, 161, 200, 203, 254, 350, 351, COMM 110, DANC 100, 105, ENGL 211, 311, 312, 313, MUPI 171, 371, MUSC 101, 103, 109, 135, 136, 137, 139, 200, 335, 336, 337, 339, MUVO 171, 371, THTR 100, 345, VUSM 150

Theological Inquiry (three credits)

Approved Courses: RLST 160, 311, 331, 410, 425, VUSM 120

Integrating Faith and Practice (three credits)

Approved Courses: RLST 230, 260, 280, 317, 345, 348, 352, 356, 380, 450, 465, VUSM 226, 325

Philosophical and Moral Inquiry (three credits)

Approved Courses: OMGT 402, PHIL 100, 101, 105, 244, 302, 310, 311, 312, 313, 315, 316, 317, 320, 321, 333, 340, 360, 365, 370, 375, 381, VUSM 340

Degree Requirements

This catalog spells out degree requirements, but the best way for students to track their specific progress is through the degree audit on VitNet and through consultation with their advisors.

Students must follow the catalog requirements in effect when they enter Viterbo University. Students who enter in the Viterbo in the summer session are considered new students, per federal guidelines, for the fall semester and are assigned the catalog in existence for the fall semester. These requirements remain in effect as long as the student attends Viterbo University on an uninterrupted basis and completes a degree within a period of six years. If students change their major, then they may need to follow a different catalog.

Baccalaureate Degree Requirements

Candidates for the bachelor's degree must accomplish the following:

- fulfill the core curriculum requirements
- complete all courses required for the major(s) and minor(s), if applicable
- earn a minimum of 128 credits
- earn a minimum of 43 upper division credits (300 and 400 numbered courses)
- achieve a minimum grade point average of 2.0
- earn a minimum of the last 30 consecutive credits at Viterbo not including alternative credits (see Alternative Credit section of the Academic Regulations and Policies section) or transfer credit

Bachelor of Arts

All students seeking the Bachelor of Arts degree must complete (earn) 14 credits of the same modern world language. See the world languages section of this catalog for information about earning retroactive language credit.

Bachelor of Science

All students seeking the Bachelor of Science degree must complete seven credits of natural science and/or mathematics in addition to the four credits of natural science in the general education requirements, for a total of 11 credits.

Second Major

A student may receive a double major provided he or she has the baccalaureate degree requirements listed above and has met the requirements for each respective major. A student may receive a double major when one of the majors is an interdisciplinary major, however, only if a minimum of 18 credits not included in the interdisciplinary major are completed in the other major.

Students completing a bachelor degree offered through the Center for Adult Learning may not concurrently double major or double degree in a major offered in another school.

Minor

Students may also choose to complete one or more minors. Requirements for a minor may be satisfied using courses taken to fulfill general education requirements, major support courses and electives. At least 75 percent of the credits for the minor must come from courses not required for the student's major. Students may declare a minor by completing a form obtained from the Academic Resource Center. This form must be on file in the Office of the Registrar at least six months prior to graduation.

Second Degree

A student may receive two degrees simultaneously provided the following conditions are met:

- All specified requirements for both degrees are met.
- The curriculum offered for the second degree includes at least 30 credits which are not counted towards the first degree. This means a minimum of 158 credits is required.
- The degrees are truly different; a student may not receive two B.A. degrees or two B.F.A. degrees simultaneously.

- Nor can a student receive a major or minor earned in one degree in a second degree; a student may not receive a B.A. with a major and B.S. with the same major.

Graduation and Commencement

All students must be enrolled for a minimum of at least one course in the semester in which they plan to finish their requirements. Because of the preparation involved with commencement and federal reporting requirements related to earning a degree, students must participate in the ceremony in the term they complete requirements. Students completing requirements in the summer must attend the preceding May ceremony.

Students must file an application for degree form in the Office of the Registrar no later than Oct. 1 for December graduates and Jan. 15 for May/summer graduates. This form indicates the intent to graduate and is used to provide information to students concerning commencement events, as well as provide Viterbo University with information to order diplomas and caps and gowns.

Degrees are official after the registrar checks that students have met all graduation requirements. The date listed on the diploma/transcript will be the term in which the requirements were met. If students earn credit for prior learning after they have completed other graduation requirements, their diplomas will list the term in which the credit was granted.

Honors

Honor cords, for the commencement ceremony, are given to those who have applied for graduation by the deadline date and who have a minimum cumulative grade point average of 3.50 as of Sep. 1 for the winter ceremony and Jan. 1 for the spring ceremony (spring and summer graduates.) The candidate must also have or be projected to have a minimum of 45 letter graded credits earned at Viterbo University upon degree completion. That is, if the candidate does not have a minimum of 45 credits as of the dates above but the credits earned as of the dates above plus registered credits equal a minimum of 45 credits, the candidate will be given an honor cord. The student must be registered for credits in the graduation term, no later than Sep. 1, for winter commencement, and March 1 for spring commencement, which includes those completing requirements in the summer.

Final honors are determined and confirmed after all grades have been issued and credit checks are completed. These honors are noted on the diploma and the transcript. Students are eligible for honors upon degree completion if they have earned the required number of semester hours on a letter grade basis and have met the required grade point average.

Honor	Required Viterbo Grade Point Average	Required Hours Completed at Viterbo on a Letter Grade Basis
Academic Distinction	3.50	Minimum of 45
Cum Laude	3.50	Minimum of 60
Magna Cum Laude	3.70	Minimum of 60
Summa Cum Laude	3.90	Minimum of 60

Diplomas

Diplomas earned by graduates will be sent approximately eight weeks after the grades for the semester are due, to the address listed on the application for degree form. All indebtedness to the university must be cleared before a diploma and official transcripts will be released. The transcript, not the diploma, is proof of an earned degree. Only one diploma is ever issued.

Dahl School of Business

The Dahl School of Business values every student and prepares each one to make a difference as an ethical and effective leader in organizations and society.

Goals

The Dahl School of Business strives to:

- Implement a professional graduate and undergraduate business curriculum that builds on a strong liberal arts foundation.
- Offer specialization, expansion and/or advancement in business practice for undergraduate and graduate learners.
- Provide an educational experience that emphasizes active learning in a values based context.
- Create a collegial environment that facilitates the professional development of students and faculty.
- Prepare graduates for professional business roles in a dynamic societal environment.

Degree Programs

At the undergraduate level, the Dahl School of Business offers traditional undergraduate degree programs, degree completion programs, articulated transfer programs, and a 4+1 B.B.A./M.B.A. program.

Traditional Undergraduate Programs

The Dahl School of Business offers the Bachelor of Business Administration (B.B.A.) degree with majors in the following disciplines:

- accounting
- management
- marketing
- sport management and leadership
- sustainability management

Additionally, the Dahl School of Business offers three interdisciplinary majors leading to the Bachelor of Science (B.S.) degree:

- arts administration (joint offering with the School of Fine Arts)
- business education (joint offering with the School of Education)
- organizational communication (joint offering with School of Letters and Science)

Degree Completion Programs

The Dahl School of Business offers four degree completion programs leading to the Bachelor of Business Administration (B.B.A.) degree with majors in the following disciplines:

- accounting
- health care management
- management information systems
- organizational management

Transfer Programs

The Dahl School of Business offers transfer programs for graduates of Western Technical College and Northcentral Technical College leading to the Bachelor of Business Administration (B.B.A.) degree.

M.B.A. Program

The Dahl School of Business offers three ways to obtain an M.B.A. degree: (1) a two-year program offered in the evenings for experienced professionals, (2) a one-year accelerated daytime program, (3) and a 4+1 MBA daytime program for recent Viterbo graduates. Viterbo University's *4+1 MBA* offers high achieving business students the opportunity to obtain their bachelor degree and M.B.A. emphasizing ethics, corporate social responsibility, and sustainability in only five years. Students begin taking graduate coursework in their senior undergraduate year and go on to graduate with the MBA degree in one additional year. Refer to the M.B.A. Web site (www.viterbo.edu/mba) for complete details of the M.B.A. program.

Course Requirements

The curriculum for each of the traditional undergraduate B.B.A. degree programs is comprised of five categories of required coursework: (1) core curriculum requirements; (2) professional core courses; (3) professional core support courses; (4) major required courses; and (5) major support courses.

With its emphasis on particular skills, attributes, and values, the core curriculum requirements prepare students for life in a rapidly changing world. See the core curriculum section of this catalog for the approved and required courses.

The professional core classes provide a broad foundation in business principles and practices that build upon the solid base provided by the general education curriculum. The professional core requirement consists of the following business courses: ACCT 211, BLAW 343, ECON 102, FINA 331, MGMT 140, 210, 230, 243, 300, 341, 448, 449, MKTG 351. The required professional core support courses include ECON 101 and MATH 270. See below for the major requirement courses and major support courses for each specific major.

Policies

All students pursuing the B.B.A. degree must maintain a cumulative grade point average of 2.5 or higher (on a 4.0 scale) in the professional core, professional core support, major requirement, and major support courses, and students must receive a letter grade of C (2.0) or higher in each of these courses. If a grade of CD or below is earned in any of these courses, the course must be repeated until a grade of C or higher is achieved. Students pursuing the business education major must maintain a 2.75 grade point average in all business and education coursework.

Students pursuing a minor or double major offered by the Dahl School of Business must complete a minimum of 12 non-duplicated credits in the area of the minor or second major with a grade of C (2.0) or above in each course.

All transfer students seeking an undergraduate degree offered by the Dahl School of Business must earn a minimum of 15 credits of business coursework at Viterbo University.

Dahl School of Business Majors

Accounting

Mission

The mission of the accounting major is to enable learners to achieve career success through superior, professional education that emphasizes ethical accounting practices and which prepares learners for accounting careers in private business, government organizations, and public accounting.

Goals

- The accounting program prepares learners with the knowledge, skills, and attitudes necessary to be effective in the accounting field.
- The accounting program provides experiences necessary to develop strong critical thinking skills.
- The accounting program enables students to identify, analyze, and resolve ethical dilemmas.

Accounting Major (Bachelor of Business Administration)

- **core curriculum and mission seminars** – see the core curriculum section of this catalog
- **professional core and support requirements**
- **accounting requirements** – ACCT 212, 311, 312, 313, 415, 416, 418, 419, 420, 425, BLAW 450
- **final degree requirements** – see the degree requirements section of this catalog

The total credits of the professional core and support requirements and major requirements are 80. The core curriculum and mission seminars require 38-52 credits. A total of 128 credits, 43 of which need to be at the 300/400 level, are required to graduate. Transfer courses and waivers and/or substitutions could modify these credit totals.

Management

Mission

The mission of the management major is to prepare learners for entry-level management positions in a variety of fields and/or further study at graduate level.

Goal

The goal of the management program is to prepare learners in the business core curriculum with a special focus on the knowledge, skills, and attitudes necessary in the management field.

Management Major (Bachelor of Business Administration)

- **core curriculum and mission seminars** – see the core curriculum section of this catalog
- **professional core and support requirements**
- **management requirements** – ACCT 212, BLAW 344, MGMT 305, 342, 375, 447, 481, minimum of 12 additional credits from courses offered by the Dahl School of Business
- **final degree requirements** – see degree requirements section of this catalog

The total credits of the professional core and support requirements and major requirements are 80. The core curriculum and mission seminars require 38-52 credits. A total of 128 credits, 43 of which need to be at the 300/400 level, are required to graduate. Transfer courses and waivers and/or substitutions could modify these credit totals.

Marketing

Mission

The marketing program strives to provide learners with the knowledge, tools, values, and motivation to be successful marketers and leaders within the global community.

Goal

The goal of the marketing program is to prepare learners in the business core curriculum with a special focus on the knowledge, skills, and attitudes necessary in the marketing field.

Marketing Major (Bachelor of Business Administration)

- **core curriculum and mission seminars** – see the core curriculum section of this catalog
- **professional core and support requirements**
- **marketing requirements** – BLAW 344, MKTG 352, 353, 356, 450, 451, minimum of 15 additional credits from courses offered by the DSOB
- **final degree requirements** – see degree requirements section of this catalog

The total credits of the professional core and support requirements and major requirements are 80. The core curriculum and mission seminars require 38-52 credits. A total of 128 credits, 43 of which need to be at the 300/400 level, are required to graduate. Transfer course and waivers and/or substitutions could modify these credit totals.

Sport Management and Leadership

Mission

The sport management and leadership program prepares each student to become a leader in the sport and leisure industries; leaders who not only have excellent content knowledge in the areas of sport and business, but ethical leaders who practice corporate social responsibility and sustainability for the common good of the organizations they work in and the communities they live in.

Goal

The goal of the sport management and leadership program is to prepare students for leadership roles in the sport and leisure industries through focused coursework, internship experiences, and research activities.

Sport Management and Leadership Major (Bachelor of Business Administration)

- **core curriculum and mission seminars** – see the core curriculum section of this catalog
- **professional core and support requirements**
- **sport management and leadership requirements** – SPML 320, 330, 340, 350, 360, 455, 481 or 487 (four credits), 490
- **support courses** – BIOL 104 and 114 or 203 or 347 and 482, PSYC 344, six credits chosen from RLST 326, SOCL 245, SPML 286, 486, SPSL 286, 486
- **final degree requirements** – see the degree requirements section of this catalog

The total credits of the professional core and support requirements, major requirements, and support courses are 89-93. The core curriculum and mission seminars require 38-52 credits. A total of 128 credits, 43 of which need to be at the 300/400 level, are required to graduate. Transfer course and waivers and/or substitutions could modify these credit totals.

Sustainability Management

Mission

The mission of the sustainable management major is to prepare each student to employ core sustainability principles and practices to effectively manage businesses toward the common good of the organization and the community. Upon completion of the program, learners are equipped and motivated to make meaningful contributions toward business sustainability, with a focus on making decisions and taking actions that are socially responsible, fiscally responsive, and environmentally sound.

Goal

The goal of the sustainable management major is to prepare learners in the sustainability and business core curriculum with a special focus on integrating knowledge, skills, and abilities to prepare learners to contribute to the management of business sustainability.

Sustainability Management Major (Bachelor of Business Administration)

- **core curriculum and mission seminars** – see the core curriculum section of this catalog
- **sustainability core** – ACCT 211, BLAW 343, FINA 331, MGMT 210, 230, 243, 300, 305, 341, 375, 447, 449, MKTG 351
- **environmental sustainability requirements** – ENVS 400, SUST 210, 330, 360, 420, 470, 495
- **support courses** – ECON 102, 300, ENVS 101, HIST 354, MATH 270
- **final degree requirements** – see the degree requirements section of this catalog

The total credits of the core requirements and major requirements are 79. The core curriculum and mission seminars require 38-52 credits. A total of 128 credits, 43 of which need to be at the 300/400 level, are required to graduate. Transfer course and waivers and/or substitutions could modify these credit totals.

Sustainable management majors may not declare a minor in environmental studies.

Interdisciplinary Majors

Arts Administration

Viterbo University offers an interdisciplinary program in arts administration that allows students to pursue a Bachelor of Fine Arts degree with a major in arts administration. The program is jointly coordinated by the Dahl School of Business and the School of Fine Arts. A further description of the major as well as major requirements can be found within the School of Fine Arts section of this catalog.

Business Education

Mission

The mission of the business education major is to prepare professional teachers of business subjects for the middle and secondary school levels.

Business, Early Childhood through Adolescence, Education Major (Bachelor of Science)

- **core curriculum and mission seminars** – see the core curriculum section of this catalog
Education majors are required to take specific core courses to satisfy DPI licensure requirements.
- **business requirements** – ACCT 211, 212, BLAW 343, ECON 101, 102, ECON 400 or FINA 331, INFO-220, MGMT 210, 243, 300, 320, 341, 481, MKTG 351, 456
- **education requirements** – EDUC 150, 215, 255, 306, 312, 316, 330, 336, 390, 402, 463, 482
- **final degree requirements** – see the degree requirements section of this catalog

The total credits of the major and education requirements are 87. The core curriculum and mission seminars require 38-52 credits. A total of 128 credits, 43 of which need to be at the 300/400 level, are required to graduate. Transfer course and waivers and/or substitutions could modify these credit totals.

See the School of Education section for teacher education policy. Student teaching is completed in final semester.

Communication Studies

Viterbo University offers an interdisciplinary program in communication studies that allows students to pursue a Bachelor of Science degree with a major in communication studies. Students have a choice of two focuses for the major – organizational communication or visual communication. The program is jointly coordinated by the Dahl School of Business, the School of Fine Arts, and the School of Letters and Sciences. A further description of the major as well as major requirements can be found within the School of Letters and Sciences section of this catalog.

Degree Completion Majors

Accounting

The accounting degree completion program enables learners to complete courses in accounting and business leading to a Bachelor of Business Administration (B.B.A.) degree. This program prepares students for careers in corporate settings, public accounting firms, government, and not-for-profit organizations. Students develop their technical competencies, communication skills, and ethical frameworks which are valued by today's employers and necessary to succeed in the professional accounting environment. Students enrolled in this major have earned either an associate degree or significant transferrable accounting course credits from another regionally accredited college or university. Courses in this program are offered during the evenings in an accelerated seven-week format, and are delivered in a blended format. That is, for each course three of the class sessions meet fact-to-face on campus and the other four of the class sessions are delivered online.

Mission

The accounting degree completion program prepares students to be informed, ethical and effective accountants.

Goal

The Bachelor of Business Administration degree with a major in accounting:

- prepares students' technical accounting competencies, communication skills, and ethical frameworks.
- integrates theory with practical and professional perspectives by leveraging the wealth of prior experience and knowledge of the students.
- maintains relevant, innovative, and rigorous content.
- meets the ever-changing needs of adult learners in the program.

Prerequisites

The following courses are prerequisites to taking the courses required in the major: ACCT 211, 212, 313, 415, BLAW 343, ECON 101 or 102, INFO 150, 200 (or an accounting information systems course equivalent). Students must successfully complete all prerequisites before enrolling in the courses required in the major.

Accounting (degree completion) Major (Bachelor of Business Administration)

- **core curriculum and mission seminars** – see the core curriculum section of this catalog
- **major requirements** – ACCD 330, 340, 445, 455, ACCT 416, 425, BLAW 450, OMT 304, 305, 306, 309, 318, 401, 402
- **final degree requirements** – see the degree requirements section of this catalog

The total credits of the major and education requirements are 42. The core curriculum and mission seminars require 35-43 credits. A total of 128 credits, 43 of which need to be at the 300/400 level, are required to graduate. Transfer course and waivers and/or substitutions could modify these credit totals.

Health Care Management

The health care management major is a degree completion program leading to a Bachelor of Business Administration (B.B.A.) degree. Most students who select this major have earned an associate degree from an accredited two-year college or have earned transferrable credits from a regionally accredited institution of higher education. The courses in this program are offered on campus in the evening and online. Both on campus and online courses are in an accelerated seven-week format. The average time for students to complete this major is approximately two to three years. Students may receive college credit for prior life and work learning experience by completing the prior learning assessment course.

Mission

The mission of the health care management major is to prepare students to be informed, ethical, and effective managers in the dynamic health care field.

Goal

The goal of the health care management major is to assist people working in, or wanting to work in, the health care field become informed, ethical, effective managers by obtaining their bachelors degree. In furtherance of this goal, students will take a variety of management and health care courses.

Health Care Management (degree completion) Major (Bachelor of Business Administration)

- **core curriculum and mission seminars** – see the core curriculum section of this catalog
- **health care management requirements** –HMGT 101, 306, 320, 330, 340, 375, 425, 445, 495
- **support courses** – ECON 101 or 102, OMT 302, 304, 305, 308, 309, 400, 402
- **final degree requirements** – see the degree requirements section of this catalog

The total credits of the core requirements and major requirements are 52. The core curriculum and mission seminars require 35-43 credits. A total of 128 credits, 43 of which need to be at the 300/400 level, are required to graduate. Transfer course and waivers and/or substitutions could modify these credit totals.

Students with significant experience in a health care setting may petition to waive HMGT 101. The petition to waive these requirements is made to the dean of the Dahl School of Business.

Management Information Systems

The management information systems (MIS) major is a degree completion program that enables learners to complete courses in management and technology, leading to a Bachelor of Business Administration (B.B.A.) degree. Most students enrolled in this major have earned either an associate degree or significant transferrable credits from another college or university. Students may also receive college credit for prior life and work learning experience. Courses in this program are offered during the evenings in an accelerated seven-week format, and are delivered both on campus and online. Students may proceed through the program in a cohort model, which enhances peer support, relationship building, as well as networking opportunities. The average time for students to complete this major is approximately two and one-half years.

Mission

The management information systems degree completion program prepares students to lead technical projects and teams in the strategic and ethical use of information systems.

Goal

The management information systems program:

- integrates theory with practical and professional perspectives by leveraging the wealth of prior experience and knowledge of the students.
- enables individuals to advance in business leadership.
- maintains relevant, innovative, and rigorous content.
- meets the ever-changing needs of adult learners in the program.

Management Information Systems (degree completion) Major (Bachelor of Business Administration)

- **core curriculum and mission seminars** – see the core curriculum section of this catalog
- **major requirements** – INFO 230, 310, 320, 340, 350, 400, OMGT 304, 305, 306, 308, 318, 402, 403
- **support courses** – BLAW 343, ECON 101 or 102, INFO 150, 200
- **final degree requirements** – see the degree requirements section of this catalog

The total credits of the prerequisite courses, major requirements, and support courses are 51. The core curriculum and mission seminars require 35-43 credits. A total of 128 credits, 43 of which need to be at the 300/400 level, are required to graduate. Transfer course and waivers and/or substitutions could modify these credit totals.

Organizational Management

The organizational management major is a degree completion program that enables adult learners to complete courses in management leading to a Bachelor of Business Administration (B.B.A.) degree. Most students who select this major have earned an associate degree from an accredited two-year college or have earned transferrable credits from a regionally accredited institution of higher education. The courses in this program are offered on campus in the evening and online. Both on campus and online courses are in an accelerated seven-week format. The average time for students to complete this major is approximately two to three years. Students may receive college credit for prior life and work learning experience by completing the prior learning assessment course.

Mission

The mission of the organizational management major is to prepare students to be informed, ethical, and effective managers who are committed to making a positive impact in their organizations and communities.

Goal

The goal of the organizational management major is to prepare students to effectively manage organizations by completing courses in the following functional areas: organizational behavior, business communication, management and leadership, accounting and finance, marketing, human resources, business law, strategic planning, and quality management.

Organizational Management (degree completion) Major (Bachelor of Business Administration)

- **core curriculum and mission seminars** – see the core curriculum section of this catalog
- **major requirements** – OMGT 302, 304, 305, 306, 308, 309, 318, 400, 401, 402, 403, 410
- **support courses** – BLAW 343, ECON 101 or 102, INFO 150, 200
- **final degree requirements** – see the degree requirements section of this catalog

The total credits of the prerequisite, major requirements, and support courses are 48. The core curriculum and mission seminars require 35-43 credits. A total of 128 credits, 43 of which need to be at the 300/400 level, are required to graduate. Transfer course and waivers and/or substitutions could modify these credit totals.

Transfer Agreements with Western Technical College and Northcentral Technical College

Viterbo University has transfer programs in place with Western Technical College (WTC) and Northcentral Technical College (NTC) leading to the Bachelor of Business Administration (B.B.A.). The Associate of Applied Science (A.A.S.) degree from WTC must have been earned May 2006 or later. Students may not begin these programs or be considered a student in these programs until the A.A.S. degree has been completed and documented on the technical college transcript. The student cannot be dually enrolled. The A.A.S. degree must be completed prior to transfer to Viterbo.

Accounting Major (Bachelor of Business Administration)

(Available to NTC and WTC graduates with an earned Associate of Applied Science degree in accounting.)

- **core curriculum and mission seminars** – see the core curriculum section of this catalog
- **major requirements** –
 - **NTC** – ACCT 313, 416, 418, 419, 420, BLAW 450, FINA 331, MGMT 300, 341, 447, 448, 449, MKTG 351
 - **WTC** – ACCT 311, 312, 416, 418, 419, 425, BLAW 450, FINA 331, MGMT 341, 449, MKTG 351, OMGT 305
- **final degree requirements** – see the degree requirements section of this catalog

The total credits of the professional core and major requirements are 37. The core curriculum and mission seminars require 38-52 credits. A total of 128 credits, 43 of which need to be at the 300/400 level, are required to graduate. Transfer course and waivers and/or substitutions could modify these credit totals.

Accounting (degree completion) Major (Bachelor of Business Administration)

(Available to NTC and WTC graduates with an earned Associate of Applied Science degree in accounting.)

- **core curriculum and mission seminars** – see the core curriculum section of this catalog
- **major requirements** –
 - **NTC** – ACCD 330, 340, 445, ACCT 416, BLAW 450, OMGT 302, 304, 306, 309, 318, 401, 402, 410
 - **WTC** – ACCD 330, 340, 445, 455, ACCT 416, BLAW 450, OMGT 304, 305, 306, 309, 318, 401
- **final degree requirements** – see the degree requirements section of this catalog

The total credits of the professional core and major requirements are 36-39. The core curriculum and mission seminars require 35-43 credits. A total of 128 credits, 43 of which need to be at the 300/400 level, are required to graduate. Transfer course and waivers and/or substitutions could modify these credit totals.

Health Care Management (degree completion) Major (Bachelor of Business Administration)

(Available to NTC graduates with an earned Associate of Applied Science degree in health care business services.)

- **core curriculum and mission seminars** – see the core curriculum section of this catalog
- **major requirements** – OMGT 302, 304, 305, 306, 308, 400, 402, HMGT 330, 340, 375, 425, 445, 495
- **final degree requirements** – see the degree requirements section of this catalog

The total credits of the major requirements are 39. The core curriculum and mission seminars require 35-43 credits. A total of 128 credits, 43 of which need to be at the 300/400 level, are required to graduate. Transfer course and waivers and/or substitutions could modify these credit totals.

Health Care Management (degree completion) Major (Bachelor of Business Administration)

(Available to WTC graduates with an earned Associate of Applied Science degree in medical administrative professional.)

- **core curriculum and mission seminars** – see the core curriculum section of this catalog
- **major requirements** – HMGT 306, 320, 340, 375, 425, 445, 495, OMGT 302, 304, 305, 308, 309, 400
- **final degree requirements** – see the degree requirements section of this catalog

The total credits of the major requirements are 39. The core curriculum and mission seminars require 35-43 credits. A total of 128 credits, 43 of which need to be at the 300/400 level, are required to graduate. Transfer course and waivers and/o56r substitutions could modify these credit totals.

Management Major (Bachelor of Business Administration)

(Available to NTC and WTC graduates with an earned Associate of Applied Science degree in business management.)

- **core curriculum and mission seminars** – see the core curriculum section of this catalog
- **major requirements** –
 - **NTC** – ACCT 212, BLAW 344, FINA 331, MGMT 300, 320, 341, 448, 449, 481
 - **WTC** – ACCT 212, BLAW 344, FINA 331, MATH 270, MGMT 230, 300, 320, 375, 447, 448, 449, 481
- **final degree requirements** – see the degree requirements section of this catalog

The total credits of the professional core and major requirements are 28-37. The core curriculum and mission seminars require 38-52 credits. A total of 128 credits, 43 of which need to be at the 300/400 level, are required to graduate. Transfer course and waivers and/or substitutions could modify these credit totals.

Management Major (Bachelor of Business Administration)

(Available to WTC graduates with an earned Associate of Applied Science degree in computer support specialist.)

- **core curriculum and mission seminars** – see the core curriculum section of this catalog
- **major requirements** – BLAW 343, FINA 331, INFO 320, 481, MGMT 341, 375, 448, 449, 490, MKTG 351, OMTG 305
- **final degree requirements** – see the degree requirements section of this catalog

The total credits of the professional core and major requirements are 34. The core curriculum and mission seminars require 38-52 credits. A total of 128 credits, 43 of which need to be at the 300/400 level, are required to graduate. Transfer course and waivers and/or substitutions could modify these credit totals.

Management Major (Bachelor of Business Administration)

(Available to WTC graduates with an earned Associate of Applied Science degree in finance.)

- **core curriculum and mission seminars** – see the core curriculum section of this catalog
- **major requirements** – ACCT 212, BLAW 450, MATH 270, MGMT 341, 342, 447, 448, 449, 481, OMTG 305
- **final degree requirements** – see the degree requirements section of this catalog

The total credits of the professional core and major requirements are 31. The core curriculum and mission seminars require 38-52 credits. A total of 128 credits, 43 of which need to be at the 300/400 level, are required to graduate. Transfer course and waivers and/or substitutions could modify these credit totals.

Management Major (Bachelor of Business Administration)

(Available to WTC graduates with an earned Associate of Applied Science degree in human resource management.)

- **core curriculum and mission seminars** – see the core curriculum section of this catalog
- **major requirements** – FINA 331, MGMT 305, 341, 375, 447, 449, 481, MKTG 351, OMTG 305, 308
- **final degree requirements** – see the degree requirements section of this catalog

The total credits of the professional core and major requirements are 31. The core curriculum and mission seminars require 38-52 credits. A total of 128 credits, 43 of which need to be at the 300/400 level, are required to graduate. Transfer course and waivers and/or substitutions could modify these credit totals.

Management Major (Bachelor of Business Administration)

(Available to WTC graduates with an earned Associate of Applied Science degree in network systems administration.)

- **core curriculum and mission seminars** – see the core curriculum section of this catalog
- **major requirements** – BLAW 343, FINA 331, INFO 350, 400, MGMT 305, 341, 375, 448, 481, MKTG 351, OMTG 305, 308
- **final degree requirements** – see the degree requirements section of this catalog

The total credits of the professional core and major requirements are 37. The core curriculum and mission seminars require 38-52 credits. A total of 128 credits, 43 of which need to be at the 300/400 level, are required to graduate. Transfer course and waivers and/or substitutions could modify these credit totals.

Management Major (Bachelor of Business Administration)

(Available to WTC graduates with an earned Associate of Applied Science degree in paralegal.)

- **core curriculum and mission seminars** – see the core curriculum section of this catalog
- **major requirements** – FINA 331, MGMT 230, 343, 320, 341, 342, 375, 447, 448, 449, 481, MKTG 351
- **final degree requirements** – see the degree requirements section of this catalog

The total credits of the professional core and major requirements are 37. The core curriculum and mission seminars require 38-52 credits. A total of 128 credits, 43 of which need to be at the 300/400 level, are required to graduate. Transfer course and waivers and/or substitutions could modify these credit totals.

Management Major (Bachelor of Business Administration)

(Available to NTC and WTC graduates with an earned Associate of Applied Science degree in supervisory management.)

- **core curriculum and mission seminars** – see the core curriculum section of this catalog
- **major requirements** –
 - **NTC** – BLAW 344, FINA 331, MATH 270 or MGMT 230, MGMT 300, 320, 449, 481, MKTG 351
 - **WTC** – BLAW 344, MGMT 320, 447, 449, 481, 490, MKTG 351, OMGT 305, 308
- **final degree requirements** – see the degree requirements section of this catalog

The total credits of the professional core and major requirements are 25-28. The core curriculum and mission seminars require 38-52 credits. A total of 128 credits, 43 of which need to be at the 300/400 level, are required to graduate. Transfer course and waivers and/or substitutions could modify these credit totals.

Management Major (Bachelor of Business Administration)

(Available to WTC graduates with an earned Associate of Applied Science degree in web and software developer.)

- **core curriculum and mission seminars** – see the core curriculum section of this catalog
- **major requirements** – BLAW 343, FINA 331, INFO 310, 320, MGMT 305, 341, 375, 448, 481, MKTG 351, OMGT 305
- **final degree requirements** – see the degree requirements section of this catalog

The total credits of the professional core and major requirements are 34. The core curriculum and mission seminars require 38-52 credits. A total of 128 credits, 43 of which need to be at the 300/400 level, are required to graduate. Transfer course and waivers and/or substitutions could modify these credit totals.

Management Information Systems (degree completion) Major (Bachelor of Business Administration)

(Available to NTC and WTC graduates with an earned Associate of Applied Science degree in computer support specialist.)

- **core curriculum and mission seminars** – see the core curriculum section of this catalog
- **major requirements** –
 - **NTC** – INFO 400, OMGT 302, 304, 305, 306, 308, 309, 318, 400, 401, 410
 - **WTC** – BLAW 343, INFO 320, 340, OMGT 304, 305, 306, 309, 318, 400, 401, 402, 410
- **final degree requirements** – see the degree requirements section of this catalog

The total credits of the major requirements is 33-36. The core curriculum and mission seminars require 35-43 credits. A total of 128 credits, 43 of which need to be at the 300/400 level, are required to graduate. Transfer course and waivers and/or substitutions could modify these credit totals.

Management Information Systems (degree completion) Major (Bachelor of Business Administration)

(Available to NTC graduates with an earned Associate of Applied Science degree in network specialist [unified communications].)

- **core curriculum and mission seminars** – see the core curriculum section of this catalog

- **major requirements** – BLAW 343, INFO 340, 350, 400, OMGT 302, 304, 305, 306, 309, 318, 401, 410
- **final degree requirements** – see the degree requirements section of this catalog

The total credits of the professional core and major requirements are 37. The core curriculum and mission seminars require 35-43 credits. A total of 128 credits, 43 of which need to be at the 300/400 level, are required to graduate. Transfer course and waivers and/or substitutions could modify these credit totals.

Management Information Systems (degree completion) Major (Bachelor of Business Administration)

(Available to WTC graduates with an earned Associate of Applied Science degree in network systems administration.)

- **core curriculum and mission seminars** – see the core curriculum section of this catalog
- **major requirements** –
 - **WTC** – BLAW 343, INFO 340, 350, 400, OMGT 304, 305, 306, 308, 309, 318, 400, 401, 410
- **final degree requirements** – see the degree requirements section of this catalog

The total credits of the professional core and major requirements are 39. The core curriculum and mission seminars require 35-43 credits. A total of 128 credits, 43 of which need to be at the 300/400 level, are required to graduate. Transfer course and waivers and/or substitutions could modify these credit totals.

Management Information Systems (degree completion) Major (Bachelor of Business Administration)

(Available to NTC graduates with an earned Associate of Applied Science degree in programmer analyst.)

- **core curriculum and mission seminars** – see the core curriculum section of this catalog
- **major requirements** – BLAW 343, INFO 310, OMGT 302, 304, 305, 306, 308, 309, 318, 401, 402, 410
- **final degree requirements** – see the degree requirements section of this catalog

The total credits of the professional core and major requirements are 36. The core curriculum and mission seminars require 35-43 credits. A total of 128 credits, 43 of which need to be at the 300/400 level, are required to graduate. Transfer course and waivers and/or substitutions could modify these credit totals.

Management Information Systems (degree completion) Major (Bachelor of Business Administration)

(Available to NTC graduates with an earned Associate of Applied Science degree in web and digital media development.)

- **core curriculum and mission seminars** – see the core curriculum section of this catalog
- **major requirements** – BLAW 343, INFO 310, OMGT 302, 304, 305, 306, 308, 309, 318, 401, 402, 410
- **final degree requirements** – see the degree requirements section of this catalog

The total credits of the professional core and major requirements are 39. The core curriculum and mission seminars require 35-43 credits. A total of 128 credits, 43 of which need to be at the 300/400 level, are required to graduate. Transfer course and waivers and/or substitutions could modify these credit totals.

Management Information Systems (degree completion) Major (Bachelor of Business Administration)

(Available to WTC graduates with an earned Associate of Applied Science degree in web and software developer.)

- **core curriculum and mission seminars** – see the core curriculum section of this catalog
- **major requirements** – BLAW 343, INFO 310, 320, OMGT 304, 305, 306, 309, 318, 400, 401, 410
- **final degree requirements** – see the degree requirements section of this catalog

The total credits of the professional core and major requirements are 33. The core curriculum and mission seminars require 35-43 credits. A total of 128 credits, 43 of which need to be at the 300/400 level, are required to graduate. Transfer course and waivers and/or substitutions could modify these credit totals.

Marketing Major (Bachelor of Business Administration)

(Available to NTC graduates with an earned Associate of Applied Science degree in marketing, business to business.)

- **core curriculum and mission seminars** – see the core curriculum section of this catalog
- **professional core requirements** – BLAW 343, FINA 331, MATH 270 or MGMT 230, MGMT 210, 300, 341, 447, 448, 449, MKTG 451, OMGT 309
- **final degree requirements** – see the degree requirements section of this catalog

The total credits of the professional core and major requirements are 34. The core curriculum and mission seminars require 38-52 credits. A total of 128 credits, 43 of which need to be at the 300/400 level, are required to graduate. Transfer course and waivers and/or substitutions could modify these credit totals.

Marketing Major (Bachelor of Business Administration)

(Available to NTC and WTC graduates with an earned Associate of Applied Science degree in marketing.)

- **core curriculum and mission seminars** – see the core curriculum section of this catalog
- **major requirements** –
 - **NTC** – BLAW 343, 344, FINA 331, MATH 270 or MGMT 230, MGMT 210, 300, 341, 448, 449, MKTG 451, OMGT 308
 - **WTC** – FINA 331, MGMT 300, 341, 448, 449, MKTG 352, 354, 450, 451, OMGT 305, 308
- **final degree requirements** – see the degree requirements section of this catalog

The total credits of the professional core and major requirements are 33-34. The core curriculum and mission seminars require 38-52 credits. A total of 128 credits, 43 of which need to be at the 300/400 level, are required to graduate. Transfer course and waivers and/or substitutions could modify these credit totals.

Organizational Management (degree completion) Major (Bachelor of Business Administration)

(Available to NTC and WTC graduates with an earned Associate of Applied Science degree in business management.)

- **core curriculum and mission seminars** – see the core curriculum section of this catalog
- **major requirements** –
 - **NTC** – OMGT 302, 304, 306, 318, 401, 402, 410
 - **WTC** – MGMT 490, OMGT 304, 305, 306, 308, 309, 318, 400, 401, 402, 403, 410, MGMT 490
- **final degree requirements** – see the degree requirements section of this catalog

The total credits of the major requirements is 21-39. The core curriculum and mission seminars require 35-43 credits. A total of 128 credits, 43 of which need to be at the 300/400 level, are required to graduate. Transfer course and waivers and/or substitutions could modify these credit totals.

Organizational Management (degree completion) Major (Bachelor of Business Administration)

(Available to WTC graduates with an earned Associate of Applied Science degree in finance.)

- **core curriculum and mission seminars** – see the core curriculum section of this catalog
- **major requirements** – OMGT 304, 305, 306, 309, 400, 401, 402, 403, 410
- **final degree requirements** – see the degree requirements section of this catalog

The total credits of the major requirements is 27. The core curriculum and mission seminars require 35-43 credits. A total of 128 credits, 43 of which need to be at the 300/400 level, are required to graduate. Transfer course and waivers and/or substitutions could modify these credit totals.

Organizational Management (degree completion) Major (Bachelor of Business Administration)

(Available to WTC graduates with an earned Associate of Applied Science degree in human resources management.)

- **core curriculum and mission seminars** – see the core curriculum section of this catalog
- **major requirements** – OMGT 304, 305, 306, 308, 309, 318, 401, 402, 403, 410
- **final degree requirements** – see the degree requirements section of this catalog

The total credits of the major requirements is 30. The core curriculum and mission seminars require 35-43 credits. A total of 128 credits, 43 of which need to be at the 300/400 level, are required to graduate. Transfer course and waivers and/or substitutions could modify these credit totals.

Organizational Management (degree completion) Major (Bachelor of Business Administration)

(Available to WTC graduates with an earned Associate of Applied Science degree in paralegal.)

- **core curriculum and mission seminars** – see the core curriculum section of this catalog
- **major requirements** – BLAW 343, MGMT 490, OMGT 302, 304, 305, 306, 308, 309, 318, 400, 401, 402, 410
- **final degree requirements** – see the degree requirements section of this catalog

The total credits of the major requirements is 39. The core curriculum and mission seminars require 35-43 credits. A total of 128 credits, 43 of which need to be at the 300/400 level, are required to graduate. Transfer course and waivers and/or substitutions could modify these credit totals.

Organizational Management (degree completion) Major (Bachelor of Business Administration)

(Available to NTC graduates with an earned Associate of Applied Science degree in marketing, business to business.)

- **core curriculum and mission seminars** – see the core curriculum section of this catalog
- **professional core requirements** – BLAW 343, INFO 150, 200, OMGT 302, 304, 305, 306, 309, 318, 400, 401, 402, 403
- **final degree requirements** – see the degree requirements section of this catalog

The total credits of the professional core and major requirements is 39. The core curriculum and mission seminars require 35-43 credits. A total of 128 credits, 43 of which need to be at the 300/400 level, are required to graduate. Transfer course and waivers and/or substitutions could modify these credit totals.

Organizational Management (degree completion) Major (Bachelor of Business Administration)

(Available to NTC and WTC graduates with an earned Associate of Applied Science degree in marketing.)

- **core curriculum and mission seminars** – see the core curriculum section of this catalog
- **major requirements** –
 - **NTC** – BLAW 343, INFO 150, 200, OMGT 302, 304, 305, 306, 309, 318, 401, 402, 403
 - **WTC** – BLAW 343, MGMT 490, OMGT 302, 304, 305, 306, 308, 318, 400, 401, 402, 410
- **final degree requirements** – see the degree requirements section of this catalog

The total credits of the professional core and major requirements is 36. The core curriculum and mission seminars require 35-43 credits. A total of 128 credits, 43 of which need to be at the 300/400 level, are required to graduate. Transfer course and waivers and/or substitutions could modify these credit totals.

Organizational Management (degree completion) Major (Bachelor of Business Administration)

(Available to NTC and WTC graduates with an earned Associate of Applied Science degree in supervisory management.)

- **core curriculum and mission seminars** – see the core curriculum section of this catalog
- **major requirements** –
 - **NTC** – OMGT 304, 305, 306, 318, 401, 402
 - **WTC** – OMGT 304, 305, 306, 308, 309, 318, 401, 402, 490
- **final degree requirements** – see the degree requirements section of this catalog

The total credits of the major requirements is 18-27. The core curriculum and mission seminars require 35-43 credits. A total of 128 credits, 43 of which need to be at the 300/400 level, are required to graduate. Transfer course and waivers and/or substitutions could modify these credit totals.

Sustainability Management Major (Bachelor of Business Administration)

(Available to NTC and WTC graduates with an earned Associate of Applied Science degree in business management.)

- **core curriculum and mission seminars** – see the core curriculum section of this catalog
- **major requirements** –
 - **NTC** – ENVS 400, FINA 331, MGMT 300, 341, 449, SUST 210, 330, 360, 420, 470, 495
 - **WTC** – ENVS 101, 400, FINA 331, MGMT 341, 449, OMGT 305, SUST 210, 330, 360, 420, 470, 495
- **final degree requirements** – see the degree requirements section of this catalog

The total credits of the professional core and major requirements are 34-38. The core curriculum and mission seminars require 38-52 credits. A total of 128 credits, 43 of which need to be at the 300/400 level, are required to graduate. Transfer course and waivers and/or substitutions could modify these credit totals.

Sustainability Management Major (Bachelor of Business Administration)

(Available to NTC and WTC graduates with an earned Associate of Applied Science degree in supervisory management.)

- **core curriculum and mission seminars** – see the core curriculum section of this catalog
- **major requirements** –
 - **NTC** – ENVS 400, FINA 331, MATH 270 or MGMT 230, MGMT 300, 341, 449, SUST 210, 330, 360, 420, 470, 495
 - **WTC** – ENVS 101, 400, FINA 331, MGMT 341, 449, OMGT 305, SUST 210, 330, 360, 420, 470, 495
- **final degree requirements** – see the degree requirements section of this catalog

The total credits of the professional core and major requirements are 37-38. The core curriculum and mission seminars require 38-52 credits. A total of 128 credits, 43 of which need to be at the 300/400 level, are required to graduate. Transfer course and waivers and/or substitutions could modify these credit totals.

Minors

The Dahl School of Business offers minors in seven disciplines. Students pursuing a minor must complete a minimum of 12 non-duplicated credits in the area of the minor with a grade of C or higher in each course. Prerequisite coursework may be waived for students seeking a minor.

Accounting Minor

- ACCT 211, 212, MGMT 210; nine credits from ACCT 311, 312, 313, 415, 416, 418, 419, 420, BLAW 450

The total credits of the minor requirements are 16. Transfer course and waivers and/or substitutions could modify these credit totals.

Business Administration Minor

The business administration minor provides non-business students with broad exposure to the major foundational areas of business. This minor is designed to supplement the student's non-business major by instilling many of the business aptitudes that employers and graduate schools are looking for in candidates. Also, it is ideal for learners desiring to own their own organization/business/practice. Students declaring majors offered through or in conjunction with the Dahl School of Business, including arts administration and business education, cannot declare the business administration minor. The Dahl School of Business will review requests for waivers of course prerequisites for minor requirements on a case-by-case basis.

- ACCT 211, BLAW 343 or 344, ECON 102, MGMT 320 or 341; three credits (not previously taken above) from ACCT 212, 311, 312, 313, 415, BLAW 343, 344, 445, ECON 400, FINA 331, INFO 310, 320, 350, MGMT 210, 230, 243, 300, 305, 320, 342, 375, 379, 385, 395, 396, 400, 443, 448, 481, 490, MKTG 351, 352, 353, 354, 356

The total credits of the minor requirements are 15. Transfer course and waivers and/or substitutions could modify these credit totals.

Health Care Management Minor

- HMGT 101, 306, 320, MGMT 448; six credits from HMGT 330, 340, 375, 425, 445

The total credits of the minor requirements are 16. Transfer course and waivers and/or substitutions could modify these credit totals.

Integrated Technology Minor

- COMM 118, MGMT 210; nine credits from COMM 222, 223, 321, 330, HMGT-375, INFO 230, 310, 320, 340, 350, 400, 487 (maximum of three credits), MGMT 379, MKTG 354, OMTG 379

The total credits of the minor requirements are 16. Transfer course and waivers and/or substitutions could modify these credit totals.

Legal Studies Minor

The purpose of the legal studies minor is to provide students, who are majoring in any academic subject, an opportunity to further develop transferable skills in critical thinking, oral and written discourse, problem solving as well as a keen awareness of the ethical and social issues surrounding America's legal system. The minor is designed to benefit both the student who desires a liberal arts education and the student who intends to enter graduate or law school or go directly into public service careers. Prerequisite waivers of course prerequisites for minor requirements will be made at the discretion of the departments offering each course. No more than six credits may come from the courses required in the student's major or any one department.

- BLAW 343, 344 or 450, CRMJ 406 or PHIL 315, POSC 121; six credits (not previously taken above) from BLAW 287, 344, 445, 450, 487, CRMJ 150, 275, 310, 320, 345, 351, 370, 406, ENGL 307, MGMT 288, 379, 395, PHIL 105, 315, 320, POSC 120, 320, RLST 230, SOCL 150, 351, SOWK 341, 441, SPML 340

The total credits of the minor requirements are 18. Transfer course and waivers and/or substitutions could modify these credit totals.

Management Minor

- MGMT 341, 342, 375, 448; three credits from BLAW 343, MGMT 210, 243, 305, 447, 449, 490

The total credits of the minor requirements are 15. Transfer course and waivers and/or substitutions could modify these credit totals.

Marketing Minor

- MKTG 351, 352, 456; six credits from MKTG 353, 354, 356, 450, 451, SPML 455

The total credits of the minor requirements are 15. Transfer course and waivers and/or substitutions could modify these credit totals.

Sport Leadership Minor

- SPML 320, SPSL 110; nine credits from BIOL 331, 338, PSYC 344, RLST 326, SOCL 245, SPML 330, 340, 350, 360, 455, 481, 490, SPSL 100, 220, 430

The total credits of the minor requirements are 15. Transfer course and waivers and/or substitutions could modify these credit totals.

School of Education

The mission of Viterbo University is to provide a quality liberal arts and a career-oriented professional or pre-professional education which is rooted in the Catholic tradition and experienced within the context of an ecumenical Christian community. In keeping with the mission of Viterbo University, the School of Education has as its mission the preparation of teachers who are grounded in Franciscan values and who possess the knowledge, skills, and dispositions to be effective classroom decision makers.

Goals

- The School of Education has the goal of providing a teacher licensure program which facilitates the attainment of proficient performance in the knowledge, skills, and dispositions under the Wisconsin Standards for Teacher Development and Licensure.
- The School of Education offers teaching licensure programs in a variety of areas and licensure levels – early childhood through middle childhood, middle childhood through early adolescence, early adolescence through adolescence, and early childhood through adolescence.

Wisconsin Standards for Teacher Development and Licensure

1. The teacher understands the central concepts, tools for inquiry, and structures of the disciplines he or she teaches and can create learning experiences that make these aspects of subject matter meaningful for pupils.
2. The teacher understands how children with broad ranges of ability learn and provides instruction that supports their intellectual, social, and personal development.
3. The teacher understands how pupils differ in their approaches to learning and the barriers that impede learning and can adapt instruction to meet the diverse needs of pupils, including those with disabilities and exceptionalities.
4. The teacher understands and uses a variety of instructional strategies, including the use of technology to encourage children's development of critical thinking, problem solving, and performance skills.
5. The teacher uses an understanding of individual and group motivation and behavior to create a learning environment that encourages positive social interaction, active engagement in learning, and self motivation.
6. The teacher uses effective verbal and nonverbal communication techniques as well as instructional media and technology to foster active inquiry, collaboration, and supportive interaction in the classroom.
7. The teacher organizes and plans systematic instruction based upon knowledge of subject matter, pupils, the community, and curriculum goals.
8. The teacher understands and uses formal and informal assessment strategies to evaluate and ensure the continuous intellectual, social, and physical development of the pupil.
9. The teacher is a reflective practitioner who continually evaluates the effect of his or her choices and actions on pupils, parents, professionals in the learning community and others and who actively seeks out opportunities to grow professionally.
10. The teacher fosters relationships with school colleagues, parents, and agencies in the larger community to support pupil learning and well being and who acts with integrity, fairness and in an ethical manner.
11. The teacher demonstrates personal qualities and values which reflect the Franciscan values identified in the Viterbo University teacher education conceptual framework.

The teacher education program has four components:

- liberal studies preparation
- professional knowledge derived from the professional education component of the program
- field experience and student teaching
- Franciscan values which are gained through observing institutional traditions and living and learning in the Viterbo University environment. These values are reinforced through programs offered by the university and the overall philosophy which all members of the institution attempt to model.

Students must demonstrate knowledge, skills, and dispositions appropriate to their programs of study. Curricula are designed to help the prospective teacher develop the competencies necessary for teaching early childhood, elementary, middle, middle/secondary, or pre K–12 school programs. The School of Education is accredited by the National Council for the Accreditation of Teacher Education and Viterbo University programs in education are approved by the Wisconsin Department of Public Instruction (DPI).

Admission

Praxis I (PPST) and Praxis II

Application for admission to the teacher education program generally is made during the second semester of the sophomore year. The Praxis I (PPST) must be passed prior to application for admission to the teacher education program. Therefore, it is advised that the PPST be taken prior to the beginning of the sophomore year. Students are limited to three attempts on the PPST. There is a limit of three attempts on the Praxis II exam. If a student fails Praxis II three times, the student may not continue in the Teacher Education Program.

Transfer Student

The School of Education welcomes transfer students who wish to complete a licensure program. In order to be recommended for a state license, a transfer student must take at least 24 credits plus student teaching and seminar (12 credits) from Viterbo University. If the student already has a degree and a valid state teaching license and is adding new licensures, the number of credits may be adjusted.

Writing Requirement

The School of Education requires writing samples in EDUC 150 and 255. Students who write at the minimal level are referred to the Learning Center to develop a contract for writing assistance. Fulfillment of the contract and progress toward a minimal professional level of writing are considered when a student applies for admission to the teacher education program. A student who does not fulfill the contract or reach a minimal professional level of writing will not be admitted to the teacher education program.

Portfolio Assessment

Students in education programs begin to build a portfolio in the first education course, EDUC 150, Introduction to Education and continue that development in EDUC 255, Professional Issues. The portfolio is developed throughout the university career and demonstrates the student's development of the knowledge, skills, and dispositions related to the Wisconsin Teacher Standards. The portfolio is presented for review and assessment by the School of Education faculty and the teacher education committee at these times – 1) application for admission to the teacher education program; 2) application for admission to student teaching; 3) application for teaching licensure (teacher work sample).

Admission to Teacher Education

Application for admission to the teacher education program generally is made during the second semester of the sophomore year, when the student has earned 40, but no more than 60, credits. The applicant's portfolio is assessed and must meet basic standards. The applicant must – 1) have a grade point average of at least 2.75 in all courses and in the core curriculum program and a grade of "C" or above in each course in the core curriculum and professional education programs; 2) grade of "C" or higher in each major and minor course; 3) demonstrate competence in written composition by passing ENG 103 and 104 with grades of "C" or better and demonstrated ability to use correct written and spoken English as assessed by faculty through courses; 4) be emotionally stable, physically capable, and speak effectively; 5) be reliable and dependable; 6) have positive evaluations of field experiences; 7) have positive attitude and disposition surveys from at least two faculty members; 8) have a recommendation from the department chair in which the student is majoring; 9) have passed the Praxis I (PPST); 10) be reviewed positively and admitted by the teacher education committee. Application forms are available in the School of Education office. **Note** – only six credits of 300 level professional education sequence courses may be taken prior to admission to the teacher education program.

Admission to Student Teaching

Application for admission to student teaching is made in the semester prior to student teaching. The applicant's portfolio is assessed and must meet basic standards. The applicant must – 1) have a grade point average of at least 2.75 in the core curriculum program, have a cumulative grade point average of at least 3.00, and a grade point average of at least a 3.00 in each of the following: major(s), minor(s), professional education sequence courses, and a grade of "C" or above in each course in the core curriculum program, the major(s), minor(s), and professional education sequence; 2) successfully have completed 75 hours of pre-student teaching clinical experiences approved by the director of teacher education; complete 100 hours before

student teaching begins; 3) have dispositions for teaching, willingness to assume professional responsibility, sufficient poise, and self-confidence to undertake classroom leadership; 4) be reviewed positively and admitted by the teacher education committee. Note: in individual cases, grades from a previous major may be eliminated in GPA calculations if the School of Education and the Teacher Education Committee approve. 5) Present a passing Praxis II score or other exam as established by the Wisconsin Department of Public Instruction. If a passing score is not presented, the student teaching semester will be moved to the following semester. Application forms are sent to student teacher candidates during the semester prior to student teaching. Student teaching placement will be determined after passing Praxis II scores are presented.

Student teaching is the capstone experience. Therefore it is completed in the final semester. During the student teaching semester a student typically takes only the 10 credits of student teaching and the two-credit seminar.

Policy

Wisconsin Administrative Code

- **Core Curriculum**—All programs leading to licensure shall consist of at least one-third of the course work in core curriculum. It shall include study in each of the following areas – written and oral communication, mathematics, fine arts, social studies (including national, state, and local government), biological and physical sciences, humanities including literature, Western and non-Western history or contemporary culture, Wisconsin Model Academic Standards.
- **Teaching Major**—Satisfactory completion of major/minor as described in the catalog.
- **Clinical Experiences**—100–130 hours (depending on program) of approved clinical experiences successfully completed prior to student teaching. Viterbo University courses that require clinical classroom hours are EDUC 215, 271, 276, 306, 319, 330, 390, 413; MATH 355; and SOCL 320. Students are required to complete clinical experience in a variety of grade levels in which they will be licensed. Clinical hours must be completed within the semester of the clinical assignment.

Note – Placements for clinical field experience and student teaching require students to complete a disclosure form. In some cases an official background investigation is required. Placements will not be made unless the student complies with and passes the required background investigations. The Wisconsin Department of Instruction (and most other states) requires the completion of a disclosure form and a background investigation prior to issuing a teaching license.

Licensure

Students planning to teach in Wisconsin must meet the licensing requirements outlined in chapter PI34 Wisconsin Administrative Code (2000) and Viterbo University catalog. Students planning to teach in states other than Wisconsin may find license applications available on the Internet. The teacher work sample completed during student teaching must be passed prior to licensing. The teacher work sample is due no later than the last day of student teaching.

General Wisconsin Administrative Code requires study and course work in the following areas:

1. Special education
2. Human relations
3. Environmental education – all elementary majors and secondary majors in science and social studies
4. Cooperative marketing and consumer cooperatives – all social studies teachers
5. Student teaching – full days for a full semester following the schedule and semester calendar of the cooperating school. A grade of “C” or higher is required for recommendation for licensure.
6. Proficiency tests – students need to pass the Praxis I (PPST) in mathematics, reading, and writing prior to admission to the teacher education program. Students must pass the Praxis II exam in their content area(s) prior to application for admission to student teaching.
7. Children at risk – coursework addresses child abuse and neglect, suicide, alcohol and other drug abuse; school-age parents; delinquency and truancy; child welfare system including children’s code, juvenile justice, public health, and social services.
8. History, philosophy, and social foundations of education
9. Legal, political, economic, and governmental foundations of education.

10. Minimum cumulative grade point average of 2.75 and a grade point average of at least 2.75 in the major, minor, and professional education courses.
11. Core curriculum – at least one-third of collegiate work in the liberal arts component. Course work included in the professional education sequence, major, and minor may not be included in the core curriculum component.

Early Childhood/Middle Childhood (birth through age 11) Education Major (Bachelor of Science in Education)

- **core curriculum and mission seminars** – see the core curriculum section of this catalog
Education majors are required to take specific core curriculum courses to satisfy DPI licensure requirements.
- **professional program requirements** – ARTS 360, EDUC 150, 215, 226, 255, 280, 306, 311, 316, 319, 323, 405, 413, 441, 482, MATH 130, 155 (if math ACT score is 21 or below), 255, 355, MUSC 300, PSYC 220
- **certifiable minor in early childhood education** – EDUC 237, 271, 276, 308, 343, 400, 401
- **final degree requirements** – see the degree requirements section of this catalog

Students are permitted to take only six hours of 300 level professional education sequence courses prior to admission to the teacher education program.

The total credits of the professional program and minor requirements are 92, including the early childhood minor. The core curriculum and mission seminars require 38-52 credits. A total of 128 credits, 43 of which need to be at the 300/400 level, are required to graduate. Transfer course and waivers and/or substitutions could modify these credit totals.

Elementary/Middle (middle childhood through early adolescence) Education Major (Bachelor of Science in Education)

- **core curriculum and mission seminars** – see the core curriculum section of this catalog
Education majors are required to take specific core curriculum courses to satisfy DPI licensure requirements.
- **professional program** – ARTS 360; EDUC 150, 215, 226, 255, 280, 306, 311, 316, 319, 323, 343, 390, 405, 413, 442, 482, MATH 130, 155 (if math ACT score is 21 or below), 255, 355, MUSC 300, PSYC 220
- **certifiable minor** – certifiable minors for elementary/middle education majors are available in English, English/language arts, history, mathematics, science, and Spanish. Methods and student teaching in the minor are incorporated into the teaching major program.
- **final degree requirements** – see the degree requirements section of this catalog

Students are permitted to take only six hours of 300 level professional education sequence courses prior to admission to the teacher education program.

The total credits of the professional program are 74, not including the required, chosen certifiable minor. The core curriculum and mission seminars require 38-52 credits. A total of 128 credits, 43 of which need to be at the 300/400 level, are required to graduate. Transfer course and waivers and/or substitutions could modify these credit totals.

Educational Studies Major (Bachelor of Science in Education)

- **core curriculum and mission seminars** – see the core curriculum section of this catalog
- **major requirements** –
Develop a self-designed major in elementary education or a 6–12 or P–12 content area approved by the dean of the School of Education. This must include a primary area of concentration of at least 18 credits (12 credits must be upper division) and a secondary area of concentration to include a minimum of 12 credits from a single discipline (nine credits must be upper division).
- **final degree requirements** – see the degree requirements section of this catalog

The total credits of the major requirements are 30. The core curriculum and mission seminars require 38-52 credits. A total of 128 credits, 43 of which need to be at the 300/400 level, are required to graduate. Transfer course and waivers and/or substitutions could modify these credit totals.

Note – this major does not meet the requirements for state teaching licensure.

Middle/Secondary Early Adolescence through Adolescence Education Major (degree earned respective to major)

For majors in the following areas – biology, broad field science, broad field social studies, chemistry, English (language arts), and mathematics. See the respective departments for requirements.

Students are permitted to take only six hours of 300 level professional education sequence courses prior to admission to the teacher education program.

Certifiable minors for middle/secondary education majors are available in biology, chemistry, English/language arts, history, mathematics, sociology, Spanish, theatre. See respective departments. Methods and student teaching are part of each minor.

Early Childhood through Adolescence Education Major (degree earned respective to major)

For majors in art education, business education, music education, Spanish, technology education, and theatre education. See the respective departments for requirements.

Students are permitted to take only six credits of 300 level professional education sequence courses prior to admission to the teacher education program.

Technology Education Major (Bachelor of Science)

This program prepares teachers of technology education at the early childhood through adolescence levels. The technology education program is a unique collaboration with Western Technical College (WTC), the technology core courses will be taught using state-of-the-art equipment required for the technology industry. Students will be enrolled in courses with both the EDUC and EDUT prefixes.

Technology course descriptions can be found in the course description section following the education course descriptions. Technical emphasis electives are selected from a listing of approved WTC graphics/communication, manufacturing/engineering, power/energy, and construction/design or from Viterbo University computer information systems or digital media program courses.

- **core curriculum and mission seminars** – see the core curriculum section of this catalog Education majors are required to take specific core curriculum courses to satisfy DPI licensure requirements.
- **education technology requirements** – EDUT 100, 104, 120, 154, 166, 173, 194, 196, 215, 219, 228, 232, 233, 241, 242, 244, 248, 252, 253, 263; 11 credits from a technical emphasis (see listing below)
- **professional program** – EDUC 150, 215, 255, 306, 316, 330, 337, 390, 402, 425, 463, 482
- **final degree requirements** – see the degree requirements section of this catalog

Students are permitted to take only six hours of 300 level professional education sequence courses prior to admission to the teacher education program.

The total credits of the professional program and major requirements are 94-113. The core curriculum and mission seminars require 38-52 credits. A total of 128 credits, 43 of which need to be at the 300/400 level, are required to graduate. Transfer course and waivers and/or substitutions could modify these credit totals.

Manufacturing/Engineering

EDUT 198, CNC: Basic CAM 1; EDUT 199, CNC Applications; EDUT 200, CNC: Basic CAM 2; EDUT 220, Fundamentals of Electronics and Fabrication; EDUT 229, Fabrication Techniques II; EDUT 231, AC Circuits; EDUT 240, Engineering Materials; EDUT 246, Auto CAD Level II, EDUT 247, Solid Works; EDUT 254, Hydraulic and Pneumatic Applications

Construction/Woods

EDUT 164, Cabinet and Furniture Making I; EDUT 165, Cabinet and Furniture Making II; EDUT 174, Estimating Bids and Specs; EDUT 176, Blueprint Reading II; EDUT 177, Blueprint Reading III; EDUT 179, Fundamentals Building Construction II; EDUT 180, Framing Techniques for Wood Construction I; EDUT 181, Framing Techniques for Wood Construction II; EDUT 182, Interior Trim Wood Construction I; EDUT 183, Interior Trim Wood Construction II

General Technology

Students pursuing a general integrated emphasis can select from any of the courses listed in the emphasis categories, but must have representation of two or more areas. Students can also select from Viterbo University courses CISS 260, 302, INFO 150, 200, 230, 310.

Graphic Communications

EDUT 101, Web Design I; EDUT 105, Design Fundamentals; EDUT 106, Flash Design; EDUT 108, Motion Graphics; EDUT 111, Digital Photography; EDUT 125, Prepress Technology

Power, Energy and Transportation

EDUT 152, Automotive Electronics; EDUT 155, Basic Maintenance; EDUT 190, Basic Hydraulics; EDUT 205, HVACR Refrigeration; EDUT 206, HVACR Basic CAD; EDUT 208, HVACR Forced Air Heating; EDUT 209, HVACR Energy; EDUT 220, Fundamentals of Electronics and Fabrication; EDUT 229, Fabrication Techniques II

Minors**Science Minor**

- BIOL 100 and 203 or 160 and 161; 402; CHEM 106 or 120 and 140; ENVS 101 or 111; ESCI 103; PHYS 102 or 250

The total credits of the minor requirements are 23-29. Transfer course and waivers and/or substitutions could modify these credit totals.

Post-baccalaureate Licensure Program

A special program for working adults is available for bachelor degree holders who wish to earn teaching licensure in grades 6–12 in biology, broad field science, broad field social studies, chemistry, English/language arts, mathematics or in pre K–12 programs in art, business education, music, Spanish, technology education or theatre. Some of these courses apply to the Master of Arts in Education program. Contact the School of Education for more information.

School of Fine Arts

The mission of the School of Fine Arts at Viterbo University is to prepare our students to be artists, creative and critical thinkers, successful scholars, active participants, and advocates for the fine arts through excellence in teaching and in production within the liberal arts framework.

Art

Mission

The mission of the art department is to mentor artists. Through a sequence of courses, students develop skills, craftsmanship, and an historical context for their work. Students contextualize their artistic identities and contribute to the human experience.

Goals

The art department has set the following goals as a means to better serve students:

- Students will understand the concept of idiosyncratic meaning in art and culture.
- Students will create a cohesive body of artwork that is strong in form and content.
- Students will write, speak, and research effectively about art, art criticism, and art history.
- Students will possess an advanced level of competency of skills and knowledge pertaining to the media of art and design.
- Students will produce works of sound craft.
- Students will understand aspects of the field of art and the various careers and venues for artists.
- While at Viterbo University, students will become arts advocates and participants in community arts and service.

In keeping with the stated intention of Viterbo University to promote the cultural growth of every student, the art department offers courses in the history, appreciation, and practice of art. In order to provide Viterbo students access to the art and artists of our time, the art department presents a schedule of exhibitions in various School of Fine Arts gallery spaces, and brings to campus several visiting artists each year.

For those students who major in art, the department offers a Bachelor of Arts degree with a major in studio art, a Bachelor of Art Education, and a Bachelor of Fine Arts with a concentration in one of eight areas: graphic arts and new media, printmaking, drawing, photography, painting, ceramics, sculpture, and interdisciplinary media.

Studio Art

The B.A. in studio art is a liberal arts degree with an emphasis in studio art. It is suitable for students wishing to continue on as professional artists, or in related areas. The B.A. in studio art is an accepted degree for admission to a graduate program (MA or MFA) in art or related fields.

The B.F.A. in studio art is a professional degree that enhances career opportunities and is the preferred degree for entrance into a Master of Arts or Master of Fine Arts program. Students choose a concentration and apply for admission to this honors art program after completing the art foundations program and the first semester of the sophomore year. Students working towards the Bachelor of Art Education degree are also encouraged to apply for this honors art program. Areas of concentration are: graphic arts and new media, printmaking, drawing, photography, painting, ceramics, sculpture, and interdisciplinary studies.

Studio Art Major (Bachelor of Arts)

The Bachelor of Art with a major in studio art is a liberal arts degree with an emphasis in studio art. It is suitable for students wishing to continue on as a professional artist or work in related areas. The Bachelor of Arts degree is an accepted degree for admission to a graduate program in art (M.A. or M.F.A.) or related fields.

- **core curriculum and mission seminars** – see the core curriculum section of this catalog
- **art requirements** – ARTS 111, 112, 121, 122, 160, 161, 300, 308, 370, 371; 27 credits of art studio
- **freshman and sophomore reviews, senior exhibition**
- **final degree requirements** – see the degree requirements section of this catalog for specific requirements of the Bachelor of Arts degree as well as final graduation requirements

The total credits of the major requirements are 57. The core curriculum and mission seminars require 38-52 credits. A total of 128 credits, 43 of which need to be at the 300/400 level, are required to graduate. Transfer course and waivers and/or substitutions could modify these credit totals.

Studio Art Major (Bachelor of Fine Arts)

- **core curriculum and mission seminars** – see the core curriculum section of this catalog
- **art requirements** – ARTS 111, 112, 121, 122, 160, 161; 203 or 305 or 320; 207, 216, 300, 308, 370, 371, 490; 33 credits of art studio (minimum of nine credits within the area of concentration)
- **freshman and sophomore reviews, senior exhibition**
- **final degree requirements** – see the degree requirements section of this catalog

The total credits of the major requirements is 73. The core curriculum and mission seminars require 38-52 credits. A total of 128 credits, 43 of which need to be at the 300/400 level, are required to graduate. Transfer course and waivers and/or substitutions could modify these credit totals.

Studio Art Major, Graphic Arts and New Media Emphasis, (Bachelor of Fine Arts)

The BFA in Studio Art with an emphasis in graphic arts and new media prepares students for careers in visual art, graphic design, and new media. Students apply for admission to this honors art program after completing the Art Foundation program and the first semester of the sophomore year. The below art requirements replace the art requirements listed above. A senior show is required.

- **core curriculum and mission seminars** – see the core curriculum section of this catalog
- **art requirements** – ARTS 111, 112, 121, 122, 160, 161, 203, 207, 216, 228, 239, 308, 370, 371, 490, COMM 118, 141, 230; 23 credits from the following: ARTS 305, 316, 317, 328, 339, COMM 321, 322, 332, 421 (minimum of nine credits within the area of concentration)
- **senior show**
- **final degree requirements** – see the degree requirements section of this catalog

The total credits of the major requirements is 75. The core curriculum and mission seminars require 38-52 credits. A total of 128 credits, 43 of which need to be at the 300/400 level, are required to graduate. Transfer course and waivers and/or substitutions could modify these credit totals.

Art Education

Art, Early Childhood through Adolescence, Education Major (Bachelor of Art Education)

The Bachelor of Art Education certifies students to teach in K–12 schools.

- **core curriculum and mission seminars** – see the core curriculum section of this catalog
Education majors are required to take specific general education courses to satisfy DPI licensure requirements.
- **art requirements** – ARTS 111, 112, 115, 121, 122, 160, 161, 206, 207, 216, 228, 370, 371; two from ARTS 203, 305 or 320; ARTS 300 or 308; nine credits of art studio in the area of concentration
- **education requirements** – ARTS 361, 362, 463, 464, EDUC 150, 215, 255, 306, 316, 330, 390, 482
- **freshman and sophomore reviews, senior exhibition**
- **final degree requirements** – see the degree requirements section of this catalog

The total credits of the major and education requirements are 107. The core curriculum and mission seminars require 38-52 credits. A total of 128 credits, 43 of which need to be at the 300/400 level, are required to graduate. Transfer course and waivers and/or substitutions could modify these credit totals.

See the School of Education section for teacher education policy. Student teaching is completed in the final semester.

Studio Art Courses

The below courses may be used to fulfill the studio requirement in the art majors and minors above and on previous page: ARTS 111, 112, 115, 118, 121, 122, 203, 207, 216, 219, 220, 221, 222, 223, 228, 286, 288, 300, 302, 305, 308, 316, 317, 320, 321, 322, 323, 328, 332, 334, 400, 421, 441, 486, 489

Art Minor

- ARTS 111, 112, 121, 122, 160, 161, nine credits studio of choice

The total credits of the minor requirements are 27. Transfer course and waivers and/or substitutions could modify these credit totals.

Arts Administration

The arts administration program should prepare arts advocates with excellent leadership, managerial, and administrative skills grounded in respect, deep appreciation and immersion in the fine and performing arts. This program prepares students to influence the artistic life of the communities in which they live.

The Viterbo University School of Fine Arts offers the Bachelor of Fine Arts degree with a major in arts administration. The strengths of the School of Fine Art's performing and visual arts department and those of the Dahl School of Business are combined with the activities in the magnificent Viterbo University Fine Arts Center to provide exceptional opportunities for the arts administration major.

Today's arts administrators are challenged to provide leadership in the arts while being able to effectively deal with managerial and administrative functions of the arts organization. The BFA degree in arts administration provides the education and experiences that are vital in order to succeed in this profession.

Arts Administration Major (Bachelor of Fine Arts)

- **core curriculum and mission seminars** – see the core curriculum section of this catalog
- **arts administration requirements** – AADM 200, 300, 340, 350, 400
- **fine arts emphasis** – select one emphasis
 - **performing arts emphasis** – AADM 287 or 487 (minimum three credits), ARTS 160 or 161, DANC 100 or 105 MUSC 109, THTR 250, 343, 18 credits of DANC, MUSC, THTR
 - **visual arts emphasis** – ARTS 111, 112, 115, 160, 161, 206, 287 or 487 (minimum three credits), 470, 471, DANC 100 or 105 MUSC 109, THTR 343
- **support courses from the Dahl School of Business** – BLAW 343, 344, ECON 102, MGMT 320, 342 or OMGT 400, two courses from ACCT 211, INFO 150 or MGMT 210, MKTG 351 or OMGT 309
- **final degree requirements** – see the degree requirements section of this catalog.

The total credits of the major, fine arts, and support course requirements are 79-80. The core curriculum and mission seminars require 38-52 credits. A total of 128 credits, 43 of which need to be at the 300/400 level, are required to graduate. Transfer course and waivers and/or substitutions could modify these credit totals.

Dance

Mission

The dance program is designed to provide academic and studio training in the areas of ballet, jazz, tap, musical theatre dance, and modern dance. Its goals are two-fold: 1) to further the training objectives of the acting and music theatre performance programs; 2) to be available for the student wishing to pursue the study of dance as a minor. Dance performance opportunities are open by audition to all Viterbo University students and include music theatre productions, operas, and dance concerts. Students who wish to test out of Fundamentals of Dance or Introduction to Dance Techniques, and/or the beginning levels of other dance classes, may participate in qualifying auditions to do so.

Dance Minor

- DANC 100, 220, 360, MUSC 284, two credits of 490; 14 credits from 110, 214, 230, 250, 270, 314, 322, 330, 350, 370, 414, 430

The total credits of the minor requirements are 24. Transfer course and waivers and/or substitutions could modify these credit totals.

There will be a qualifying audition for those students who wish to test out of DANC 110 and/or other lower division dance courses. Students who test out of DANC 110 and/or other lower division dance courses must still complete 22 credits of dance courses.

Music

Mission

Viterbo University is an accredited institutional member of the National Association of Schools of Music (NASM), and the requirements for entrance and graduation as set forth in this catalog are in accord with the standards of NASM.

The Viterbo University music department prepares vocal and piano students for professional careers in teaching and performing, provides opportunities for the general student to engage in artistic experiences, and encourages students to influence the musical lives of the communities in which they serve.

The specific goals for each program are as follows:

Music Education (Bachelor of Music)

- Prepare competent and caring K–12 music educators.
- Develop reflective decision-makers in the classroom.
- Inspire and excite students about music teaching.
- Encourage leadership and participation in community music making.
- Provide experiences and activities that help students synthesize their musical training.

Music Performance (Bachelor of Music)

- Prepare competent performers and/or studio teachers.
- Inspire and excite students about music making.
- Encourage leadership and participation in community music making.
- Provide experiences and activities that help students synthesize their musical training.

Music (Bachelor of Arts)

- Inspire and excite students about music making.
- Encourage leadership and participation in community music making.
- Provide experiences and activities that help students synthesize their musical training.

Admission

Students who desire to major or minor in music must audition for the music faculty to gain acceptance into the program. Specific audition dates and requirements are available online or by contacting the School of Fine Arts office.

Policy

- All music majors are required to register for MUSC 137/337 (Concert Choir) every semester in which they are enrolled except the semester they register for MUSC 425 and 429 (student teaching).
- All music majors are required to attend the weekly music department forum every semester in which they are enrolled except for the semester they register for MUSC 425 and 429.
- All MUVO or MUPI 171/371 credits (applied lessons) required in Bachelor of Music degrees must be completed in the same major applied area, either piano or voice, except as noted for specific major requirements.
- Music majors should consult the music department handbook for a complete list of policies and procedures.
- All music majors must register for a piano class each semester until all packages are successfully completed. Each student will be limited to three attempts to register and pass each class.

Music, Early Childhood through Adolescence, Education Major (Choral and General Music Pre-K–12) (Bachelor of Music)

- **core curriculum and mission seminars** – see the core curriculum section of this catalog
Education majors are required to take specific general education courses to satisfy DPI licensure requirements.
- **music core** – MUSC 105, 116, 117, 151, 152, 205, 251, 252, 327, 328, 365, eight credits of applied music lessons (171/371) (piano majors – applied music lessons should include at least two credits of voice), six credits MUSC 137/337
- **additional music requirements** – MUSC 206, 237, 238, 353, 366, 420, 453, one credit 137/337, four credits MUPI 171/371 or MUVO 171/371 (in the same instrument as the music core), MUPI 390 or MUVO 390
- **additional music requirements (voice majors)** – eight credits MUVO 172/372
- **education requirements** – EDUC 150, 215, 255, 306, 316, 330, 390, 482, MUSC 303, 340, 342, 425, 429
- **final degree requirements** – see the degree requirements section of this catalog

The total credits of the pre-professional curriculum, professional requirements, support courses, and major elective courses are 101-109. The core curriculum and mission seminars require 38-52 credits. A total of 128 credits, 43 of which need to be at the 300/400 level, are required to graduate. Transfer course and waivers and/or substitutions could modify these credit totals.

See the School of Education section for teacher education policy and additional requirements. Student teaching is completed in the final semester.

Music Performance Major (Bachelor of Music)

Students choose an emphasis in piano, piano pedagogy, voice, and/or vocal pedagogy. Formal admission is attained by completing a performance hearing for a faculty committee. For incoming freshman and underclass transfer students, the hearing should take place no later than the fourth semester of full-time study as a music major. For upperclass transfer students, no later than the second semester of full-time study as a music major. Hearing requirements are posted online in the department handbook.

Music Performance Major (Bachelor of Music)

- **core curriculum and mission seminars** – see the core curriculum section of this catalog
- **music core** – MUSC 105, 116, 117, 151, 152, 205, 251, 252, 327, 328, 365, eight credits of applied music lessons (171/371) (piano majors – applied music lessons should include at least two credits of voice), six credits MUSC 137/337
- **emphasis** – select one
 - **piano emphasis** – MUPI 390, 490, MUSC 206, 284, 308, 333, 348, 353, 367, 402, 433, 453, two credits MUSC 137/337, eight credits MUPI 171/371
 - **voice emphasis** – DANC 110, MUSC 206, 237, 238, 284, 332, 353, 420, 453, 465, MUVO 390, 490, two credits MUSC 137/337, MUTH 300, eight credits MUVO 171/371, eight credits MUVO 172/372, 12 credits (minimum of six in each of two) world language selected from French, German, Italian, or Spanish
 - **piano pedagogy emphasis** – MUPI 490; MUSC 206, 284, 308, 333, 340, 353, 433, 453; four credits MUPI 487; eight credits MUPI 171/371, two credits 137/337
support course: PSYC 100
 - **vocal pedagogy emphasis** – MUSC 206, 237, 238, 284, 303 or 342, 332, 353, 420, 453; 465; MUVO 490, two credits MUSC 137/337, four credits MUVO 487, eight credits MUVO 171/371, eight credits MUVO 172/372, 12 credits (minimum of six in each of two) world language selected from French, German, Italian, or Spanish
support course: PSYC 100
- **final degree requirements** – see the degree requirements section of this catalog

The total credits of the core, major, and support course requirements are 73. The core curriculum and mission seminars require 38-52 credits. A total of 128 credits, 43 of which need to be at the 300/400 level, are required to graduate. Transfer course and waivers and/or substitutions could modify these credit totals.

Music Major (Bachelor of Arts)

- **core curriculum and mission seminars** – see the core curriculum section of this catalog
- **music core** – MUSC 105, 116, 117, 151, 152, 205, 251, 252, 327, 328, 365, eight credits of applied music lessons (171/371) (piano majors – applied music lessons should include at least two credits of voice), six credits MUSC 137/337
- **additional music requirements** – MUPI 390 or MUVO 390, four credits MUVO 172/372 (voice majors), two credits MUSC 137/337; six credits MUSC electives
- **final degree requirements** – see the degree requirements section of this catalog (for music majors the BA requirement is satisfied by 14 credits of world language, of which six credits are the same world language)

The total credits of the core and major requirements are 52. The core curriculum and mission seminars require 38-52 credits. A total of 128 credits, 43 of which need to be at the 300/400 level, are required to graduate. Transfer course and waivers and/or substitutions could modify these credit totals.

Music Minor

- MUSC 105, 116, 117, 151, 152, 327 or 328, 365, four credits of applied music lessons; two credits of ensembles, two credits of MUSC electives

The total credits of the minor requirements are 22. Transfer course and waivers and/or substitutions could modify these credit totals.

Any student wishing to pursue a church music minor must audition for the music faculty and have approval from the music department chair before declaring the minor.

Sacred Music Minor (music majors)

- Music core (up to four applied credits may be in organ for piano majors)
- MUSC 206, 342, 353, 354, 355, 356 or 420, 366, 453, MUPI 390 or MUVO 390; four credits MUSC 487; three credits of MUSC electives
- RLST 160

The total credits of the minor requirements are 28-29. Transfer course and waivers and/or substitutions could modify these credit totals.

Any student wishing to declare a church music minor must have approval from the music department chair before declaring the minor.

Sacred Music Minor (non-music majors)

- MUSC 105, 116, 117, 151, 152, 327 or 328, 342, 354, 356 or 420, 365, 366; four credits of MUSC 487, four credits of applied music lessons (organ or voice), four credits of ensembles, two credits of MUSC electives
- RLST 160

The total credits of the minor requirements are 40-41. Transfer course and waivers and/or substitutions could modify these credit totals.

Any student wishing to pursue a church music minor must audition for the music faculty and have approval from the music department chair before declaring the minor.

Applied Music Study

Enrollment in applied music lessons requires an audition and consent of the instructor or the Music Department chair. The following policies apply to students studying applied music.

- All students taking 171/371 applied lessons are required to perform juries at the end of the semester except the semester when they are registered for 425 and/or 429.
- Voice majors registered for two credits of MUVO 171/371 must register concurrently for one credit of MUVO 172/372. Students registered for one credit of MUVO 171/371 must register concurrently for .5 credit of MUVO 172/372.

- Additional performance requirements such as public performance, studio class, and production roles shall be the decision of the instructor.
- In each applied area, students may only study with one teacher per semester.
- All music majors are required to study with a full-time faculty member on their primary instrument.

Organ. For applied study in organ, the student should have had sufficient training in piano to play the major and minor scales at a moderately rapid tempo, play repertoire such as the Bach Two-Part Inventions, the earlier sonatas of Haydn, Mozart, Beethoven, or compositions of corresponding difficulty by classic, romantic, and modern composers. The university course of study will include continuation of repertoire and technique according to the background and needs of individual students.

Piano. A student preparing to major in piano should be able to play advanced intermediate/early advanced repertoire at a level comparable to the Bach Two-Part Inventions, classical sonata movements of Haydn, Mozart, and Beethoven, Mendelssohn Songs Without Words, Chopin Waltzes, and Bartók Mikrokosmos Vol. VI. The university course of study will include continuation of advanced techniques and repertoire from representative styles and periods.

Voice. A student preparing to major in voice should be able to sing standard folk and classic songs on pitch, with correct rhythm, phrasing, and good tone in English, French, German, or Italian. The student's preparation should include sight reading, the rudiments of music, and an elementary knowledge of piano. The university course of study will include continuation of advanced vocal techniques and pedagogy, and repertoire from German, French and English art songs, Italian arias and art songs, and training in the performance of operatic arias.

Performing Opportunities

The music department presents opera productions, oratorios, and choral concerts on a regular basis. Auditions for opera productions are open to music majors and non-music majors. The department maintains three performing ensembles – Concert Choir, 9th Street Singers, and Platinum Edition. All ensembles are open to non-music majors. Concert Choir, 9th Street Singers, and Platinum Edition require an audition. Music majors are required to enroll in Concert Choir and may enroll in 9th Street Singers and Platinum Edition as electives.

Theatre and Music Theatre

Mission

The theatre and music theatre department prepares students to pursue careers as theatre artists, educators and administrators. Through interactive classroom, hands-on production and practical performance experience, students develop the knowledge and skills necessary to succeed in their chosen disciplines. The program combines comprehensive liberal arts education and intensive, skill-based theatre training designed to meet the needs and interests of each individual. Upon completion of the program, students will be prepared to work professionally, enter graduate programs or continue studies through professional apprenticeship programs.

Degree Offerings

The department offers three major degree options: the Bachelor of Fine Arts professional training degree in acting, music theatre, design or technical production, and stage management; the Bachelor of Arts degree in theatre for students interested in many aspects of theatre or who may elect to pursue graduate studies; and the Bachelor of Science degree in theatre education for students interested in teaching at the high school level. The department also offers students the opportunity to pursue a dance minor.

Determination of Degree Tracks and Emphasis

All theatre and music theatre students are considered “candidates” for their designated degree program through the first four semesters. The process for determining each student's degree track includes a meeting with faculty at the end of the first year of study to make a preliminary assessment about student progress toward the desired degree program and area of emphasis. In the spring semester of the sophomore year, students meet with the faculty to formally audition or interview for entry into the upper division of their

desired degree program. Transfer students also audition or interview for entry into their desired program on a timeline determined by the faculty based on individual experience and background.

Students in all degree programs are considered part of the department's theatre "company." All majors are required to be actively involved in each production through design, performance, and technical support in one of the shops or in service as a member of a production crew. Through practical experiences in all aspects of theatre, students enhance their knowledge and gain a respect and appreciation for theatre as a collaborative art form.

Goals

Program goals fall into two areas:

Bachelor of Fine Arts degree

- Develop skills, concepts, and sensitivities essential to the theatre professional.
- Prepare the student to function as a practitioner who exhibits artistic and technical competence, broad knowledge of theatre as an art form, sensitivity to artistic style, and insight into the role of theatre in the life of humankind.

Bachelor of Arts/Science degrees

- Provide the student with a comprehensive experience in theatre, rather than focus on a single area of study, develop insight into the role of theatre in the life of humankind.
- Prepare theatre generalists intending to pursue an advanced degree and/or a career as a teacher, historian, or dramaturge.

Admission

Students wishing to major in theatre or music theatre must audition and interview with a faculty committee.

Music Theatre Major (Bachelor of Fine Arts)

- **core curriculum and mission seminars** – see the core curriculum section of this catalog
- **music theatre requirements** – MUTH 300, 326, 338, 339, 490, eight credits applied voice lessons (MUTH 171 or MUVO 171), eight credits applied voice lessons (MUTH 371 or MUVO 371), 10 credits music theatre laboratory (MUTH 170/370)
All students taking MUTH 171/371 or MUVO 171/371, applied voice lessons are required to perform juries at the end of every semester and attend voice studio class when offered.
- **dance requirements** – 12 credits from DANC 110, 214, 220, 230, 250, 270, 314, 330, 350, 370, 414, 430, MUSC 284
There will be a qualifying audition for those students who wish to test out of DANC 110 and/or other lower division dance courses. Students who test out of DANC 110 and/or other lower division dance courses must still complete 12 credits of dance courses.
- **music requirements** – MUSC 105, 116 or 137, 151, 152, 205
- **theatre requirements** – THTR 107, 121, 147, 155, 160 or 175 or 260, 180, 207, 227, 407, eight semesters theatre practicum (THTR 119/319)
One semester of theatre practicum must be performance of a minor stage role, and one must be performance of a major stage role.
- **final degree requirements** – see the degree requirements section of this catalog

The total credits of the major, dance, music, and theatre requirements are 86. The core curriculum and mission seminars require 38-52 credits. A total of 128 credits, 43 of which need to be at the 300/400 level, are required to graduate. Transfer course and waivers and/or substitutions could modify these credit totals.

Theatre Major (Bachelor of Arts)

- **core curriculum and mission seminars** – see the core curriculum section of this catalog
- **theatre core** – THTR 107, 155, 160, 175, 180, 225, 230, 281, 291, 301, four semesters theatre practicum (THTR 119)
- **theatre requirements** – THTR 250, 320, 440, 490, four semesters theatre practicum (THTR 319), 24 credits of THTR electives
- **final degree requirements** – see the degree requirements section of this catalog for specific requirements of the Bachelor of Arts degree as well as final graduation requirements

The total credits of the core and major requirements are 64. The core curriculum and mission seminars require 38-52 credits. A total of 128 credits, 43 of which need to be at the 300/400 level, are required to graduate. Transfer course and waivers and/or substitutions could modify these credit totals.

Theatre Major (Bachelor of Fine Arts)

- **core curriculum and mission seminars** – see the core curriculum section of this catalog
- **theatre core** – THTR 107, 155, 160, 175, 180, 225, 230, 281, 291, 301, four semesters theatre practicum (THTR 119)
- **emphasis** – select one
 - **acting emphasis** – DANC 110 (or appropriate level), THTR 121, 147, 207, 217, 221, 227, 250, 276 (two credits), 307, 327, 407, 476 (two credits), 490, four semesters theatre practicum (THTR 119/319*), one course from DANC, four credits MUVO 171 or 371
 - **design/technical emphasis** – THTR 260, 265, 351, 490, two credits each 256, 356, 456; four semesters theatre practicum (THTR 119/319)
 - **design or technical production focus** – select one focus
 - design – 453, three courses from 331, 332, 333, 334, three courses chosen from THTR 354, 355, 361, 368, 375, three credits visual art or design
 - technical production – 250, 361, two courses chosen from THTR 331, 332, 333, 334, four courses chosen from 354, 355, 368, 375, 453
 - **stage management emphasis** – THTR 250, 260, 300, 318 (seven credits), 354, 361, 424, 440, 490, four semesters theatre practicum (THTR 119/319)
 - six credits from two of the following areas –
 - acting/playwriting – THTR 207, 465
 - costume/makeup – THTR 332, 368, 375
 - dramatic literature – THTR 320
 - internship – THTR 487 (limit three credits applicable to degree)
 - lighting – THTR 333
 - music theatre, MUTH 338, 339
 - scenic – THTR 331, 334, 351, 355
 - Support courses – INFO 150 or MGMT 210, two credits of DANC
- **final degree requirements** – see the degree requirements section of this catalog

*Of the eight total semesters of required theatre practicum for the acting emphasis (four semester in the theatre core; four in the major), one semester must be a performance of a minor role, and one must be a performance of a major role.

The total credits of the core and major requirements are 67. The core curriculum and mission seminars require 38-52 credits. A total of 128 credits, 43 of which need to be at the 300/400 level, are required to graduate. Transfer course and waivers and/or substitutions could modify these credit totals.

Theatre, Early Childhood through Adolescence, Education Major (Bachelor of Science)

- **core curriculum and mission seminars** – see the core curriculum section of this catalog
Education majors are required to take specific general education courses to satisfy DPI licensure requirements.
- **theatre core** – THTR 107, 155, 160, 175, 180, 225, 230, 281, 291, 301, four semesters theatre practicum (THTR 119)
- **theatre requirements** – COMM 150, MUTH 339, THTR 147, 250, 260, 300, three credits of THTR, one semester theatre practicum (THTR 319)
- **education requirements** – EDUC 150, 215, 255, 306, 316, 330, 390, 463, 482, THTR 390
- **final degree requirements** – see the degree requirements section of this catalog for specific requirements of the Bachelor of Science degree as well as final graduation requirements

The total credits of the core, major, and education requirements are 85. The core curriculum and mission seminars require 38-52 credits. A total of 128 credits, 43 of which need to be at the 300/400 level, are required to graduate. Transfer course and waivers and/or substitutions could modify these credit totals. See School of Education for teacher education policy and additional requirements. Student teaching is completed in the final semester.

Music Theatre Minor

- DANC 110, two courses from DANC 214, 230, 250, or 270, MUSC 101 or 105, MUTH, 170, 300, 338 or 339, THTR 107, one credit of choral ensemble; four credits of applied voice lessons (MUTH 171), two semesters of theatre practicum (THTR 119/319)

The music theatre minor is open to all Viterbo students by audition. Auditions will be held each semester. There will be a qualifying audition for those students who wish to test out of DANC 110 and/or other lower division dance courses. Students who test out of DANC 110 and/or other lower division dance courses must still complete six credits of dance courses.

The total credits of the minor requirements are 23. Transfer course and waivers and/or substitutions could modify these credit totals.

Theatre Minor

- THTR 155, 343, two semesters theatre practicum (THTR 119/319), nine credits from THTR 107, 160, 175, 230, 250, 260, 300, three credits THTR electives chosen in consultation with a theatre advisor

The total credits of the minor requirements are 18. Transfer course and waivers and/or substitutions could modify these credit totals.

Theatre, Early Adolescence through Adolescence, Education Minor

- THTR 107, 155, 160 or 175, 343, 390, two semesters theatre practicum (THTR 119/319), nine credits from THTR 225, 230, 250, 260, 300

See School of Education for teacher education policy and additional requirements. Student teaching is completed in the final semester.

The total credits of the minor requirements are 23. Transfer course and waivers and/or substitutions could modify these credit totals.

School of Letters and Sciences

As a community of scholars, with a strong commitment to teaching and learning, the School of Letters and Sciences serves to ground students in the foundations of the humanities, social sciences, and natural sciences, to foster the development of personal and professional values, to provide opportunities to expand students' world view, and to help prepare students professionally within their chosen academic disciplines.

Associate Degree Programs

Viterbo University and Western Technical College (WTC) work together to offer adult students throughout the region the Associate of Arts (AA) and Associate of Science (AS) degrees. Students earning the AA or AS degree will take courses at both college campuses and will have access to services at both campuses.

Mission

The mission of the associate degree offered collaboratively by Viterbo University and Western Technical College is to provide a comprehensive, economic and flexible liberal arts education to non-traditional students in the region.

Goals

- Provide a general education degree that allows students to enter or advance in the workforce upon completion.
- Offer a degree that allows students to build in bachelor degree pre-requisites, allowing them to seamlessly bridge into numerous majors.
- Offer high quality liberal studies curriculum that provides students with opportunities to develop the foundational competencies as defined in the Viterbo University general education program.

Policy

A maximum of 12 credits may be accepted as transfer credits into the collaborative associate degree program. A maximum of 70 credits may be taken.

Associate of Arts

- **program requirements to be completed on the WTC campus** – COMM-150; ENGL 103; PHIL 100; PSYC 171; SOCL 125; UNST 195; four credits of scientific reasoning in the natural sciences courses; three credits of MATH numbered 100 or higher; 15-21 credits of approved courses
Note – prerequisites for any of the above courses must be met prior to enrolling in the course.
- **program requirements to be completed on the Viterbo University campus** – ENGL 104, RLST 160 (or approved mission seminar for theological inquiry); UNST-295; three credits of historical analysis (or approved mission seminar for historical analysis); three credits of literary analysis; three credits of artistic expression; a VUSM 100 level course; a VUSM 200 level course. In addition, students will complete three-six credits in support courses or prerequisites for an approved major.
Note – prerequisites for any of the above courses must be met prior to enrolling in the course. The reference to historical inquiry, literary analysis, scientific reasoning in the natural sciences, artistic expression, theological inquiry is to courses in the respective Core Curriculum categories. Courses taken to satisfy the above requirements should be approved for use in the Core curriculum.
- **final degree requirements** - 62 total minimum credits

Associate of Science

- **program requirements to be completed on the WTC campus** – COMM-150; ENGL 103; PHIL 100; PSYC 171; SOCL 125; UNST 195; four credits of scientific reasoning in the natural sciences courses; six credits of MATH numbered 100 or higher; 12-18 credits of approved courses
Note – prerequisites for any of the above courses must be met prior to enrolling in the course.
- **program requirements to be completed on the Viterbo University campus** – ENGL 104, RLST 160 (or approved mission seminar for theological inquiry); UNST-295; three credits of historical analysis (or approved mission seminar for historical analysis); three credits of literary analysis; three credits of artistic expression; a VUSM 100 level course; a VUSM 200 level course. In addition, students will complete three credits in support courses or prerequisites for an approved major.
Note – prerequisites for any of the above courses must be met prior to enrolling in the course. The reference to historical inquiry, literary analysis, scientific reasoning in the natural sciences, artistic expression, theological inquiry is to courses in the respective Core Curriculum categories. Courses taken to satisfy the above requirements should be approved for use in the Core curriculum.
- **final degree requirements** - 62 total minimum credits

Bachelor Degree Programs

Addiction Studies

—See Psychology

Biochemistry

—See Natural Sciences

Biology

—See Natural Sciences

Biopsychology

—See Psychology

Broad Field Social Studies

Mission

The broad field social studies (BFSS) major is an interdisciplinary degree with a major emphasis in history and support courses drawn from the social sciences and humanities. Although designed primarily as a degree for individuals seeking teaching certification at the middle and secondary levels, there are B.S. and B.A. degree options for those students with an interest in history and social studies, but who do not want teacher certification. A BFSS B.S. degree with secondary teaching preparation and a history emphasis will prepare students for teaching positions, the majority of which include content in American or world history.

The BFSS B.S. and B.A. degrees without teacher certification foster the development of critical thinking skills necessary for preparation for a variety of career paths, including law school or graduate school. With or without teacher certification, the BFSS degree provides a broad knowledge base that enriches one's life intellectually, a characteristic of a liberally educated person.

Goals

The goal of the BFSS program is to provide a broad education in history and the social sciences that prepares students to teach history and social studies in the middle and secondary levels, or to succeed in graduate studies, law schools, or career paths in nonprofit, private, or public sectors.

Student Learning Outcomes

- Understand the complexity of continuity and change in the chronology of human experiences.
- Develop historical perspective by relating subject matter to the broader historical context in which it occurred.
- Recognize the relationship between past and present by understanding history as provisional interpretations of the past by both the individual and society.
- Locate, evaluate, and interpret historical evidence from primary and secondary sources for establishing causation, context, and credibility.
- Express defensible historical interpretations based on evidence and construct arguments in either / both oral and written forms.

Policy

Students must earn grades of C or higher in history courses to fulfill the history requirement. Students must earn grades of C or higher in the social studies course requirements for graduation. Any student whose BFSS grade point average (GPA) falls below 2.0 will be placed on probation for one semester. If the GPA is not raised to 2.0 by the end of this one semester grace period, the student may not enroll in additional social

studies courses as a BFSS major. No student will be allowed to graduate as a BFSS major if his/her GPA in BFSS courses is below 2.0.

Students may not double major in broad field social studies and history.

Broad Field Social Studies, Early Adolescence through Adolescence, Education Major (Bachelor of Science)

- **core curriculum and mission seminars** – see the core curriculum section of this catalog Education majors are required to take specific core curriculum courses to satisfy DPI requirements.
- **history requirements** – HIST 100, 101 or 105, 102 or 106, 111, 112, 370, 465, 466, 488; 12 elective HIST credits (excluding 487 or portfolio), with at least nine at the 300 level or above
- **other social studies requirements** – ECON 101, 102, ESCI 103, GEOG 132, POSC 120, 121, PSYC 171, 220, 250, RLST 410, SOCL 125, 320, 330
- **education requirements** – EDUC 150, 215, 255, 306, 316, 330, 338, 390, 459, 482
- **final degree requirements** – see the degree requirements section of this catalog for specific requirements of the Bachelor of Science degree as well as final graduation requirements

The total credits of the major and education requirements are 103-110. The core curriculum and mission seminars require 33-53 credits. A total of 128 credits, 43 of which need to be at the 300/400 level, are required to graduate. Transfer courses and waivers and/or substitutions could modify these credit totals. See the School of Education section for teacher education policy.

Broad Field Social Studies Major (Bachelor of Arts or Bachelor of Science)

- **core curriculum and mission seminars** – see the core curriculum section of this catalog
- **history requirements** – HIST 100, 101 or 105, 102 or 106, 111, 112, 370, 465, 466, 12 elective HIST credits (excluding 487 or portfolio), with at least nine at the 300 level or above (HIST 295 recommended)
- **other social studies requirements** – ECON 101, GEOG 132, POSC 120, 121, PSYC 171, RLST 410, SOCL 125, 320, 330
- **final degree requirements** – see the degree requirements section of this catalog for specific requirements of the Bachelor of Arts degree and the Bachelor of Science degree as well as final graduation requirements

The total credits of the major requirements are 57. The core curriculum and mission seminars require. A total of 128 credits, 43 of which need to be at the 300/400 level, are required to graduate. Transfer courses and waivers and/or substitutions could modify these credit totals.

Chemistry

—See Natural Sciences

Clinical Laboratory Science

—See Natural Sciences

Communication Studies

Mission

The communication studies program at Viterbo University prepares students to communicate ethically and effectively as professionals in diverse fields through distinct majors in visual communication and organizational communication.

Student Learning Outcomes

- Demonstrate critical and innovative thinking.

- Demonstrate knowledge and awareness of skills in oral, written, and visual aspects of communication.
- Demonstrate knowledge of and ability to apply communication theories.
- Demonstrate understanding of opportunities available in the field of communication, including technical, interpersonal, group, and organizational communication.
- Know and effectively use current technology related to the communication field.
- Understand the influence of culture on communication and respond effectively to cultural differences.
- Demonstrate ethical, legal, and social accountability for communication behavior.
- Demonstrate skills expected of a future professional in the field, including abilities to (specific for each area.)

Communication Studies, Organizational Communication Focus (Bachelor of Science)

- **core curriculum and mission seminars** – see the core curriculum section of this catalog
- **communication studies core** – COMM 110, 118, 140, 205, 211, 230, 414, 460, 490
- **communication studies core support** – PSYC 100 or SOCL 125
- **organizational communication requirements** – select one emphasis
 - **internal** – COMM 310, 311, 318, 319, ECON 102; MGMT 342, 375, 448
 - **external** – COMM 310, 311, 315, 316, ECON 102; MKTG 351, 352, 450
- **final degree requirements** – see the degree requirements section of this catalog for specific requirements of the Bachelor of Science degree as well as final graduation requirements

The total credits of the major requirements are 52-63. The core curriculum and mission seminars require 38-52 credits. A total of 128 credits, 43 of which need to be at the 300/400 level, are required to graduate. Transfer courses and waivers and/or substitutions could modify these credit totals.

Communication Studies, Visual Communication Focus (Bachelor of Science)

- **core curriculum and mission seminars** – see the core curriculum section of this catalog
- **communication studies core** – COMM 110, 118, 140, 205, 211, 230, 414, 460, 490
- **visual communication core** – ARTS 107, COMM 141, 331, 336, 337
- **visual communication requirements** – select one emphasis
 - **digital media** – COMM 220, 321 or 322 or 421, 328, 332
 - **graphic design** – COMM 220 or 328 or 332, 321, 335, 421
- **final degree requirements** – see the degree requirements section of this catalog for specific requirements of the Bachelor of Science degree as well as final graduation requirements

The total credits of the major requirements are 52-63. The core curriculum and mission seminars require 38-52 credits. A total of 128 credits, 43 of which need to be at the 300/400 level, are required to graduate. Transfer courses and waivers and/or substitutions could modify these credit totals.

Transfer Agreements with Western Technical College

Viterbo University has transfer programs in place with Western Technical College (WTC) leading to the Bachelor of Science (B.S.). The Associate of Applied Science (A.A.S.) degree from WTC must have been earned May 2006 or later. Students may not begin these programs or be considered a student in these programs until the A.A.S. degree has been completed and documented on the technical college transcript. The student cannot be dually enrolled. The A.A.S. degree must be completed prior to transfer to Viterbo.

Communication Studies, Visual Communication Focus (Bachelor of Science)

(Available to WTC graduates with an earned Associate of Applied Science degree in graphic design.)

- **core curriculum and mission seminars** – see the core curriculum section of this catalog
- **major requirements** – COMM 118, 205, 211, 230, 331, 336, 337, 414, 460, 490, ENVS 101, MATH 130
- select one emphasis –
 - **digital media** – COMM 322, 421
 - **graphic design** – COMM 328, 332

- **final degree requirements** – see the degree requirements section of this catalog

The total credits of the professional core and major requirements are 41-52. The core curriculum and mission seminars require 38-52 credits. A total of 128 credits, 43 of which need to be at the 300/400 level, are required to graduate. Transfer course and waivers and/or substitutions could modify these credit totals.

Communication Studies, Visual Communication Focus (Bachelor of Science)

(Available to WTC graduates with an earned Associate of Applied Science degree in visual communication.)

- **core curriculum and mission seminars** – see the core curriculum section of this catalog
- **major requirements** – ARTS 107, COMM 141, 205, 211, 230, 331, 336, 337, 414, 460, 490, ENVS 101, MATH 130
- select one emphasis –
 - **digital media** – COMM 322, 421
 - **graphic design** – COMM 220, 328, 332
- **final degree requirements** – see the degree requirements section of this catalog

The total credits of the professional core and major requirements are 44-58. The core curriculum and mission seminars require 38-52 credits. A total of 128 credits, 43 of which need to be at the 300/400 level, are required to graduate. Transfer course and waivers and/or substitutions could modify these credit totals.

Communication Studies Minor

- COMM 205, 230, nine additional credits of COMM, at least three at the 300 level or above

The total credits of the minor requirements are 15. Transfer course and waivers and/or substitutions could modify these credit totals.

Criminal Justice

Mission

The criminal justice major is designed to help students develop the knowledge and skills necessary to successfully pursue a career in the criminal justice system. The program is strongly grounded in an interdisciplinary liberal arts tradition while also offering practical opportunities to gain field experience and professional certifications. Courses provide students with a comprehensive understanding of criminal justice in the U. S., including the structure and function of the police, courts, and corrections; current issues confronting professionals in these fields; and the nature, extent, and causes of crime and delinquency. In addition, the curriculum cultivates research, critical thinking, and communication skills that are beneficial to students who are seeking employment or continuing their studies in graduate school.

Goals

- Students will demonstrate an understanding of the structure and function of the components of the criminal justice system.
- Students will demonstrate an understanding of major criminological theories and an ability to apply them to practical examples.
- Students will be able to design and execute an original research project as well as critically evaluate the research of others.
- Students will be able to think critically about criminal justice issues and policies.
- Students will be able to effectively communicate their ideas orally and in writing.
- Students will demonstrate an understanding of the professional code of ethics and an ability to make decisions consistent with those standards.
- Students will demonstrate an understanding of the impact class, race, and gender have on the criminal justice process.

Policy

Due to the interdisciplinary nature of the criminal justice major, students may not major in both criminal justice and sociology.

Criminal Justice Major (Bachelor of Arts or Science)

- **core curriculum and mission seminars** – see the core curriculum section of this catalog
- **criminal justice requirements** – CRMJ 150, 203, 230, 265, 280, 320, 351 or SOCL 351, 364 or SOCL 364, 365, 465, 470, six credits of 487
- **sociology support courses** – SOCL 125, 338
- **support course** – MATH 130 or PSYC 223 or SOCL 223
- **electives** – six credits from CRMJ 240, 286, 288, 345, 370, 380, 406, 435, 486, 488, PHIL 315
A minimum of six credits must be CRMJ courses.
- **final degree requirements** – see the degree requirements section of this catalog for specific requirements of the Bachelor of Arts or the Bachelor of Science degree as well as final graduation requirements.

The total credits of the major requirements are 48. The core curriculum and mission seminars require 38-52 credits. A total of 128 credits, 43 of which need to be at the 300/400 level, are required to graduate. Transfer courses and waivers and/or substitutions could modify these credit totals.

Transfer Agreements with Western Technical College and Rochester Community and Technical College

Students with an earned A.A.S. degree from any Wisconsin technical college or Rochester Community and Technical College may earn a Bachelor of Science with a major in criminal justice. The degree must have been earned May 2006 or later. Students may not begin these programs or be considered a student in these programs until the A.A.S degree has been completed and documented on a transcript. The student cannot be dually enrolled. The A.A.S degree must be completed prior to transfer to Viterbo.

Criminal Justice Major (Bachelor of Arts or Science)

(Available to Wisconsin Technical College or Rochester Community and Technical College graduates with an earned Associate of Applied Science degree in criminal justice.)

- **core curriculum and mission seminars** – see the core curriculum section of this catalog
- **major requirements** – CRMJ 265, 320, 351, 364, 465, 470, SOCL 338, six credits of CRMJ 487, three credits upper division CRMJ
- **support course** – MATH 130 or PSYC 223 or SOCL 223
- **final degree requirements** – see the degree requirements section of this catalog

The total credits of the major requirements are 30. The core curriculum and mission seminars require 38-52 credits. A total of 128 credits, 43 of which need to be at the 300/400 level, are required to graduate. Transfer courses and waivers and/or substitutions could modify these credit totals.

Criminal Justice Minor

Mission

The criminal justice minor is designed to help students understand the various components of the criminal justice system. Students will learn how various criminal justice agencies in our system approach justice. Students will also learn and reflect on the reciprocal nature of actions in this system. This minor is designed to facilitate learning about criminal justice topics by giving students flexibility in course selection by allowing students to select courses that focus on their interests in criminal justice. The program is strongly grounded in an interdisciplinary liberal arts tradition, while also offering applied and active learning opportunities.

Goals

- Students will demonstrate an understanding of the structure and function of the components of the criminal justice system.
- Students will be able to think critically about criminal justice issues and policies.
- Students will be able to effectively communicate their ideas orally and in writing.

Criminal Justice Minor

- 15 credits of criminal justices including CRMJ 150 and six credits of upper division CRMJ coursework (300 or above)

The total credits of the minor requirements are 15. Transfer course and waivers and/or substitutions could modify these credit totals.

English

Mission

Studies in writing and literature introduce students to the full range of human activity – intellectual, social, aesthetic, and spiritual. Rooted in the liberal arts, the English department prepares students for leadership and service; for graduate studies in English, law, library science, and other fields; and for careers in teaching, journalism, advertising, public relations, writing, and editing.

The English department also offers core curriculum courses in writing and literature that emphasize critical thinking, clear communication, aesthetics, and ethical engagement.

Goals

- The department will help students to think creatively and critically, to write and speak effectively, and to develop aesthetic awareness.
- The department will produce graduates who are competent, insightful readers of a wide range of texts, conversant in the history and development of British and American literature.
- The department will help students connect to a community of readers and writers in and beyond the university.

Student Learning Outcomes

English majors will learn to:

- Read critically – Critically read and analyze a variety of texts.
- Write effectively – Invent, draft, revise, and edit effectively for various audiences and purposes.
- Research and document proficiently – Demonstrate proficiency in the use of bibliographic resources and other research tools to find, incorporate, and properly cite sources, according to MLA style.
- Understand literary classifications – Demonstrate familiarity with classification of literature written in English, including historical development, genres, and theories.
- Understand development of English - Demonstrate familiarity with the basic history of the development of the English language.
- Transfer skills to work - Connect academic training to potential professional experience.

Sophomore and Graduation Portfolios

At the end of the spring semester, as part of English 227, Symposium, all sophomore English majors must submit a portfolio of five–six papers that show the development of the six student learning outcomes of the English major. In some cases, as with transfer students, students may substitute papers written in other courses.

The complete sophomore portfolio must include a reflective essay of 8-10 double-spaced pages. In that essay, the students must explain how the papers of the portfolio show the student’s development of the learning outcomes of the major. Although all English majors are working towards common learning outcomes, the department will not expect the same level of development from sophomores that it will from seniors. The sophomore portfolio is submitted electronically to iWebfolio.

The English faculty will review each major’s sophomore portfolio twice. The first time, in June, the faculty will decide whether the major is ready to take 455, Junior Colloquium, in the fall of the junior year. If the faculty decides that the major is not ready for 455, the department will require the student to leave the major or ask that the student defer Junior Colloquium until the first semester of his or her senior year. (The faculty may decide the major is not ready because of the quality of the sophomore portfolio or because the portfolio

is incomplete.) If the major must defer entry into ENGL 455, then at the end of junior year, the student must provide additional support for the development of the departmental learning outcomes.

The second review of the sophomore portfolio comes in the fall semester, when department faculty evaluate all portfolios based on the department's portfolio rubric. Faculty will also provide a narrative response to each portfolio, pointing out strengths and suggesting areas for improvement for the coming semesters. The review process also allows the department to evaluate its own offerings and curricula.

The portfolio process culminates in the graduation portfolio. Senior English majors develop the first draft of the graduation portfolio in the spring of their junior year in Symposium, ENGL 327. As seniors, majors submit a revised graduation portfolio in the fall at the end of ENGL 426, Thesis Proposal. In preparing the graduation portfolio, majors again write a reflective essay of 8-10 pages. In the reflective essay seniors address how well their skill levels in the learning outcomes have advanced or progressed since the sophomore portfolio feedback from the first semester of junior year. The department provides feedback on the graduation portfolio, which students use in completing the final version of the graduation portfolio, submitted via iWebfolio at the end of ENGL 481.

Senior Theses

All English majors write senior theses related to their concentration in writing, teaching, or literature. Senior English majors propose and gain approval for their planned theses the fall of the senior year in ENGL 426. Seniors complete the senior thesis in the spring in ENGL 481, Senior Seminar, and defend the thesis in Symposium, ENGL 427.

The senior thesis is the last piece of the graduation portfolio. Because no single thesis will address all six English student learning outcomes, in the graduation portfolio, students will need to include other papers and evidence that argue for the development of learning outcomes the thesis does not show.

Policy

Students majoring in English and English secondary education must maintain an overall grade point average (GPA) of 2.0 in English courses in order to continue in the English program. Any student whose English GPA falls below 2.0 will be placed on probation for one semester. If the English GPA is not raised to at least 2.0 by the end of this one-semester grace period, the student may not enroll in additional English courses as an English major. No student will be allowed to graduate as an English major if his/her GPA in English courses is below 2.0.

A student who fails ENGL-255 twice will be dismissed from the English major.

English Major (Bachelor of Arts or Science)

- **core curriculum and mission seminars** – see the core curriculum section of this catalog
- **emphasis** – select one
 - **literature emphasis (BA only)** – ENGL 220, 221, 231, 232 or 233, 253, 255, 336, 396, 426, 440, 442, 444, 446, 480, 481, three credits from 201, 211, 307, 310, 311, 312, 313, 319, MGMT 300, three credits from 328, 364, 365, 385
 - **writing emphasis (BA or BS)** – ENGL 201, 210, 211, 220 or 221, 231 or 232 or 233, 253, 255, 307, 336, 396, 426, 440, 442, 444, 446, 480, 481, three courses from 310, 311, 312, 313, 319, MGMT 300
- **final degree requirements** – see the degree requirements section of this catalog for specific requirements of the Bachelor of Arts degree as well as final graduation requirements

The total credits of the core and major requirements are 48-55. The core curriculum and mission seminars require 38-52 credits. A total of 128 credits, 43 of which need to be at the 300/400 level, are required to graduate. Transfer course and waivers and/or substitutions could modify these credit totals.

The total credits of the core and major requirements are 56-58. The core curriculum and mission seminars require 38-52 credits. A total of 128 credits, 43 of which need to be at the 300/400 level, are required to graduate. Transfer course and waivers and/or substitutions could modify these credit totals.

English Language Arts, Early Adolescence through Adolescence, Education Major (Bachelor of Arts or Science)

- **core curriculum and mission seminars** – see the core curriculum section of this catalog
Education majors are required to take specific core curriculum courses to satisfy DPI licensure requirements.
- **English requirements** – ENGL 220 or 221, 231, 232 or 233, 253, 255, 307, 322 or 325 or 442, 336, 347, 394, 395, 396, 426, 440, 444, 446, 480, 481, 201 or 211 or 310
- **Education requirements** – EDUC 150, 215, 255, 306, 316, 330, 332, 390, 459, 482
- **final degree requirements** – see the degree requirements section of this catalog for specific requirements of the Bachelor of Arts or Science degree as well as final graduation requirements

The total credits of the core and major requirements are 83-90. The core curriculum and mission seminars require 38-52 credits. A total of 128 credits, 43 of which need to be at the 300/400 level, are required to graduate. Transfer course and waivers and/or substitutions could modify these credit totals. See School of Education for teacher education policy. Student teaching is completed in the final semester.

English Literature Minor

- ENGL 103 and 104 or 105 or 195, two courses chosen from 220, 221, 231, 232 six credits of 300-level literature, three credits ENGL elective

It is recommended literature minors complete 220 and 221 or 231 and 232.

The total credits of the minor requirements are 21. Transfer course and waivers and/or substitutions could modify these credit totals.

English Writing Minor

- ENGL 103 and 104 or 105 or 195, fifteen credits of 201, 210, 211, 307, 310, 311, 312, 313, 319, 395, 396, 401, 471, MGMT 300

The total credits of the minor requirements are 21. Transfer course and waivers and/or substitutions could modify these credit totals.

English, Middle Childhood through Adolescence, Education Minor

- ENGL 103 and 104 or 105 or 195, 211, 220 or 221; 231 or 232, 307 or 310, 394, 395, one course chosen from 305, 309, 341, 345, 354, 360, 371

The total credits of the minor requirements are 27. Transfer course and waivers and/or substitutions could modify these credit totals.

English Language Arts, Middle Childhood through Early Adolescence Minor

- ENGL 103 and 104 or 105 or 195, 201 or 319, 211 or 307 or 310, 220 or 221, 394, 395, one course chosen from 305, 309, 341, 345, 354, 360, 371, two credits of ENGL 487

The total credits of the minor requirements are 26. Transfer course and waivers and/or substitutions could modify these credit totals.

English Language Arts, Early Adolescence through Adolescence Education Minor

- ENGL 103 and 104 or 105 or 195, 220 or 221, 228 or 346 or 347, 394, 395, one course chosen from 305, 309, 341, 345, 354, 360, 371

The total credits of the minor requirements are 24. Transfer course and waivers and/or substitutions could modify these credit totals.

See the School of Education section for teacher education policy and additional requirements. Student teaching is completed in the final semester.

Environmental Studies

Mission

The purpose of the environmental studies minor is to provide students from any major with an interdisciplinary understanding about the current state of the environment and to inspire the ability to make valuable contributions towards a healthy environment based upon sustainable solutions.

Goals

- Provide students with a variety of perspectives regarding the origins and solutions to environmental problems.
- Promote student awareness of the responsibility of environmental stewardship as the local, regional and global levels and develop appropriate processes to bring about positive change.

Student Learning Outcomes

- Students should apply an interdisciplinary perspective to the origins and solutions of environmental problems.
- Students should successfully apply, from a range of viewpoints (scientific, technological, political, social and economic), the concept of sustainability and environmental stewardship to address environmental challenges within their community.
- Students should demonstrate their understanding of environmental issues through written and oral communication.
- Students should be able to employ ethical decision making to solutions for environmental challenges.

The coursework listed below is required for completion of the environmental studies minor; six credits must come from courses numbered 300 or higher (not including ENVS 400). Note – several courses also fulfill core curriculum requirements and/or departmental requirements. Some courses also have prerequisites that may or may not be required in the minor. Course descriptions for the environmental studies courses follow. See the appropriate departmental listings for descriptions of other courses.

Environmental Studies Minor

- ENVS 101 or BIOL 160; ENVS 111, 400
- select four courses from the following, two courses must be from the social sciences and humanities (11 credits minimum) –
 - sciences – BIOL 232, 303, 310, 321; CHEM 101, 372, 470; ESCI 103; PHYS 102
 - social sciences and humanities – ECON 300, ENGL 204, HIST 354, NURS 452, NUTR 100, PHIL 302, RLST 380

The total credits of the minor requirements are 20-25. Transfer course and waivers and/or substitutions could modify these credit totals.

Environmental Sustainability

Goal

The goal of this interdisciplinary major is to bring together courses in diverse disciplines which have an environmental focus, including science, public policy, and leadership. Students can chose between:

- B.S. degree that has science requirements related to ecology and conservation
- B.A. degree that builds on the humanities including language, ethics, and literature

Student Learning Outcomes

- **Knowledge of Sustainability:** An understanding of the interdisciplinary conceptual and theoretical elements of sustainability, and its practices, processes, methods and measurements
- **Critical Thinking:** Demonstrate an ability to work and think within complexity, demonstrate ethical decision making, and the ability to reflect on knowledge, systems and values through a variety of disciplines or perspectives.

- **Information Fluency:** Explore, develop and apply information necessary to sustainable management practices, processes, methods and measurements to practical applications
- **Communication:** Articulate and possess knowledge, skills and abilities necessary to contribute to and communicate on sustainability issues with individuals from diverse perspectives or backgrounds in a collaborative manner
- **Values and Attitudes:** Possess and understand the values and attitudes necessary to contribute to, and lead the integration of sustainable management and practices into organizations including responsible citizens and community members

Policy

Students majoring in sustainability (environmental or management) may not earn a minor in environmental studies.

Environmental Sustainability Major (Bachelor of Arts)

- **core curriculum and mission seminars** – see the core curriculum section of this catalog
- **sustainability core** – ENVS 400, SUST 210, 330, 350, 360, 420, 470, 495
- **environmental sustainability requirements** – COMM 150, ENVS 101, HIST 354, MATH 130 or 230 or PSYC 223 or SOCL 223, POSC 121, RLST 260, SUST 225, nine credits from ECON 300, ENGL 204, NUTR 100, PHIL 302, POSC 320, or RLST 380
- **final degree requirements** – see the degree requirements section of this catalog for specific requirements of the Bachelor of Arts degree as well as final graduation requirements

The total credits of the core requirements and major requirements are 55-56. The core curriculum and mission seminars require 38-52 credits. A total of 128 credits, 43 of which need to be at the 300/400 level, are required to graduate. Transfer course and waivers and/or substitutions could modify these credit totals.

Environmental Sustainability Major (Bachelor of Science)

- **core curriculum and mission seminars** – see the core curriculum section of this catalog
- **sustainability core** – BIOL 251, 317 or 321, ENVS 400, SUST 210, 330, 350, 360, 420, 470, 495
- **environmental sustainability requirements** – BIOL 161, COMM 150, ENVS 101, HIST 354, MATH 130 or 230, POSC 121, RLST 260, SUST 225, four credits CHEM or ESCI or PHYS; nine credits from ECON 300, ENGL 204, NUTR 100, PHIL 302, POSC 320, or RLST 380
- **final degree requirements** – see the degree requirements section of this catalog for specific requirements of the Bachelor of Science degree as well as final graduation requirements

The total credits of the core requirements and major requirements are 71-72. The core curriculum and mission seminars require 38-52 credits. A total of 128 credits, 43 of which need to be at the 300/400 level, are required to graduate. Transfer course and waivers and/or substitutions could modify these credit totals.

Gerontology

Mission

The mission of the gerontology minor is to broaden student's understanding of the life course by increasing their understanding of the process of aging. In combination with the student's major, this minor prepares students to possess a more complete understanding of the biological, psychological, and social factors related to aging. The minor is an interdisciplinary program which integrates courses in sociology, social work, nursing, dietetics, psychology, religious studies, biology, and philosophy. This minor encourages students to make connections among various fields of learning and to promote academic excellence through scientific research, education, and service.

Goals

- Facilitate student learning of gerontology through a multidisciplinary perspective.
- Students will acquire a basic foundation in of aging in the fields of psychology, biology/physiology, and sociology in order to understand changes in later life that are caused by aging and those that are correlated with aging.
- Students will achieve an understanding of theories and methodologies used to study aging phenomena.

- Students will gain an understanding of the age structures of diverse populations (domestic and global) and the impact of demography on the individual life course, family structures, and social structures.
- Students will gain supplemental information in gerontology within their own disciplinary expertise.
- Enhance the career preparation of students by engaging in practical experience through service learning or through an internship in an agency focused upon the elderly.
- Encourage students to assess and critique the societal response to aging (i.e., programs, policies, legislation).
- Encourage students to understand the ethical complexities surrounding issues related to aging.

Gerontology Minor

- SOCL 244 or 344 and SOCL 456 or SOWK 456; 1-3 credits from PSYC 487, RLST 487; SOCL 149, 249, 349, 487; SOWK 480. (Experience must be gerontology related and pre-approved by the minor coordinator.)
- Fourteen to 16 from the below core and support courses. At least nine credits must come from core courses. The credits must come from at least three different subject areas.
 - **core courses** – BIOL 104, 203; NURS 301, 351; PHIL 321; PSYC 220, 286, 288, 486, 488; RLST 286, 288, 486, 488; SOCL 286, 288, 332, 486, 488; SOWK 286, 288, 332, 486, 488 (Special topics [286/486] and independent study topics [288/488] must be pre-approved by the minor coordinator.)
 - **support courses** – MGMT 385; NURS 221, 302; NUTR 250, 340; PSYC 320, RLST 370, SOCL 370, SOWK 441

The total credits of the minor requirements are 18. Transfer course and waivers and/or substitutions could modify these credit totals.

Health Care Science

Goal

The goal of the health care science program at Viterbo is to complement previous coursework in a two year degree in a health related field and work experience, providing skills, knowledge and opportunity for leadership development in health care. This degree completion program is for students that have an associate's degree related to health care; for example: physical therapy assistant, clinical laboratory technician, pharmacy technician, dental hygienist, respiratory therapy, as well as others. The program provides broad exposure to the liberal arts through Viterbo's core curriculum (literature, history, religious studies, and fine arts). The Health Care Science Major also requires additional course work beyond the health care core in the social sciences (psychology, sociology, addiction studies) to enrich student's understanding of key societal issues impacting health care. This major is part of an interdisciplinary program with the Dahl School of Business that has a common core of courses that will assist future leaders in health care settings.

Student Learning Outcomes

- Demonstrate an understanding of effective management strategies needed to achieve successful outcomes in the health care system
- Integrate knowledge of ethical practice and legal responsibilities in the health care setting
- Demonstrate an understanding of the health care environment to include delivery models, economics, policy, risk management, global issue, and quality measurement in health care
- Articulate social science trends impacting the health care field

Policy

Students must have earned an associate degree in a health care field to be eligible to declare a health care science major.

Health Care Science (degree completion) Major (Bachelor of Science)

- **core curriculum and mission seminars** – see the core curriculum section of this catalog
- **health care core** – HMGT 320, 330, 375, 425, 495, OMGY 302, 304, 306, 402

- **support course requirements** – SOCL 395, 12 credits from ADCT, MATH 130 or 230, PSYC, or SOCL (Six credits must be upper division courses taken at Viterbo.)
- **final degree requirements** – see the degree requirements section of this catalog for specific requirements of the Bachelor of Science degree as well as final graduation requirements

The total credits of the core requirements and major requirements are 42. The core curriculum and mission seminars require 35-43 credits. A total of 128 credits, 43 of which need to be at the 300/400 level, are required to graduate. Transfer course and waivers and/or substitutions could modify these credit totals.

History

History Department Mission

The history department provides all students of Viterbo University the enrichment and vision that the study of history brings, to fulfill requirements of a history major or a history minor, of core curriculum, or for general intellectual interest. This is consistent with a liberal arts curriculum, whether pre-professional, professional, or academic.

Goals

The discipline of history is central to a liberal arts education. In that spirit, the department goals are to produce students who develop the knowledge and the thinking, writing and communication skills in preparation for a wide range of career opportunities in nonprofit, private, or public sectors.

Student Learning Outcomes:

To think historically is to understand history as a discipline concerned (a) with the past and / or (b) with issues of change and continuity over time. Historical knowledge is acquired through the systematic analysis of primary and secondary sources and the construction of historical interpretations of past people and societies.

To these ends, the student learning outcomes are for students to:

1. Understand the complexity of continuity and change in the chronology of human experiences.
2. Develop historical perspective by relating subject matter to the broader historical context in which it occurred.
3. Recognize the relationship between past and present by understanding history as provisional interpretations of the past by both the individual and society.
4. Locate, evaluate, and interpret historical evidence from primary and secondary sources for establishing causation, context, and credibility.
5. Express defensible historical interpretations based on evidence and construct arguments in either / both oral and written forms.

Policy

Students must earn grades of C or higher in history courses to fulfill the history requirement. Any student whose history grade point average (GPA) in history courses falls below 2.0 will be placed on probation for one semester. If the history GPA is not raised to 2.0 by the end of this one semester grace period, the student may not enroll in additional history courses as a history major. No student will be allowed to graduate as a history major if his/her GPA in history courses is below 2.0.

Thematic Categories

- Multi-sited Histories – 105, 106, 220, 221, 304, 315, 342, 344, 349, 359, 370, 373
- West and the World – 101, 102, 153, 295, 308, 330, 335, 346, 351
- Historical Continuity and Change – 217, 218, 247, 254, 311, 347, 352, 353, 354, 355, 360, 380, 385

History (Bachelor of Arts or Bachelor of Science)

- **core curriculum and mission seminars** – see the core curriculum section of this catalog
- **history requirements** – HIST 100, 101 or 105, 102 or 106, 111, 112, 465, 466

- **history electives** – 21 elective HIST credits, with at least 15 at the 300 level or above, distributed as below:
 - One course from each of the three thematic categories listed above (Multi-sited Histories, The West and the World, and Historical Continuity and Historical Change)
 - A minimum of an additional four courses (12 credits) from any of the three categories. A course chosen to meet the minimum distribution (one course from each theme) may not be used as an additional elective.
- **final degree requirements** – see the degree requirements section of this catalog for specific requirements of the Bachelor of Arts degree and the Bachelor of Science degree as well as final graduation requirements

The total credits of the core and major requirements are 36. The core curriculum and mission seminars require 35-43 credits. 38-52 A total of 128 credits, 43 of which need to be at the 300/400 level, are required to graduate. Transfer course and waivers and/or substitutions could modify these credit totals. Students may not double major in broad field social studies and history.

History Minor

- 18 credits including at least six credits in courses number 300 or above; at least three credits in each of the following areas – Multi-sited Histories, West and World, Historical Continuity and Change

The total credits of the minor requirements are 18. Transfer course and waivers and/or substitutions could modify these credit totals.

Broad field social studies majors may not declare a history minor.

History, Middle Childhood through Early Adolescence, Education Minor

- HIST 101 or 105, 102 or 106, 111, 112, one course from 153, 295, 349, 370, 373, six credits HIST electives (excluding 487) (At least six credits must be in courses numbered 300 or above.)

The total credits of the minor requirements are 21. Transfer course and waivers and/or substitutions could modify these credit totals.

History, Early Adolescence through Adolescence, Education Minor

- HIST 101 or 105, 102 or 106, 111, 112, 465, one course from 153, 295, 349, 370, 373, six credits HIST electives (excluding 487) (At least six credits must be in courses numbered 300 or above.) The total credits of the minor requirements are 24. Transfer course and waivers and/or substitutions could modify these credit totals.

See the School of Education section for teacher education policy and additional requirements. Student teaching is completed in the final semester.

Integrated Studies

Mission

The mission of the integrated studies major is to provide an innovative B.S./B.A. degree completion program for either adult students with diverse backgrounds or for traditional undergraduate students, and to allow flexibility in the design of the program to meet their specific professional and/or academic goals.

Program Goals

- Require students to identify, develop and complete a 30 credit major related to their personal or professional goals
- Offer a degree completion program for adult learners with a variety of options for earning credit, such as transfer credit, credit for prior learning, internship, study abroad experience, CLEP exam or military transfer credit.
- Provide personalized academic counseling to all students to ensure that both university and program graduation requirements are being met.
- Ensure that each student complete a senior capstone experience (extensive research project in INST 495, Colloquium II) with the assistance of a faculty in the focus area discipline to provide an opportunity to directly apply their learning.

Student Learning Outcomes:

- Critical Thinking: Students engage in the process of inquiry and problem solving.
- Information Fluency: Student identify, locate, evaluate, and effectively and responsibly use and share information in a variety of contexts.
- Communication: Students speak and write to suit varied purposes, audiences, disciplines, and contexts.

Integrated Studies (degree completion) Major (Bachelor of Arts or Science)

- **core curriculum and mission seminars** – see the core curriculum section of this catalog
- **major course requirements** – INST 395, 495, UNST 310
- **major requirement*** –
 - COMM 211 or PSYC 230 or SOCL 338
 - two courses from COMM 150, 205, 310, PSYC 250, OMGIT 302, 304, SOCL 250 (these courses may not be used in the focus or support area)
 - a focus area – 15 credits in one discipline/area from the following disciplines/areas: business, English, history, legal studies, philosophy/ethics, psychology, religious studies, science, servant leadership, or sociology; of the 24 credits of the focus and support area, 15 credits must be upper division and 15 credits must be completed at Viterbo
 - a support area – nine credits in a second discipline/area from the following disciplines/areas: business, English, history, legal studies, philosophy/ethics, psychology, religious studies, science, servant leadership, or sociology; of the 24 credits of the focus and support area, 15 credits must be upper division and 15 credits must be completed at Viterbo
- **final degree requirements** – see the degree requirements section of this catalog for specific requirements of the Bachelor of Arts or Science degree as well as final graduation requirements

The total credits of the core and major requirements are 39-40. The core curriculum and mission seminars require 38-52 credits. A total of 128 credits, 43 of which need to be at the 300/400 level, are required to graduate. Transfer course and waivers and/or substitutions could modify these credit totals.

*Students will submit a plan of study for evaluation and approval by a faculty consultant designated by the chair of a department in a student's focus area, an academic advisor in the Center for Adult Learning, and the department chair of Interdisciplinary Studies. The student will provide copies of the plan of study to the faculty consultant, his or her Center for Adult Learning advisor, the department chair of Interdisciplinary Studies, and the registrar.

Latin American Studies

Mission

The Viterbo University Latin American studies minor will serve students in the general and professional programs through an interdisciplinary approach that emphasizes historical, political, and cultural sensitivity toward the peoples of Latin America. An important methodology will be experiential learning as students will be placed in cultural related contexts through course activities, community partnership in the tri-state area, and international and domestic immersion programs. The Latin American studies minor promotes two main outcomes: 1) to raise awareness of social justice issues related to Latin American populations, and Latinos in the U. S., and 2) to encourage engagement and advocacy within the university and the surrounding community.

Student Learning Outcomes

Students completing the Latin American Studies minor will be able to:

- Describe main events in the histories of Latin American peoples, and Latinos in the United States.
- Compare and contrast cultural composition of Latin American peoples and Latinos in the United States.
- Analyze current issues of Latin America and/or Latinos in the United States.
- Evaluate the impact of globalization in Latin America and/or Latinos in the United States.

Latin American Studies Minor

- HIST 153, LASP 100; six credits of SPAN language; nine credits chosen from ECON 350, ENGL 360, HIST 349, LASP 287, 336, 487, 488 (taught in English), PHIL 365, POSC 382, SOWK 328, SPAN 310, 312, 316, 318, 336, 410, 456 (taught in Spanish)

The total credits of the minor requirements are 21. Transfer course and waivers and/or substitutions could modify these credit totals.

Liberal Studies

Mission

The Bachelor of Liberal Studies (BLS) is a broad-based interdisciplinary approach to a liberal education designed for students who may not wish to seek a major in a single field of study, but prefer choice and flexibility in the selection of courses for a degree. It encourages students to integrate ideas from social sciences, humanities, sciences, mathematics, and fine arts. Students are provided with a sound liberal arts education and develop attitudes and skills needed for life-long learning.

The liberal studies major is ideal for students with broad interests who wish to design their own program of study outside of traditionally-defined areas of interest, or for those seeking a bachelor's degree to meet pre-professional goals, such as the entrance requirements to law school. It also accommodates the use of students' credits from an Associate of Arts degree program or from an incomplete bachelor's degree program.

In addition to fulfilling the core curriculum requirements for all major programs at Viterbo University, the liberal studies student will work with his or her advisor to complete 32 credits of course work in the major, according to the four requirements below.

Policy

The Bachelor of Liberal Studies degree may be selected as a double degree only if the other major field is not one of the disciplines listed in Requirement II and if the 32 credits obtained are in addition to the required courses in the other degree.

Liberal Studies Major (Bachelor of Liberal Studies)

- **core curriculum and mission seminars** – see the core curriculum section of this catalog
- **requirement I** – UNST 310, LBST 499
- **requirement II** – three upper division courses (with a minimum of six credits) from each of two of the following disciplines – art, dance, English, history, mathematics, music (including applied music,) philosophy, political science, psychology, religious studies, science (biology, chemistry, environmental studies, physics,) sociology, theatre arts (including music theatre,) world languages, women's studies (six courses total)
- **requirement III** – one upper division course in each of two other disciplines from the following disciplines – art, dance, English, history, mathematics, music (including applied music,) philosophy, political science, psychology, religious studies, science (biology, chemistry, environmental studies, physics,) sociology, theatre arts (including music theatre,) world languages, women's studies (two courses total)
- **requirement IV** – Enough further credits from the humanities, social sciences, mathematics, or fine arts to bring the total in the major to 32
At least 21 credits of the 32 must be upper division.
- **final degree requirements** – see the degree requirements section of this catalog

The total credits of the core and major requirements are 35. The core curriculum and mission seminars require 38-52 credits. A total of 128 credits, 43 of which need to be at the 300/400 level, are required to graduate. Transfer course and waivers and/or substitutions could modify these credit totals.

Mathematical Physics

—See Natural Sciences

Mathematics

—See Natural Sciences

Ministry

—See Religious Studies and Philosophy

Natural Sciences

As traditional lines separating chemistry, biology, mathematics and physics disappear, the natural sciences and mathematics division at Viterbo University promotes an interdisciplinary approach to education. We continue to offer strong programs in math and science, while stressing the interrelatedness of the fields. The division teaches math and science topics in a liberal arts setting that promotes ethical concepts that value human dignity and respect for the world. To accomplish these goals, we –

- Offer a curriculum with a broad foundation in biology, chemistry, mathematics and physics, incorporating mentored undergraduate research.
- Foster increased communication among faculty of different disciplines and students in different majors.
- Enhance the curricula in which learning outcomes and lab skills in all science and math classes complement one another and help foster the students' understanding of the interrelatedness of disciplines.
- Provide integrated capstone courses with an interdisciplinary focus for students majoring in math and science.
- Promote an understanding of the career opportunities available in all areas of math and science, and the importance of having a broad understanding of math and science.
- Develop core curriculum courses that meet the diverse needs of non-science and non-math majors.
- Promote our core values of contemplation, hospitality, integrity, service and stewardship to help develop students with a strong sense of faithful service and ethical leadership.

Accordingly, the natural sciences and mathematics division offers majors in biology, chemistry, biochemistry, mathematics, biopsychology, clinical lab science, sport science and leadership, mathematical physics and natural science that share introductory courses in biology, chemistry, math, and physics; a joint course introducing the students to research methodology and pedagogy; a joint capstone senior seminar course exploring advanced topics in biology, chemistry, math and physics, emphasizing current topics at the interface of these interconnected disciplines.

The natural sciences and mathematics division also coordinates programs in environmental studies, pre-engineering, medical physics, education, and the medical pre-professional areas including medicine, dentistry, pharmacy, physical therapy, physician assistant, optometry, podiatry, chiropractic medicine, and veterinary medicine.

Biochemistry

Mission

Biochemistry, a science with roots in both biology and chemistry, investigates the chemical processes of living organisms, from small molecules to the structure and function of macromolecules, and to complex intracellular signaling. Thus biochemistry is by its very nature cross-disciplinary in the questions it asks.

The biochemistry major at Viterbo University is intended to prepare students for entry level biochemistry laboratory positions and to continue their graduate or professional education in biochemistry or any in a

broad range of studies in biochemistry, such as medicine, medicinal chemistry, forensics science, pharmacology, molecular biology, and molecular genetics. The required major and support courses provide broad preparation in biology, chemistry, physics, and mathematics as well as specialized courses in biochemistry. Students may, as part of their biochemistry major, choose to complete the requirements for the natural science division's biotechnology certificate.

Students graduating with a degree in biochemistry will complete a mentored capstone research series in which they develop, carry out, and report the results of their investigation of a research problem, either working with a Viterbo University faculty member or through an off-campus internship.

Goals

The goals of the biochemistry program are:

- to prepare students to design and carry out experiments and to evaluate experimental data in the field of biochemistry
- to prepare students to use research based analytical and problem solving skills in the field of biochemistry
- to prepare students for advanced study in professional or graduate school
- to prepare students to obtain employment in technical areas related to biochemistry

Biochemistry Major (Bachelor of Science)

- **core curriculum and mission seminars** – see the core curriculum section of this catalog
- **major requirements** – BIOL 160, 161, 250, 370, 371, 430, CHEM 120, 121, 240, 330, 340, 360, 361, 475; the research series (CHEM 397, BIOL/CHEM 498, 499)
- **support courses** – MATH 220, 221, PHYS 260, 261, 270, 271
- **final degree requirements** – see the degree requirements section of this catalog for specific requirements of the Bachelor of Science degree as well as final graduation requirements

The total credits of the major and support course requirements are 70-75. The core curriculum and mission seminars require 38-52 credits. A total of 128 credits, 43 of which need to be at the 300/400 level, are required to graduate. Transfer course and waivers and/or substitutions could modify these credit totals.

Those students interested in graduate work in biochemistry should follow the recommendations of the American Chemical Society which requires specifically MATH 220, 221, and 320; PHYS 260 and 261; and also either CHEM 430 or 362 and 363.

Because a biochemistry major program intrinsically contains significant work in both biology and chemistry, declared minors in biology and chemistry will not be granted.

American Chemical Society (ACS) Accredited Biochemistry Major (Bachelor of Science)

The same as the above biochemistry major with the additional major requirements of CHEM 350, 362, 363; 430 or 470.

Biology

Mission

The biology curriculum prepares students for careers in modern science or medically related fields. The core sequence provides students with a broad overview of biological science, the diversity of organisms, cell and molecular biology, and ecology and evolution. The core sequence is followed by advanced instruction in each of the above areas in which students have several opportunities for hands-on experience with modern research techniques. The selection of these advanced courses can be tailored to meet the student's individual career objectives. Students will be required to complete a capstone research series where they design a project, conduct research, and present their results. Students graduating with a biology major will be well versed in the investigative process of science. The mission of the department is to –

- Offer a curriculum with a broad foundation in biology from molecules to ecosystems.
- Expose students to the breadth and depth of the extraordinary diversity of life throughout the world.

- Provide students with mentored undergraduate research experiences incorporating creative thought.
- Offer a curriculum supporting professional and pre-professional programs within the framework of the biology major, students may select from two degree programs – B.S. biology major or B.A. biology major. In addition, students may opt to complete a certificate in biotechnology.

Goals

The goals of the biology program are that at the completion of their degree, students will be able to:

- Understand the importance of interrelationships of major biological concepts and be able to apply them in appropriate situations.
- Understand the elements of the scientific method and properly use these elements in their practice.
- Demonstrate familiarity with the principles, operation, and problems of common laboratory procedures and instrumentation.
- Design and implement experiments independently, and analyze and present data to the faculty and peers in a competent and professional manner.
- Through field experience and coursework students should demonstrate an appreciation for the diversity of life, and an understanding of the methods by which this diversity is formed, and how environmental problems impact our world.
- Understand the complexity of ethical issues surrounding science and the interrelatedness of science, technology, and the world.
- Be aware of the variety of published sources of scientific information and be able to access, understand, and apply the information effectively.

Viterbo University Degree in Three Program for Biology Majors

This accelerated degree program provides an opportunity for outstanding, highly motivated students to complete their bachelor's degree in three years rather than the traditional four. This program is available to students who wish to major in biology. It is also possible to obtain a minor in chemistry or Spanish while completing the biology degree in three program.

Policy

Students majoring in biology must maintain a biology grade point average (GPA) of 2.25 to continue in and graduate from this program. The biology GPA is based on all grades earned in the required and elective courses taken in biology and required support courses. Any student whose biology GPA falls below 2.25 will be placed on probation for one semester. If the biology GPA is not raised during that semester, the student may not enroll in further biology courses. An earned grade of a D or lower in any biology or support course will not be credited toward the biology major.

Biology Major (Bachelor of Science)

- **core curriculum and mission seminars** – see the core curriculum section of this catalog
- **biology core** – BIOL 160, 161, 250, 251, 397, 498, 499
- **biology requirements** – 15 credits from upper division biology courses* including one course from each of the following areas; three upper division courses must include a lab –
 - **organismal biology** – BIOL 317, 347, 482
 - **cell and molecular biology** – BIOL 305 or 370, 371, 376, 430
 - **ecological and evolutionary interactions with the environment** – BIOL 310, 321, 340
- **support courses** – CHEM 120 and 121 and 240 or CHEM 120 and 121 and 140 and BIOL 305, MATH 112 or 113 or placement into calculus, MATH 230, PHYS 250 and 270 or 260 and 270
Students planning to attend medically related schools may be required to take CHEM 340 and PHYS 251/271 or 261/271.
- **final degree requirements** – see the degree requirements section of this catalog for specific requirements of the Bachelor of Science degree as well as final graduation requirements

*BIOL 232 (Field Experience in Biology) can count as part of the 15 credits for a maximum of three credits.

The total credits of the core, major and support course requirements are 56-62. The core curriculum and mission seminars require 38-52 credits. A total of 128 credits, 43 of which need to be at the 300/400 level, are required to graduate. Transfer course and waivers and/or substitutions could modify these credit totals.

Directed research must be faculty-approved, but may be conducted at an institution other than Viterbo University with prior approval. Special topics are offered periodically. Credit for these courses may substitute for one or more of the listed courses with faculty approval.

Biology, Early Adolescence through Adolescence, Education Major (Bachelor of Science)

Students intending to teach biology at the middle/secondary level must complete all of the above requirements for the biology major (Bachelor of Science) and the below education requirements. Education majors are required to take specific core curriculum courses to satisfy DPI licensure requirements. The biology credits must include BIOL 347, 376 and 430.

- **Education Requirements** – EDUC 150, 215, 255, 306, 316, 327, 330, 390, 459, 482

The total credits of the core, major and support course requirements are 85-98. The core curriculum and mission seminars require 38-52 credits. A total of 128 credits, 43 of which need to be at the 300/400 level, are required to graduate. Transfer course and waivers and/or substitutions could modify these credit totals. See the School of Education section for teacher education policy. Student teaching is completed in the final semester.

Biology Minor

- A minimum of 15 credits of BIOL, including BIOL 348 or 251 and a minimum of three additional upper division BIOL credits

The total credits of the minor requirements are 15. Transfer course and waivers and/or substitutions could modify these credit totals.

Biology minors must maintain a biology grade point average (GPA) of 2.25 in biology courses. Biopsychology majors may not earn a biology minor.

Biology, Early Adolescence through Adolescence, Education Minor

See the School of Education dean for certifiable minor requirements.

Broad Field Science, Early Adolescence through Adolescence, Education Major

Students interested in a broad field teaching license must complete the courses outlined under the natural science major. See the dean of the School of Education for more details.

Biopsychology

—See Psychology

Chemistry

Mission

The Viterbo University chemistry department offers an American Chemical Society (ACS) certified undergraduate major as well as minor and support programs. We seek to fulfill a wide range of professional and pre-professional program needs from those of the non-scientist to those of the future industrial chemist or graduate student, prospective medical and health science professional, and the prospective teacher.

The chemistry department seeks to help students understand that chemistry is a way of thinking about the material world – how matter is constructed, how it is organized, how it functions, and how it is transformed. We do this in the following manner:

- By offering chemistry major programs that prepare students who wish to pursue admission to graduate programs in chemistry and related fields; pursue admission to graduate programs in professional health-related fields and other professional fields; and pursue employment in areas of business, industrial research, and teaching in which a chemical and technical background is essential.
- By offering the chemistry minor for students who wish to add a sound chemical background to their studies in another field.
- By offering courses to students who major in other sciences that require some knowledge of chemistry.

- By offering courses to students who major in a non-science area and need to attain the basic scientific literacy associated with a liberal arts degree.
- By offering undergraduate research opportunities to students through either off-campus internships or collaboration with a member of the chemistry faculty.

As members of a Franciscan institution, we strive to build this chemical foundation in a curriculum that is rooted in the values of human dignity and respect for the world, and that helps students to apply these values in service and leadership as stewards of the earth in a manner consistent with the ACS Chemist's Code of Conduct.

American Chemical Society (ACS) Accredited Chemistry Major (Bachelor of Science)

- **core curriculum and mission seminars** – see the core curriculum section of this catalog
- **chemistry requirements** – CHEM 120, 121, 240, 330, 340, 350, 360, 361, 362, 363, 370, 371, 397, 498, 499; two additional CHEM courses chosen from 372, 430, 440, 470, 475, 480 (one must include a lab)
- **support course requirements** – BIOL 160, 161, 250, MATH 220, 221, PHYS 260, 261, 270, 271
- **final degree requirements** – see the degree requirements section of this catalog for specific requirements of the Bachelor of Arts or the Bachelor of Science degree as well as final graduation requirements

The total credits of the major and support course requirements are 76-83. The core curriculum and mission seminars require 38-52 credits. A total of 128 credits, 43 of which need to be at the 300/400 level, are required to graduate. Transfer course and waivers and/or substitutions could modify these credit totals. No minor is required. MATH 320, 321 and 340 are recommended electives.

Chemistry Major (Bachelor of Science)

- **core curriculum and mission seminars** – see the core curriculum section of this catalog
- **chemistry requirements** – CHEM 120, 121, 240, 305 or 370, 330, 340, 350, 360, 361, 362, 363, 397, 498, 499; one additional CHEM course chosen from 372, 430, 440, 470, 475, 480
- **support course requirements** – BIOL 160, 161, MATH 220, 221, PHYS 260, 261, 270, 271
- **final degree requirements** – see the degree requirements section of this catalog for specific requirements of the Bachelor of Science degree as well as final graduation requirements

The total credits of the major and support course requirements are 62-68. The core curriculum and mission seminars require 38-52 credits. A total of 128 credits, 43 of which need to be at the 300/400 level, are required to graduate. Transfer course and waivers and/or substitutions could modify these credit totals.

Chemistry, Early Adolescence through Adolescence, Education Major (Bachelor of Science)

Students interested in teaching chemistry at the middle/secondary level must complete all of the above requirements for the chemistry major (Bachelor of Science) and the below education requirements. Education majors are required to take specific core curriculum courses to satisfy DPI licensure requirements. Students should refer to their degree audit for specifics.

- **Education requirements** – EDUC 150, 215, 255, 306, 316, 327, 330, 390, 459, 482

The total credits of the major and support course requirements are 91-104. The core curriculum and mission seminars require 33-53 credits. A total of 128 credits, 43 of which need to be at the 300/400 level, are required to graduate. Transfer course and waivers and/or substitutions could modify these credit totals. See the School of Education section for teacher education policy. Student teaching is completed in the final semester.

Chemistry Major, emphasis in environmental chemistry and biology (Bachelor of Science)

Chemistry requirements are the same requirements as the B.S. degree plus CHEM 470, and a biology minor that includes BIOL 160, 161, 250, 251, 303 or 310, 370. Either an internship (CHEM 487) in an environmental laboratory setting or an environmental chemistry summer research internship is strongly recommended.

Chemistry Minor

- CHEM 120, 121, 240, 330, one course chosen from 305, 340, 350, 360, 370, 372, 430, 440, or 470

The total credits of the minor requirements are 19-20. Transfer course and waivers and/or substitutions could modify these credit totals.

Chemistry, Early Adolescence through Adolescence, Education Minor

See the School of Education dean for certifiable minor requirements.

Science, Middle Childhood through Early Adolescence, Education Minor

See the School of Education section of this catalog for science minor requirements.

Clinical Laboratory Science

The clinical laboratory science major is a joint program with the Mayo Clinic. Students complete the required Viterbo University coursework during their first three years and spend a final year in practicum at the Mayo Clinic. Students enter Viterbo University as biology majors and apply to the clinical laboratory science major during the summer between sophomore and junior years. To be an applicant, students must have a 3.25 cumulative grade point average. Those accepted will be declared clinical laboratory science majors.

Clinical Laboratory Science Major (Bachelor of Science)

Note – students will complete three years of coursework at Viterbo University and one year at Mayo School of Health Sciences.

- **core curriculum and mission seminars** – see the core curriculum section of this catalog
- **clinical laboratory science requirements** – BIOL 160, 161, 250, 251, 296, 347, 370, 371, 397, 430, CHEM 120, 121, 240, 340, CLBS 481, 482, 483, MATH 112 or 113 or placement into calculus, 230
- **final degree requirements** – see the degree requirements section of this catalog for specific requirements of the Bachelor of Science degree as well as final graduation requirements

The total credits of the major requirements are 56 plus the CLBS coursework taken at Mayo. The core curriculum and mission seminars require 38-52 credits. A total of 128 credits, 43 of which need to be at the 300/400 level, are required to graduate. Transfer course and waivers and/or substitutions could modify these credit totals.

Engineering

Students who wish to prepare for a career in various areas of engineering may begin their studies at Viterbo University and, after two or three years, transfer to a school of engineering to complete their engineering degree. The following courses of study are recommended for various pre-engineering programs for students who wish to transfer from Viterbo without earning a degree. Core curriculum courses can be designed to meet the specific graduation requirements of the engineering school to which the student wishes to transfer.

- pre-biomedical engineering – BIOL 160, 161, 250, CHEM 106 or 120/121, MATH 220, 221, PHYS 250/251 or 260/261, ENGL 103, 104, other core curriculum courses
- pre-chemical engineering – CHEM 120, 121, 240, 330, 340, MATH 220, 221, 320, 321, PHYS 260, 261, ENGL 103, 104, other core curriculum courses
- general pre-engineering – PHYS 260, 261, MATH 220, 221, 320, 321, CHEM 120, 121, ENGL 103, 104, other core curriculum courses

Dual Degree Program (Mathematical Physics)

Students who wish to earn a degree from Viterbo may complete the three years of coursework outlined below, and upon successful transfer and completion of the first year of an accredited engineering program at an approved, accredited, institution, would be awarded a Bachelor of Science degree with a major in mathematical physics from Viterbo. The total credits of the major requirements are 61-66. The core curriculum and mission seminars require 38-52 credits. Upon transfer of additional credits from an approved, accredited engineering school, a total of 128 credits, 43 of which need to be at the 300/400 level, are required to graduate. The typical student will need to transfer approximately 28 credits from the engineering school, six of which need to be at the 300/400 level.

Viterbo has a transfer agreement with the University of Wisconsin–Platteville (UW-P), which is the engineering school in the UW System, for general pre-engineering and is working with other schools of engineering to develop similar transfer agreements. Pre-engineering and dual degree students should work with the pre-engineering advisor to become familiar with the admission requirements at UW-P and other programs for which they may wish to apply.

Mathematical Physics

Mathematical Physics Major (Bachelor of Science)

- **core curriculum and mission seminars** – see the core curriculum section of this catalog
- **physics requirements** – PHYS 250 or 260, and 270; 251 or 261, and 271; PHYS 305, 311, 321, 363
- **mathematics requirements** – MATH 220, 221, 230, 320, 321, 340, 365
- **additional requirements** – CHEM 112, 120, 121, 397, 499, PHYS 498
- **final degree requirements** – see the degree requirements section of this catalog for specific requirements of the Bachelor of Science degree as well as final graduation requirements.

The total credits of the major requirements are 61-67. The core curriculum and mission seminars require 38-52 credits. A total of 128 credits, 43 of which need to be at the 300/400 level, are required to graduate.

Transfer course and waivers and/or substitutions could modify these credit totals.

Students majoring in mathematical physics may not double major in mathematics or minor in mathematics or physics.

Mathematics

Mission

The mathematics department seeks to prepare students to be competent mathematicians or mathematics teachers, within the context of a liberal arts background. Our mission is to enable these students to understand the concepts of mathematical proof and axiomatic-deductive systems, and to communicate appropriately mathematical content, whether in oral or written form. We seek to have our students know how mathematics can be used in a variety of situations and how to use it appropriately. We expose our students to a variety of technological tools for use in solving mathematical problems. The department also plays a role as a provider of service courses to many of the other majors in the university, and is in continual dialog with colleagues in other departments, serving the university at large with such mathematical education as the community needs and requests, while upholding the integrity and standards of mathematics.

Mathematics Major (Bachelor of Science)

- **core curriculum and mission seminars** – see the core curriculum section of this catalog
- **math requirements** – MATH 220, 221, 230, 260, 320, 321, 330, 340, 344, 365, 420, 450, 499
- **support courses** – PHYS 260, 270; PHIL 105, PHYS 261 strongly recommended
- **final degree requirements** – see the degree requirements section of this catalog for specific requirements of the Bachelor of Science as well as final graduation requirements

The total credits of the core and major requirements are 48. The core curriculum and mission seminars require 38-52 credits. A total of 128 credits, 43 of which need to be at the 300/400 level, are required to graduate. Transfer course and waivers and/or substitutions could modify these credit totals.

Mathematics, Early Adolescence through Adolescence, Education Major (Bachelor of Science)

- **core curriculum and mission seminars** – see the core curriculum section of this catalog
Education majors are required to take specific core curriculum courses to satisfy DPI licensure requirements. Students should refer to their degree audit for specifics.
- **math requirements** – MATH 220, 221, 230, 260, 320, 321, 330, 340, 344, 365, 420, 450, 499
- **support courses** – PHYS 260, 270; PHIL 105, PHYS 261 strongly recommended
- **Education requirements** – EDUC 150, 215, 255, 306, 316, 328, 330, 390, 459, 482
- **final degree requirements** – see the degree requirements section of this catalog for specific requirements of the Bachelor of Science as well as final graduation requirements

The total credits of the core and major requirements are 87. The core curriculum and mission seminars require 38-52 credits. A total of 128 credits, 43 of which need to be at the 300/400 level, are required to graduate. Transfer course and waivers and/or substitutions could modify these credit totals.

See the School of Education section for teacher education policy. Student teaching is completed in the final semester.

Mathematics Minor

- MATH 220, 221, 230, two courses from MATH 260, 320, 321, 330, 340, or 365

Note: a student may be required to take MATH 112 or 113 as preparation for 220, depending on their initial placement.

The total credits of the minor requirements are 18-19. Transfer course and waivers and/or substitutions could modify these credit totals.

Mathematics, Middle Childhood through Early Adolescence, Education Minor

- MATH 112, 113, 220, 230, 260

Note: MATH 112 and/or MATH 113 may not be required, depending on initial placement.

Elementary education majors normally take MATH 155, 255, and 355. In the case of a mathematics minor, however, 155 will be waived.

The total credits of the minor requirements are 18. Transfer course and waivers and/or substitutions could modify these credit totals.

Mathematics, Early Adolescence through Adolescence, Education Minor

- MATH 220, 221, 230, 260, 450

Note: a student may be required to take MATH 112 or 113 as preparation for 220, depending on their initial placement.

See the School of Education section for teacher education policy and additional requirements. Student teaching is completed in the final semester.

The total credits of the minor requirements are 19. Transfer course and waivers and/or substitutions could modify these credit totals.

Natural Science

Mission

The natural science major is a flexible, non-research oriented science degree intended for students who are planning careers for which science research is not an essential component. The purpose of the natural science major is three-fold – 1) to enable students in selected pre-health professional programs an opportunity to obtain a bachelor's degree from Viterbo University after they complete their first year at a professional school with which Viterbo University has developed a dual degree articulation agreement; 2) to provide a broad based background in biology, chemistry, environmental science, physics, and earth science that will prepare students for entry into a variety of professional schools such as medical, physician assistant, law, environmental policy, and others in which a broad science education would be an advantage; 3) to prepare students for a career in science teaching at the middle school and high school levels.

Goals

- to broadly expose students to the natural science field, with an additional concentration allowing more in-depth exposure in the area that complements their career goals
- to prepare students for careers in broad field science teaching, graduate and professional programs, and entry level positions
- to provide a flexible program to allow students to complete dual degree articulation agreements established by Viterbo University

Natural Science Major (Bachelor of Science)

- **core curriculum and mission seminars** – see the core curriculum section of this catalog
- **core requirements** – BIOL 160, 161, CHEM 106 and 140, or 120 and 121, ENVS 111, MATH 112, 130 or 230, PHYS 250/270 and 251/271 or 260/270 and 261/270, BIOL 397 or CHEM 397
- **natural science requirements** (choose one concentration) –
 - **biology concentration** – BIOL 250, 251; 12 credits BIOL numbered 300 or above (not including 397); four credits CHEM numbered 200 or above (not including 397) or four credits BIOL numbered 300 or above (not including 397)
 - **chemistry concentration** – CHEM 240, 330, 340; eight credits CHEM numbered 300 or above (not including 397); MATH 220, 221
 - **environmental science concentration** – BIOL 250, 251, 321; CHEM 372, ENVS 400; four credits of BIOL or CHEM numbered 300 or above (not including 397)
 - **broad field science teaching concentration** – BIOL 250, 251, four credits of BIOL (not including 397); CHEM 240; ENVS 400; ESCI 103; an astronomy course
- **final degree requirements** – see the degree requirements section of this catalog for specific requirements of the Bachelor of Science degree as well as final graduation requirements.

The total credits of the core and major requirements are 57-64; broad field science requires 90-98 credits. The core curriculum and mission seminars require 38-52 credits. A total of 128 credits, 43 of which need to be at the 300/400 level, are required to graduate. Transfer course and waivers and/or substitutions could modify these credit totals.

Viterbo University has dual degree articulation agreements with Logan College of Chiropractic and Ohio College of Podiatric Medicine. Students interested in these areas should see the pre-health advisors for details.

Physics

Physics Minor

- MATH 220, 221, PHYS 250 and 270 or 260 and 270, 251 and 271 or 261 and 271, 12 credits of upper division PHYS electives
MATH 320, 321 strongly recommended.

The total credits of the minor requirements are 28. Transfer course and waivers and/or substitutions could modify these credit totals.

Pre-Health Advising Program

Viterbo University offers a pre-health advising program for dentistry, medicine, optometry, pharmacy, physical therapy, physician assistant, podiatry, and veterinary medicine. All of the pre-professional programs help students meet the science requirements of the graduate programs. Listed below are the science courses required for admittance to each type of science-oriented professional school. There is some variation in the course requirements at different schools, particularly in the specific biology and math courses required. Therefore, the specific requirements of the individual professional school of interest should be examined. For more information on the pre-health advising program, see the pre-professional handbook.

In addition to completing the required sciences courses, a student should work toward a bachelor's degree, even though only two or three years of pre-health training are planned. Although each student is free to choose from any Viterbo University major, Viterbo University has identified majors in biochemistry, biology, chemistry, and natural sciences that satisfy the pre-professional admission requirements of most schools in a four year major sequence. See a pre-professional advisor for program details.

Pre-Chiropractic

A minimum of three years (90 credits) is required for admittance to most chiropractic schools. Science courses required by most chiropractic schools:

- BIOL 160, 161, CHEM 120, 121, 240, 340, PHYS 250/270 and 251/271, or 260 and 261, PSYC 171

Pre-Dentistry

Although the minimum requirement for entrance to a dental school is three academic years of pre-professional education, most students now being admitted to dental schools have a bachelor's degree. Science courses required by most dental schools:

- BIOL 160, 161, 370/371, CHEM 120, 121, 240, 340, MATH 112, 113, PHYS 250/270 and 251/271, or 260 and 261

The Dental Admission Testing Program (DAT) is required of students before acceptance to a dental school and is usually taken in the junior year.

Pre-Medicine

Although the minimum requirements for admission to most medical schools is still three years of undergraduate work, few students now being admitted to medical schools have had less than four years of university preparation. Science courses required by most medical schools:

- BIOL 160, 161, CHEM 120, 121, 240, 340, MATH 230 (220 highly recommended), PHYS 250/270 and 251/271, or 260 and 261

The Medical College Admission Test (MCAT) prepared by the Association of American Medical Colleges is required of students before acceptance to a school of medicine and is usually taken in the junior year.

Pre-Optometry

A minimum of two years (60 credits) is required for admittance to optometry schools. Most students now being admitted to optometry schools have a bachelor's degree. Science courses required by most optometry schools:

- BIOL 160, 161, 296, 370/371, CHEM 120, 121, 240, MATH 112, 113, 220, 230, PHYS 250/270 and 251/271, or 260 and 261, PSYC 171

The Optometry Admission Test (OAT) may be required before acceptance by some optometry schools.

Pre-Pharmacy

A minimum of two years (60 credits) is required for admittance to pharmacy school. Science and non-science courses required by most pharmacy schools:

- BIOL 160, 161, 347, 370/371, 482, CHEM 120, 121, 240, 340, COMM 150, ECON 102, ENGL 104, MATH 220, 230, PHYS 250/270 and 251/271, or 260 and 261, PSYC 171

The Pharmacy College Admission Test (PCAT) may be required of students before acceptance to a school of pharmacy.

Pre-Physical Therapy

Admission into DPT programs is very competitive and requirements vary. Most physical therapy programs require the following science courses:

- BIOL 160, 161, 250, 338, PHYS 250, 251, 270, 271, SPSL 331, eight credits of CHEM.

Pre-physical therapy students should keep up to date on school specific prerequisite requirements.

Pre-Veterinary Medicine

All veterinary schools require a minimum of two years of pre-veterinary college study for entrance. One-third of the successful applicants have acquired academic degrees prior to entering veterinary school. Science courses required by most veterinary schools –

- BIOL 160, 161, 370/371, 376, 430, CHEM 120, 121, 240, 340, MATH 112, 113, 220, PHYS 250/270 and 251/271, or 260 and 261

The Veterinary Aptitude Test (VAT) and/or the Graduate Record Examination (GRE) may be required before acceptance by some veterinary schools.

Philosophy

—See Religious Studies and Philosophy

Pre-Law

The Viterbo University pre-law program is designed to offer students a meaningful and liberal education at the baccalaureate level. The pre-law program at Viterbo University has two philosophic purposes – to prepare students for successful entry into an accredited law school; and to prepare students scholastically so as to facilitate successful completion of a graduate degree in law.

Students interested in a law career are individually counseled by the pre-law advisor who suggests a program of study and provides information on law school application.

Pre-law students are advised to focus on undergraduate majors which develop reading, writing, and critical thinking. This may be more important than focusing on specific content. Maintenance of a relatively high undergraduate grade point average is very important for successful law school admission. Recommended undergraduate majors include, but are not limited to, accounting, criminal justice, management, English, psychology, and sociology. Minors in history and philosophy should also be considered. Pre-law students will be advised concerning other courses that will benefit them.

A pre-law student may choose to take an internship with a law firm or related legal services organization. This is a means for the undergraduate student to gain hands-on experience for academic credit before the completion of the bachelor's degree. Such internships are incorporated into the four-year program and do not extend the length of time needed to complete the degree.

Psychology

Mission

Psychology involves the scientific study of behavior and mental processes. The psychology department cultivates competence in the clinical application and research of psychology. As an inherently interdisciplinary field, psychological studies impart practical knowledge to all students from an integrated biopsychosocial perspective. Faculty in psychology routinely emphasize the application of Viterbo's Franciscan values and the utility of experiential learning.

Goals

The goal of the psychology department is to teach students to think critically about psychology and how to apply psychology to their personal and professional lives. This goal is achieved through accomplishing the following learning outcomes:

- Students will be able to identify, describe, and apply ethical guidelines, principles, and standards of the American Psychological Association (APA) in their understanding of research and practice in psychology and related fields.
- Students will be able to apply appropriate writing conventions in a variety of academic and professional contexts.
- Students will be able to analyze and evaluate issues and events from biopsychological and multicultural perspectives.
- Students will be able to describe, apply, analyze, and evaluate enduring and emerging theories and/or research in developmental psychology and biopsychology.
- Students will be able to understand, value, and utilize research to gain knowledge and make decisions.
- Students will be able to identify how they will use their psychology training in their future profession.

Admission to Internship

Students applying for an upper level internship (PSYC 487), must meet the following requirements:

- an overall grade point average (GPA) of 2.3
- a GPA of 2.5 in psychology courses
- a written statement of long and short term goals, submitted to the student's advisor, during the semester preceding the internship

Final admission to the internship will be given upon written departmental approval.

Policy

Students who have previously earned a degree with a major in psychology must complete a minimum of 18 unduplicated credits in addiction studies to be awarded the second major of addiction studies.

Addiction studies majors must complete a background information disclosure statement and a criminal history search, and have these results approved by the program and the university by the established guidelines prior to beginning the first course at Viterbo University.

Addiction studies majors may not declare a substance abuse counseling minor or a psychology minor.

Addiction Studies (degree completion) Major (Bachelor of Arts or Science)

- **core curriculum and mission seminars** – see the core curriculum section of this catalog
- **addiction studies requirements** – ADCT 330, 423, 427, 499, PSYC 100 or 171, 205, 270, 305, 340, 422, three credits from PSYC 352, 365, 404, 406, 412, 418, 421, 424, 426, 443, 452, 453, 461, 462, 467, 472, 478, 484
- **final degree requirements** – see the degree requirements section of this catalog for specific requirements of the Bachelor of Arts or Science degree as well as final graduation requirements

The total credits of the major requirements are 31. The core curriculum and mission seminars require 35-43 credits. A total of 128 credits, 43 of which need to be at the 300/400 level, are required to graduate. Transfer course and waivers and/or substitutions could modify these credit totals.

Transfer Agreements

Students with an earned two-year degree (A.A. A.S., A.A.S.) that meets the state regulations for education requirements for substance abuse counseling may earn a Bachelor of Arts or Science with a major in addiction studies. The degree must have been earned May 2006 or later. Students may not begin these programs or be considered a student in these programs until the two-year degree has been completed and documented on a transcript. The student cannot be dually enrolled. The two-year degree must be completed prior to transfer to Viterbo.

Two year schools offering the education requirements include Chippewa Valley Technical College, College of Menominee Nation, Fox Valley Technical College, Gateway Technical College, Madison Area Technical College, Milwaukee Area Technical College, Moraine Park Technical College, Northeast Wisconsin Technical College, Waukesha County Technical College and others as approved.

This program is offered online with a week summer residency at the completion of the program.

Addiction Studies (degree completion) Major (Bachelor of Arts or Science)

(Available to students who have completed a two year degree that meets the state regulations for education requirements for substance abuse counseling.)

- **core curriculum and mission seminars** – see the core curriculum section of this catalog
- **addiction studies requirements** – ADCT 330, 498, PSYC 412, 426, 473, seven credits of upper division PSYC (must be taken at Viterbo and not transferred)
- **support courses** – 12 upper division credits in criminal justice, psychology, sociology, or women's studies (may be transferred, but must have been taken at the upper division level at the transfer institution)
- **final degree requirements** – see the degree requirements section of this catalog for specific requirements of the Bachelor of Arts or Science degree as well as final graduation requirements

The total credits of the major requirements are 28. The core curriculum and mission seminars require 35-43 credits. A total of 128 credits, 43 of which need to be at the 300/400 level, are required to graduate. Transfer course and waivers and/or substitutions could modify these credit totals.

Biopsychology Major (Bachelor of Science)

- **core curriculum and mission seminars** – see the core curriculum section of this catalog
- **biology core requirements** – BIOL 160, 161, 250 or 251, 353

- **biopsychology core** – BIOP 261, 430, 489, 499
- **psychology core** – PSYC 171, 340, 424, three credits PSYC
- **research** – BIOL 397 or PSYC 330
- **support courses** – CHEM 106 or 120 and 121, 140 or 240, MATH 130 or 230
- **final degree requirements** – see the degree requirements section of this catalog for specific requirements of the Bachelor of Science degree as well as final graduation requirements

The total credits of the core, major and support course requirements are 50-58. The core curriculum and mission seminars require 38-52 credits. A total of 128 credits, 43 of which need to be at the 300/400 level, are required to graduate. Transfer course and waivers and/or substitutions could modify these credit totals.

Psychology Major (Bachelor of Arts or Science)

- **core curriculum and mission seminars** – see the core curriculum section of this catalog
- **core requirements** – PSYC 100, 114, 149, 171, 220, 230, 270, 330, 340, 349, 351
- **content categories:**
 - **biological basis of behavior** (select one) – BIOP 261 or PSYC 261 or 305 or 430
 - **substance use and society** (select one) – PSYC 205 or 304
 - **from theory to practice** (select one) – PSYC 332, 352, 365, 422, 424, 435
 - **cognitive, development, and social psychology** (select one) – PSYC 250, 310, 320, or 335
- **advanced experience** (select one) – 481, 487, or 489*
- **psychology capstone** – 499
- **psychology electives** – three credits
- **support courses** – BIOL 203, MATH 130 or 230 or PSYC 223 or SOCL 223
- **final degree requirements** – see the degree requirements section of this catalog for specific requirements of the Bachelor of Arts or Science degree as well as final graduation requirements

*Students applying for the advanced experience must meet the following requirements: an overall grade point average (GPA) of 2.3, a GPA of 2.5 in psychology courses, a written statement of long and short term goals submitted to the student's advisor during the semester preceding the experience. Final admission to the experience will be granted upon written departmental approval. Internship candidates (487) should contact their advisor or the campus internship coordinator.

The total credits of the core, major, and support course requirements are 55-68. The core curriculum and mission seminars require 38-52 credits. A total of 128 credits, 43 of which need to be at the 300/400 level, are required to graduate. Transfer course and waivers and/or substitutions could modify these credit totals.

Psychology Minor

- 18 credits including PSYC 100 or 171 and six credits of upper division PSYC coursework (300 or above)

The total credits of the minor requirements are 18. Transfer course and waivers and/or substitutions could modify these credit totals.

Students seeking the psychology minor should confer with the department faculty on the selection of courses.

Substance Abuse Counseling Minor

The substance abuse counseling minor is a series of seven courses which fulfills the classroom education requirements for entry into the field of substance abuse counseling. The 21 credits fulfill the 360 classroom hours of education in this area. PSYC 100 or 171 is a prerequisite. Psychology majors are required to take an additional social science course (CRMJ 351, SOCL 351, SOWK 332, or 333.)

- ADCT 423, 427, PSYC 205, 270, 305, 340, 422; an additional course selected from CRMJ 150, 351, RLST 370, SOCL 150, 328, 351, 370, SOWK 328

The total credits of the minor requirements are 24-27. Transfer course and waivers and/or substitutions could modify these credit totals.

Religious Studies and Philosophy

Religious Studies

Mission

The religious studies department of Viterbo University rooted in the teachings of Christ Jesus, and the faith of the Roman Catholic Tradition:

- Endeavors to instruct and inspire students through an exploration of religious truths, as expressed in scripture, Church teaching, and in the lives of Francis, Clare, and Rose of Viterbo.
- Challenges students to the pursuit of truth and moral decision making.
- Provides opportunities to engage students in the work of peace, justice, human dignity, ecumenism, compassion, and care for creation.
- Manifests in its faculty the peace, joy, humility, and hospitality that characterized Jesus, Francis, Clare, Rose of Viterbo, and their followers.

Because Viterbo University is a liberal arts university which is both Christian and Catholic, it has an obligation to provide courses in religious studies for its students. In a world becoming increasingly technological, men and women need the stabilizing and integrating experience of the Transcendent. Religious studies courses provide for both the inner search and outer exploration of the elements that are part and parcel of the human religious experience. Religious studies are not a desirable peripheral benefit of a college education at Viterbo University; they form an integral and integrating core.

The religious studies and philosophy department provides the professional academic background and experiential learning for those who choose a career within church or church-related programs.

Religious Studies Major Goals (general)

- Develop the skills of theological scholarship.
- Demonstrate knowledge and comprehension of historical and contemporary theological scholarship and applied skills in sacred scripture, social justice, liturgy/worship, Christology, ecclesiology, sacraments, world religions.
- Articulate and analyze a Catholic understanding of theology, scripture, tradition, and doctrine.
- Based on knowledge and comprehension of outcomes one and two, identify and analyze current issues in theology in light of the gospel.
- Develop the skills of philosophical reasoning.
- Demonstrate the ability to use the tools of critical thinking to distinguish argumentative and non-argumentative forms of reasoning, evaluate arguments, construct sound arguments, and articulate sound arguments in the public forum.

Goals (discipline specific):

Students with an emphasis in religious studies:

- Development of Christian spirituality.
- Demonstrate personal witness to an integrated Christian spirituality formed by sacred scripture, theological reflection, and communal and private prayer.
- Exhibit an understanding of Christian discipleship through service.
- Identify and relate reverently with a diversity of persons, age groups, cultures, and religious traditions.
- Students with an emphasis in philosophy.
- Develop knowledge of the Western philosophical tradition.
- Demonstrate an understanding of the historical development of metaphysics.
- Demonstrate an understanding of the historical development of epistemology.
- Demonstrate an understanding of the historical development of ethics.
- Demonstrate an understanding of the historical development of aesthetics.

Religious Studies (Bachelor of Arts)

- **core curriculum and mission seminars** – see the core curriculum section of this catalog
- **religious studies requirements** – RLST 160, 222, 230, 260, 280, 331, 333, 348, 410, 465, 481, six credits of RLST electives
- **philosophy requirements** – PHIL 310, six credits of PHIL (312 highly recommended)
- **final degree requirements** – see the degree requirements section of this catalog for specific requirements of the Bachelor of Arts degree as well as final graduation requirements

The total credits of the major course requirements are 47. The core curriculum and mission seminars require 38-52 credits. A total of 128 credits, 43 of which need to be at the 300/400 level, are required to graduate. Transfer course and waivers and/or substitutions could modify these credit totals.

Ministry Minor

- RLST-230, 260, 311, 360, 370, 440, three credits of 487

The total credits of the minor requirements is 21. Transfer course and waivers and/or substitutions could modify these credit totals.

Religious Studies Minor

- RLST 160, 222, 410, nine credits RLST electives, six of which must be numbered 300 or higher

The total credits of the minor requirements are 18. Transfer course and waivers and/or substitutions could modify these credit totals.

Servant Leadership Minor

- RLST 260, 410, 481, nine credits of approved VUSM

The total credits of the minor requirements are 17. Transfer course and waivers and/or substitutions could modify these credit totals.

Philosophy

Mission

The philosophy department rooted in the systematic analysis of the Western philosophical tradition:

- Endeavors to instruct and inspire students to discover the relevance of philosophy to current problems in our world, and encourages a lifelong commitment to philosophical reflection and ethical practice.
- Challenges students to the pursuit of truth and ethical decision making.
- Provides opportunities to engage students in critical thinking and public discourse about some of the most important ideas of the human experience.
- Manifests in its faculty a passion for philosophy and a commitment to the student's pursuit of truth, ethical decision making, intellectual honesty, and the courage and tenacity for philosophical inquiry and practice.

Philosophy encourages exploration and discussion of fundamental philosophical questions and issues that proceed from commitment to the virtues of the Catholic Franciscan tradition, including hospitality, humility, and a commitment to truth, faith, hope, and charity. Accordingly, the program aims to engage students in systematic critical thinking, introduce students to classic figures and topics in the history of philosophy, develop students' insight into the philosophical implications of their own life values and American cultural attitudes, challenge students to discover the relevance of philosophy to current problems in our world, and encourage lifelong commitment to philosophical reflection and ethical commitment in the world.

Philosophy Major (Goals)

- Knowledge of the history of philosophy
- Knowledge of formal and informal logic
- Develop the skills of critical and independent argumentation
- Develop an appreciation for viewpoints apart from one's own
- Knowledge of the branches of philosophy and how epistemology, metaphysics, and ethics differ

- Specialization in a particular period or philosopher
- Strong investigative and research skills in philosophy
- Strong oral and written communication skills in philosophy

Philosophy Goals (discipline specific)

- Identify and evaluate logical arguments
- Develop knowledge of the history of philosophy (primarily from the Western tradition, but not exclusive to the Western tradition)
- Foster an appreciation for the Socratic method as a way of inquiry
- Develop an understanding of different ways of acquiring knowledge
- Develop the skills of critical analysis and effective communication
- Identify and articulate some of the ethical issues in contemporary society
- Evaluate strategies for ethical decision-making and problem-solving
- Develop a greater understanding of oneself as a social and moral agent
- Appreciate the basic differences among a deontological, utilitarian, and virtue ethics approach to resolving contemporary ethical problems
- Understand how theory informs practice and vice versa
- Understand the philosophical questions central to the study of epistemology
- Understand the philosophical questions central to the study of metaphysics
- Understand the philosophical questions central to the study of politics and the structure of societal relations

Philosophy Major (Bachelor of Arts)

- **core curriculum and mission seminars** – see the core curriculum section of this catalog
- **philosophy requirements** – PHIL 100 or 101 or 105, 400, two courses from PHIL 320, 340, or 370, three courses from PHIL 311, 312, 313, or 333, 15 credits from PHIL 244, 286, 302, 310, 315, 316, 321, 360, 365, 381, 486, 488, or 490
- **support courses** – HIST 101, 102, PSYC 100 or 171, RLST 410, three courses, with a minimum of two disciplines, from ENGL 307, 341, 354, HIST 247, 335, PSYC 425
- **final degree requirements** – see the degree requirements section of this catalog for specific requirements of the Bachelor of Arts degree as well as final graduation requirements

The total credits of the core, major and support course requirements are 57. The core curriculum and mission seminars require 38-52 credits. A total of 128 credits, 43 of which need to be at the 300/400 level, are required to graduate. Transfer course and waivers and/or substitutions could modify these credit totals.

Philosophy Minor

- 18 credits, including PHIL 100 or 101

The total credits of the minor requirements is 18. Transfer course and waivers and/or substitutions could modify these credit totals.

Philosophy minors are encouraged to consider a concentration in ethical studies.

Philosophy Minor, Ethical Studies Concentration

- PHIL 100, VUSM 100 or 300, PHIL 488 or VUSM 400 (approved for philosophical inquiry), two courses from PHIL 302, 315, 321, OMGT 402, one course from ACCT 425, ADCT 423, BLAW 343, COMM 414, CRMJ 470, EDUC 343, ENGL 243, HIST 304, 344, MGMT 379, NURS 301, 302, OMGT 379, 402, PHIL 316, 340, 360, PSYC 250, 374, RLST 465, SOCL 250, 333, 354, SOWK 333, 341, SPML 320

Social Work

Mission

The mission of the Viterbo University social work program is to prepare baccalaureate students for entry level generalist social work practice. In an atmosphere of integrity and respect, students will develop professional knowledge, values, and skills for service provision and social change. The program is guided by the Franciscan values of human dignity, social justice, strengths of diverse populations, and respect for disenfranchised members of our global society.

Goals

- Prepare students for beginning generalist social work practice with individuals, families, groups, organizations, and communities.
- Prepare students for social work practice with diverse populations and cultures.
- Prepare students in the use of social work research to inform and evaluate practice.
- Prepare students for development of a professional identity consistent with social work values and ethics.
- Prepare students to promote social and economic justice for disenfranchised groups through social change and advocacy.

The program consists of a two-year pre-professional component and a two-year professional component. Any Viterbo University student may declare a social work major. Social work majors are formally admitted to the professional social work program, typically in the spring of their sophomore year. The curriculum leads to a Bachelor of Arts or Bachelor of Science degree with a major in social work. The social work program is (nationally) accredited by the Council on Social Work Education.

Admission

The professional social work course sequence begins at the junior level. Students apply to the professional phase of the program by completing a formal application for admission. The application is due February 1 of the sophomore year for formal admission to the junior year courses. Only applications from change of major or transfer students will be accepted after February 1. The application is available online through the Viterbo social work Web page.

The applicant must satisfy the following criteria:

- completion of 36 credits
- cumulative grade point average (GPA) of 2.5 based on a 4.0 scale at the time of application.
- B or better in SOWK 210 (This course may be repeated once.)
- written application to the social work program
- interview required at the discretion of the admissions committee
- completion of the pre-professional prerequisite curriculum with grades of C or higher prior to beginning the professional sequence courses.

Meeting minimum standards does not guarantee admission to the professional social work program. The social work admissions committee may find it necessary to deny admission to a qualified applicant because of enrollment limits in the professional social work sequence and field education. Depending on the number of qualified applicants, meeting minimum criteria for admission may not be sufficient to be admitted to the professional social work sequence. Students have the right to appeal a denial of admission to the social work program according to the procedures outlined in the social work student handbook.

The social work program will not approve academic credit given for life experience or previous work experience in whole or in part, in lieu of field education or academic course work. The social work program does not offer students an opportunity to receive credit by examination for social work courses.

Progression in the professional phase of the social work program

In order to progress in the professional social work program, students must

- maintain a 2.50 grade point average (GPA) based on a 4.0 scale in SOWK 210, 240, 275, 280, 321, 331, 340, 341, 421, 431, 441, and 482
- receive a minimum grade of C or better in SOWK 240, 275, 280, 321, 331, 340, 341, 421, 441, 482
- receive a grade of CR (credit) in SOWK 479 and 480
- maintain an overall cumulative GPA of 2.5
- achieve grades of C or better in all prerequisite and support courses

Admission to Field Education

The professional social work curriculum culminates with a one semester 450 hour field education experience in an approved agency setting. Students are required to complete an application process for acceptance to field education one semester before intended entry. Only social work majors who have completed all courses in the professional phases of the social work curriculum except SOWK 480 and 482 and meet criteria for field education will be admitted into field education. A criminal background check is required to enter field education. Students with a history of physical violence, sexual misconduct or any other offense which would make the student unemployable as a social worker may be denied admission to field education in a particular semester. Admission into field education is limited by the number of opportunities for placement in certified field agencies. In the event that field education applications exceed placement sites, eligible students will be accepted based on the number of credits completed. If the number of credits completed is very similar, the cumulative GPA may also be used in the field education admission decision. Students who qualify for field education but are not able to be accommodated due to placements limitations will be placed in the following semester.

Social Work Major (Bachelor of Arts or Science)

- **core curriculum and mission seminars** – see the core curriculum section of this catalog
- **pre-professional curriculum requirements** – BIOL 203, COMM 150, ENGL 103 and 104 or 105, POSC 121, PSYC 100 or 171, SOCL 125, SOWK 210, 240, 275
- **professional requirements** – SOWK 280, 321, 331, 340, 341, 421, 431, 441, 479, 480, 482
- **support courses** – MATH 130 or PSYC 223 or SOCL 223, PSYC 340 or SOCL 366 or SOWK 366, SOCL 320
- **focus area** – choose nine credits in one area
 - **child and family services** – PSYC 205, 310, SOCL 333, 334, SOWK 333, 334, 360
 - **criminal justice** – CRMJ 150, 345, 351, 380, PSYC 205, SOCL 150, SOWK 360
 - **cultural diversity** – GLST 200 (minimum three credits), 400 (minimum three credits), LASP 200, SOCL 328 SOWK 328, SPAN 364, 412, three credits of global study experience
 - **general social work practice** – SOCL 328, 332, 333, 366, SOWK 328, 332, 333, 334, 360, 366
 - **gerontology** – HMG 101, NURS 301, 302, PHIL 321, SOCL 244, 332, 344, SOWK 332
 - **health care** – ENGL 243, HMG 101, 320, 330, 425, NURS 351, PHIL 321, WMST 351
 - **mental illness** – PSYC 205, 304, 374, SOCL 366, SOWK 360, 366
 - **social justice** – RLST 230, 260, 370, SOCL 328, 353, 354, 370, SOWK 328
- **final degree requirements** – see the degree requirements section of this catalog for specific requirements of the Bachelor of Arts or the Bachelor of Science degree as well as final graduation requirements.

The total credits of the pre-professional curriculum, professional requirements, support courses, and major elective courses are 82-83. The core curriculum and mission seminars require 38-52 credits. Transfer course and waivers and/or substitutions could modify these credit totals.

Sociology

Mission

The sociology major is designed to help students develop an understanding of how individuals are influenced by the social contexts in which they live. Courses provide students with training in the fundamental areas of sociological theory and research, and simultaneously cultivate critical thinking and communication skills. Our curriculum also has a strong focus on issues of social inequality, thereby fostering an appreciation for human diversity, a sense of global awareness, and a commitment to community service. This unique set of skills and knowledge not only makes students an asset to employers in an increasingly diverse society, but also provides students with the personal insights that enrich their own lives. Graduates may pursue careers in fields as varied as human services, business, education, and social research, or continue their studies in graduate school.

Goals

- Students will be able to apply the sociological imagination to explain the link between individual experience and larger social forces.
- Students will demonstrate an understanding of major sociological theories and an ability to apply them to practical examples.
- Students will be able to design and execute an original research project as well as critically evaluate the research of others.
- Students will be able to think critically about social issues and policies.
- Students will be able to effectively communicate their ideas orally and in writing.
- Students will recognize and appreciate the diversity and inequality of American society as well as place of American society in the global community.
- Students will demonstrate and value responsible citizenship by providing service and leadership in their communities.

Policy

Due to the interdisciplinary nature of the criminal justice degree, students may not major in both criminal justice and sociology.

Sociology Major (Bachelor of Arts or Science)

- **core curriculum and mission seminars** – see the core curriculum section of this catalog
- **sociology core** – SOCL 125, 265, 310, 320, 338, 353, 430, 465
- **sociology electives** – 18 credits chosen from CRMJ 150, 351, 364, MGMT 395, 448, PSYC 110, 223 (if not taken as a support course), 250, RLST 370, SOCL 110, 149, 150, 210, 223 (if not taken as a support course), 244, 245, 249, 250, 286, 288, 328, 330, 332, 333, 344, 345, 349, 351, 354, 364, 366, 370, 395, 448, 456, 486, 487 (up to nine credits), 488, SOWK 210, 328, 332, 333, 366, 456
- **support course** – MATH 130 or PSYC 223 or SOCL 223
- **final degree requirements** – see the degree requirements section of this catalog for specific requirements of the Bachelor of Arts degree and the Bachelor of Science degree as well as final graduation requirements

The total credits of the core and major requirements are 45. The core curriculum and mission seminars require 38-52 credits. Transfer course and waivers and/or substitutions could modify these credit totals.

Social Justice Concentration

Students may choose to complete a social justice concentration by taking the following courses as their sociology electives: diversity, SOCL 310, 320, 353; policy, SOWK 341, 441; social change leadership, RLST260, SOCL 354.

Sociology minor

- SOCL 125; 15 credits of SOCL, at least nine credits at the 300 level or above

Students may include up to three credits of 149, 249, 349, or 487. A minimum of 12 credits may not be credits used to fulfill a student's major.

The total credits of the minor requirements are 18. Transfer course and waivers and/or substitutions could modify these credit totals.

Sport Science and Leadership (Bachelor of Science)

Sport Science and Leadership Major (Bachelor of Science)

- **core curriculum and mission seminars** – see the core curriculum section of this catalog
- **sport science and leadership** – BIOL 104 and 114 or 347 and 482, 160, 161, NUTR 260, SPML 320, 350, 481, 490, SPSL 100, 110, 331, 338 or BIOL 338, 430
- **support courses** – MATH 113, 130 or 230 or MGMT 230 or PSYC 223 or SOCL 223, PHYS 250 and 270 or 260 and 270, six credits from PSYC 344, RLST 326, SOCL 245, SPSL 200, 220, 286, eight credits CHEM
- **final degree requirements** – see the degree requirements section of this catalog for specific requirements of the Bachelor of Science degree as well as final graduation requirements

The total credits of the major and support course requirements are 69-70. The core curriculum and mission seminars require 38-52 credits. Transfer course and waivers and/or substitutions could modify these credit totals.

Sustainability

—See **Environmental Sustainability (School of Letters and Sciences)** or **Sustainability Management (School of Business)**

Women's Studies

Mission

The mission of the women's studies minor program is to encourage students to understand and deal constructively with women's issues by examining them in the context of their own personal experiences.

The women's studies minor is an interdisciplinary program integrating new developments in business, criminal justice, history, literature, psychology, sociology, the arts, and the health sciences. It examines the often unacknowledged contributions of women within these fields and analyzes gender in culture and society to offer new and challenging ideas about the nature of knowledge and how we think about the world. Women's studies encourages students to make connections among various fields of learning and to understand and respect differences not only in gender, but also in race, class, sexuality, ability, and religious affiliation.

A student in the women's studies program at Viterbo learns how systems of privilege and inequality affect women's lives, explores women's issues directly related to her/his major field of study, and applies feminist principles to serve women in the La Crosse community.

Women's Study Minor

- WMST 100 or VUSM 290 and 400
- 15 credits from the core and support courses below. Nine of the 15 credits must be taken from the core courses.
 - **core courses** – ARTS 200, CRMJ 345, ENGL 346, 347, HIST 352, 353, 355, 380, MGMT 385, MUSC 200, NURS 351, RLST 352, SOCL 310, VUSM 252, 280, WMST 286, 288, 351, 486, 488

- **support courses** – PSYC 110, 320, SOCL 320, 330, 345, 353, 430, any VUSM 200 level course (except 252, 280, 290); PSYC 487, SOCL 149, 249, 349, 487 may also be used as support courses with prior approval of the women’s studies coordinator

The total credits of the minor requirements are 21. Transfer course and waivers and/or substitutions could modify these credit totals.

World Languages and Cultures

Mission

The world languages and cultures department is an integral part of the liberal arts education at Viterbo University. It fosters cultural awareness, understanding and respect by developing the listening, speaking, reading and writing skills of other languages through interactive, experiential learning. The department provides Spanish courses for Spanish majors and minors and for elementary and secondary pre-service teachers as well as language courses that meet the needs of other programs.

Goals

By the end of their second semester, students will have demonstrated:

- A basic knowledge and understanding of the target culture and its legacy.
- An understanding of the target language in written form.
- An understanding of the target language in verbal form.
- A basic knowledge of pronunciation and grammar rules of the target language.

Policy

International Baccalaureate and CLEP Exam credit. See the alternative credit section of this catalog or the registrar’s office for further information.

Spanish Program

Mission

The Spanish program strives to guide the students in reaching an advanced level of proficiency in all aspects of the Spanish language as well as an understanding and appreciation for Spanish and Spanish-American cultures while emphasizing their contributions to U.S. and North American cultures.

Goals

The student will be able to:

- communicate effectively using verbal and written language
- demonstrate understanding of Spanish in verbal and written form
- develop a knowledge base of the contemporary issues surrounding the Spanish-speaking world and their historical background observe, recognize, and describe facts and overall patterns of the historical and contemporary contexts of the individual, family, and immediate surroundings within the cultures of the target language

Through highly interactive, participative classroom and experiential learning using interpersonal and technological resources, students are challenged to develop their knowledge and expertise to effectively interact with the Spanish, Latin American and U.S. Hispanic communities. Courses offered on campus provide students with exposure to a broad range of aspects of language, culture, literature and linguistics. In addition, recognizing the importance of total linguistic and cultural immersion, students are encouraged to participate in study programs, experiences, and/or internships in an area where the target language is dominant. Course work and study are balanced by extracurricular activities locally and regionally to provide students an opportunity to use their skills and to broaden their educational focus.

Students elect to study Spanish for the following reasons:

- To major in Spanish (teaching or general major) or to double major with another field of study.
- To pursue a minor in Spanish to complement their major.

- To enhance their major area of study with a competency in a foreign language through elective coursework.
- To meet the foreign language requirement for the B.A. degree.

Policy

Courses in literature and culture must be taken in two of the three areas of the Spanish-speaking world – Spain (Peninsular), Latin America, U.S. Hispanic. A demonstrated proficiency at the Advanced level in listening, reading, and writing as evidenced through department assessment. A demonstrated cultural knowledge in two of the three areas of the Spanish-speaking world as evidenced through department assessment.

Retroactive Credits for Spanish

Students who enter Viterbo University with advanced preparation in Spanish may receive from four to 14 retroactive credits provided –

- the student takes a placement exam to determine appropriate class level
- a grade of C or better is earned in the student's first university course above the 101 level

Retroactive credits will appear on a student's transcript after the grading deadline of the term in which the first university course above the 101 level was completed and the minimum grade was achieved. The retroactive credits granted may be used toward fulfilling the B.A. degree requirement as well as toward the Spanish major or minor requirements.

A student who has received college credit for a Spanish course taken while in high school (through Advanced Placement, Youth Options, or other cooperative agreements between secondary and post secondary schools), or received Viterbo transfer credit for a course taken at another college or university may not take the placement exam or be awarded retroactive language credits.

For further information see your advisor or the world language and cultures department chairperson.

Study Abroad

A period of residency of at least one month in a country where the target language is spoken is required for Spanish majors and for teaching certification in the major and the minor. Up to 32 credits from an approved study abroad program may be transferred in to meet degree requirements for both the teaching and non-teaching majors and up to six credits for the teaching and non-teaching minor.

Other Languages

Viterbo University offers a one year rotation of languages that includes German, French, and Italian. In addition to French, mentioned at the end of this section, students may continue the study of German using the UW-L/Viterbo University co-op program. Students are also encouraged to continue studying the language of their choice through study abroad programs. Viterbo University accepts transfer credit in any language, including sign language.

Spanish Major (Bachelor of Arts)

- **core curriculum and mission seminars** – see the core curriculum section of this catalog
- **Spanish requirements:**
 - **language** – SPAN 305, 306, 340, 405, 406
 - **culture** – nine credits taken from SPAN 307, 310, 312, 336, 410
 - **literature** – nine credits taken from SPAN 308, 314, 316, 318
 - **Spanish electives** – 10 credits
 - **proficiency** – a proficiency level of Intermediate-High in speaking assessed through a standardized oral exam (Oral-Proficiency Interview)
- **final degree requirements** – see the degree requirements section of this catalog for specific requirements of the Bachelor of Arts degree as well as final graduation requirements

The total credits of the major requirements are 43. The core curriculum and mission seminars require 38-52 credits. Transfer course and waivers and/or substitutions could modify these credit totals.

Equivalents of the required courses may be taken through an approved study abroad program. Refer to the study abroad section of this catalog.

Spanish, Early Childhood through Adolescence, Education Major (Bachelor of Arts)

- **core curriculum and mission seminars** – see the core curriculum section of this catalog
Education majors are required to take specific core curriculum courses to satisfy DPI licensure requirements.
- **Spanish requirements** –
 - **language** – SPAN 305, 306, 340, 405, 406
 - **culture** – nine credits taken from SPAN 307, 310, 312, 336, 410
 - **literature** – nine credits taken from SPAN 308, 314, 316, 318
 - **linguistics** – 415, 416
 - **Spanish electives** – six credits
 - **Education requirements** – EDUC 150, 215, 255, 306, 316, 330, 335, 390, 463, 482
- **final degree requirements** – see the degree requirements section of this catalog for specific requirements of the Bachelor of Arts degree as well as final graduation requirements

The total credits of the major requirements are 72-79. The core curriculum and mission seminars require 38-52 credits. Transfer course and waivers and/or substitutions could modify these credit totals.

See the School of Education section for teacher education policy. Student teaching is completed in the final semester.

The requirements below must be met before student teaching –

- Courses in literature and culture must be taken in two of the three areas of the Spanish-speaking world – Spain (Peninsular), Latin America, U.S. Hispanic.
- A proficiency level of Intermediate–High in speaking assessed through a standardized oral exam (Oral Proficiency Interview)
- A demonstrated cultural knowledge in two of the three areas of the Spanish-speaking world as evidenced through department assessment.

Spanish Minor

- SPAN 101, 102, 250, 251, 305, 306, 340, six credits SPAN electives
- proficiency level of Advanced in listening and reading
- proficiency of Intermediate-High in writing and speaking as evidenced through department assessment
- knowledge of Spanish-speaking cultures

The total credits of the minor requirements are 29. Transfer course and waivers and/or substitutions could modify these credit totals.

Spanish, Middle Childhood through Early Adolescence Education, Minor

- SPAN 101, 102, 250, 251, 305, 306, 340, 405, 406, 415, 416, six credits SPAN electives
- EDUC 335
- a period of residency of at least one month in a country where the target language is spoken (up to six credits accepted for transfer)
- proficiency of Advanced-Low (ACTFL) in writing and speaking as evidenced through department assessment
- proficiency of Advanced-Low (ACTFL) in listening and speaking as evidenced through coursework and Oral Proficiency Interview (OPI)

The total credits of the minor requirements are 39. Transfer course and waivers and/or substitutions could modify these credit totals.

See the School of Education section for teacher education policy and additional requirements. Student teaching is completed in the final semester.

Interpreting Studies Minor

Mission

The purpose of the interpreting studies minor is to provide students with an understanding of the complex set of skills needed to become an effective interpreter. The interpreting studies minor introduces students to principles of interpreting including in-depth analyses of cultural competencies, ethical dilemmas and their relevance in the interpreting process.

Goals

- Provide students with the tools to understand and analyze issues related to the theory and practice of interpreting.
- Provide students with the skills and knowledge to analyze ethical and cultural concerns and their implications in the interpreting process.
- Promote awareness regarding the profession of interpreting.

Interpreting Studies Minor

- INTP 301, 444, 452 or 456, SPAN 305, 361 or 364 or 367

The total credits of the minor requirements are 15. Transfer course and waivers and/or substitutions could modify these credit totals.

Certificate in Community Interpreting

Mission

The Viterbo University Certificate in Community Interpreting strives to produce qualified interpreters so that non-English speakers can effectively communicate with the providers of public services so as to facilitate full and equal access to legal, health, educational government, and social services.

Goals

- To serve the interpreting needs of regional and local institutions in health care settings, county services, law enforcement, the court system, and private industry.
- To train professionals in four key areas – cultural competency, ethics, interpreting strategies, and best business practices.

Objectives

- Raise public awareness about the profession of interpreting
- Establish working relationships with community partners for the purpose of ensuring practicum sites and facilitating employment of graduates
- Create a central database to pair up interpreters with regional employers
- Create online and hybrid courses
- Impose standardization within the discipline of interpreting and achieve recognition of the profession through education, legislation and public relations

Eligibility

- Students of language programs.
- Individuals working in the field with no previous training in interpreting.
- Bilingual professionals working in fields not related to interpreting.

Acceptance is based on a successful application/interview/entrance exam.

Requirements

- INTP 301, 444, 452, 456, 481

Certificate in French Studies

Viterbo University students may earn a certificate in French Studies at the University of Wisconsin-La Crosse (UW-L). The tuition to complete the certificate would be covered under the UW-L/Viterbo University co-op agreement. (See relevant section of this catalog.) The certificate is earned and awarded completely at UW-L and the credits would transfer to Viterbo University as elective credits and be applicable to the core curriculum requirements per policy. No notation of completion would be noted on the Viterbo University transcript. Notation would be on the UW-L transcript per UW-L policy. Students intending on pursuing the certificate are subject to UW-L/Viterbo University co-op agreement policy and to UW-L certificate policy. Interested students should contact the chair of the world languages department.

School of Nursing

The School of Nursing prepares nursing and dietetics students for faithful service and ethical leadership as professionals who will advance high standards of practice.

Nursing

Goals

- Implement a professional nursing curriculum that builds on a strong liberal arts foundation for undergraduate learners and offers specialization, expansion, and/or advancement in nursing practice for graduate and professional learners.
- Provide an educational experience that emphasizes active learning in a values based context.
- Create a collegial environment that facilitates the professional development of students and faculty.
- Prepare graduates for professional nursing roles in a dynamic health care environment.

Bachelor of Science in Nursing Program

Mission

The Bachelor of Science in Nursing (B.S.N.) program prepares students for professional holistic nursing practice. Faculty create an educational experience that embraces the pursuit of wisdom and values of caring, integrity, collegiality, and commitment as preparation for faithful service and ethical leadership in a dynamic health environment.

The curriculum leading to a degree of Bachelor of Science in Nursing consists of four academic years (eight semesters). A five-year option (10 semesters) is also available. This option reduces the number of credit hours each semester. Students who do not meet the prerequisites for the science support courses or whose academic record indicates the need for remedial work may be required to follow the five-year program. Other students may elect the five-year option as needed. The graduate of the nursing program is eligible to write the National Council Licensure Examination. After achieving a satisfactory score on this examination, the graduate qualifies as a registered nurse who is prepared to function in a beginning position as a member of an interdisciplinary health team in a variety of settings.

Admission to the Nursing Major

The following requirements must be met in order to be accepted as a nursing major:

- composite ACT score of 20
- high school rank in the 55th percentile or higher; applicants with no high school rank must have a high school grade point average of 3.0/4.0 scale
- completion of one year of high school chemistry, or equivalent, with grades of C or better
- completion of two years of high school algebra, or equivalent, with grades of C or better

Admission to the Professional Nursing Program

The professional nursing sequence of courses begins at the sophomore level. Viterbo students wishing to enter the professional nursing program at the sophomore level must complete a formal application for admission by April 1 prior to the fall semester of desired entry into sophomore level nursing classes.

Students eligible to apply as Viterbo University students are those who have or are in the process of completing two semesters of full-time coursework at Viterbo University. Students must complete all prerequisites by the end of the spring semester in which the application is filed. The completed application packet must be received by the application deadline in order to be considered. The application is available online.

The Nursing Admission Committee will review student records after the posting of spring semester grades. Letters of acceptance/denial will be mailed by June 15. The committee will admit the most qualified students based on cumulative grade point average (GPA), cumulative GPA in prerequisite courses, science GPA, and previous academic records. Preference for admission will be given to the most qualified students. The school may find it necessary to deny admission to a qualified applicant because of enrollment limits in the professional nursing sequence. Depending on the number of qualified applicants, meeting the minimum criteria for admission may not be sufficient to be admitted to the professional nursing sequence. Entrance is a

competitive process. Students not granted admission may either: a) make application one more time in the subsequent year or b) pursue another major.

Those who wish to re-apply must submit a new application packet. Applications are not automatically carried forward. Applicants who have applied in the past are given no special consideration and are reviewed as a member of the current applicant pool. Individuals who re-apply must be currently enrolled at Viterbo University.

Applicants for the professional nursing sequence must have completed the following prerequisites by the end of the semester in which the application for admission to the professional nursing program is filed:

- ENGL 103
- PSYC 100/171
- BIOL 104 and 114 (with grades of C or better)
- CHEM 106 (with a grade of C or better)
- SOCL 125
- Cumulative grade point average (GPA) of 2.75 or above.

Readmission Policy

An individual previously dismissed from the School of Nursing shall be required to complete a readmission packet for the respective program (traditional or B.S.N. Completion.) The packet shall be obtained from the assistant dean of the program to which the individual is seeking readmission. The completed readmission packet will be evaluated on an individual basis by the assistant dean and a readmission board.

Transfer Policy

Students not currently enrolled in at least their second semester at the university are considered transfer students into the nursing major. Transfer students who apply to enter the university as nursing majors will meet the same requirements for admission as entering freshmen. If ACT data is not available, placement testing in math, reading, and writing, and an interview are required. Transcripts from all previous post secondary schools must be submitted; a cumulative grade point average (GPA) of 2.75 on transfer credits (total honor points divided by number of credits) is required.

Transfer students may apply to the professional nursing sequence once they meet all of the academic criteria. The formal application for admission to the professional nursing program must be filed by April 1 prior to the fall semester of desired entry into sophomore level nursing courses. All complete transfer student application will be considered after June 30. Acceptance will be dependent on the number of slots open in the sophomore class. Transfer students will be prioritized in the same manner as internal university application until all openings are filled.

Progression in the Professional Nursing Program

In order to progress in the professional nursing program, students must earn a grade of C in BIOL 296 or repeat the course until a grade of C is earned. Students are expected to earn grades of C or higher in nursing courses. Students who earn a grade of CD or lower in a nursing course will be placed on probation and must earn grades of C or better in all remaining nursing courses. Failure to do so will result in dismissal from the program. In addition, students must maintain a cumulative grade point average (GPA) of 2.5 or higher throughout the nursing program.

Clinical Requirements

Prior to starting the fall semester of sophomore courses, students must show completion of the following:

- certification as a nursing assistant (CNA)
- current CPR for Health Professionals
- up-to-date health history and immunization profile including: physical examination report; record of up-to-date immunization status including – tetanus, diphtheria, poliomyelitis, measles, mumps, rubella, hepatitis B, and varicella; results of an annual Tuberculin test; rubella, rubeola, varicella, and mumps titers

A nursing mathematics competency test must be completed prior to starting clinical. (Spring semester sophomore year.)

It is required that the student's health file and CPR certification remain current throughout the course of the program. Failure to comply will mean that the student will not be allowed to begin or to continue in clinical practicum experiences.

Federal and state statutes require that criminal background checks be completed for all persons who provide nursing care for others or who have access to people who receive care. Clinical agencies prohibit placement of students with criminal histories of specific crimes and offenses that have been identified as bars to employment or licensure (such as abuse, assault, or neglect). The School of Nursing requires that all students complete a background information disclosure statement and a criminal history search prior to beginning the first clinical practicum in nursing. Students also are required to complete background information disclosure statements at the beginning of each level of the program to insure that requirements continue to be met. In addition, clinical agencies may have other specific requirements that students must meet prior to placement. Individuals whose background check identifies bars to the provision of care in contracted agencies or places restrictions on client contact will not be allowed to progress in the program.

Viterbo University School of Nursing utilizes a wide variety of community agencies to assist students in meeting the nursing curriculum objectives. Each student is responsible for his/her own transportation to and from these clinical agencies.

Global Education

Nursing students can choose to participate in an elective study abroad program. Students can earn credit for academic or clinical study through opportunities for cultural immersion experiences within the nursing curriculum or as part of the core curriculum or elective courses. Students are encouraged to work with their academic advisors early in their program of study to plan for these experiences well in advance. More information is available through the Office of Global Education.

Nursing Major (Bachelor of Science in Nursing)

- **core curriculum and mission seminars** – see the degree requirements section of this catalog
- **nursing requirements** – NURS 221, 230, 240, 290, 322, 332, 342, 349, 365, 372, 382, 422, 432, 452, 460, 461, 482
- **support courses** – BIOL 104, 114, 296, CHEM 106 or 120 and 121, MATH 130 or 230, NUTR 280, PSYC 100 or 171, 220, SOCL 125
- **final degree requirements** – see degree requirements section of this catalog

The total credits of the major and support course requirements are 89-94. The core curriculum and mission seminars require 38-52 credits. A total of 128 credits, 43 of which need to be at the 300/400 level, are required to graduate. Transfer course and waivers and/or substitutions could modify these credit totals.

Bachelor of Science in Nursing (B.S.N.) Completion

Goals

- Strive to identify the special needs of the B.S.N. Completion students while at the same time recognizing the requirements of the basic program.
- Implement the professional nursing curriculum with a strong liberal arts foundation.
- Provide an educational experience that emphasizes active learning in a values based context.
- Create a collegial environment that facilitates the professional development of the student.
- Increase the level of professionalism and job mobility.

Mission

The B.S.N. Completion program prepares students for professional holistic nursing practice. Faculty create an educational experience that embraces the pursuit of wisdom and values of caring, integrity, collegiality, and commitment as preparation for faithful service and ethical leadership in a dynamic health care environment.

In addition, faculty create an educational experience that is relevant and meaningful to the practicing nurse as an adult learner.

Viterbo University is committed to providing a quality experience and a meaningful education to graduates of associate degree and diploma nursing programs. The university strives to identify the special needs of the B.S.N. completion student while at the same time recognizing the requirements of the basic program. Various methodologies appropriate to the experienced adult student are utilized.

Admission

To be admitted to the B.S.N. Completion program, applicants must have an Associate Degree in Nursing (ADN) or a Registered Nurse Diploma from a regionally accredited college or technical school. Also, students must show documentation of an active U. S. registered nurse license or its international equivalent prior to beginning the second session of nursing courses in the program.

Graduates of foreign schools of nursing are not required to have a current nursing license if such credentialing is not required by the country in which they practice.

Policy

In order to graduate from the program, students must attain at least 128 credits (43 must be upper division and 12 of these 43 credits must be from courses other than nursing) and have met all requirements of the core curriculum and B.S.N. Completion program curricula. One course must be taken at Viterbo University during the semester or summer school in which the student plans to graduate.

Classes for the B.S.N. Completion program are offered one day per week at the La Crosse campus, as well as at several off-campus locations. In most cases a student can complete the requirements for graduation in approximately two years which includes summer sessions. Up to 39 credits of lower division nursing credits will be awarded to the B.S.N. Completion program student who has graduated from a community college, vocational/technical school, or diploma program.

Students entering the B.S.N. Completion program with 98 or more credits must complete a minimum of 30 credits from Viterbo University. All the following requirements must also be met – 23 nursing credits required for the major; six credits in support courses for the major (three in statistics and three in ENGL 307); 43 upper division credits; and all other requirements in the core curriculum.

A student who does not maintain a 2.5 cumulative grade point average will not be permitted to progress in nursing designated courses until the grade point average is re-established at 2.5.

A student who receives a grade of “CD” or below in a nursing course is placed on probation and must earn grades of “C” or better in any repeated courses in all remaining non-concurrent nursing courses. Failure to do so will result in dismissal from the nursing program.

A non-probationary student who earns a “D” or “F” in a nursing course may be given the opportunity to repeat the course the following semester (if the course is offered). The student will only be permitted to take another nursing course pending development of an academic success plan.

The nurse shall have submitted documentation of an active U.S. registered nurse (RN) license or its international equivalent prior to beginning the second semester of the B.S.N. Completion program. The nurse shall have at least two years of practice in a health care facility, or approval by the B.S.N. Completion Assistant Dean, prior to enrolling in NURS 481, Clinical Synthesis.

Individual programs for meeting the degree requirements will be planned with the respective student’s advisor.

Readmission Policy

An individual previously dismissed from the School of Nursing shall be required to complete a readmission packet for the respective program (traditional or B.S.N. Completion program). The packet shall be obtained from the assistant dean of the program to which the individual is seeking readmission. The completed readmission packet will be evaluated on an individual basis by the assistant dean and a readmission board.

Nursing Major (B.S.N. Completion) (Bachelor of Science in Nursing)

- **core curriculum and mission seminars** – see the degree requirements section of this catalog
- **major requirements** – NURS 340, 346, 408, 435, 450, 451, 472, 481
- **support courses** – ENGL 307, MATH 130 or 230
- **final degree requirements** – see the degree requirements section of this catalog

The total credits of the major and support course requirements are 29-30. The core curriculum and mission seminars require 35-43 credits. A total of 128 credits, 43 of which need to be at the 300/400 level, are required to graduate. Transfer course and waivers and/or substitutions could modify these credit totals.

Nutrition and Dietetics**Mission**

The Viterbo University Coordinated Program in Dietetics provides didactic and supervised practice experiences aligned with the Accreditation Council for Education in Nutrition and Dietetics. We prepare students to be Registered Dietitians who serve as faithful and ethical leaders.

Goals

- Program will provide professional/graduate education to a diverse student body in order to prepare competent entry-level dietitian.
- Program will prepare graduates who will engage in nutrition specific health promotion activities in their first job.
- Program will provide experiences to promote cultural competence.

Philosophy

Health care is a dynamic, changing part of our society, and dietetics, as an integral component of the health care system, is a changing profession. One of the important changes that have taken place in the last few years is the growing importance of prevention and not only treatment of disease. The hospital is now viewed by the government and public alike as providing not only acute, but preventive health care as well. There is an amazing growth of outpatient clinics, public health agencies, and health education programs aimed at prevention of problems and promotion of general “good health.”

There is, therefore, a growing need to provide comprehensive nutritional care that the community lacks. Nutritional care that continues over time, after a patient has been released from the hospital; nutritional care that is close at hand; nutritional care of a general nature aimed at large population groups; and nutritional care provided by a dietitian who can bring personal support and science-based expertise to bear on nutritional problems.

The curriculum of community-medical dietetics combines knowledge and skills of both the hospital and community dietitian to meet societal demands for comprehensive nutritional care. A graduate of the program is a professional member of the health care team, and as a professional person has been trained to make decisions based upon a body of current scientific knowledge and acquired skills.

Community Medical Dietetics Program

The community medical dietetics (CMD) program is currently granted accreditation by the Accreditation Council for Education in Nutrition and Dietetics, 120 South Riverside Plaza, Suite 2000, Chicago, IL 60606-6995, 800-877-1600.

The program allows for the mastery of the foundation knowledge and skills and the practitioner competencies for entry-level dietitians, as set forth by the American Dietetic Association (ADA.) The curriculum customarily consists of eight semesters and one summer session; a five-year plan is available. The final two years of study, called the professional phase, coordinate classroom learning with 1200 hours of supervised practice experience in cooperating area health care facilities, including Gundersen Lutheran Medical Center, Hillview Care Center, and the La Crosse County Health Department. To become eligible to write the Registration Exam for Dietitians, both classroom and supervised practice components must be completed.

Admission

Applicants with an Enhanced ACT (or equivalent) score below 20 cannot be admitted as a major. High school chemistry is a prerequisite for freshman chemistry. A working knowledge of basic math operations and high school algebra is essential. All of the following are prerequisites for eligibility to enter the professional phase of the Coordinated Program:

- completion of all freshman and sophomore level courses set forth on the Suggested Course Sequence form
- minimum cumulative grade point average of 2.75
- minimum grades of B in each of the following courses, CHEM 106; NUTR 273, 340, 341; a minimum grade of BC in BIOL 305.

Students must apply to enter the professional phase during May of the spring semester (traditionally the sophomore year) which immediately precedes their anticipated entry.

The number of eligible students accepted into the coordinated phase is limited by the number of opportunities for placement in supervised practice facilities. In the event applications from eligible students outnumber placement opportunities, all eligible applicants cannot be accepted. In this situation, eligible students will be accepted according to the number of course credits previously taken at Viterbo University, e.g., a student who has taken all course work at Viterbo University since the first semester of the freshman year is given priority over the student who has transferred the freshman year of credits from another institution. If the number of previous credits taken at Viterbo University by two eligible students is very similar, the cumulative grade point average (GPA) may also be used in the admission decision.

Students receive written verification (postmarked by June 15) of their acceptance status into the professional phase of the Coordinated Program.

Students must also complete required immunizations and successfully complete a Background Information Disclosure form and a criminal history check that is in compliance with the Wisconsin Caregiver Law. Those whose criminal history check identifies bars to clinical placement or places restrictions on client contact may not be allowed to progress in the program.

Policy

To remain in the program, junior- and senior-level students must maintain a cumulative grade point average (GPA) of at least 2.75, and a minimum grade of BC in each of the following courses, NUTR 351, 352, 370, 372, 400, 472, 476. Students who do not meet these grade requirements will be placed on academic probation within the program for a maximum of two semesters.

Dietetics Major (Bachelor of Science in Community Medical Dietetics)

- **core curriculum and mission seminars** – see the degree requirements section of this catalog
- **dietetics requirements** – NUTR 273, 340, 341, 351, 352, 355, 356, 368, 370, 371, 372, 373, 400, 401, 470, 471, 472, 473, 476
- **support courses** – BIOL 104, 114, 296, 305, CHEM 106 or 120, 140 or 240, MATH 130 or 230, PSYC 100 or 171, 270, 424
- **final degree requirements** – see the degree requirements section of this catalog

The total credits of the major and support course requirements are 100-105. The core curriculum and mission seminars require 38-52 credits. A total of 128 credits, 43 of which need to be at the 300/400 level, are required to graduate. Transfer course and waivers and/or substitutions could modify these credit totals.

Dietetic Internship

The Dietetic Internship (DI) is currently granted accreditation by the Accreditation Council for Education in Nutrition and Dietetics, 120 South Riverside Plaza, Suite 2000, Chicago, IL 60606-6995, 800-877-1600. The DI program is only open to students who have completed the ADA foundation knowledge and skills in previous undergraduate work. The DI allows for the mastery of practitioner competencies set forth by The American Dietetic Association for entry level dietitians through approximately 1201 hours of supervised practice experience in cooperating facilities as described previously for the CMD program. Upon successful completion of the dietetic internship students are eligible to write the Registration Examination for Dietitians.

Mission

The Viterbo University Dietetic Internship provides supervised practice experiences aligned with the Accreditation Council for Education in Nutrition and Dietetics. We prepare students to be Registered Dietitians who serve as faithful and ethical leaders.

Admission

The applicant must satisfy the following criteria:

- hold a bachelor's degree from an accredited institution;
- completed the American Dietetic Association approved minimum academic requirements, as evidenced through a Verification Statement from a Didactic Program in Dietetics;
- have a 2.75 (on a 4.0 scale) cumulative undergraduate grade point average (GPA)

Other criteria used in the decision to accept a student include grades in undergraduate science and nutrition courses and good verbal and communication skills. The number of eligible students accepted is limited by the number of opportunities for placement in supervised practice facilities. All applicants must participate in the national computer matching system for dietetic internships. Students must also complete required immunizations and successfully complete a Background Information Disclosure form and a criminal history check that is in compliance with the Wisconsin Caregiver Law. Those whose criminal history check identifies bars to clinical placement or places restrictions on client contact may not be allowed to progress in the program.

Dietetic Internship

- NUTR 368, 371, 373, 450, 471, 473,476

Course Descriptions

Courses

Courses listed in this catalog are subject to change through normal academic channels. New courses and changes in existing coursework are initiated by respective departments or programs.

Course Numbering System

Courses numbered 100–199 are primarily for freshmen; 200–299 for sophomores; 300–399 for juniors; 400–499 for seniors; and 500–899 for graduate students. Courses with numbers preceded by zeros represent courses that will appear on the transcript but are not applicable toward graduation requirements.

Additional Course Offerings

In addition to the courses listed on the following pages, Viterbo University offers three additional courses, using standard prefixes and numbers.

286, 486 Special Topics

Courses on topics of interest to students in a particular discipline offered on the basis of need, interest, or timeliness. Prerequisites as determined by instructor. Restricted to students with freshman or sophomore standing (286) or restricted to students with junior standing or higher (486.) May be repeated for credit. Special topics are offered using the following prefixes: AADM, ACCT, ADCT, ART, BIOL, BLAW, CHEM, CISS, CRMJ, DANC, ECON, EDUC, ENGL, ENVS, FAPP, FINA, GLST, GEOG, GNST, HIST, HONR, HMGT, INFO, ITAL, LBST, MATH, MGMT, MKTG, MUSC, MUTH, NURS, NUTR, OMTG, PHIL, PHYS, POSC, PSYC, RLST, SVLD, SOWK, SOCL, SPAN, SPML, SPSL, THTR, UNST, VUSM, WMST

287, 487 Experiential Learning: Internships

Non-classroom experiences. Placements are generally off-campus, and may be full- or part-time, and with or without pay. Credit for experiences must be sought prior to occurrence, and learning contracts must be submitted before the end of the first week of the semester. A maximum of 15 credits of 287/487 can be used to meet graduation requirements. See the experiential learning: internship section of the academic policy section this catalog for details. Restricted to students with freshman or sophomore standing (287) or restricted to students with junior standing or higher (487.) May be repeated for credit. Graded CR/NC. Experiential learning is offered using the following number/prefixes: AADM 287, 487; ACCT 287, 487; ARTS 287, 487; BIOL 487; BLAW 287, 487; CHEM-487; CISS 287, 487; COMM 287, 487; CRMJ 487; DANC-287, 487; ECON-287, 487; EDUC 487; EXPL 287, 487; ENGL 287, 487; ENVS 287, 487; FINA 287, 487; HIST 487; INFO 287, 487; LASP 287, 487; MATH 287, 487; MGMT 287, 487; MKTG 287, 487; MUPI 487; MUSC 487; MUTH 287, 487; MUVO 487; OMTG 287, 487; POSC 287, 487; PSYC 287, 487; RLST 287, 487; SOCL 487; SPAN 487, SPML 287, 487; THTR 287, 487

288, 488 Independent Study

Individual and independent reading, research, and writing under the guidance of a faculty member. Refer to academic policy section for independent study policy. May be repeated for credit.

Independent study is offered using the following prefixes: AADM, ACCT, ART, BIOL, BLAW, CHEM, CISS, COMM, CRMJ, DANC, ECON, EDUC, ENGL, ENVS, FINA, GEOG, GLST, HIST, HONR, INDV, INFO, INST, INTP, LBST, MATH, MGMT, MKTG, MUSC, MUTH, NURS, NUTR, OMTG, PHIL, PHYS, POSC, PSYC, RLST, SVLD, SOWK, SOCL, SPAN, SPML, SPSL, THTR, UNST, WMST

Accounting (Degree Completion) (ACCD)

330—External Reporting I, 3 Cr.

This course examines the accounting principles used to maintain an organization's financial records and to prepare the current and fixed asset portion of the Balance Sheet for use by its external stakeholders. Topics include the conceptual framework underlying financial accounting, the time value of money, and preparation of the asset side of the Balance Sheet, including cash and receivables, valuation of inventories, property, plant and equipment, natural resources and intangible assets. Restricted to accounting degree completion majors.

340—External Reporting II, 3 Cr.

This course is a continuation of accounting's external reporting principles. Topics include accounting for the liabilities and equities portion of the Balance Sheet, as well as the Income Statement accounts, including the recognition of revenues, expenses, and income taxes. Prerequisite: 330. Restricted to accounting degree completion majors.

445—Advanced Financial Topics, 3 Cr.

This course examines additional advanced financial accounting principles. Topics include preparation of the Statement of Cash Flows, accounting for pensions and postretirement benefits, accounting for changes and errors, accounting in the international marketplace, partnership accounting, and fund and nonprofit accounting. Prerequisite: 330. Restricted to accounting degree completion majors.

455—Combinations and Consolidations, 3 Cr.

This course examines the accounting principles related to business combinations and consolidations. Topics include consolidations at the date of acquisition, consolidations after the date of acquisition, accounting for differences between cost and book value, intercompany sales of inventory, property and equipment, changes in ownership interest, indirect ownership and reciprocal stockholdings, and reporting for segments. Prerequisite: 330. Restricted to accounting degree completion majors.

Accounting (ACCT)

211—Financial Accounting, 4 Cr.

A study of financial accounting at the basic systems level emphasizing generally accepted accounting principles. Topics include financial accounting terminology, recording of business financial transactions, and the accounting cycle and record-keeping requirements.

212—Managerial Accounting, 3 Cr.

Interpretation and use of accounting data for planning and control by management personnel. Topics include the terminology of managerial accounting, strategic cost management, budgeting, variance analysis, and the use of accounting concepts with computer spreadsheets. Prerequisite: 211.

311—Intermediate Accounting I, 4 Cr.

Generally Accepted Accounting Principles (GAAP) as applied to the income and financial position statements, inventory management, property, plant and equipment and intangible assets, and the time value of money. International Financial Reporting Standards (IFRS) will be integrated into this course. Prerequisite: 211.

312—Intermediate Accounting II, 4 Cr.

A continuation and expansion of topics covered in 311 including stockholder and owner equity, dilutive securities and earnings per share, investments, revenue recognition, income tax allocations, pensions, leases, and cash flow analysis. International Financial Reporting Standards (IFRS) will be integrated into this course. Prerequisite: 311.

313—Cost Accounting, 4 Cr.

A continuation and expansion of topics covered in 212. Topics include job order, process and activities-based costing, routine and non-routine decisions, policy making, long-range planning, inventory valuation methods, standard cost systems, and quality improvement concepts. Prerequisite: 212.

415—Federal Taxation I, 3 Cr.

A study of federal income tax laws as applied to individuals. Prerequisite: 211.

416—Federal Taxation II, 3 Cr.

A study of federal income tax laws as applied to partnerships, corporations, and fiduciaries. Prerequisite: 415.

418—Advanced Accounting I, 3 Cr.

This course examines the accounting principles related to business combinations and consolidations. Topics include consolidations at the date of acquisition, consolidations after the date of acquisition, accounting for differences between cost and book value, intercompany sales of inventory, property and equipment, changes in ownership interest, indirect ownership and reciprocal stockholdings, and reporting for segments. International Financial Reporting Standards (IFRS) will be integrated into this course. Prerequisite: 211.

419—Advanced Accounting II, 2 Cr.

A study of Generally Accepted Accounting Principles (GAAP) as applied to partnerships, international operations, and fiduciary accounting. International Financial Reporting Standards (IFRS) will be integrated into this course. Prerequisite: 211.

420—Nonprofit Accounting, 1 Cr.

A study of the generally accepted accounting principles applied to non-profit organizations. Prerequisite: 211.

425—Auditing, 3 Cr.

Discussion of concepts, procedures, ethics, conflicts of interest, responsibilities, and liabilities of auditing, including working paper preparation. Prerequisite: 312. Restricted to students with senior standing.

Addiction Studies (ADCT)

330—Research for Substance Abuse Professionals, 3 Cr.

This course prepares students to critique and analyze research and prepare a literature review in the field of substance abuse. Prerequisite: 427 or PSYC 305, PSYC 205, 340.

416—Mindfulness for Mental Health Professionals, 1 Cr.

The practice of Mindfulness is a growing evidence-based practice. Mindfulness develops our potential to experience each moment, no matter how difficult or intense, with serenity and clarity. The approach provides life-long tools to help maximize life, even in the midst of stress, pain, and difficulty, so they may live free from addiction.

423—Alcohol and Drug Abuse Professional Issues, 3 Cr.

Two hours instruction/two hours lab per week.

This course serves as a capstone of the AODA program. The student will develop a theoretical foundation and effective counseling skills for work in the specialized field of substance abuse disorders. Topics to be covered will include philosophies, practices, policies, and outcomes of the most generally accepted and scientifically supported models of treatment, recovery, relapse prevention, and continuing care for addiction and other substance-use related problems. A high degree of academic autonomy is expected from students in this course. Prerequisites: PSYC 205, 270; PSYC 422 or concurrent enrollment. (Equivalent to PSYC 423.)

427—Alcohol and Drug Abuse Professional Skills, 3 Cr.

This course focuses on the application of assessment and treatment planning to the field of substance abuse. Topics include assessment instruments and procedures, psychosocial interviews, development of behavior

treatment goals, record keeping, case management and ethical considerations. Prerequisite: PSYC 205. (Equivalent to PSYC 427.)

481—Addiction Studies Practicum, 2-4 Cr.

Non-classroom experiences in the field of addiction studies plus one hour of class per week. Placements are off-campus, part-time, and with or without pay. Placements will be in agencies providing psychological services relevant to addiction studies, and a mental health professional will be on-site to provide supervision. Students will participate in individual and/or group helping relationships. Credit for experiences must be sought prior to occurrence, and learning contracts must be submitted before the end of the first week of the semester. Prerequisite: PSYC 340. Restricted to students with junior standing or higher. May be repeated for credit. (Equivalent to PSYC 481.)

489—Advanced Research and Practice, 1-4 Cr.

Students will implement the research they developed in their research methods course or complete a faculty-supervised internship (with approval). This will include a one-hour meeting of all students each week with the faculty directing the course. Prerequisite: PSYC 330. Restricted to students with junior standing or higher. May be repeated for credit. (Equivalent to PSYC 489.)

498—Praxis Synthesis in Addiction Studies, 3 Cr.

Students will integrate their course work and their experiences into a culminating research project in addiction studies prior to graduation. This project will be presented in written form, and shared with peers and faculty members in the program. Restricted to students in the two-year addiction studies transfer program.

499—Addiction Studies Capstone, 1 Cr.

In the capstone course, students prepare a formal report in APA style of an internship, advanced research, or other approved experience. Students also present their report to a scholarly audience, and refine their academic portfolio, which is then presented to the faculty for review prior to graduation. Restricted to students with junior standing or higher. Prerequisite: 487, 489 or concurrent. (Equivalent to PSYC 499.)

Art (ARTS)

103—Studio Based Introduction to Art, 3 Cr.

An introduction to art including lectures and discussions, but focused on two- and three-dimensional studio work. Intended for students interested in an experiential approach to learning about art. Restricted to students not majoring in art.

105—Introduction to Art, 3 Cr.

An introduction to art including lectures and discussions, but focused on two- and three- dimensional studio work. Intended for students interested in an experiential approach to learning about art. Restricted to students not majoring in art.

107—Perspectives in Drawing, 3 Cr.

Exploration of perspectives and approaches to the drawing process. This course is intended for non-art majors and non-art minors, and emphasizes observation and description. This course may not be used towards the requirements for an art major or minor.

108—Film Appreciation, 3 Cr.

An introduction to film including lectures, discussions, and viewings.

111—Foundations: Drawing I, 3 Cr.

Introduction to drawing, with the primary emphasis on perception and description. Must be taken concurrently with 112. ,

Note: ARTS 111, 112, 121, 122, 160 and 161 comprise the freshman foundations art program. They are prerequisites to most studio art courses and art history courses.

112—Foundations: Design I, 3 Cr.

An introduction to two- and three-dimensional design. Must be taken concurrently with 111.

Note: ARTS 111, 112, 121, 122, 160 and 161 comprise the freshman foundations art program. They are prerequisites to most studio art courses and art history courses.

115—Introduction to Art: Methods and Media, 3 Cr.

An introduction to art focusing on studio work. Areas of study include two- and three-dimensional art forms as well as fine crafts. Students will be introduced to a variety of materials.

118—Introduction to Digital Media, 3 Cr.

Introduction to the concepts, software, hardware, and components related to the production of digital media. Students will receive initial exposure to digital video editing, 3D modeling and animation, digital image manipulation, Web page design, digital audio, and virtual reality. Students will learn the necessary research skills to keep current in a dynamic field.

121—Foundations: Drawing II, 3 Cr.

A continuation of Foundations: Drawing I. Must be taken concurrently with 122. Prerequisites: 111, 112. , Note: ARTS 111, 112, 121, 122, 160 and 161 comprise the freshman foundations art program. They are prerequisites to most studio art courses and art history courses.

122—Foundations: Design II, 3 Cr.

This course is a continuation of Foundations: Design I. Emphasis will also be placed on personal artistic goals and development. Must be taken concurrently with 121. Prerequisites: 111, 112.

Note: ARTS 111, 112, 121, 122, 160 and 161 comprise the freshman foundations art program. They are prerequisites to most studio art courses and art history courses.

160—Foundations: Art History I, 3 Cr.

Chronological survey of art from prehistoric times to the Renaissance, focusing on major monuments of world art.

Note: ARTS 111, 112, 121, 122, 160 and 161 comprise the freshman foundations art program. They are prerequisites to most studio art courses and art history courses.

161—Foundations: Art History II, 3 Cr.

Chronological survey of art from the Renaissance to the present, focusing on major monuments of world art.

Note: ARTS 111, 112, 121, 122, 160 and 161 comprise the freshman foundations art program. They are prerequisites to most studio art courses and art history courses.

200—Women in Art, 3 Cr.

This course surveys the historical and contemporary roles of women in the visual arts, both as producers of art and as the subject of art. Emphasis is on Western art; some non-Western art included.

203—Ceramics, 3 Cr.

This course will concentrate on the vessel and sculptural forms, wheel throwing, handbuilding, and production pottery techniques. Surface decoration, glazing, kiln firing, and a historical perspective of the vessel will also be introduced. Prerequisites: 111, 112, 121, 122.

206—Concepts in Art Education, 3–5 Cr.

An introduction to developmental and philosophical theories in art. A studio component of the course is intended to provide experience in using materials for meaningful expression and planning for a community-based experiential component of the class. This course is required for Bachelor of Art Education students, and it may also be of interest to others seeking a general introduction to theories of artistic development and philosophy of art.

207—Printmaking, 3 Cr.

An introduction to the printmaking processes with emphases on intaglio and relief processes. Prerequisites: 111, 112, 121, 122.

216—Painting, 3 Cr.

An introduction to painting processes with emphases on acrylic and oil paint. Prerequisites: 111, 112, 121, 122.

219—Fundamentals of Graphic Design, 3 Cr.

An introduction to the processes of graphic design, including the examination of concepts, techniques, and historical perspectives. Students will develop a stronger understanding of graphic design elements and principles. Projects will allow students to gain experience in concepting, comping, and software applications. Prerequisites: 111, 112, 121, 122.

220—Advertising Design, 3 Cr.

Further development of graphic design skills and techniques with an emphasis on concept development. Projects become more complex including the development of various advertising and sales promotion collateral. Prerequisite: 219.

221—Layout Design, 3 Cr.

Further exploration of graphic design processes and techniques. Emphasis on the development of skills in the preparation of text, imagery and grid systems as it relates to the production of page layout materials in Adobe Design and/or Quark Xpress. Projects include the development of information design, editorial design, newsletters, and brochures. Prerequisite: 219.

222—3D Modeling and Animation I, 3 Cr.

Introductory concepts, techniques, and software related to modeling and animating in 3D. Basics of polygon; mesh and spline modeling; key frame animation, texture mapping, and lighting will be covered. Includes an examination of various industry standard applications. Prerequisites: 118, 218. May be taken concurrently with 218 with consent of instructor.

223—Web Design and Development, 3 Cr.

This course is designed to build students' design and technical skills in the area of Web page design. Course content will include an introduction to HTML, fundamentals of Web layout, interface design, knowledge structuring, and content organization, database integration, planning, site management, and client relations. Prerequisites: 118, 218. May be taken concurrently with 218 with consent of instructor.

228—Photography, 3 Cr.

Photography as an art form: basic techniques of black and white photography. Emphasis on developing critical abilities. Students will need to have camera with light meter and controllable focus, aperture, and shutter. Because of the need to provide film, paper and developing chemicals, students should be aware that this is an expensive course.

239—Graphic Arts and New Media Workshop, 3 Cr.

Students in this studio art course experiment with a range of traditional and digital means to create print media, websites, short films, and other projects. Unit workshops will introduce fundamental skills and techniques. Prerequisites: 121, 122. May be repeated for credit.

254—American History through Film, 3 Cr.

This course uses film and relevant texts to study themes in history. The course will critically analyze how the histories of peoples, nations and culture, as well as political, economic, cultural and social conflicts are portrayed and worked out in popular films. Students will develop critical thinking skills and learn to read films as cultural texts. Depending upon the instructor, students may be required to attend regularly scheduled film showings, watch films on their own time, or make other arrangements requiring additional student time. Must be taken concurrently with HIST 254.

300—Figure Drawing, 3 Cr.

Figure drawing and figure composition. Work from the live model, from studies, and from art historical precedents. Prerequisites: 111, 112, 121, 122. May be repeated for credit.

302—Typography, 3 Cr.

Students will explore the expressive potential of typographic form and gain a stronger understanding of the importance of message and visual harmony in typographic communication. Prerequisite: 219.

305—Advanced Ceramics, 3 Cr.

Further exploration of ceramics processes and techniques. Prerequisites: 111, 112, 121, 122. May be repeated for credit. ,

308—Drawing III, 3 Cr.

A continuation of ARTS 111 and 112. Explores in further detail composition, the representation of form and space, and the role of expression in drawing and design. Prerequisites: 111, 112, 121, 122. May be repeated for credit.

316—Advanced Painting, 3 Cr.

A continuation of ARTS-216, with further exploration of painting processes with an emphasis on oil painting. Prerequisite: 216. May be repeated for credit.

317—Advanced Printmaking, 3 Cr.

Further exploration of printmaking processes with emphases on intaglio and relief processes. Prerequisites: 111, 112, 121, 122, 207. May be repeated for credit.

320—Sculpture, 3 Cr.

Exploration of sculptural processes and approaches. Prerequisites: 111, 112, 121, 122. May be repeated for credit.

321—Digital Video I, 3 Cr.

This course will build on the skills learned in 118 and 218. Students will learn how to shoot, capture, and edit video in a digital format. Advanced techniques for non-linear digital video editing will be covered. The focus of this course will be on technical issues, camera techniques, editing, lighting, transitions, and compositing. Prerequisites: 118, 218.

322—3D Modeling and Animation II, 3 Cr.

Advanced techniques in 3D modeling and animation will be covered in this class. Topics include composition, meshform modeling, figure animation, inverse kinematics, special effects, advanced lighting and texture mapping. Prerequisites: 118, 218, 222.

323—Web Design and Animation, 3 Cr.

Focus on developing user-centric Web design interfaces. Projects will include development of Web sites via Macromedia Dreamweaver, as well as development of various visual elements via Flash, Photoshop, and Illustrator. Prerequisite: 334.

328—Advanced Photography, 3 Cr.

This course focuses on advanced printing techniques, camera functions and lighting. Students will have an opportunity to try different types of films, printing papers and camera filters. Prerequisite: 228. May be repeated for credit.

332—Computer Illustration, 3 Cr.

Students will gain experience in developing illustrations and visual elements via Adobe Illustrator. Projects include logo, symbol and icon design, as well as identity systems and various collateral material. Emphasis is placed in concept development, technical proficiency, and artistic mastery. Prerequisite: 219, 302.

334—Illustration Techniques, 3 Cr.

Students will gain experience in developing computer imagery via Adobe Photoshop. Projects include developing photomontages and various visual elements will be further exploring problem solving methods and a personal creative vision. Prerequisites: 219, 302, 332. May be repeated once for credit.

339—Advanced Graphic Arts and New Media Workshop, 3 Cr.

This course is a continuation of the introductory level course of graphic arts and new media. Prerequisite: 239. May be repeated for credit.

350—Art History: Early Modernism, 3 Cr.

A history of Modern Art from the late 19th century until the 1930s or 1940s. The course will also include study of the antecedents of Modernism in early Western art, and also seek to explore connections with non-Western traditions. Prerequisites: 160, 161.

351—Art History: Late Modernism, 3 Cr.

A history of Modern Art from the 1930s or 1940s to the present. The course will also seek to explore connections with non-Western art where feasible. Prerequisites: 160, 161.

360—Art in the Elementary/Middle School (K–9), 3 Cr.

Overview of the history and philosophy of art; basic principles and methods of teaching art in the kindergarten, elementary, and middle school; understanding and evaluating children's growth in art; lesson planning, classroom techniques, and practical laboratory techniques.

361—Methods in Art Education, 3 Cr.

Course is directed toward the practice of teaching children art and participating meaningfully in children's interpretative practices. Art education students design and implement developmentally appropriate weekly lesson plans as they teach in the Viterbo After School Art Program which offers eight-week art classes for students ages 5–12. Studio component: development of art educational objectives through laboratory experiences. Prerequisite: ARTS 206. Restricted to art education majors.

362—Advanced Methods in Art Education, 3 Cr.

Introduction to the concept of the artist/ teacher. Art education curriculum, unit and lesson planning, evaluation, motivation, instructional materials, and observational techniques for the middle through secondary art classroom. A studio component of this course is meant to provide students with experience in using materials for meaningful expression and planning for the studio-based experiential teaching component of the class. Prerequisite: ARTS 206. Restricted to art education majors.

400—Advanced Graphic Design, 3 Cr.

The capstone course taken in the student's senior year deals with contemporary themes, issues and opportunities in graphic design, as well as the development of a finished portfolio and self-promotion strategies, other projects include package design and mixed media illustration. Prerequisites: 323, 334.

420—Independent Project, 3 Cr.

The planning, development, and evaluation of an entire project. Work with a faculty member to develop a stand alone instructional module and act as producer as well as developer. Prerequisites: 118, 218; consent of instructor.

421—Digital Video II, 3 Cr.

This course will introduce advanced topics in digital video editing. Advanced editing techniques, camera work, field production, and compositing will be covered. Issues regarding output for broadcast, videotape, DVD, and World Wide Web will be covered in depth. Students will use a variety of software to edit and create special effects. Prerequisites: 118, 218, 321.

441—Advanced Production Lab, 3 Cr.

This is the capstone course for the Digital Media major. Students will prepare a digital portfolio of their work for potential employers or graduate schools. This course will teach students how to output various digital projects to different types of media. Issue related to file formats, bandwidth considerations, compression, codecs, and delivery platforms will be covered. Prerequisites: 118, 218, 222, 321, 421.

463—Student Teaching: Elementary/ Middle (K–9), 5 Cr.

Observation and supervised teaching at kindergarten, elementary and middle levels. Prerequisites: admission to the teacher education program; admission to student teaching; passing Praxis II score.

464—Student Teaching: Secondary (9–12), 5 Cr.

Observation and supervised teaching at the secondary level. Prerequisites: admission to the teacher education program; admission to student teaching; passing Praxis II score.

489—Advanced Studio Problems, 1–5 Cr.

Individual work in any studio area beyond listed courses. Students will be provided with work space in the department and will meet with a selected instructor for regular appointments to discuss work in progress. Permission of instructor required. May be repeated for credit.

490—Research Paper, 1 Cr.

Advanced research paper for BFA students. To be completed during the senior year.

Art Education (ARED)

300—Art in Early Childhood, 2 Cr.

A study of the child's development in art from infancy to kindergarten. Focus on appreciation of the value and function of art. Assessment of children's development in production of art. Students will learn to create a developmentally appropriate curriculum in art for children ages 0–kindergarten. Field experience required. Restricted to students with junior standing or higher.

Arts Administration (AADM)

200—Principles of Arts Administration, 3 Cr.

An overview of the field of arts administration, including the basic principles of nonprofit organizations. It will be an introduction to the history, philosophy, practice, and ethics of the profession. Students will also examine the arts as an industry, and gain an understanding of how organizational structures vary according to artistic discipline (opera, theatre, dance) and the difference between presenting and producing organizations. A portion of the course will look at the for-profit arts world as well as other competitors to nonprofit arts, and examine similarities and differences between them.

300—Performing Arts Management, 3 Cr.

Particular problems relating to theatre, music, dance, and presenting organizations will be addressed in this introductory course. Contractual agreements, balancing the necessities of performers and technical staff, scheduling, touring, and coping with performance situations in a presenting house will be addressed. Arts education and outreach and planning repertoire and program development, both artistically and financially, will be included. W (Equivalent to THTR 300.)

340—Arts Marketing Applications, 3 Cr.

Students become comfortable with marketing terminology and concepts. They will understand the importance of branding, messaging, implementation and follow-up. Students will become familiar with the components of a strategic marketing plan and learn how to write a marketing plan. Most importantly, students will understand and experience practical applications of marketing concepts to the everyday reality of the arts world.

350—Managing Visual Arts Organizations, 3 Cr.

This course provides an overview of how fine arts exhibition venues work. Through lectures, discussions, field trips, written assignments and visiting speakers, students will be given an introduction to the basics of managing galleries and museums. Topics include: types of galleries, museums, and exhibition spaces, exhibition development and budgeting, curatorial and design responsibilities for exhibits, collection acquisitions and de-acquisitions, audience education and development, proper handling, preservation and presentation of artworks.

400—Arts Administration Seminar, 3 Cr.

This capstone course is designed to provide the student with a summary experience in Arts Administration. Strategic and practice planning, leadership theory, fundraising theory, as well as job search skills will be addressed. Required of AADM majors. Prerequisite: 300. Restricted to students of junior standing or higher.

Biology (BIOL)

100—Perspectives in Biology, 4 Cr.

Five hours lecture/lab per week.

Exploration of broad themes in the natural sciences through a biological perspective. This course is intended for elementary education majors and emphasizes how the concepts introduced in the course can be incorporated into the classroom. Major concepts addressed include ecosystems, evolution, characterization of life and life forms, overview of human systems, cell biology, and the scientific process. This course will not be applied to a biology major or minor.

104—Anatomy and Physiology I, 4 Cr.

Five hours lecture/lab per week.

Detailed consideration of the anatomy and physiology of the human body; the cell as the basic unit of structure and function; the integumentary, skeletal, muscular, and nervous systems. Restricted to nursing and dietetics majors.

112—Science Success, 1 Cr.

Designed for new students intending a course of study in biology, chemistry, biochemistry, biopsychology, natural science and/or one of the health science pre-professional programs such as pre-medicine, pre-dentistry, or pre-pharmacy. The emphasis will be on development of effective learning skills based on learning preferences and development of student assessment iwebfolios. Topics include reading for learning; working with study teams; using and studying math; managing time; managing stress; coping with pressure and even failure; setting goals; and talking with upper class students about adjusting and career choices. Restricted to and required of every freshman biology, biochemistry, biopsychology, chemistry, and natural science major. Graded CR/NC. (Equivalent to CHEM 112.)

114—Anatomy and Physiology II, 4 Cr.

Five hours lecture/lab per week.

Continuation of Biology 104. Includes the endocrine, respiratory, digestive, urinary, circulatory, and reproductive systems. Prerequisite: grade of C or higher in 104. Restricted to nursing and dietetics majors.

160—General Biology I, 4 Cr.

Three hours lecture and discussion/one three-hour lab per week.

An introduction to biological science. Includes an overview of macromolecules, cell biology, energetics, genetics, and an evolutionary survey of vertebrates with a focus on mammalian body systems. This is an introductory course for science majors.

161—General Biology II, 4 Cr.

Three hours lecture/discussion and one three-hour laboratory per week.

An introduction to biological sciences. Covers ecological concepts, conservation biology, and characterization of life and life forms with a focus on evolutionary adaptations of organisms to their environments. Includes

an ecological and evolutionary survey of all biological kingdoms. This is an introductory course for science majors.

201—Introduction to Biotechnology, 4 Cr.

3 hours lecture/three hours of lab per week.

Students will be introduced to biotechnology, including the ethical, human, and economic impacts of these technologies. This course will cover basic concepts of genetic engineering and biotechnology, ethical concerns of new genetic technologies and public concerns. Topics to be discussed include: bioremediation, safety of genetically engineered food products, transgenic plants and animals, cloning, gene therapy, and genetic screening. The lab introduces students to basic procedures used in biotechnology.

203—Human Biology for Social Services, 4 Cr.

Three hours of lecture/two hours of lab per week.

Basic principles of living systems with particular emphasis on the biological factors affecting human behavior. In addition to basic concepts of human biology, special topics will include immunizations, sexually transmitted diseases, hereditary conditions and diseases, and the biology of aging and development. This course is specifically for students in social sciences. Prerequisites: one year of high school biology and one year of high school chemistry highly recommended.

232—Experiences in Field Biology, 2–4 Cr.

An opportunity for students to be exposed to major ecosystems in North or Central America. There will be on-campus seminars to support this experience discussing the uniqueness of the general ecology and culture of the area. Prerequisite: eight credits of BIOL, CHEM, ESCI, ENVS, PHYS. May be repeated for credit with permission of instructor.

250—Molecular and Cellular Basis of Life, 4 Cr.

Three hours of lecture/three hours of lab per week.

The molecular basis of the structure and function of animal, plant, and prokaryotic cells with emphasis on experimental analysis. Prerequisites: grade of C or higher in 160, 161; grade of C or higher in four credits of CHEM or concurrent.

251—Ecology and Evolution, 4 Cr.

Six hours of lecture/lab/field work per week.

Emphasis is on the study of relationships between organisms and their environment and the investigation of mechanisms that drive organic evolution. Prerequisites: grade of C or higher in 160 or ENVS 101, 161; grade of C or higher in MATH 130 or 230 or concurrent. Restricted to students with sophomore standing or higher.

296—Microbiology for Health Professionals, 4 Cr.

Five hours of lecture/lab per week.

Characteristics of the eukaryotic, and prokaryotic forms; cultivation of common microorganisms; principles of chemotherapy; introduction of host-parasite relations including the immune response; microorganisms of medical importance to humankind. Offered every fall. Prerequisites: grade of C or higher in 114; four credits of CHEM.

301—Science, Technology, and Society, 3 Cr.

Three hours lecture per week.

This upper level course will initially cover concepts in genetics and molecular biology. Using this knowledge, the students will explore the application of biotechnologies and their impact on society. Course content will center on (but not limited to) DNA fingerprinting, genetic manipulation of organisms, reproductive technologies, and the human genome project. Biotechnology regulations and ethics will also be a component of this course. Prerequisite: four credits of science.

303—Tropical Ecology, 3 Cr.

Three hours lecture per week.

Travel to one of the world's tropical regions to experience and study tropical ecosystems firsthand. This course will introduce you to the major ecological processes, the principal flora and fauna and their evolutionary adaptations, and diverse ecosystems that constitute major tropical regions of the world. Additionally, the complex issues surrounding the conservation of biodiversity in these areas will be examined and discussed. The course is divided into two parts. The first part includes on-campus and on-line lectures, discussions, videos, and analysis of peer-reviewed research papers to introduce students to the major ecosystems, conservation issues, and biodiversity in tropical regions. The second part of the course involves travel and study in a tropical region through guided hikes, lectures, discussions, journal writings, and research projects to understand the ecology and study the biodiversity of the region. Prerequisite: grade of C or higher in 251 or concurrent. Permission of instructor required.

305—Survey of Biochemistry, 3 Cr.

Three hours lecture per week.

Investigation of the molecules and chemical reactions of life. Chemical principles are used to explore biology at the molecular level with an emphasis on biochemical and physiological basis of nutrition. Prerequisites: C or higher in 296 and CHEM 140; or C or higher in CHEM 240. May be repeated for credit. (Equivalent to CHEM 305.)

306—Medical Program Entrance Exam Review, 2 Cr.

This course will assist students in preparation for entrance exams for graduate medical programs such as the MCAD, DAT, OAT or PCAT. An overview of the test process will be presented, as well as review of major areas on the exam. Graded CR/NC. May be repeated for credit.

310—Limnology, 4 Cr.

Six hours of lecture/lab/field work per week.

Study of inland aquatic ecosystems. Consideration is given to physical and chemical features of lakes and streams and to major groups of aquatic organisms and their interactions with each other and the physical environment. Laboratory sessions emphasize field study of local lakes and streams. Prerequisite: grade of C or higher in 251.

317—Plant Biology, 4 Cr.

Three hours of lecture/three hours of lab per week.

This course will provide a broad, integrated overview of plant biology. The general areas covered are: (1) plant diversity, the basic biology and evolution of the major plant families (2) structure, function, and development from the cell-molecular level to the whole organism of vascular plants (3) ecology of plants including: adaptations to their environment, plant-animal interactions, and ethnobotany. Prerequisite: grade of C or higher in 251.

321—Conservation Biology, 4 Cr.

Six hours of lecture/discussion/lab per week.

This course introduces the principles of conservation biology with an emphasis on ecological processes operating at population, community and ecosystem levels of organization. Threats to biological diversity, ranging from species introductions to habitat destruction will be discussed along with conservation solutions ranging from the design of protected areas through conservation legislation. Laboratory sessions will provide in-depth study into simulations of populations, how to gather data on plant and animal species, and investigation of ecological processes affecting conservation strategies. Prerequisite: grade of C or higher in 251.

324—Topics in Biopsychology, 2–4 Cr.

This course focuses on a limited topic in biopsychology in an in-depth manner. The specific topic will vary from year to year. Restricted to students with junior standing or higher. Permission of instructor required. May be repeated for credit.

338—Biomechanics, 3 Cr.

Three hours lecture/discussion per week

The course provides an overview of musculoskeletal anatomy, the mechanical properties and structural behavior of biological tissues, and biodynamics. Specific course topics will include structure and function relationships in tissues and organs; application of stress and strain analysis to biological tissues; analysis of forces in human function and movement; energy and power in human activity; introduction to modeling viscoelasticity of tissues. Finally, the course will include the beginning stages of a biomechanical design project. Prerequisite: grade of C or higher in 482, PHYS 250 and 270 or 260 and 270. (Equivalent to PHYS 338.)

340—Animal Behavior, 4 Cr.

Six hours of lecture/discussion/lab per week.

This course focuses on the mechanisms and evolution of animal behavior, including neural, hormonal, and genetic substrates of behavior; foraging; antipredator defenses; mating systems and sexual selection; social behavior; communication; parental care; kin selection and recognition; and territoriality. Laboratory exercises will complement topics in lectures and emphasize the observation, description and quantification of behavior in a variety of animal species. Prerequisite: grade of C or higher in 251.

347—Human Physiology, 4 Cr.

Three hours of lecture/two hours of lab per week.

This is a basic course covering essential concepts of human physiology intended for students who have a general interest in human biology or the health-related professions. It includes fundamental concepts of molecular, cellular, and systems physiology to understand how the human body functions and maintains a steady state. The various topics include: elementary cell biology; skeletal movement and muscles; the nervous, endocrine and sensory systems; and body maintenance—blood/cardiovascular system, lymphatic system, respiratory system, digestive system, urinary system/electrolyte balance, reproductive system. Prerequisite: grade of C or higher in 250 or 251. Restricted to students with junior standing or higher.

348—Evolutionary Medicine, 3 Cr.

Three hours of lecture per week.

The field of Darwinian Medicine examines how evolutionary principles can provide insight into human health and the treatment of human disease. This relatively new focus on the study of medicine emphasizes the roles that natural selection, adaptation, and phylogeny play in human health to better understand and treat human diseases. In this course we will explore why certain diseases reflect the imbalance between current life conditions and those that shaped our evolutionary history. We will seek to provide ultimate (or evolutionary) answers to why humans are vulnerable to certain diseases or conditions in contrast to more traditional medical approaches that focus on the proximate (or immediate) causes of diseases. In addition, we will examine how the evolutionary process shapes and modifies pathogens in the framework of human disease. Within this context, we will explore topics such as antibiotic resistance, disease virulence, obesity, diabetes, aging, back and knee pain, pregnancy, and morning sickness. This course may not be used toward to fulfill requirements for the biology major. Prerequisite: four credits of BIOL or ENVS.

353—Introduction to Neuroscience, 3 Cr.

Neuroscience is the study of how the central nervous system regulates behavior and mental processing. It emphasizes the biological structures and functions of the brain and nervous system in health and disease. This course is an introduction to the mammalian nervous system. Topics include: basic mechanisms in cellular neurophysiology, electrophysiology and chemistry of nerve signals, mechanisms in integration, simple nervous pathways, physiological mechanisms determining reflex action, emotions, locomotion, motor skills, thinking language, effects of drugs, internal secretions, and neural lesions on behavior. Prerequisites: four credits of BIOL (numbered 200 or higher); four credits CHEM. Restricted to students with junior standing or higher.

370—Biochemistry, 3 Cr.

Three hours lecture per week.

Investigation of the molecules and chemical reactions of life. Chemical principles are used to explore biology at the molecular level. Prerequisites: grade of C or higher in 250; grade of C or higher in CHEM 340. (Equivalent to CHEM 370.)

371—Biochemical Techniques, 2 Cr.

One hour lecture/three hours lab per week.

Presents methodology and instrumentation used to isolate and analyze biological molecules. Techniques include centrifugation, chromatography, electrophoresis, spectroscopy, and bacterial transformation. Prerequisite: 370 or concurrent. (Equivalent to CHEM 371.)

376—General Microbiology, 4 Cr.

Three hours lecture/three hours lab per week.

This course is designed for biology majors and will include an overview of bacterial, viral, fungal, and protozoal structure and function as well as microbial physiology and ecology. Laboratory exercises will include isolation of microbes and current molecular techniques used in state-of-the-art microbiology laboratory settings. Prerequisite: grade of C or higher in 250; 251 highly recommended.

381—Comparative Bioinformatics, 3 Cr.

Three hours lecture per week.

Computational methods for study of biological sequence in data comparative biology and evolution. Analysis of genome content and organization. Techniques for searching sequence databases, pairwise and multiple sequence alignment, phylogenetic methods, and methods for pattern recognition and functional inference from sequence data. Prerequisite: grade of C or higher in 250; 251 highly recommended.

397—Introduction to Research, 3 Cr.

Three hours lecture/discussion per week.

The major goal of the course is to write and present a research proposal by identifying a problem, completing a literature review of that topic, and designing an experiment. The student will also learn the methods and expectations for appropriate behavior in the conduct of scientific research: developing a question, conducting a literature search, developing a bibliography, understanding the fundamentals of safety in a research setting, ethical behavior, plagiarism, and writing and presenting a research proposal. Prerequisite: C or higher in 250 or 251. Restricted to students with junior standing or higher.

402—Biology Curriculum Project, 1 Cr.

Classroom experience in biology in a middle school setting. Students will design a curriculum and teach a unit in biology, including laboratory activities, under the supervision of a teacher in the community. Prerequisites: EDUC 323, 12 credits of science courses. May be repeated for credit.

426—Immunology, 4 Cr.

Six hours lecture/lab per week.

Basic principles and theories of immune mechanisms. Antibody production, antibody-antigen reactions, hypersensitivity, cellular immunity, tumor immunology. Prerequisite: grade of C or higher in 250; 251 highly recommended.

430—Molecular Genetics, 4 Cr.

Six hours lecture/lab per week.

This course describes the molecular basis of inheritance in eukaryotic and prokaryotic organisms. Classical genetic theory, control of gene expression, chromosome structure and evolution, population genetics and applications of DNA technology. Prerequisites: 250; grade of C or higher in CHEM 120; 251 and CHEM 340 highly recommended.

450—Biology of Cancer, 3 Cr.

Three hours lecture per week.

Basic biological concepts of cancer including: molecular biology of cancer, cancer metastasis, cancer and the immune system, cancer prevention, cancer detection and treatment, current cancer research. Prerequisite: grade of C or higher in 250; 251 highly recommended.

482—Human Anatomy, 4 Cr.

Three hours of lecture and lab per week.

Human Anatomy is a junior/senior level, course that provides an introduction to human gross anatomy. The major body systems will be covered during lecture. Lab will focus on anatomical structure with the cat as our model. Additionally, human models and bones will be used to achieve an understanding of human structure. The overall goal is to provide the base of knowledge necessary for further education in health related-fields. Prerequisite: grade of C or higher in 250 or 251. Restricted to students with junior standing or higher.

498—Directed Research Experience, 1–4 Cr.

A student-driven research experience under the supervision of a faculty mentor or an internship director.

Two credits will be the standard credits given for this course. Research contracts will be required for everyone who registers, with fewer or additional credits given depending on the approved project and time commitment. Prerequisite: C or higher in 397 and the signature of the division chairperson. May be repeated for credit to a maximum of six credits.

499—Senior Seminar, 1 Cr.

One hour of lecture/discussion per week. This course will focus on the effective dissemination of research results including completion of a formal written research paper and oral presentation. Invited guest speakers will expose students to research presentations and innovative ideas in science. Additionally, this course will include a portfolio review for each student. Prerequisite: grade of C or higher in 498. Restricted to students with senior standing.

Biopsychology (BIOP)

261—Introduction to Biopsychology, 4 Cr.

Three hours of lecture/two hours lab per week.

Introduction to Biopsychology provides a survey of the biological causes, correlates, and effects of normal and abnormal behaviors from neurobiological, neuroendocrine, and evolutionary perspectives. Topics covered include cognition, language, learning, memory, emotion, addiction, sex and gender, and psychological disorders. The weekly lab session employs experiential learning of the techniques and practices of biopsychology and includes oral communication of research findings. Prerequisites: four credits of BIOL, three credits of PSYC. (Equivalent to PSYC 261.)

430—Biopsychology, 3 Cr.

Students in Biopsychology will evaluate issues related to the biology of behavior in substantial depth with an emphasis on the biological etiologies, correlates, effects, and treatments of mental illness. This will involve in-depth exploration of current scientific literature. Prerequisite: 261 or PSYC 261 or PSYC 230, four credits of BIOL. Restricted to students with junior standing or higher. (Equivalent to PSYC 430.)

489—Advanced Research and Practice, 1-4 Cr.

Students will implement the research they developed in their research methods course or complete a faculty-supervised internship (with approval.) This will include a one-hour meeting of all students each week with the faculty directing the course. Restricted to students with junior standing or higher. Prerequisite: PSYC 330, BIOL 397, or CHEM 397. May be repeated for credit.

499—Senior Seminar in Biopsychology, 1 Cr.

This one credit course serves as a capstone for the biopsychology major. In this course students will complete a portfolio that documents their progress, projects, and future goals relative to biopsychology.

Ethical issues in the field of biopsychology will be discussed. In addition, students will also deliver a presentation to faculty and peers focusing on a specific topic that demonstrates proficiency in an area of biopsychology. Students will also discuss their future career plans and outline the steps required to achieve these goals. Prerequisite: 489. Restricted to biopsychology majors. Restricted to students with senior standing. (Equivalent to PSYC 448.)

Business Law (BLAW)

343—Legal and Ethical Environment of Business, 3 Cr.

This course introduces students to the legal framework in which American businesses operate as well as the ethical issues that inevitably arise in the legal environment of business. In addition to examining the American court system and its procedures, learners will focus on the substantive legal rules that govern American businesses. In particular, learners will focus on constitutional law, torts, products liability, criminal law, and contracts.

344—Business Law, 3 Cr.

This course builds on the foundation gained in 343. Learners continue to examine substantive legal principles as well as the ethical and social responsibility implications of business conduct within the legal environment. Topics shall include property law, insurance law, intellectual property, Internet laws, business entities, agency law, and employment law. Prerequisite: 343.

445—Labor Relations, 3 Cr.

Traces the history of the labor and management relationship focusing on the current legal concepts, practices, and trends in collective bargaining, arbitration, and negotiation. Prerequisites: 343; MGMT 342.

450—Legal Aspects of Financial & Commercial Transactions, 3 Cr.

This course examines legal issues encountered in conducting financial and commercial business transactions. Students will gain knowledge to prepare them to participate in these transactions, particularly with regard to financial and accounting aspects of the transactions. Topics include laws relating to business organizations, sales, environmental regulation, commercial paper, secured transactions, documents of title, bankruptcy, securities regulations, and accountants' legal liability. Prerequisite: 343.

Chemistry (CHEM)

101—Introduction to Chemistry, 4 Cr.

Three hours lecture/two hours lab per week.

An introduction to the major conceptual schemes of chemistry, how they have evolved historically, as well as the impact of the scientific method on the advancement of science. The course is designed specifically for those students who have had little or no chemistry. Topics covered include: electron configuration, chemical bonds, chemical equations, acid base chemistry, gas laws, and nuclear chemistry. Completion of this course with a grade of C or higher satisfies the high school chemistry prerequisite of other courses in the Natural Science Division.

106—Chemistry for Health Sciences, 4 Cr.

Three hours of lecture/two hours lab per week.

This course is the study of the fundamental principles of chemistry, with an emphasis on bonding, properties of solutions and gases, and organic and biochemistry which is needed by students interested in careers in nursing and allied health professions. The concepts of this course are important for a full understanding of anatomy and physiology, microbiology, and nutrition. Prerequisite: C or higher in 101 or placement.

112—Science Success, 1 Cr.

Designed for new students intending a course of study in biology, chemistry, biochemistry, biopsychology, natural science and/or one of the health science pre-professional programs such as pre-medicine, pre-dentistry, or pre-pharmacy. The emphasis will be on development of effective learning skills based on learning preferences and development of student assessment iwebfolios. Topics include reading for learning;

working with study teams; using and studying math; managing time; managing stress; coping with pressure and even failure; setting goals; and talking with upper class students about adjusting and career choices. Restricted to and required of every freshman biology, biochemistry, biopsychology, chemistry, and natural science major. Graded CR/NC. (Equivalent to BIOL 112.)

120—General Chemistry I, 4 Cr.

Three hours lecture/three hours lab per week.

Fundamental laws and theories. Topics include chemical stoichiometry, thermochemistry, reactions in solution including acid-base and oxidation-reduction, atomic structure and bonding, and the states of matter. Prerequisites: one year of high school chemistry with grades of C or higher; placement into MATH 112 or higher. Students placed into MATH 112 are required to enroll in MATH 112 concurrent with enrollment in CHEM 120.

121—General Chemistry II, 4 Cr.

Three hours lecture/three hours lab per week.

A continuation of 120. Topics include physical properties of solutions, chemical kinetics, thermodynamics, chemical equilibrium including acid-base, hydrolysis, solubility, and complex ion, electrochemistry, and nuclear chemistry. Laboratory includes qualitative analysis. Prerequisite: grade of C or higher in 120.

140—Organic Chemistry for the Health Sciences, 4 Cr.

Three hours lecture/two hours lab per week.

The chemistry of organic compounds: functional groups, types of reactions, stereochemistry, and selected reaction mechanisms. Prerequisite: grade of C or higher in 106 or 120.

240—Organic Chemistry I, 4 Cr.

Three hours lecture/three hours lab per week.

The chemistry of organic compounds in terms of the principles that govern their behavior and account for their properties. General types of reactions, relationship between structure and spectra, introduction to stereochemistry and reaction mechanisms. Prerequisite: grade of C or higher in 121.

300—Techniques of Chemistry Laboratory Preparation, 1 or 2 Cr.

Four hours lab per week per credit.

This course is designed to give those students considering a teaching career experience in setting up chemistry labs for teaching purposes. The student will gain experience in solution preparation; instrumentation set-up, calibration, and dismantling; proper and ethical methods of waste disposal; and lab safety. The student may be asked to test experiments or assist in developing new experiments. Prerequisite: grade of C or higher in 121. Restricted to students with junior standing or higher. May be repeated for credit.

305—Survey of Biochemistry, 3 Cr.

Three hours lecture per week.

Investigation of the molecules and chemical reactions of life. Chemical principles are used to explore biology at the molecular level with an emphasis on biochemical and physiological basis of nutrition. Prerequisites: C or higher in 140 and BIOL 296; or C or higher in 240. (Equivalent to BIOL 305.)

330—Analytical Chemistry, 4 Cr.

Three hours lecture/four hours lab per week.

An introduction to the theoretical and practical fundamentals of analytical chemistry. Lecture includes statistical evaluation of analytical data, acid-base equilibria, reduction-oxidation equilibria, and the principles of spectroscopic and chromatographic analysis. Laboratory includes gravimetric, titrimetric, kinetic, potentiometric, and spectroscopic techniques. Prerequisite: grade of C or higher in 121.

340—Organic Chemistry II, 4 Cr.

Three hours lecture/three hours lab per week.

Chemistry of organic compounds, organic chemical theory, stereochemistry and reaction mechanisms. Prerequisite: grade of C or higher in 240.

350—Inorganic Chemistry, 3 Cr.

Three hours lecture per week.

Survey of the structure, bonding, properties, and reactions of the elements and their compounds. Review of elementary bonding concepts; atomic states; MO theory; molecular modeling; introduction to coordination chemistry; periodic properties; acid-base, REDOX behavior; the s- and p-block elements; solid state structure and properties. Must be taken concurrently with 340.

360—Physical Chemistry I, 4 Cr.

Three hours lecture per week. Four hours lab per week.

Theoretical treatment of the laws that govern chemical and physical change. Topics include an introduction to quantum mechanics including molecular energies and spectra, real gases, classical thermodynamics, solution thermodynamics, electrochemistry, and chemical kinetics. Prerequisites: grade of C or higher in 121, MATH-221, PHYS 251 or 261; MATH 320 highly recommended. (Equivalent to PHYS 360.)

362—Physical Chemistry II, 4 Cr.

Three hours lecture per week. Four hours lab per week.

A continuation of 360. Topics include kinetic theory of gases, theories of reaction rates, atomic structure, chemical bonding and molecular structure, atomic and molecular spectra, and an introduction to statistical thermodynamics. Prerequisites: 360; MATH 320 highly recommended.

370—Biochemistry, 3 Cr.

Six hours lecture and laboratory per week.

Investigation of the molecules and chemical reactions of life. Chemical principles are used to explore biology at the molecular level. Offered every spring. Prerequisites: C or higher in BIOL 250; C or higher in 340. (Equivalent to BIOL 370.)

371—Biochemical Techniques, 2 Cr.

One hour lecture/three hours lab per week.

Presents methodology and instrumentation used to isolate and analyze biological molecules. Techniques include centrifugation, chromatography, electrophoresis, spectroscopy, and bacterial transformation. Prerequisite: 370 or concurrent. (Equivalent to BIOL 371.)

372—Chemistry of the Environment, 3 Cr.

Three hours lecture per week.

Fundamental chemical processes of the atmosphere, hydrosphere, biosphere, geosphere, and anthrosphere. Topics include biogeochemical cycles, smog formation, global warming, stratospheric ozone depletion, air pollution, acid rain, groundwater and soil pollution, deforestation, wastewater treatment, genetically modified crops, and other social environmental concerns. Should be taken concurrently with 340. Prerequisite: 240.

397—Introduction to Research, 3 Cr.

Three hours lecture/discussion per week.

The major goal of the course is to write and present a research proposal by identifying a problem, completing a literature review of that topic, and designing an experiment. The student will also learn the methods and expectations for appropriate behavior in the conduct of scientific research: developing a question, conducting a literature search, developing a bibliography, understanding the fundamentals of safety in a research setting, ethical behavior, plagiarism, and writing and presenting a research proposal. Prerequisite: grade of C or higher in 340. W

400—Laboratory Supervision of Advanced Analytical Instrumentation, 1 or 2 Cr.

Four hours lab per week per credit hour.

This course will give those students considering a teaching or research career in chemistry experience in laboratory instruction by assisting the instructor in 240–340 (sophomores mainly) or 430 (juniors and seniors). The student will assist by supervising both sample preparation and proper use of advanced analytical instrumentation and its associated software. The instrumental techniques include FT-NMR, flame ionization gas chromatography (GC-FID), gas chromatography with mass detector (GC-MS), Fourier transform infrared

spectroscopy (FTIR), thermal conductivity detector GC, atomic absorption spectroscopy (AAS), and high pressure liquid chromatography (HPLC). Prerequisites: 430; 300 or experience in laboratory preparation through university work study. Restricted to chemistry majors with senior standing.

430—Instrumental Analytical Chemistry, 4 Cr.

Three hours lecture/four hours lab per week.

A systematic description of major instrumental methods. Students learn the conceptual process of instrument development involving chemical theory/method and physical theory/design; sampling procedures and methodology; how chemical information is extracted from instrument signals; Fourier transform processes. Laboratory applies and reinforces lecture principles via study of instrument parameters and performance of chemical analyses involving spectroscopic, electrochemical, and chromatographic instruments. Prerequisites: grade of C or higher in 330; PHYS 251 or 261; 360 recommended.

440—Advanced Organic Chemistry, 3 Cr.

Three hours lecture per week.

A study of advanced topics in organic chemistry including the planning and carrying out of multistep syntheses, the investigation of reaction mechanisms, the separation and identification of organic compounds by physical, chemical, and spectroscopic methods, and the examination of a variety of polymer systems. Prerequisites: grade of C or higher in 340, 360.

470—Environmental Chemistry, 4 Cr.

Three hours lecture/four hours lab per week.

A description of basic atmospheric, hydrospheric, biospheric, and geospheric chemistry of the earth. Topics will include the biogeochemical cycles of C, N, P, S, and trace metals; natural waters and water quality; pollution problems including acid rain, stratospheric ozone, xenobiotic chemicals, oil, and hazardous waste; and global environmental change owing to human activities including the enhanced greenhouse effect, deforestation, cultural eutrophication, and loss of natural resources. Laboratory experiences will reinforce and enhance certain lecture topics, and will include air, water, soil, and computer modeling studies. Spectroscopic and chromatographic analyses will be performed. Prerequisites: 330, 360. E,

475—Advanced Biochemistry, 4 Cr.

Three hours of lecture/four hours lab per week.

Topics relating to the chemistry of metabolic processes in living organisms. Emphasis on analysis of key concepts in the field with reference to classical papers and recent literature. Prerequisites: 360, 370, 371.

480—Atomic and Molecular Spectroscopy, 3 Cr.

Three hours lecture per week.

Methods of atomic and molecular spectroscopy used in structure determination and analytical studies. Topics include time dependence of excited states, group theoretical methods, UV-VIS spectroscopy, IR and microwave spectroscopy, and magnetic resonance methods. Corequisite: 362.

498—Directed Research Experience, 1–4 Cr.

A student-driven research experience under the supervision of a faculty mentor or an internship director. Two credits will be the standard credit given for this course. Research contracts will be required for everyone who registers, with fewer or additional credits given depending on the approved project and time commitment. Each faculty member will offer one section of this class per year. Prerequisite: grade of C or higher in 397. Permission of the division chairperson required. May be repeated for a maximum of six credits.

499—Senior Seminar, 1-3 Cr.

One hour of lecture and discussion per week.

This course will focus on the effective dissemination of research results including completion of a formal written research paper and oral presentation. Invited guest speakers will expose students to research presentations and innovative ideas in science. Additionally, this course will include a portfolio review for each student. Offered each spring. Prerequisite: 498. Restricted to students with senior standing.

Clinical Laboratory Science (CLBS)

481—Clinical Practicum I, 6-21 Cr.

This course is part of an intense, summer, full-time practicum in an affiliated clinical laboratory under supervision of clinical laboratory scientists. It includes instruction and practice of laboratory procedures and the student will be able to put the theoretical knowledge to practical use. Prerequisite: admission to a hospital-accredited clinical program approved by the department. Restricted to students with senior standing.

482—Clinical Practicum II, 6-21 Cr.

This course is part of an intense, fall, full-time practicum in an affiliated clinical laboratory under supervision of clinical laboratory scientists. It includes instruction and practice of laboratory procedures and the student will be able to put the theoretical knowledge to practical use. Prerequisite: admission to a hospital-accredited clinical program approved by the department. Restricted to students with senior standing.

483—Clinical Practicum III, 6-21 Cr.

This course is part of an intense, spring, full-time practicum in an affiliated clinical laboratory under supervision of clinical laboratory scientists. It includes instruction and practice of laboratory procedures and the student will be able to put the theoretical knowledge to practical use. Prerequisite: admission to a hospital-accredited clinical program approved by the department. Restricted to students with senior standing.

Communication Studies (COMM)

110—Visual Culture, 3 Cr.

Visual culture involves the study of visual and digital messages. Students will analyze messages in the graphics arts, cinema, and visual rhetoric for aesthetic qualities associated with the human experience. Students will explore the skills for interpreting the visual world in a more nuanced way. Visual Culture encourages students to use critical and scientific tools to provide awareness and insights into the creative processes associated with visual message production.

118—Introduction to Digital Media, 3 Cr.

Introduction to the concepts, terminology, software, hardware and technology related to the production of digital media. Students will be exposed to digital video editing, 3D modeling and animation, Web design, digital image manipulation, and digital audio.

140—Principles of Visual Communication, 3 Cr.

This course is designed to provide an overview of the theories of visual messages including human perception, psychology of color and principles of design and the application of those theories to visual communication. Students learn concept generation techniques and explore design methodologies, as well as, develop graphic and illustration techniques that support the visual expression of ideas.

141—Typography, 3 Cr.

Students will explore the expressive potential of typographic form and gain a stronger understanding of the importance of message and visual harmony in typographic communication. Prerequisite: 140.

150—Fundamentals of Speech, 2 Cr.

This course focuses on the function of verbal communication in society. The mastering of positive listening behaviors, nonverbal communication techniques, and the skillful use of language are stressed. Students practice extemporaneous speaking with emphasis placed on outlining content, organization, and delivery.

205—Communication Theory, 3 Cr.

Course investigates the major theoretical constructs relevant to the study of human communication (interpersonal, small group, intercultural, etc.). Emphasis is on understanding a variety of perspectives from which human communication can be viewed. Students develop the ability to analyze critically the underlying assumptions of theoretical models of communication. Prerequisite: PSYC-100, 171, or SOCL 125.

211—Communication Research Methods, 3 Cr.

Introduction to the research tools necessary to locate, understand, evaluate, and synthesize social scientific arguments regarding communication processes. Curriculum includes the philosophy of the social sciences, measurement issues, basic experimental design, and an introduction to statistics. Students gain the skills necessary to interpret scientific arguments and conduct their own, original investigation of a major communication theory. The studies are designed to resolve an argument between competing perspectives for a communication outcome.

220—Layout Design, 3 Cr.

Further exploration of graphic design processes and digital imaging techniques. Emphasis is placed on the development of skills in the preparation of text, imagery and grid systems as it relates to the production of page layout elements. Projects include the development of information design, sales promotion collateral and editorial design applications. Prerequisite: 141.

223—Web Design and Development, 3 Cr.

This course will build the students' design and technical skills in the area of Web page design and development. Course includes an introduction to HTML, fundamentals of web layout, interface design, content organization, database integration, planning, site management, and client relations. Prerequisite: 118.

230—Media, Technology and Culture, 3 Cr.

This course surveys the major concepts and theories necessary for understanding communication practices in the 21st century. The course emphasizes how media affects what people think about, how people underestimate the effect of media on themselves, and how media affect what we see as the causes and solutions to social problems and investigates three aspects of media literacy: computer literacy, information literacy and visual literacy.

310—Organizational Communication Theory, 3 Cr.

This course explores the role of communication in creating successful organizations as well as the major theories of organizational communication. Student will be involved in identifying and defining primary concepts, and applying them to discussions of real-world situations. Effective communication in global organizations and critiques of organization communication systems and structures are also presented. Prerequisite: 205.

311—Persuasion and Social Influence, 3 Cr.

Students explore rhetoric, persuasion, and coercion through the use of symbols. The course examines the cognitive, social, and rhetorical dimensions of attitude change by considering how messages are used to affect the cognitions and behaviors of individuals. The course focuses on the major theories of attitude change, research on communication and conformity, rhetorical use of symbols, and the effects of persuasive messages. Prerequisite: 205.

315—Principles of Public Relations, 3 Cr.

The nature and role of public relations in a democratic society and worldwide, activities of public relations professionals, major influences that affect organizational behavior, ethics and professional development of practitioners in the private and public sectors. Provides students with a theoretical background for understanding and implementing communication planning, public campaigns, crisis communication, and issues management. Prerequisite: 205.

316—Public Campaigns, 3 Cr.

Communication campaigns are coordinated, large-scale efforts to exert individual and collective influence. This course stresses practical applications of several communication theories and allows students to assess message outcomes in the context of competing audiences and interest groups. Students explore how campaigns are planned, organized, executed, and evaluated. Comparisons are made between public interest, political, religious, and commercial campaigns. Prerequisite: 205.

318—Cross-Cultural Management, 3 Cr.

This course focuses on understanding of cultural differences across and within nations and the impact of cross-cultural difference on effective business communication practices. Students will conduct in-depth comparative cultural analysis, and develop effective global multicultural skills (e.g., cultural sensitivity, intercultural communication, negotiations, and cooperation). Prerequisite: 205.

319—Conflict and Negotiation Management, 3 Cr.

An intensive study of orientations toward managing disputes using specific theories, processes and techniques currently employed in conflict situations. Course emphasizes both organizational and interpersonal disputes and also focuses on the role of mediation. Prerequisite: 205.

321—Digital Video I, 3 Cr.

This class will build the students' skills in the area of digital video production through an examination of the entire production process; pre-production, production, and post-production. Emphasis on camera technique, composition, lighting, and editing techniques. Basic film aesthetics will be explored. Prerequisite: 118.

328—Design for Sustainability, 3 Cr.

Sustainable design will examine the interplay between production and consumption. This course will explore how the graphic arts industry uses principles and frameworks for sustainable design, as well as reviewing the fundamental properties of materials used in the design and production processes. Students will engage in individual and collaborative-based challenges in creating and delivering effective communications while advocating sustainable design practice at each phase of the development process. Through a series of presentations, case studies, discussions, exercises, hands-on design projects and critiques, the class will learn to transform conventional thinking into sustainable solutions. Prerequisites: 140 and one course from 331, 332, HIST 354, MGMT 305, MKTG 351, or SUST 210.

331—Illustration Techniques, 3 Cr.

This course is designed to gain experience in creating digital imagery while exploring diverse illustration techniques. Students will expand their visual repertoire by developing image manipulation skills along with masking, compositing, layering and blending techniques in developing digital collages, photomontages and mixed media compositions. Students will further explore problem solving methods while developing a personal creative vision. Prerequisite: 330.

332—Advertising Design, 3 Cr.

This course is designed to develop strategic and conceptual skills along with graphic design and basic illustration techniques. Students will explore the strategies and methods that are essential to formulating a brand identity and advertising concept, as well as developing the visual and verbal expression of ideas. Prerequisite: 330.

335—3D Modeling, 3 Cr.

Introduction to concepts, techniques, and software related to modeling and animating in 3D. The basics of polygon-based modeling, texture mapping, lighting, and keyframe animation will be explored. Includes an examination of industry standard applications. Prerequisite: 118, 140, 141.

336—Web Design and Rich Media, 3 Cr.

Focus on developing user-centric web design interfaces and rich media components that include animation and interactive applications. Projects include the development of web sites via Dreamweaver, as well as the development of various visual elements via Flash, Photoshop and Illustrator. Prerequisites: 118, 140, 141.

337—Motion Graphics, 3 Cr.

This course will introduce students to designing motion graphics for video and web. Emphasis will be placed on planning, storyboarding, and conceptualizing in time-based media. Students will become competent in designing still images, sequencing images, compositing images, and producing motion graphics for various distribution methods. In addition, students will examine the role of motion graphics in contemporary culture and its effectiveness as a communication model.

414—Communication Law and Ethics, 3 Cr.

This course will survey how the First Amendment of the U.S. Constitution is interpreted and applied to communication law in the United States through exploring court decisions, laws and/or regulations and the various aspects of ethical decision-making employed in developing and executing communication law. Through written and oral communication assignments, and case study analysis students learn to analyze communication laws and to apply a systematic ethical analysis to determine the consequences of communication law making. By the end of the semester, students will improve their written and oral communication through defining clear message points, organizing information for clarity, and conceptualizing and executing effective communication. Prerequisite: 305. Restricted to students with junior standing and higher.

421—Digital Video II, 3 Cr.

This course will build on skills gained from Digital Video I and explore advanced topics in digital video production. More advanced editing, lighting, and advanced compositional techniques will be the focus. Includes an exploration of the film aesthetics through the analysis of various film movements. Prerequisite: 321.

460—Portfolio Design, 3 Cr.

The capstone course taken in the student's senior year focuses on creating a professional portfolio consisting of print and digital artifacts, research manuscripts, and/or examples of professional writing. Students will design a self-promotion strategy, prepare for interviews, and present their work to others in the university community.

475—Topics in Digital Media, 3 Cr.

This course will focus on a digital media area in an in-depth manner. The topic will vary from year to year. Prerequisites: 223, 321. Restricted to students with junior standing or higher. Permission of instructor required. May be repeated for credit.

490—Communication Studies Internship or Research Experience, 1-12 Cr.

Academic internship or research experience for qualified students related to communication studies. Permission of instructor required. May be repeated for credit.

Computer Information Systems (CISS)

201—Data Communications and Networking, 4 Cr.

This course provides an understanding of data communications and network systems needed in today's business environment. The range of material covered includes local area networks, wide area networks, protocols, topologies, transmission media, and security. In addition, learners develop skills needed for installing, configuring, and troubleshooting a computer network using a current network operating system.

260—Programming Concepts, 4 Cr.

This course introduces learners to key concepts of computer programming. The focus of this course is the proper and efficient way to design, debug, and test applications utilizing an event-driven, object-oriented language. Basic programming control structure methodology will provide the foundation necessary to design programs needed in the workplace. Additional advanced topics, such as inheritance, polymorphism, overloading, overriding, object relationships and encapsulation are examined.

302—Network Technologies, Configuration, and Management, 3 Cr.

This course focuses on the highly marketable skills of installing, configuring, and troubleshooting a computer network. The range of material covered will include assessments of careers in networking to discussion of local area networks, wide area networks, protocols, topologies, transmission media, and security. Examples from a professional's standpoint will also be examined. The goal of this course is that learners will master the skills identified as the most significant aspects of networking by industry standards. Learners will research current technologies pertinent in the ever-changing networking environment. Prerequisite: INFO 310.

355—Database Design and Processing, 4 Cr.

Learners are introduced to relational database concepts, terminology, and theory with a focus on the importance of effective data management to the strategic success of an organization. Learners will apply the concepts of database normalization, entity relationship, structured query language (SQL), and application design. Implementation of design will expose learners to advanced topics such as application processing, triggers, stored procedures, and data quality. Concepts of data warehousing, business intelligence and object-oriented data modeling are introduced.

390—Web Design and Development, 4 Cr.

This course examines business and technical elements of electronic commerce. Students develop design and technical skills in the area of web page design and development. Course includes an introduction to HTML, fundamentals of Web layout, interface design, content organization, planning, site management, and client relations. Prerequisite: 260.

405—Information Systems Analysis and Project Management, 4 Cr.

This course is a comprehensive study of developing technology-based enterprise-wide information systems in today's organizations as well as managing related projects. Learners will gain a better understanding of the roles and responsibilities of systems analysts, project managers, and other stakeholders as well as investigate complex management decisions through application of problem/opportunity identification, requirement gathering and definition, innovative design, data analysis, process modeling, and PMI project management methodologies. Prerequisite: MGMT 210.

410—Decision Support Systems, 3 Cr.

This course investigates the implications of decision support systems and business intelligence in all levels of the organizational decision-making process. Topic areas include decision making frameworks, analytics, data visualization, business performance management, as well as support technologies: data warehousing, expert systems, modeling, group support systems, knowledge management, intelligent systems, and data and Web mining techniques. This course will provide experiential learning with these technologies and offer practical guidance on successfully integrating them into organizations. Restricted to students with junior standing or higher.

425—Information Security, 4 Cr.

This course explores the field of information security and assurance. Students are exposed to a variety of aspects of security activities, methods, methodologies, and procedures. Coverage includes inspection and protection of information assets, detection of and reaction to threats to information assets, and examination of pre- and post-incident procedures, technical and managerial responses, and an overview of the information security planning and staffing functions including: policy development, disaster recovery, and specialized training for security professionals. Prerequisite: 201.

481—Field Practicum in Computer Information Systems, 1–12 Cr.

Advanced experience in the field of computer information systems incorporated into the academic environment. This course is arranged through the CISS advisor and the field practicum coordinator for the School of Business. Restricted to students with senior standing.

489—Systems Development and Implementation, 3 Cr.

This course is the second of a two-course capstone practicum, focusing on the information systems research, design, development, and implementation. Using the latest techniques for systems design and programming, a complete system solution is developed, tested, implemented, and documented. Prerequisite: INFO 400.

Criminal Justice (CRMJ)**150—Introduction to Criminal Justice, 3 Cr.**

This course will provide students with an overview of the criminal justice system. The structure and function of the police, courts, and corrections, as well as the policies these agencies use to control crime, will be

examined. Students will also debate controversial issues related to criminal justice processing and compare the ideal of justice with the reality under this system. (Equivalent to SOCL 150.)

203—Police in American Society, 3 Cr.

An analysis of the functions of police in modern society, including the historical peacekeeping role, the various levels of police organization (federal, state, and local enforcement), styles of policing, and private policing. Addresses police as one component of the criminal justice system. Prerequisite: 150.

230—Courts, 3 Cr.

This course is an overview of the American judicial system. It will address the types of law used in our judicial system, the actors in courts (attorneys, judges, interest groups, litigants) and court procedures. Federal and state courts will be examined, as well as the appellate process, including the U. S. Supreme Court. Prerequisite: 150 or SOCL 150.

240—Criminal Procedure, Evidence, and Investigation, 3 Cr.

Introduces principles of evidence and techniques of investigation. Includes constitutional limitations on arrest, search and seizure, the exclusionary rule, interrogation, and confessions. Identifies problems of evidence gathering and presentations as well as basic skills and procedures of criminal investigation. Prerequisite: 150.

265—Sophomore Seminar, 3 Cr.

This course is designed to assist students in developing professional skills and career plans within the field of criminal justice and sociology. Students will master basic research skills and writing for a scholarly audience. Students will also explore professional expectations and ethical standards within these disciplines. Finally, students will explore career options and begin preparing for the job market and/or graduate school. (Equivalent to SOCL 265.)

280—Corrections, 3 Cr.

Explores issues related to the sociology and philosophy of punishment and corrections. Custodial and noncustodial alternatives, probation and parole procedures, the role of correctional personnel, and the role of corrections in the criminal justice system will be examined. Prerequisite: 150.

320—Administration of Justice, 3 Cr.

This course is intended to introduce students to basic management models, principles, and strategies applicable to contemporary police and correctional criminal justice organizations. Includes an examination of organizational history, theory, behavior, leadership styles, networks of relationships both formal and informal, concentration of power, and politics within organizations. The policy implications of selected topics will be considered to analyze the future direction of these criminal justice organizations. Restricted to students with junior standing or higher.

345—Women in the Criminal Justice System, 3 Cr.

This course is an overview of women in the criminal justice system, including an examination of historical and current roles of women as criminal justice professionals, offenders and victims. Topics will include a critique of traditional theories that explain male delinquency in crime while neglecting females; the frequency and nature of female offending; how women are processed in the system as offenders and victims, particularly crimes and victimization which disproportionately impact women and their families; and the changing roles of women in law enforcement and corrections. Some international topics will be covered, including sex trafficking and women as victims in armed conflicts. Restricted to students of junior standing or higher.

351—Crime and Delinquency, 3 Cr.

This course will examine the nature, extent, and causes of criminal and delinquent behavior from a sociological perspective. Trends in offending and victimization, including research on violent crime, property crime, public order crime, organized crime, and white collar crime will be covered. The major theoretical

explanations of criminal and delinquent behavior will also be explored. Prerequisite: 150 or SOCL 125 or 150. (Equivalent to SOCL 351.)

364—Juvenile Justice, 3 Cr.

This course is designed to give students an introduction to the field of juvenile justice. It will focus of the relationship between youth as victims and as offenders, the role of the juvenile justice system, delinquents' rights, and traditional and alternative ways of dealing with juvenile crime. It will briefly examine the social and etiological features of delinquency. (Equivalent to SOCL 364.)

365—Interviewing and Report Writing, 3 Cr.

This course is designed to introduce students to communication processes within the field of criminal justice. It identifies techniques and provides practical experiences for students in both interviewing and report writing, focusing on the development of professional oral and written communication skills. Prerequisite: 150 or SOCL 150. Restricted to students with junior standing or higher.

370—Introduction to Criminal Law, 3 Cr.

An examination of the nature, variety, and sources of criminal law and the relationship of criminal law to theories of punishment and social control. Includes the classification of crimes, as well as the creation, organization, and content of criminal law. Prerequisite: 150.

380—Community-based Corrections, 3 Cr.

An examination of the field of community-based corrections, including pre- and post-trial duties, patterns of diversion, probation and parole, restitution, intensive probation, supervision, and violation revocations. A special focus on alternatives to incarceration in community settings will be addressed. Restorative Justice approaches such as community conferencing, and victim-offender mediation and offender accountability to the community as well as victim assistance and community service for offenders will be addressed. Legal issues and trends in community-based corrections will be examined. Restricted to students with junior standing or higher.

406—Constitutional Law, 3 Cr.

This course provides an introduction to American constitutional law through a study of selected Supreme Court cases. Students will examine the sources of government power found in the Constitution and study the role of the courts in interpreting the extent of that power. Topics that will be considered include judicial review, separation of powers, the Bill of Rights, and the right to privacy. Selected pending U.S. Supreme Court cases will be used as an interactive tool to study the Constitution. Prerequisite: POSC 121 or 320, or junior standing.

435—Philosophy of Punishment, 3 Cr.

This course will cover the major philosophical approaches to punishment in the United States. Students will be exposed to the different orientations used by probation, prisons, and parole. The philosophies of deterrence, incapacitation, just deserts, rehabilitation, and restorative justice will be discussed. The class will examine, discuss, and debate the effectiveness of each of these philosophies in regards to reducing crime in the United States.

465—Senior Seminar, 3 Cr.

This course is designed to facilitate the transition from the college classroom to the professional world or graduate school. Students will synthesize and apply the knowledge they have attained through their coursework, reflect on their academic experience and career goals to design a job search and prepare graduate school applications, and execute an original research project and disseminate the results in a poster presentation. Restricted to students with senior standing. (Equivalent to SOCL 465.)

470—Ethics in Criminal Justice, 3 Cr.

This course is an examination of ethical theories and issues that confront criminal justice practitioners, including law enforcement, the courts, corrections, and professionals working in policy and research. The course will examine the standards of ethics for criminal justice professionals. It will explore the concepts of

morality, ethics, values, moral/ethical frameworks and dilemmas in the field. Students will examine case studies to become aware of the dilemmas faced by practitioners. In addition, it will examine the concept of “justice” and its meaning, and examine current and future ethical issues in the justice system.

Dance (DANC)

100—Dance Appreciation, 3 Cr.

This introductory, non-performance dance course provides the participant with an overview of dance history, style, form, and aesthetics, with the primary purpose of providing a greater understanding and appreciation of various diverse dance forms. The course may include a limited number of practical dance activities to further demonstrate various styles and forms of dance discussed, including ballet, jazz, tap, music theatre, modern, and social dance.

105—Introduction to Dance Techniques, 3 Cr.

A course that introduces students to the styles of jazz, ballet, and tap dance, developing body coordination, strength, and flexibility.

110—Fundamentals of Dance, 2 Cr.

A course introducing students to styles of jazz, ballet, and tap dance for music theatre and theatre majors and dance, theatre, and music theatre minors, beginning the development of strength, flexibility, coordination, and correct use of the body. Restricted to theatre and music theatre majors and minors and dance minors.

214—Ballet I, 2 Cr.

A course for the student interested in furthering their ability to dance. The course will introduce ballet vocabulary and technique principles so that the student can begin to perform more complex movement combinations. Prerequisite: 105 or 110. Restricted to music, music theatre, theatre, and arts administration majors and dance, music theatre, theatre, and music minors. May be repeated for credit.

220—Modern Dance I, 2 Cr.

The techniques and principles of modern dance styles from the early 1900s to the present will be introduced and explored. Prerequisite: 105 or 110. Restricted to music, music theatre, theatre, and arts administration majors and dance, music theatre, theatre, and music minors. May be repeated for credit.

230—Tap Dance I, 2 Cr.

For the beginning to intermediate level tap dancer, this course will cover the basic tap steps of this rhythmic dance form. Prerequisite: 105 or 110. Restricted to music, music theatre, theatre, and arts administration majors and dance, music theatre, theatre, and music minors. May be repeated for credit.

250—Jazz Dance I, 2 Cr.

A continuing course in this distinctly American dance form with emphasis on isolations and syncopated rhythm movement patterns. Prerequisite: 105 or 110. Restricted to music, music theatre, theatre, and arts administration majors and dance, music theatre, theatre, and music minors. May be repeated for credit.

270—Musical Theatre Dance I, 2 Cr.

The technique and style of dances required for the musical theatre stage. Dance combinations will include various musical theatre styles. For the advanced beginning and intermediate dancer. Prerequisite: 105 or 110. Restricted to music, music theatre, theatre, and arts administration majors and dance, music theatre, theatre, and music minors. May be repeated for credit.

280—Dance Theatre, 2 Cr.

All aspects of dance production will be explored through practical experience. The culmination of the course will be a dance concert. Restricted to dance minors. May be repeated for credit.

314—Ballet II, 2 Cr.

Advance studio practice in classical ballet technique with emphasis on ballet as a performing art. Prerequisite: 214. Restricted to music, music theatre, theatre, and arts administration majors and dance, music theatre, theatre, and music minors. May be repeated for credit.

322—Stretching and Flexibility, 1 Cr.

This one-credit course is designed for the dancer to achieve greater flexibility through learning different stretches and basic principles of stretching and putting these things into practice. Restricted to music, music theatre, theatre, and arts administration majors and dance, music theatre, theatre, and music minors. May be repeated for credit.

330—Tap Dance II, 2 Cr.

A continuing course for the advanced level tap dancer, including more complex tap steps and techniques of this rhythmic dance form. Prerequisite: 230. Restricted to music, music theatre, theatre, and arts administration majors and dance, music theatre, theatre, and music minors. May be repeated for credit.

350—Jazz Dance II, 2 Cr.

Advanced studio practice of jazz dance technique and style, including more complex exercises combinations. Prerequisite: 250. Restricted to music, music theatre, theatre, and arts administration majors and dance, music theatre, theatre, and music minors. May be repeated for credit.

360—Dance Composition, 2 Cr.

The principles and processes of making dance will be studied through practical experience and the observation and analysis of choreographic works. Prerequisite: 105 or 110 and four of the following: DANC 214 or 314; 220; 230; 250 or 350; 270 or 370; 330 or 430. Restricted to music, music theatre, theatre, and arts administration majors and dance, music theatre, theatre, and music minors. May be repeated for credit.

370—Musical Theatre Dance II, 2 Cr.

A continuation of the study of the technique and style of dances required for the musical theatre stage. Dance combinations will include various musical theatre styles. Prerequisite: 270. Restricted to music, music theatre, theatre, and arts administration majors and dance, music theatre, theatre, and music minors. May be repeated for credit.

380—Dance Theatre, 2 Cr.

All aspects of dance production will be explored through practical experience. The culmination of the course will be a dance concert. Restricted to dance minors. May be repeated for credit.

414—Ballet III and Pointe I, 2 Cr.

Advanced studio practice in classical ballet technique. Special focus on Pointe work and preparing to begin Pointe work. Prerequisite: 314. Restricted to music, music theatre, theatre, and arts administration majors and dance, music theatre, theatre, and music minors. May be repeated for credit.

430—Tap Dance III, 2 Cr.

An advanced level tap course focusing on difficult steps and complex rhythm patterns. Prerequisite: 330. Restricted to music, music theatre, theatre, and arts administration majors and dance, music theatre, theatre, and music minors. May be repeated for credit.

480—Dance Theatre, 2 Cr.

All aspects of dance production will be explored through practical experience. The culmination of the course will be a dance concert. Restricted to dance minors. May be repeated for credit.

490—Dance Repertory, 1–3 Cr.

This course will explore the creation and execution of a degree performance or educational event, from creative process through execution. Students will enhance their technical, creative, collaborative, and performance skills. Events will differ during different semesters, and may include performances of dance

pieces(s) at various venues in the community, fully produced dance concerts, evening length movement pieces, and outreach opportunities to the people of our neighborhood. By audition only. Restricted to BFA or BM degree students or dance minors. May be repeated for credit.

Earth Science (ESCI)

103—Earth Science, 4 Cr.

Three hours lecture/two hours lab per week.

A survey course covering the earth's position in the universe, the structure of the earth, and the processes that form and shape the earth's surface. Topics include solar system astronomy, plate tectonics, rocks and minerals, weathering and erosion, and the structure and circulation of the oceans and atmosphere.

Economics (ECON)

101—Macroeconomics, 3 Cr.

Students learn about the aggregate behavior of national and international economies, and how to measure aggregate levels of production, consumption, employment, and inflation. Issues discussed in the class include how countries can benefit and lose from international trade; what are the immediate, short run, and long run effects from shocks to the economy such as exogenous changes in aggregate spending, factors affecting production, or government intervention; and what are the goals of fiscal and monetary policy, and what are some of their positive and negative impacts on the economy. Prerequisite: 102 or 60 completed credits.

102—Microeconomics, 3 Cr.

Students learn about scarcity, opportunity costs, and production possibilities; the supply and demand behavior of markets; and optimal behavior of consumers and producers under market structures perfect competition, monopoly, and monopolistic competition. Students learn about how labor markets behave, including an understanding of how labor demand and labor supply curves are derived, and how government intervention can influence employment and wages. Students learn conditions for optimality of unregulated markets, and examine roles for government intervention concerning market failures such as externalities and public and common goods.

300—Environmental Economics, 3 Cr.

This course will apply an economic analysis to resource use while focusing on the economics of the environment and the economics of exhaustible resources. Students will examine the economic aspects of natural resources and environmental issues.

350—Latin America in a Global Economy, 3 Cr.

The study of economic policies and principles is a combination of politics and social science. We will examine the basic economic principles including scarcity, resource allocation, supply and demand, economic models and the influence of international trade as it relates to Latin American countries. Most of the course deals with economic development; the successes, failures, and prospects in Latin American countries.

400—Personal Economics, 3 Cr.

The purpose of this course is to strengthen personal life management skills by providing students with a complete perspective on personal economics. This topical course features financial planning, budgeting, cash and credit management, housing decisions, balancing work and home life, major purchasing decisions, investments, social responsibility, tax planning, retirement planning, estate planning, community service, and related ethical and legal issues. Students with little background in finance, economics, or mathematics welcome.

Education (EDUC)

150—Introduction to Education, 3 Cr.

Orientation to the field of education; study of historical, philosophical and social foundations of education; study of legal, political, economic and governmental basis of education; overview of innovative theories and

practices; the organization of U.S. schools at elementary, middle level and secondary. Students begin the portfolio development process.

210—Movement and Play in Early Childhood, 2 Cr.

An examination of elements and characteristics of motor development and play and its role in the total development of children from infancy through age eight. Assessment of children's developmental stages of play and movement. Students will learn to create developmentally appropriate curricula in movement and play.

215—Educational Psychology, 3 Cr.

Theories of learning and development and their application; critical thinking, motivation; classroom management, measurement and evaluation. Twenty hours of field experience required. Prerequisites: 150; PSYC 100 or 171; for elementary education majors; PSYC 220 or concurrent.

226—Health and Physical Activity in the 1-9 Classroom, 2 Cr.

This course prepares the classroom teacher to implement standards based health education and physical activity for grades 1-9. Concrete guidelines for teaching age-appropriate content in health and physical activity will be the focus of this course. Students will leave this course prepared to work with school and community members to help pupils remain healthy and active throughout their lives. The unique connection of "healthy mind/healthy body" and its connection to success in all content areas will be a central focus of the course. Prerequisite: 215.

237—Creative Arts for Young Children, 3 Cr.

This course is designed to develop an understanding of the value and function of creative activity in a child's learning and to plan, implement and evaluate developmentally appropriate integrated experiences in creative dramatics, art, music and movement for children, infancy through kindergarten. Prerequisite: 215.

255—Professional Issues, 3 Cr.

Continuation of portfolio development and Viterbo University essential elements of a lesson plan development from EDUC 150. Preparation for application for admission to the teacher education program. Emphasis on oral and written communication and professionalism in the career of teaching. Prerequisite: 150; 30 completed credits.

271—Curriculum and Assessment I – Infancy through Preschool, 3 Cr.

A study of developmentally appropriate curriculum and assessment practices (theoretical and published), for infants, toddlers, and preschoolers – including children with special abilities, disabilities or developmental differences. Emphasis on healthy social and emotional development as foundational to learning; creating supportive environments and experiences that increase each child's learning through play, exploration, and utilization of evidence-based teaching strategies; and developing parent/family partnerships. A field experience of 10 hours with young children is included. Prerequisite: 215.

276—Curriculum and Assessment II – Kindergarten through Middle Childhood, 3 Cr.

A study of developmentally appropriate curriculum and assessment practices for kindergarten and early elementary children (5-8 years old) that reflect state early learning and academic standards, and focus on integrated approaches to teaching social studies, science, literacy, mathematics, and the arts. An overview of differentiated instructional strategies to address the needs of children with special abilities, disabilities or developmental difference will be included. Emphasis on healthy social and emotional development as foundational to learning; creating supportive environments and experiences that increase each child's learning through play, exploration, and utilization of evidence-based teaching strategies; and developing parent/family partnerships. A field experience of 10 hours with young children is included. Prerequisite: 215.

280—Child and Adolescent Literature, 3 Cr.

Survey of many genres of literature; principles of selection and evaluation; literature's role in today's classroom; planning a literature-based reading program. Prerequisite: 215.

306—Inclusion of Students with Special Needs, 3 Cr.

Study of students who have a variety of special needs. Includes handicapped, at-risk, culturally diverse, and gifted and talented. Student teachers will know definitions, characteristics and educational needs of these students with special needs, be able to identify them and make appropriate referrals. Students will also learn how to make adaptations to instructional programs to maximize inclusion. Fifteen hours of field experience required. Prerequisites: 215; admission to the teacher education program.

308—Language Development and Emergent Literacy, 3 Cr.

Participants will examine stages of language acquisition, variables that influence this process, and their impact on early literacy development. An examination of theory, standards, and current literacy research will provide the foundation for developing an understanding of key knowledge, skills, and dispositions children need to prepare them to become readers and writers. Participants will explore evident-based practices for supporting and assessing children's language/literacy development, gaining family involvement, and addressing the needs of all children, including Dual Language Learners (DLL), children with disabilities, and those with other special needs. A field experience of 10 hours with young children is included. Prerequisite: 215.

311—Curriculum and Methods for Social Studies, 1–9, 2 Cr.

Objectives, content, study, and experience in methods, use of media, including computer applications for social studies teachers in the elementary and middle school; focus on Wisconsin's Model Academic Standards. Prerequisites: 215; SOCL 320; one history course; admission to the teacher education program.

312—Keyboarding Teaching Methods, 1 Cr.

An emphasis on teaching strategies for keyboarding instruction and the motivation of learning and skill building. Includes the utilization of keyboarding software packages. Emphasis on curriculum development and implementation including Wisconsin's Model Academic Standards. Prerequisite: 215

316—Technology-enhanced Instruction, Pre-K–12, 3 Cr.

Plan, design, and assess infusion of technology in learning environments, including adaptive technology; develop awareness of and experience with teacher productivity tools; explore ethical and legal issues surrounding use of technology in Pre-K–12 learning environments, including school technology policies. Prerequisites: 215; admission to the teacher education program.

319—Teaching Literacy in the Elementary/Middle School, 1–9, 4 Cr.

Evidence-based, effective instruction of the reading and writing processes that support successful teaching of literacy in the elementary/middle school. Best practices, Common Core State Standards, curricula, appropriate materials and strategies to meet the needs of diverse learners will be explored and applied to a Teacher Work Sample (TWS) (Unit Plan). When designing the TWS, students will develop proficiency in connecting goals, state standards, objectives, and assessment. Differentiated Instruction (DI) and Response to Intervention (Rtl) will be incorporated into lesson designs. Research based literacy trends and issues will be examined while participating in authentic classroom literacy practices. Fifteen hours of field experience required. Prerequisites: 215, 280, 306, 308, admission to the teacher education program.

323—Curriculum and Methods for Science, 1–9, 3 Cr.

Objectives, content, study, and experience in methods, use of media, including computer applications for science teachers in the elementary and middle school; science laboratory experiences; focus on Wisconsin's Model Academic Standards. Prerequisites: 215, 255, two science courses, admission to the teacher education program.

327—Methods: Teaching Science, 6–12, 3 Cr.

Emphasis on curriculum development and implementation (including Wisconsin's Model Academic Standards), teaching strategies, use of instructional resources, the organization of classrooms for instruction, and educational research as pertinent to science. Taught by faculty in the major area. Prerequisites: 215; admission to the teacher education program.

328—Methods: Teaching Mathematics, 6–12, 3 Cr.

Emphasis on curriculum development and implementation (including Wisconsin's Model Academic Standards), teaching strategies, use of instructional resources, the organization of classrooms for instruction, and educational research as pertinent to mathematics. Taught by faculty in the major area. Prerequisites: 215; admission to the teacher education program.

330—Middle/Secondary Methods Content Literacy, 6–12, 3 Cr.

Reading and writing instruction in content areas at the middle and secondary levels. Methods and materials to help students meet study-reading/writing demands of the content area classes. Includes objective writing, unit planning, lesson planning, parent involvement, testing, and assessment in the content areas. Fifteen hours of field experience required. Prerequisites: 215, 306, admission to the teacher education program.

332—Methods: Teaching English, 6–12, 3 Cr.

Emphasis on curriculum development and implementation (including Wisconsin's Model Academic Standards), teaching strategies, use of instructional resources, the organization of classrooms for instruction, and educational research as pertinent to English. Taught by English department faculty. Prerequisites: 215; admission to the teacher education program.

335—Methods: Teaching Foreign Language, Pre-K–12, 2 Cr.

Emphasis on teaching strategies for language and culture. The use of instructional resources including realia, technology, building a teaching file, and the organization of classroom for instruction. It also includes curriculum development and its implementation (including Wisconsin's Model Academic Standards). Prerequisites: 215; admission to the teacher education program.

336—Methods: Teaching Business Education, Pre-K–12, 3 Cr.

Emphasis on curriculum development and implementation (including Wisconsin's Model Academic Standards), teaching strategies, use of instructional resources, the organization of classrooms for instruction, and educational research as pertinent to business education. Prerequisites: 215, admission to the teacher education program.

337—Methods: Teaching Technology Education, 6–12, 3 Cr.

Emphasis on curriculum development and implementation (including Wisconsin's Model Academic Standards) effective teaching strategies, instructional resources, organization of labs and classrooms, technology education pedagogical research and applied learning practices, building a teaching file, and assessments and evaluations. Prerequisites: 215; admission to the teacher education program.

338—Methods: Teaching Social Studies, 6–12, 3 Cr.

Emphasis on curriculum development and implementation (including Wisconsin's Model Academic Standards), teaching strategies, use of instructional resources, the organization of classrooms for instruction, and educational research as pertinent to social studies. Taught by faculty in the major area. Prerequisites: 215; admission to the teacher education program.

343—Family Community Partnerships and Leadership, 3 Cr.

This course focuses on the teacher as a leader in building partnerships with families, colleagues, and school and community resources to promote support of, and involvement in education. Topics include family systems theory, community collaboration approaches to meet the diverse needs of children and families, cultural and family diversity; administration and evaluation of programs; and effective leadership models. Prerequisite: 215.

390—Middle Level Theory and Practice, 3 Cr.

Study the holistic development of the early adolescent; explore structure of middle level learning environments; plan, design, and assess approaches to teaching and learning, including authentic learning, management of behavior and learning environments, awareness of student services. Includes 15 hours of field experience. Prerequisites: 215, admission to the teacher education program.

400—Inclusive Early Childhood, 3 Cr.

This course is designed to provide an overview of best practices for creating inclusive settings for families and children (birth-six years) with disabilities, developmental differences, and challenging behaviors. Issues addressed include state and federal laws pertaining to children with disabilities/developmental delays; early intervention special education services; family-centered practices; characteristics of physical, cognitive, and communicative disabilities, and behavior/social emotional disorders; serving Dual Language Learners (DLL); positive approaches to discipline/guidance utilizing evidence-based strategies that support self regulation, health social-emotional development, and address challenging behavior, and curriculum adaptations and strategies to accommodate children with differing abilities in school and community settings. A field experience of 10 hours with young children with differing abilities is included.

401—Early Childhood Education Capstone, 3 Cr.

Intensive field experience in the pre-K environment. Integrates prior early childhood coursework through the preparation of integrated units designed and delivered in a pre-K environment. Completed the semester before or after full-semester kindergarten/elementary student teaching. Permission of instructor required. Prerequisites: 237, 271, 276, 308, 343, 400; admission to the teacher education program; admission to student teaching.

402—Principles of Career and Technical Education, 2 Cr.

Overview of the history, philosophy, organization, and administration of career and technical education with emphasis on national and Wisconsin standards for career and technical education. Focus on issues, trends, and challenges facing career and technical educators. Content will include national and state recognized resources, pedagogies, standards, and contextual learning opportunities. OVAE career clusters will provide foundation for exploration of the major CTE program areas and related professional journals and organizations. Pending prior approval, this course could be applied to meet the DPI course requirements for vocational certification and possibly one of the certification requirements of the Wisconsin Technical College System. Prerequisites: 215; admission to the teacher education program.

405—Interdisciplinary Teaching through Language Arts, 1–9, 3 Cr.

Interdisciplinary approaches to teaching in the elementary and middle schools with a special focus on language arts, social studies, and their curriculum areas. Students design, plan, and teach units in local schools. Focus on Wisconsin's Model Academic Standards, authentic assessment techniques, team teaching, inclusion of children with special needs, and multicultural awareness. Prerequisites: 215, 280, 319; admission to the teacher education program.

413—Assessment and Correction of Literacy Problems, 1–9, 3 Cr.

Principles of corrective and remedial reading instruction; nature and causes of reading difficulties; diagnostic instruments and procedures; strategies and materials for correcting reading disabilities; computer-aided instruction and training; case study correlated with 15 hours of field experience. Prerequisites: 319; admission to the teacher education program.

425—Technologies, Pedagogical Skills, Standards, and Assessment, 2 Cr.

Confirm knowledge, skills and dispositions for technology educators; explore technology education research; evaluate Introduction to Engineering, a comprehensive survey course text for middle/secondary technology education; revisit PI34 Content Standards for Technology Education; complete a capstone assessment project. Restricted to technology education majors.

441—Student Teaching: Elementary Education, K–6, 3–10 Cr.

Teaching at kindergarten/elementary level. Capstone experience typically completed in the final semester. Prerequisites: admission to the teacher education program; admission to student teaching; passing Praxis II score.

442—Student Teaching: Elementary/ Middle, 1–9, 3–10 Cr.

Teaching at elementary and middle school levels. Capstone experience typically completed in the final semester. Prerequisites: admission to the teacher education program; admission to student teaching; passing Praxis II score.

459—Student Teaching: Middle Level/ Secondary, 6–12, 3–10 Cr.

Teaching at middle (6–8) and secondary (9–12) levels. Capstone experience typically completed in the final semester. Prerequisites: admission to the teacher education program; admission to student teaching; passing Praxis II score.

463—Student Teaching: Pre-K–12, 3–10 Cr.

Teaching at the pre-K–12 levels. Capstone experience typically completed in the final semester. Prerequisites: admission to the teacher education program; admission to student teaching; passing Praxis II score.

482—Student Teaching Seminar, Pre-K–12, 2 Cr.

Designed to assist student teachers in integrating theory with practice through discussion and individual conferences. Special emphasis on specific aspects of the teaching profession such as contracts, career and life planning, professional organizations, resume preparation, interviews, legal rights and licensure. Prerequisites: admission to the teacher education program; admission to student teaching.

English (ENGL)

099—Pre-College English, 3 Cr.

Students who desire a semester of pre-college writing instruction may elect to enroll in ENGL 099. Highly individualized instruction helps 099 students to improve in all stages of the writing process. As they work through a sequence of formal and informal writing assignments, students will learn to more effectively invent, plan, draft, revise, and edit to correct errors in usage, syntax, grammar, and punctuation. The research and argumentation introduced in ENGL 099 prepare students for the more thorough treatment of those subjects in ENGL 103 and 104. Students in 099 are challenged to read and respond effectively to assigned texts and peer writings, building from comprehension toward critical analysis. Offered fall semester. Credits not applicable toward graduation. Credits included in term credit load for student status. Grade points calculated in the grade point average.

103—Composition and the Elements of Argument, 3 Cr.

In this introduction to college writing, students travel a trajectory from expressive personal writing to purposeful argumentation. Students learn to use personal experience to engage readers and support limited claims, while also learning to read closely in order to summarize, analyze, and respond to written texts. Students gain instruction in research methods and strategies of argumentation, as well as essentials of argumentative writing such as thesis, evidence, organization, and sentence-level effectiveness. By the end of the semester students will be able to write thesis-driven arguments that integrate their own experience with sources that represent multiple perspectives on an issue. Students are introduced to research, using the Internet and the Viterbo University library. Grade of C required to pass the course. Prerequisite to all other English courses.

104—Composition and Literature, 3 Cr.

ENGL 104, the second of two required composition courses in Viterbo University's general education curriculum, is a topic-based writing course. Instructors determine a topical focus for their 104 sections—topics might include the environment, immigration, health care, gender, or poverty. Within that topical framework, ENGL 104 introduces students to the conventions of literary genres such as fiction, poetry, drama, and literary non-fiction. Supplemental texts may be drawn from journalism, the humanities, film, and the arts and sciences. By examining literature within a wider social context, students see the relationship between art and culture, while gaining an introduction to literary studies. ENGL 104 extends the focus on argumentation, research, and the writing process established in ENGL 103. The course culminates in a research project. Prerequisite: grade of C or higher in 103.

105—Accelerated Composition, 4 Cr.

This first-year writing class develops students' skills in college-level argument through practice, guidance, and collaborative learning. In addition to reading texts critically, writing frequently, and completing several major assignments, students work on their writing in small group settings. Writing assignments include literary analysis and researched arguments using literary and non-literary sources. Topics or themes for the course vary. Grade of C required to pass. Prerequisite: placement.

127—Symposium, 1 Cr.

Spring course that brings together English majors and faculty to explore literary/cultural interests. Juniors in the course present a paper written in ENGL 455. Additionally, seniors defend a thesis written in ENGL 481.

195—Honors Writing Seminar, 4 Cr.

Designed specifically for students enrolled in the Honors Program, this first-year writing seminar facilitates students' development into skilled practitioners of college-level argument through practice, guidance, and collaborative learning. In addition to reading complex texts critically, writing frequently, and completing several major assignments of increasing complexity, students will work with a similar group in a lab setting on the processes of writing. Writing assignments include literary analysis and researched argument essays using sources as wide ranging as literature, visual sources, film, and scholarly articles. Topics or themes for the course vary from year to year. Restricted to students admitted to the Honors Program.

201—News Reporting and Writing, 3 Cr.

Introduction to basic news writing with training in methods of news gathering, reporting, and news writing. Experience in writing for *Lumen*, the bi-weekly university newspaper.

204—Environmental Literature, 3 Cr.

General overview of non-fiction, fiction, and poetry that explores the relationships between humans and their environments. Prerequisite: 104 or C or higher in 105 or C or higher in 195.

208—The Short Story, 3 Cr.

The course will be flexible to allow for a survey of English, European, North or South American writers, for the history of the genre, or for a thematic or topical focus. Prerequisite: 104 or C or higher in 105 or C or higher in 195.

210—Student Newspaper Experience, 1 Cr.

Supervised involvement in *Lumen*, the biweekly student newspaper, including researching and writing news/feature stories for publication. Weekly class meetings and discussions. Prerequisite: 201. May be repeated for credit to a maximum of four credits.

211—Introduction to Creative Writing, 3 Cr.

Through course readings, writing exercises, and creative compositions, this course helps students engage the conventions of three literary genres - fiction, poetry, and creative non-fiction - from the standpoint of writers. Students begin learning to channel artistic expression in order to communicate intended effects to audiences. Reflective essay assignments help students to articulate the nature of their own learning in the course. Students learn to participate effectively in a workshop setting by responding orally and in writing to the work of their peers. At the end of the course, students will have completed successful works in all three genres. Prerequisite: 104 or C or higher in 105 or C or higher in 195.

220—Survey of American Literature I, 3 Cr.

General overview of American literature from Native American myths and legends to Emily Dickinson. The survey includes such works as Anne Bradstreet's poetry, Jonathan Edwards's sermons, Washington Irving's short stories, works by Hawthorne, Melville, Thoreau, and Whitman, and Margaret Fuller's essays. Prerequisite: 104 or C or higher in 105 or C or higher in 195.

221—Survey of American Literature II, 3 Cr.

General overview of American fiction and poetry from the post-Civil War to the post-World War II era, including works by such canonical authors as Twain, James, Hemingway, Frost, Eliot, Stevens, Faulkner. Attention will also be given to influential African-American, Native American, and women writers such as Hughes, Baldwin, Hurston, Cather, Erdrich, Plath. Prerequisite: 104 or C or higher in 105 or C or higher in 195.

227—Symposium, 1 Cr.

Spring course that brings together English majors and faculty to explore literary/cultural interests. Juniors in the course present a paper written in ENGL 455. Additionally, seniors defend a thesis written in ENGL 481.

231—Survey of British Literature I, 3 Cr.

Overview of Early, Medieval, Renaissance, Restoration, and Eighteenth-Century texts, such as *Beowulf*, *The Canterbury Tales*, *Everyman*, *Utopia*, *Doctor Faustus*, and a Shakespeare play. Prerequisite: 104 or C or higher in 105 or C or higher in 195.

232—Survey of British Literature II, 3 Cr.

Overview of important British Romantic, Victorian, Modern, and Post-modern writers. Prerequisite: 104 or C or higher in 105 or C or higher in 195.

233—British Literature Survey III, 3 Cr.

Overview of important British fiction, poetry, and drama of the modern and contemporary periods (early 20th century to the present). Prerequisite: 104 or C or higher in 105 or C or higher in 195.

243—Literature and the Healing Arts, 3 Cr.

Literature and the Healing Arts examines the universal concerns of health, sickness, death, and healing through the lens of literature. Analyzing selected poems, short fiction, novels, and essays, students will examine the themes of suffering, sickness, healing, medical practices, death and dying, and grief. Students will also explore how literature can play an important role in healing or care giving, especially in aiding medical personnel to understand the needs of patients as unique individuals, to communicate with people who have limited medical knowledge, and to express compassion and empathy in the face of tragedy and grief. While the course benefits anyone interested in literature and the healing arts, it will be especially useful for students planning careers in the medical field. Prerequisite: 104 or C or higher in 105 or C or higher in 195.

253—Introduction to Fiction, Poetry, and Drama, 3 Cr.

Required for all English majors, ENGL 253 studies poetry, fiction, and drama through the lens of genre. Students learn the conventions of genre in literature and apply them to research and write literary-critical arguments.

255—Introduction to Literary Studies, 3 Cr.

English majors survey literary genres, build research skills specific to English, practice close reading, and apply two to three theoretical approaches to interpreting texts. Students analyze literary criticism and integrate MLA style with other conventions of literary analysis. Students also discuss English-related careers and plan their remaining curriculum within the major. A student who fails ENGL-255 twice will be dismissed from the English major. Prerequisite: 104 or C or higher in 105 or C or higher in 195.

257—Literature of Work, 3 Cr.

Course traces the cultural and historical concepts of work and working people beginning in Colonial America and Victorian England and ending with contemporary American film. Authors include Terkel, Melville, Lewis, Miller, and Marx. Prerequisite: 103 or 105 or 195.

303—The Modern British Novel, 3 Cr.

Intensive study of major British novels since 1900, by such authors as Conrad, Forster, Joyce, Lawrence, Ford, Woolf, Huxley, Waugh, and Greene. The course may survey a number of novelists or focus on works by one or two writers. Prerequisite: 104 or C or higher in 105 or C or higher in 195.

307—Argumentative Writing, 3 Cr.

Taking up where English 103 leaves off, this course examines the formal elements of argument: claims, warrants, support, induction, deduction, logical fallacies, and classical argumentative structures. Students analyze arguments and create their own in original essays. Recommended for Pre-law program. Prerequisite: 104 or C or higher in 105 or C or higher in 195.

309—Non-Western Literature, 3 Cr.

Multi-cultural study of works by Asian, Middle Eastern, African, Central and South American, and Mexican writers, including such authors as Achebe, Soyinka, Head, Gordimer, Tan, Endo, Mishima, Mahfouz, Allende, Amado, Borges, Garcia Marquez. Prerequisite: 104 or C or higher in 105 or C or higher in 195.

310—Creative Non-Fiction, 3 Cr.

Designed for writers with experience in argumentative writing, this course introduces the larger tradition of the essay. Course readings highlight the history of the genre and focus on contemporary work in memoir, the personal essay, the collage essay, the portrait, the essay of place, and other varieties of creative non-fiction. The course emphasizes style and intention in relationship to genre conventions and audience expectations and focuses on writing as a multi-faceted process, including invention, planning, primary and secondary research, drafting, and revision. Prerequisite: 104 or C or higher in 105 or C or higher in 195.

311—Creative Writing: Fiction, 3 Cr.

Designed for writers with experience in expository writing and interest in pursuing creative work in fiction. Students read with an emphasis on craft, intention, and effect. Students practice artistic observation, description, exposition, and narrative as they build toward finished fiction pieces in various styles. Prerequisite: 211.

312—Creative Writing: Poetry, 3 Cr.

Designed for writers with experience in expository writing and interest in pursuing creative work in poetry. Students read a wide variety of poetic works with an emphasis on craft, intention, effect, and varieties of meaning in poetry. Students practice artistic observation, description, figurative language, and the craft of poetic structure as they build toward finished poems in various forms. Prerequisite: 211.

313—Travel Writing, 3 Cr.

Designed around an international or domestic travel experience, “Travel Writing” is split into an academic session (two hours per week during the spring semester) and a travel session (two weeks in May/June). During the academic session, students will receive instruction and practice in the art of travel writing, while readings exhibit the ways that professional writers weave travel into their works. During the travel session, students gather details of history and place, while observing their own psychological and physical adaptations to traveling. Students write significant passages each day, to be read aloud and discussed during six workshop meetings held at various sites during the trip. Two weeks after our return, the completed travel writing project, incorporating material written during the travel session, is due. English 313 allows students to take on position of the attentive observer in a new environment. Students will learn valuable new approaches to the art of writing: how to anticipate and plan writing experiences, and how to adopt the perspective of a traveler, even in native locations. Prerequisite: 103 or 105 or 195.

319—Feature Writing, 3 Cr.

Planning and writing of feature articles suitable for newspaper and/or magazine publication, including human interest, color, seasonal, how-to-do-it stories, profiles, narratives, essay-reviews. Emphasis on interviewing, research, information gathering techniques, story structure, style, tone, reading, and analysis of published feature articles by professional authors. Prerequisite: 201.

320—American Renaissance, 3 Cr.

Intensive examination of major poets, novelists and essayists of the Golden Age of American literature, including such authors as Emerson, Thoreau, Whitman, Fuller, Melville, Dickinson, Hawthorne, Poe, Stowe. Prerequisite: 104 or C or higher in 105 or C or higher in 195.

321—*American Masterpieces, 3 Cr.*

Representative works from major American writers; relationship to historical and cultural background. Prerequisite: 104 or C or higher in 105 or C or higher in 195.

322—*American Fiction since 1945, 3 Cr.*

Contemporary American fiction: its writers, themes, trends, and interrelations, in the context of important historical and cultural developments since World War II. Study of such authors as Updike, Pynchon, Oates, Moore, Carver, and DeLillo. Prerequisite: 104 or C or higher in 105 or C or higher in 195.

324—*The American Novel to 1900, 3 Cr.*

Intensive study of major American novelists of the 18th and 19th centuries - such as Rowlandson, Brown, Cooper, Hawthorne, Melville, Stowe, Twain, Howells, James, Crane - and of important literary movements such as romanticism, psychological and social realism, regionalism, and naturalism. The course may survey a number of novelists or focus on the work of one or two. Prerequisite: 104 or C or higher in 105 or C or higher in 195.

325—*The American Novel to 1945, 3 Cr.*

Intensive study of major American novels by such authors as Hawthorne, Melville, James, Dreiser, Faulkner, Cather, Hurston. The course may survey a number of novels from one or more periods and traditions, or focus on works by one or two writers. Prerequisite: 104 or C or higher in 105 or C or higher in 195.

326—*The English Novel to 1900, 3 Cr.*

Detailed examination of representative 18th and/or 19th-century British novels with a focus on understanding the assigned works within their historical and cultural contexts. This course may center on a special topic for example, the Gothic in 18th and 19th-century British fiction. Prerequisite: 104 or C or higher in 105 or C or higher in 195.

327—*Symposium, 1 Cr.*

Spring course that brings together English majors and faculty to explore literary/cultural interests. Juniors in the course present a paper written in ENGL 455. Additionally, seniors defend a thesis written in ENGL 481.

328—*Chaucer and His Age, 3 Cr.*

Readings in Middle English of *The Canterbury Tales*, other works by Chaucer; consideration of other important Medieval authors such as Malory and the Gawain poet. Prerequisite: 104 or C or higher in 105 or C or higher in 195.

336—*Shakespeare, 3 Cr.*

Major comedies, histories, and tragedies studied as poetry and as drama; selections from the sonnets. Prerequisite: 104 or C or higher in 105 or C or higher in 195.

338—*Renaissance and 17th Century British Literature, 3 Cr.*

Study of major non-Shakespearean British writers of the Elizabethan and Jacobean periods and of the English Civil War (roughly 1580–1660), including poetry, prose, and drama by authors such as Marlowe, Sidney, Spenser, Jonson, Milton, Elizabeth I, Wroth, Lanyer, and more. Prerequisite: 104 or C or higher in 105 or C or higher in 195.

341—*Greek and Roman Literature, 3 Cr.*

Greek and Roman epic, drama, philosophical dialogues, and lyrics; background of classical mythology. Prerequisite: 104 or C or higher in 105 or C or higher in 195.

345—*The European Novel, 3 Cr.*

Representative works of major continental novelists such as Cervantes, Flaubert, Tolstoy, Dostoyevsky, Mann, Kafka, Camus, Robbe-Grillet. Studied in English. Prerequisite: 104 or C or higher in 105 or C or higher in 195.

346—*Women Writers to 1700, 3 Cr.*

This course focuses on a selection of 16th and 17th-century British women writers working with poetry, letters, political speeches, prose, fiction, and drama. Authors may include Elizabeth I, Wroth, Phillips, Cavendish, and Behn. Prerequisite: 104 or C or higher in 105 or C or higher in 195.

347—*Women Writers after 1700, 3 Cr.*

Study of prose and/or poetry written by women after 1700. Attention to issues of gender, ethnicity, and social class with brief consideration of feminist literacy criticism. This course may also center on a special topic in women's literature for example, the Female *Bildungsroman*. Prerequisite: 104 or C or higher in 105 or C or higher in 195.

354—*Western Masterpieces, 3 Cr.*

Study of major European writers from the Middle Ages to the 20th Century, including masterpieces of fiction, poetry, and drama by such authors as Dante, Moliere, Voltaire, Goethe, Baudelaire, Flaubert, Dostoyevsky, Ibsen, Mann, Camus, Beckett. Prerequisite: 104 or C or higher in 105 or C or higher in 195.

360—*Latin American Fiction Around the Boom, 3 Cr.*

This course concentrates on the Latin American boom of the 1960s. In the fiction of Julio Cortázar, Carlos Fuentes, and Gabriel Garcia Marquez, students will discover the same fragmentation, recursiveness, self-reflexivity, and formal transgression that characterize the decade's postmodernist technique outside of Latin America. But the course will also consider the economic, political, and cultural conditions responsible for the boom, the legacies of J. L. Borges and Alejo Carpentier, and the distinctive features of magical realism. The course will also sample representative writers from the aftermath of the Boom, including women like Isabelle Allende, Cristina Peri Rossi, Luisa Valenzuela, Rosario Ferré, and Angelica Gorodischer. Prerequisite: 104 or C or higher in 105 or C or higher in 195.

364—*Formal British Poetry, 3 Cr.*

Formal British Poetry will cover formal poetry from the Renaissance through the early modern period; poets studies will include such major figures as Wyatt, Spenser, Donne, Dryden, Milton.

365—*Themes in Late British Poetry, 3 Cr.*

Themes in Late British Poetry will cover the modern contemporary periods – both formal and open form poetry. Poets studies will include such major figures as Wordsworth, Tennyson, Yeats, Auden, Larkin.

370—*18th Century British Literature, 3 Cr.*

Study of prose and/or poetry of the Neo-classical period in English literature. Focus on understanding the works within their historical and cultural contexts. This course may also center on a special topic in 18th-century literature. Prerequisite: 104 or C or higher in 105 or C or higher in 195.

375—*English Romantic Literature, 3 Cr.*

Detailed examination of the literature written in England during the first third of the 19th century with a focus on understanding the assigned works within their historical and cultural contexts. Includes analysis of non-canonical writers as well as emphasis on the major poets of the era. The course will examine at least two novels from the period and may center on a special topic in English Romanticism. Prerequisite: 104 or C or higher in 105 or C or higher in 195.

380—*Victorian Literature, 3 Cr.*

In-depth analysis of English poetry and prose written during the middle and late 19th century. Emphasis on understanding the assigned works within their historical and cultural contexts. Includes such writers as Dickens, Gaskell, Tennyson, Browning, Arnold, the Pre-Raphaelites, Hopkins, Wilde, and Hardy. Examines at least two novels from the period and may center on a special topic in Victorian literature. Prerequisite: 104 or C or higher in 105 or C or higher in 195.

385—Modern and Contemporary Poets, 3 Cr.

Course will be flexible to allow focus on a survey of women poets, on regional writers, on North and South American poets, or on a single theme or topic. Prerequisite: 104 or C or higher in 105 or C or higher in 195.

390—Point of View and Narrative, 3 Cr.

This course examines short fictions of varying points of view. The readings will cover essays in narrative theory and point of view, but the main focus of the course will be hands-on discussion of fiction in terms of point of view. Prerequisite: 104 or C or higher in 105 or C or higher in 195.

394—Literature for Young Adults, 3 Cr.

An analysis of selected prose and poetry especially suitable for students of middle and high school age. Prerequisite: 104 or C or higher in 105 or C or higher in 195.

395—English Grammars, 3 Cr.

Different methods of describing the grammar of the English language: its phonology, morphology, syntax, and semantics, including traditional and structural grammars.

396—History of the English Language, 3 Cr.

A study of the origins and development of the English language from its origin in the sixth Century to its continuing evolution today, including European and non-European influences on American English.

401—Tutoring of Writing Seminar, 1 Cr.

Provides practical training for upper division students who tutor ENGL 103 students in the Viterbo University Learning Center. Peer tutors are trained to work in an inquiry-based, collaborative mode: 1) the student writer maintains control of his/her work at all times, and 2) peer tutors guide student writers toward critical realizations by means of question asking. Peer tutors hone skills of inquiry through a number of mock-tutoring exercises. Peer tutors also spend time reviewing upcoming ENGL 103 assignments, responding to representative samples of work by ENGL 103 students, and reviewing the overall goals of the ENGL 103 curriculum. The course provides excellent practical training for students going on to work in any kind of publishing, marketing, teaching, or other work involving the collaborative production of texts. In particular, the course offers excellent preparation for students hoping to attain assistantships or fellowships to support future graduate study.

426—Thesis Proposal, 1 Cr.

Students research, draft, revise, and submit their senior thesis project proposal, using the senior thesis criteria in the appropriate area of emphasis. Students will identify and meet monthly with their secondary reader to develop the thesis proposal. Students practice presentations in preparation for the senior defense in the spring. Students also prepare a draft of their graduation portfolio. Restricted to English majors and students with junior standing or higher.

427—Symposium, 1 Cr.

Spring course that brings together English majors and faculty to explore literary/cultural interests. Juniors in the course present a paper written in ENGL 455. Additionally, seniors defend a thesis written in ENGL 481.

440—Early American Literature Seminar, 3 Cr.

Historically-based, intensive study of major American writers of poetry, journals, letters, autobiography, fiction, non-fiction prose; research in literary criticism and theory. Designed for junior-senior English majors and minors. Prerequisite: 220 or 221.

442—Late American Literature Seminar, 3 Cr.

Historically-based, intensive study of major American writers of poetry, fiction, drama, non-fiction prose; research in literary criticism and theory. Designed for junior-senior English majors and minors. Prerequisite: 220 or 221.

444—Early British Literature Seminar, 3 Cr.

Historically-based, intensive study of major British writers of poetry, fiction, drama, non-fiction prose; research in literary criticism and theory. Designed for junior-senior English majors and minors. Prerequisite: 231 or 232 or 233 or THTR 291.

446—Late British Literature Seminar, 3 Cr.

Historically-based, intensive study of major British writers of poetry, fiction, drama, non-fiction prose; research in literary criticism and theory. Designed for junior-senior English majors and minors. Prerequisite: 231 or 232 or 233 or THTR 291.

455—Literature and Applied Theory, 3 Cr.

Intensive, in-depth study of a selected literary topic or major author. Prerequisites: 255; a 200 or 300-level literature course; approval of the sophomore portfolio. May be repeated for credit.

480—Literary Criticism and Theory, 3 Cr.

Intensive study of influential literary theories of the past 50 years, including structuralism, post-structuralism, deconstruction, psychoanalysis, reader response, feminism, Marxism, New Historicism, and cultural studies. Prerequisite: 104 or C or higher in 105 or C or higher in 195.

481—Senior Thesis II, 1 Cr.

Preparation and public defense in ENGL 427 of a senior thesis appropriate to the student's concentration in writing, literature, or pedagogy. Weekly seminar meetings and workshops. Prerequisites: 426, 455.

English as a Second Language (ESLP)

090—English Reading and Writing, 1-6 Cr.

Focuses on foundational English reading and writing skills. Exposes students to a variety of reading and emphasizes writing for clarity and ideas. Credits not applicable toward graduation. Credits included in term credit load for student status. Grade points calculated in the grade point average.

095—English Reading and Writing, 1-6 Cr.

Focuses on listening and speaking skills by exposing students to a variety of spoken English, including different accents, intonation, and spaces of speech so that students develop their ability to understand spoken English. Credits not applicable toward graduation. Credits included in term credit load for student status. Grade points calculated in the grade point average.

100—College Writing, 1-6 Cr.

Designed for international students who are planning to matriculate or immigrant students needing writing improvement. Focuses on writing reports, essays, journals, speeches and research papers, as well as on using narration, description, observing and reporting, profiling and exposition.

105—College Skills, 1-6 Cr.

This course focuses on preparing advanced English language students to enter U.S. university level courses effectively by emphasizing the importance of class participation, discussion and critical thinking. It will utilize material comparable to that found in general education required courses like religious studies, literature, philosophy and history. The course will cover note-taking skills as well as strategies for being a successful, balanced student.

Environmental Studies (ENVS)

101—Environmental Science, 4 Cr.

Three hours lecture/two hours lab per week.

Introduction to basic characteristics of ecosystems and an exploration of how they are affected by the technological and social environments in which humans live. Objectives will be: 1) to understand the nature, extent and causes of environmental problems and the implications these have for life on earth; 2) to

appreciate the complexity of environmental issues and the variety of perspectives from which they are addressed (e.g., scientific, social, economic, spiritual, aesthetic); and 3) introduction to major principles in biology, chemistry, and physics to further understand the dynamic ecosystem.

111—Environmental Issues Seminar, 2 Cr.

Two hours discussion per week.

This course will be an introduction to environmental issues for students interested in pursuing a minor in environmental studies. This course will use a seminar format to explore and evaluate significant current environmental issues; discussions will include the consequences of continued exponential growth of human populations, global climate change, ecosystem destruction, and consequences of non-renewable energy resource use. Objectives will be: 1) to understand the nature, extent, and causes of environmental problems and the implications these have for life on earth and 2) to appreciate the complexity of environmental issues and the variety of perspectives from which they are addressed (e.g., scientific, ethical, social, economic). Offered every year.

325—Environmental Sustainability, 3 Cr.

Three hours lecture per week.

This course will explore the underlying causes of the current environmental sustainability crises, using lectures, case studies and recitation to explore and to understand the human impact on the Earth's environment and the sustainability of human culture. The student will comprehend the causes and the extent of the unsustainable use of earth's resources and the danger of the collapse of the planet's environmental support systems. Topics will include: the exponential function as it applies to human population growth and resource use; the economic and political causes of the sustainability crisis; resource use and depletion; human population dynamics; the transition from fossil fuel energy to renewable energy; feeding a hungry world; climate disturbance (causes, mitigation and adaptation); denial of human impacts on the environment; and steps towards an environmentally sustainable human society. Prerequisite: 101 or BIOL 160 and 161.

400—Seminar on the Environment, 3 Cr.

This capstone experience in the Environmental Studies program involves intensive study of a specific theme or special topics. Strong emphasis on group-oriented investigation of an environmental issue that has implications for the local community. Offered every year. Prerequisites: 101 or BIOL 160. Restricted to students with junior standing or higher.

Finance (FINA)

304—Money and Banking, 3 Cr.

A study of the organization and operation of financial and monetary policy-setting institutions of the U.S. Prerequisites: ECON 101, 102.

331—Financial Management, 3 Cr.

A study of the sources and uses of working capital, the capital budgeting process, and management of the short and long-term financial policies of firms operating within a dynamic environment. Prerequisites: ACCT 211; MATH 270.

332—Investments, 3 Cr.

A study of the structure and operation of the capital markets and the attributes of various investments such as stocks, bonds, insurance, and real estate. Prerequisites: 331 or OMGT-318; ECON 101, 102.

355—Financing Strategies and Capitalization, 3 Cr.

This course provides in-depth investigation of financing options and processes, interest rate structures, and supply of capital. It explores the markets for loan-able funds, techniques for acquiring funds and for determining the appropriate financing instrument for a variety of business situations. Prerequisite: 331

French (FREN)

101, 102—Beginning French, 3 Cr.

An introductory course for the student with no previous foreign language study. Pair work and small group activities using culturally authentic materials are used to develop skills for everyday communication with an emphasis in culture and pronunciation. Prerequisite for 102: 101.

General Studies (GNST)

001—General Studies, for remedial offerings in the cooperative Associate program with Western Technical College

186—General Studies, for offerings in the cooperative Associate program with Western Technical College

286, 386, 486—General Studies, for offerings with cooperative institutions

Geography (GEOG)

132—World Regional Geography, 3 Cr.

This course is a cultural geography course that introduces students to nine to 10 world “realms” or “cultural regions” and provides information on the cultural geographic and physical-environmental characteristics of these realms. The course specifically examines world regions as they exist today, and gives students an understanding of cultural characteristics that dominate each region.

German (GERM)

101, 102—Introduction to German, 3 Cr.

An introductory course for students with no previous German study. Culturally authentic technology and print materials at the introductory level are used to facilitate communicative skills in German for everyday conversations and interactions. Emphasis in culture and pronunciation. Prerequisite for 102: 101.

Global Study (GLST)

200—Off-campus Study, 12–16 Cr.

Participation in an intercultural learning experience in the form of study abroad, service-learning experiences, or an internship. Restricted to students with freshman and sophomore standing.

400—Off-campus Study, 12–16 Cr.

Participation in an intercultural learning experience in the form of study abroad, service-learning experiences, or an internship. Restricted to students with junior and senior standing.

Health Care Management (HMGT)

101—Health Care Terminology, 1 Cr.

This course provides students with a basic knowledge of the terminology used in the health care professions. Topics will include word analysis, construction, pronunciation, spelling, definition, and use of terms. This course is offered in a self-paced, online.

200—Principles in Health Care Management, 3 Cr.

This course examines a wide variety of healthcare management concepts and theories designed to influence and improve the performance of healthcare organizations. The external and internal environments of organizations are identified, as well as key management functions, roles, and responsibilities. Essential aspects

of healthcare management are addressed. This course is designed for the student who has little or no relevant health care industry work experience.

306—Principles of Health Care Management, 3 Cr.

This course examines a wide variety of healthcare management concepts and theories designed to influence and improve the performance of healthcare organizations. The external and internal environments of organizations are identified, as well as key management functions, roles, and responsibilities. Essential aspects of healthcare management are addressed.

320—Health Care Policy and Delivery Systems, 3 Cr.

This course provides a systems-level analysis of the implications of healthcare policy on issues of access, equity, affordability, and social justice in healthcare delivery. Legislative, regulatory, and financial processes relevant to the organization and provision of healthcare services are examined with attention to their impact on quality and safety in practice environment and disparities in the healthcare system.

330—Legal and Ethical Issues in Health Care, 3 Cr.

This course examines the contemporary application of legal and ethical issues involved in the management and delivery of healthcare services and health-related research. A historical overview of events and milestones that have shaped the contemporary regulatory landscape is provided. Specific topics include informed consent, medical negligence, liability of hospital and staff, medical records and disclosure of patient information, ethical billing and coding practices, end of life decisions, and medical staff credentialing.

340—Financial and Economic Aspects of Health Care, 3 Cr.

This course provides the foundations for economic evaluation and financial management in delivery of healthcare services, including principles of supply and demand. The purpose and methods of financial reporting, such as financial statements and balance sheets, are explained. Financial risk and insurance principles and mechanisms for healthcare reimbursement, including Medicare, Medicaid, and other payor programs, are presented. The course also explores the financial, political, and economic aspects of universal healthcare. Prerequisite: OMGT 308.

375—Health Care Informatics, 3 Cr.

The focus of this course is on the application and use of information technology to support clinical and managerial decision-making in healthcare. Emphasis is placed on information technology that supports the delivery of services, including the collection, storage, retrieval, and communication of data; information systems safeguards; ethical and legal issues; and information management that promotes patient safety and quality of care. Information literacy and basic hardware and software concepts are addressed. Fundamental software applications, including spreadsheets and healthcare databases, are considered.

406—Principles of Health Care Management, 3 Cr.

This course examines a wide variety of healthcare management concepts and theories designed to influence and improve the performance of healthcare organizations. The external and internal environments of organizations are identified, as well as key management functions, roles, and responsibilities. Essential aspects of healthcare management are addressed.

425—Evidence Based Health Care Management, 3 Cr.

This course provides an introduction to the utilization of best evidence in managing healthcare issues. The curriculum emphasizes the importance of systematically integrating evidence to improve decision making and performance. Students will learn to clarify the issue surrounding decision, focus inquiry, develop strategies to gather supporting evidence in reliable literature, and solve management challenges based on the best evidence available.

445—Quality Improvement in Health, 3 Cr.

This course examines quality and safety issues within healthcare organizations. Student will be introduced to quality improvement science and risk management strategies that reduce the likelihood of injuries and financial loss in addition to quality management activities to assure that standards are met and to optimize the

quality of healthcare. Topics include quality of service delivery, quality planning, physician-patient relationships, safety of health care, quality of health services research, health care evaluation and benchmarking, technology assessment, and clinical research related to quality of care.

495—Health Care Management Capstone, 3 Cr.

The capstone provides an opportunity for student to synthesize the knowledge and skills gained from the program of study through a written paper or project. Students will complete a significant project drawing upon learning outcomes from their other healthcare management courses. This course must be taken in the student's final semester.

History (HIST)

100—The Historian's Craft, 1 Cr.

This course will introduce students to the discipline of history as a field of study and research. Course activities include using primary and secondary sources, and improving analytical skills related to historical study, especially the identification and critique of historical interpretations. Of particular interest is how historians research and use varied methodologies to write history. Department faculty will discuss with students their areas of expertise, interests, and careers. Required for all broad field social studies and history majors, but open to any interested students.

101—Western Civilization to 1600, 3 Cr.

The story of civilization in the Mediterranean area and Europe from the earliest civilization of Egypt and Mesopotamia, through Greece, Rome, the Middle Ages, Renaissance, and Reformation to about 1600.

102—Western Civilization since 1600, 3 Cr.

The story of civilization in the West from about 1600 to the present, including the Enlightenment; the social, political, and industrial revolutions of the 18th and 19th centuries; and the two great wars of the 20th century.

105—World History to 1500, 3 Cr.

This thematic and comparative course surveys broad patterns of human development across cultures, the ways in which civilizations interacted, and recurring processes and problems encountered in global history up to 1500 C.E. Central themes are agricultural revolution, development of global trade networks, and the significance of disease in world history. Students will investigate social, cultural, religious, and political aspects of the different periods covered.

106—World History since 1500, 3 Cr.

This thematic and comparative course surveys broad patterns of human development across cultures, the ways in which civilizations interacted, and recurring processes and problems encountered in global history from 1500 to the present. Central themes are the development of global trade networks, the significance of slavery in different world cultures, the foundations of the modern industrialized world, the rise of nationalism, and the effects of globalization. Students will investigate social, cultural, religious, and political aspects of the different periods covered.

111—The United States to 1865, 3 Cr.

A survey of the political, economic, cultural, and social developments in U.S. history from Pre-Columbian America to the Civil War.

112—The United States since 1865, 3 Cr.

A survey of the political, economic, cultural, and social developments in U.S. history from Reconstruction to the present.

153—Introduction to Latin American History 3 Cr.

A survey of Latin American history from Pre-Columbian civilizations to the present. The course emphasizes the complex agency of Latin American peoples in their cultural, social, political, and economic interactions.

217—Christianity in the Ancient World, 3 Cr.

We begin our study with some context: the significant developments that established the social, political, economic, philosophical and religious foundations in which the Jesus movement entered. Combining the evidence from archeological discoveries with advances in scholarship made over the last two centuries in our historical and textual understanding of Christianity's origins, we gain a clearer understanding of the ancient struggle between Roman Power and the Jewish people's passionate belief in a just God. The course also surveys the diversity that existed in Christian interpretation even as "The Church" began to be constructed. The course concludes with travel to Italy for two weeks as we will experience the integration of our textual learning with archeological and historical site visits.

218—Christianity in the Ancient World, 3 Cr.

Same as 217 without the travel and study abroad.

220—The City in History, 3 Cr.

This course examines and traces the evolution of a specific urban center chosen for study by the instructor. Whether organized chronologically to investigate the social, economic, cultural, and political processes that shaped urbanization and urbanism and the human responses to them, or thematically to examine the city as political capital, entrepôt, cultural center, or as financial hub, to name a few possibilities, cities are human creations at the center of civilization. This course includes a period of travel and study in the chosen city and its environs. May be repeated for credit if the city chosen for study and travel is different.

221—The City in History, 3 Cr.

This course examines and traces the evolution of a specific urban center chosen for study by the instructor. Whether organized chronologically to investigate the social, economic, cultural, and political processes that shaped urbanization and urbanism and the human responses to them, or thematically to examine the city as political capital, entrepôt, cultural center, or as financial hub, to name a few possibilities, cities are human creations at the center of civilization. This course does not include travel or study abroad.

247—World of Ideas, 3 Cr.

This course examines significant concepts in the letters and sciences. Students will read seminal works and contemporary commentary. The interdisciplinary emphasis invites students to reflect upon the timelessness of these ideas throughout history and in their own life and times.

254—History through Film, 3 Cr.

This course uses film and relevant texts to study themes in history. The course will critically analyze how the histories of peoples, nations and culture, as well as political, economic, cultural and social conflicts are portrayed and worked out in popular films. Students will develop critical thinking skills and learn to read films as cultural texts. Depending upon the instructor, students may be required to attend regularly scheduled film showings, watch films on their own time, or make other arrangements requiring additional student time. Must be taken concurrently with ARTS 254.

295—Islam and Christianity in the Middle Ages, 3 Cr.

A study of the three great religions/civilizations of the Mediterranean region in the middle ages—Islam, Byzantine Christianity, and western Christianity—from about 400-1500, focusing on their basic beliefs and religious practices, and their economic, social, political, and cultural characteristics. It also studies the points of contact and conflict among the civilizations, including the crusades, the Reconquista, and the Islamic intellectual influence on Western Europe through Sicily and Spain. The role and experience of the Jews through the centuries are also explored.

304—The Holocaust, 3 Cr.

A study of the development and implementation of the genocide known as the Holocaust. The course considers events in post-WWI Europe, investigates the roles of specific nations during the inter-war period and WWII, and concludes with the liberations of "the camps" and the creation of Israel in 1947–48.

308—The Vietnam War, 3 Cr.

The course traces the evolution of American involvement that culminated in a major land war in Asia, examines American and Vietnamese goals in Vietnam, analyzes the divisive impact of the war upon American politics and society, and assesses the consequences and lessons of the Vietnam War upon the American body politic.

311—The 1960s: Liberation and Reaction, 3 Cr.

This course covers the social, political, and cultural history of 1960s America. The course examines the political consensus of the 1950s and its breakdown in the 1960s. It also examines the various cultural and social movements of the decade and concludes by analyzing the resurgence of conservatism in the early 1970s.

315—Building a New Europe, 3 Cr.

This course analyzes the political developments in Europe since World War II. After examining the Cold War, focus shifts to the process of political and economic integration that has created the European Union. Examples are drawn from the leading nation-states on the European continent with a focus on Great Britain.

330—Early Modern Europe, 1600-1815, 3 Cr.

Modern European civilization in its transformation from religious to more secular and material perspectives: the birth of political absolutism and constitutionalism; the rise of science and the age of Enlightenment; the first great secular political revolution of modern times, the French Revolution.

335—Ideas in European Society, 3 Cr.

The history of Europe from the French Revolution to World War I (1789–1914), focusing on the role of ideas in the social and political changes of the time, including the rise of industry; the spread of democracy; the development of liberalism, nationalism, socialism, Marxism, imperialism, and national competition leading to war.

342—Atlantic Revolutions, 3 Cr.

This course will focus on the Atlantic Ocean and the four continents surrounding it – Africa, South America, Europe, and North America – to compare the connections, discontinuities, and possible trends from the late 1600s through mid-1800s. After examining the exchange of people, ideas, and good in the Atlantic systems after Columbus and ensuing networks of trade, slavery, and empire, the central part of the course will focus on the great revolutions which transformed the Atlantic world: the American, French, and Haitian Revolutions.

344—The Enlightenment, 3 Cr.

This course examines the main themes of the European Enlightenment, the conceptual and cultural revolution that transformed Europe between 1680 and 1800. Among the results of this upheaval are the birth of modern science, the development of representative democracy, a series of wars, and the birth of modern commercial society. The Scottish Enlightenment and eighteenth-century America will receive special attention. The principal objective is to understand the birth of the modern mind in the dilemmas and debates of this remarkable era.

346—Colonial America to 1763, 3 Cr.

This course explores topics in early American history from 1492 to the conclusion of the French and Indian War. Areas include European exploration in North America, the Atlantic exchange, free and forced migration, political, religious, and military relationships among American Indians, Europeans, and Africans, patterns of settlement, strategies of cultural adaptation, and the development of a uniquely American culture within the British Empire.

347—Civil War and Reconstruction, 1850-1877, 3 Cr.

This course describes and analyzes the causes, character, and consequences of America's greatest crisis. The time period is from the sectional crisis of the late antebellum period of the 1840s to the end of Reconstruction in 1877. The class will examine the roots of sectional conflict, the course, conduct and

consequences of war, and the efforts to reconstruct the nation. The goal will be to understand how and why events happened as they did, whether the fundamental conflicts of the war were solved by Reconstruction, and why the Civil War has occupied such an important place in American history and memory.

349—*U.S.-Mexico Borderlands, 3 Cr.*

This course examines the border, or boundary, between Mexico and the U.S. We will seek to connect the border's historical origins with contemporary border issues. The course will examine the forces, policies, people, and events that produced the border as a "middle ground" of contact, conflict, and accommodation that occurs when two or more cultures come into contact with one another.

351—*The American West, 3 Cr.* An analysis of the American West as both place and processes. Topics include western myths and realities, Native American-Euroamerican relations, environmental, economic, and political transformations, and western social relations. Prerequisite: three credits of HIST or junior standing.

352—*Women in American History to 1900, 3 Cr.*

This course explores the ways in which women in American have experienced and given meaning to their history from 1500-1900. This thematic analysis of the cultural roles and the social realities of American women examines such topics as family and private life, work and the economy, and community and public life.

353—*Women in American History since 1900, 3 Cr.*

This course explores recent U.S. history through the eyes of women. It analyzes how gender roles have changed over time by race, class, and culture. It examines women's experience in the family, religious, political, and social organizations. Topics of interest include the suffrage movement, settlement houses, prohibition, the labor movement, women in war and peace, and modern feminism.

354—*American Environmental History, 3 Cr.*

An analysis of the ways in which Americans have interacted with their natural environment over time: population pressures on the land, the impact of the market economy, technology, social structures and social relations involved in the use, exploitation, and conservation of a particular natural resource, and human attitudes toward the environment.

355—*Women's Work: Gender and Labor in U.S. History, 3 Cr.*

This class examines women as an economic force in American history. Topics will include women's unpaid and paid domestic work, women and industrialization, the growth of labor unions, female-dominated professions, and opportunities for women in higher education. Feminist frameworks of recognizing women's search for gender equality will inform the analysis of the role of race, class and ethnicity in creating sexual divisions of labor.

359—*The 20th Century, 3 Cr.*

A study of selected themes and topics in the history of the 20th century.

360—*Culture and State in Russia, 3 Cr.*

The story of Russian civilization from its origins to the present, through the age of the tsars and the upheaval of Revolution to the rise and fall of the Soviet system in the 20th century, studying the characteristics of culture and state that have defined the Russian experience and set it apart from the rest of Europe.

370—*Asia in the Modern World, 3 Cr.*

The history of the three major states and societies of Asia—China, Japan, and India, since 1750, including the coming of the West, the heyday of imperialism, nationalist stirrings and responses, and the 20th century transformations.

373—*History of South Africa, 3 Cr.*

The course will consider the patterns of colonization, examples of cooperation and conflict between the various groups that came into contact in South Africa, strategies of resistance to imperial control, and

connections to the broader global networks of trade, imperialism, slavery, and discovery. Special attention will be given to the topics of violence, assimilation, and institutionalized racism during the colonial imperial, and post-colonial periods of South African history.

380—Women, Men, Love, and Family, 3 Cr.

A study of the role of women and the relationships between women and men in Western society, from the ancient Greeks to the present, including the prominent gender roles, the attitudes toward sexuality and love, the patterns of sexual behavior, and the patterns of family life. Prerequisite: three credits of HIST or junior standing.

385—The History of Medicine, 3 Cr.

This course presents an introductory survey of the history of western medicine, the evolution of the major doctrines of health and illness, and the changing position of health care providers in society during the past 2500 years. It examines the ancient Greek innovations in healing, the medieval rise of hospitals and the changes to medicine brought about by the Scientific Revolution. The course culminates with the professionalization of medicine and the rise of the modern hospital system.

465—Seminar I, 3 Cr.

Study of the nature of history and of historical research techniques.

466—Seminar II, 2 Cr.

Preparation, composition, and presentation of an historical research paper or project.

Honors (HONR)

355—Honors Seminar: Humanities Symposium, 1 Cr.

Seminar course offered every spring for students enrolled in the honors program. Students will attend the humanities symposium hosted by the School of Letters and Sciences. In addition, the honors students will assist in leading a discussion for the public on the topic. The topic for the symposium changes every year. There will be scheduled course meetings prior to and after the symposium for discussions related to the symposium topic. Restricted to students enrolled in the honors program; and those with junior standing or higher. May be repeated for credit. May be taken as CR/NC.

356—Honors Seminar: Ethical Leadership, 1 Cr.

Seminar course offered every fall for students enrolled in the honors program. Students will attend lectures and discussions that are presented by the D.B. Reinhart Institute on Ethics in Leadership. These lectures address ethical issues in a variety of settings, including business, health care, science, religion, politics, and technology. In addition the course will meet once a week to discuss the lectures, and learn more about upcoming speakers. Restricted to students enrolled in the honors program; and those with sophomore standing or higher. May be repeated for credit. May be taken as CR/NC.

499—Honors Senior Seminar, 1 Cr.

Capstone course for honors students offered every spring. Students will finalize their honors portfolios for review by the honors committee. In addition, students will present to the group results/summary of an individual research/creative project, a project in an upper-level course, internship or study abroad experience. Restricted to students enrolled in the honors program; and those with junior standing or higher.

Individualized Learning (INDV)

300—Introduction to Prior Learning Assessment, 1 Cr.

During this course, students in the Bachelor of Individualized Learning program will develop their individual plan for completing the degree. Students will be introduced to the concept of credit for prior learning assessment and develop a portfolio of their past personal and professional learning experiences. At the end of the course, students are able to submit their portfolio (pay the portfolio fees) for faculty review and possible

credit. This course is open to students in other majors (undergraduate or graduate) who want to develop a credit for prior learning portfolio.

495—Capstone Senior Seminar, 3 Cr.

Students will explore the interrelationship of the courses they completed in fulfillment of the individualized learning major. Students will explore the components of the research process, including the development of a problem statement. Students will complete a senior research project.

Information Systems (INFO)

150—Integrated Software Applications, 3 Cr.

This course focuses on the development of competency in the use of a current integrated software suite. This course builds the software skills necessary to complete future business courses at Viterbo University and in today's organizations.

200—Management Information Systems Concepts, 3 Cr.

This course provides an investigation of the indispensable role of information systems in business operations, management decision-making, and the strategic success of organizations. The focus of this course is that information systems have become essential as a strategy for creating competitive firms, managing firms, managing global corporations, and providing useful products and services to customers in the Information Age. Learners will research current topics pertinent in today's information technology revolution.

Prerequisite: 150.

220—Essentials of Information Technology, 3 Cr.

This course will provide students with an overview of key skills used within the field of information technology. Learners will explore: common aspects of information security, an overview of networking fundamentals, web development, and basic programming techniques. Coverage will include both theory and practice. Prerequisite: MGMT 210.

230—Object-oriented Programming Concepts, 3 Cr.

This course is an introduction to the concepts of computer programming. The focus of this course is the proper and efficient way to design, debug, and test applications utilizing an event-driven, object-oriented language. Problem-solving techniques that will be used in advanced information systems courses and the professional environment will be introduced. Basic programming control structure methodology will provide the foundation necessary to design programs needed in the workplace. Prerequisite: 200 or MGMT 210.

310—Data Communications and Networking, 3 Cr.

This course provides the basic understanding of data communications and network systems needed in today's business environment. The range of material covered will include an overview of local area networks, wide area networks, protocols, topologies, transmission media, and security. The learner will obtain a strong fundamental understanding of the principles of data communication. Prerequisite: 200 or MGMT 210.

320—Information Security I, 3 Cr.

This course will provide the student with an overview of the field of information security and assurance. Students will be exposed to all aspects of security activities, methods, methodologies, and procedures. Coverage will include inspection and protection of information assets, detection of and reaction to threats to information assets, and examination of pre- and post-incident procedures, technical and managerial responses and an overview of the information security planning and staffing functions. Prerequisite: 310.

340—E-commerce Development and Implementation, 3 Cr.

This course develops knowledge and practical skills relevant to e-business. Learners will concentrate on business and technical elements of electronic commerce. Learners are introduced to both the theory and practice of ecommerce. Also covered are the underlying business promises of e-business activity and technical details of a successful implementation. Prerequisite: 200 or MGMT 210.

350—Database Management Systems I, 3 Cr.

Learners are introduced to relational database concepts, terminology, and theory with a focus on the importance of effective data management to the strategic success of an organization. Learners will understand and apply the concepts of database normalization, entity relationship, structured query language (SQL), and application design. Prerequisite: 200 or MGMT 210.

400—Systems Analysis and Design, 3 Cr.

This course is a comprehensive study of procedures and techniques for developing technology-based enterprise-wide information systems in today's organizations. Learners will gain a better understanding of the roles and responsibilities of systems analysts and other stakeholders as well as investigate complex management decisions through feasibility analyses, data analysis, design strategy, process modeling, and requirements definition. Prerequisite: 200 or MGMT 210.

Integrated Studies (INST)**395—Colloquium I, 1 Cr.**

The purpose of this course is for the student to begin to design a tentative research proposal. This will require identifying a topic or problem of study in their focus area, investigating important issues related to the discipline(s) of the focus area, completing a basic literature review of the problem or topic, developing a working bibliography, and understanding the ethical issues related to plagiarism and the protocols of the Institutional Review Board for research involving human subjects. Prerequisite: COMM 211 or PSYC 230 or SOCL 338. Restricted to students with junior standing or higher.

495—Colloquium II, 3 Cr.

This course is both a continuation of INST 395 and the culmination of the BS/BA in integrated studies. The purpose of the course is to assist students in designing and completing a research project that integrates the focus and support areas of their integrated studies major. Students will design and implement the components of the research process, including a proposed title, the development of a problem statement and rationale, research questions for investigation, a working hypothesis, and an annotated literature review. Students will synthesize and apply the knowledge they have attained through their coursework, reflect on their academic experience and career goals, execute an original research project, and disseminate the results in a presentation. Prerequisite: 395.

Interpreting Studies (INTP)**301—Introduction to Interpreting Principles, 3 Cr.**

This course introduces students to principles of interpreting including the understanding and knowledge of the three different modes of interpretation, its code of ethics, theoretical aspects of the discipline of interpretation and their implications in the interpreting process. Prerequisite: grade of B or higher in 305 or entry exam for the interpretation certificate program.

444—Intercultural Competence and Ethics in Interpreting, 3 Cr.

This course is structured to facilitate the observation, recognition, and assessment of facts and overall patterns of the contexts for the behavior and actions of individuals, families, and communities within and across cultures in order to promote appreciation, respect for differences, and effective communication. This course will also explore the role of ethics and ethical behavior when depicted against cultural and or spiritual beliefs. Prerequisite: 301 or concurrent.

452—Seminar in Legal Interpreting, 3 Cr.

This is an intensive, highly student-directed hybrid seminar in legal interpreting. The course will cover different aspects of court interpreting as a profession, including the training needed, job opportunities and sources of work, standard business practices, free-lance status versus staff interpreting, extensive practical work in the three modes of interpretation used in the courtroom, the professional code of ethics, and professional development activities. The course aims to prepare students to interpret between Spanish and English by fostering awareness of the different nature of interpreting in legal settings, providing grounding in

basic legal language and courtroom procedure. Prerequisite: 301 or admission to interpretation certificate program.

456—Seminar in Medical Interpreting, 3 Cr.

This is an intensive, highly student-directed hybrid seminar in medical interpreting. The course will cover different aspects of medical interpreting as a profession, including the training needed, job opportunities and sources of work, standard business practices, free-lance status versus staff interpreting, extensive practical work in the three modes of interpretation used in the medical context with special emphasis on consecutive interpretation, the professional code of ethics, and professional development activities. The course aims to prepare students to interpret between Spanish and English by fostering awareness of the different nature of interpreting in medical settings, providing a panoramic overview of biomedical culture in the U.S., U.S. health care systems, body systems and anatomy, and medical terminology. Prerequisite: 301 or admission to interpretation certificate program.

481—Interpretation Practicum, 3 Cr.

The interpretation practicum is designed to bridge the gap between theory and practice by offering students the opportunity to practice and consolidate the sight translation, consecutive and simultaneous interpretation strategies that they have been learning in their coursework. The practicum, tailored to reflect the specific needs and skills of the student, also plays a key role in preparing interpreters for future interpreting work in a variety of settings. In close collaboration with selected community partners, students will engage in supervised field work, and will integrate and reflect upon their educational, personal and professional experiences. Prerequisite: 301.

Italian (ITAL)

101, 102—Introduction to Italian, 3 Cr.

An introductory course for students with no previous Italian study. Culturally-authentic technology and print materials at the introductory level are used to facilitate communicative skills in Italian for everyday conversations and interactions. Emphasis in culture and pronunciation. Prerequisite for 102: 101.

201, 202—Intermediate Italian, 3 Cr.

This is a continuation course of Italian using culturally-authentic technology and print materials at the intermediate level. This course facilitates communicative skills in Italian for everyday conversations and interactions. Emphasis in culture and pronunciation. Prerequisite for 201: grade of C or higher in 102 or departmental exam. Prerequisite for 202: grade of C or higher in 201 or departmental exam.

Latin American Studies (LASP)

200—Introduction to Latin American Studies, 3 Cr.

This course will give students theoretical tools to understand Latin America from an interdisciplinary perspective. Using a wide range of cultural products, we will seek to understand the region beyond a descriptive approach by taking a closer look into its socio-historical formation. Among others, we will examine issues of class, race, and gender as well as political tradition and intellectual history.

336—Perspectives of Latin America Thru Film, 3 Cr.

This course has been designed to introduce films focusing on the social, historical, and political dimensions of Latin America during the last three decades. The core of the course will be devoted to the examination of recent Latin American films and documentaries that reflect on contemporary issues such as dictatorships in the 20th century, neoliberal reforms, social movements, and immigration. This course is offered in English. Audiovisuals materials are in Spanish with English subtitles. Prerequisite: 100 and/or HIST 153 recommended. (Equivalent to SPAN-336.)

350—Health Care in Latin America, 3 Cr.

The purpose of this course is to explore health care in Latin America. The historical, social, economic, and political factors influencing health care quality, access, and cost will be discussed. Topics will include a global

health perspective, an overview of Latin American health care, and a focus on health care in specific countries. Both Western medicine and indigenous health practices will be addressed.

Liberal Studies (LBST)

499—Liberal Studies Capstone, 2 Cr.

The purpose of the course is to assist students in designing and completing a senior capstone project that integrates the two major areas of study in their BLS degree program. The course will meet two days per week and will be taught by one of the BLS advisors. Students will develop proposals during the first four weeks of the course and complete their projects by the end of the semester.

Management (MGMT)

100—Business Career Exploration, 2 Cr.

This course introduces you to the Dahl School of Business and the business world in general. It is designed for first-year students who are considering a career in business. As a result of this class, you will be able to create a career development plan; identify organizations within the university to assist in reaching your career goals; create a list of Web sites to reference throughout your college career; select the proper sequence of courses to take in order to make the best use of your resources; develop a preference for a major; be able to knowledgeably use key business terms; identify ethically-responsible organizations; develop interpersonal skills through working in small groups, interviews, and class discussions.

140—Ethical Business Practices and Effective Oral Communication, 3 Cr.

This course provides an overview of the business world in general and a specific look into the Dahl School of Business' view that business can be a powerful force for positive change in society. Students will be introduced to the concepts of values-based leadership, ethics, corporate social responsibility, and sustainability. Using these concepts, students learn to give effective oral presentations in professional settings. The course is guided by a theoretical framework that emphasizes strategic communication choices, expansion of communication styles, and adaptation to others within communication contexts. Students will give a minimum of two presentations in this course. In the course of doing these presentations, students develop outlines, create speaking notes, adapt content, and design and use supplementary materials.

210—Management Systems Concepts and Applications, 4 Cr.

This course investigates the role of information systems in business operations, management decision-making, and the strategic success of organizations. The course prepares students for working in the information-rich, networked world of business and introduces students to a variety of technical applications used for business communication and problem solving. Additionally, the course builds competency in the use of a current integrated software suite. Prerequisite: ENGL 103 or 105 or 195.

230—Managerial Statistics, 3 Cr.

This course demonstrates the use of application of statistics in business environments to inform decision-making. The course focuses primarily on statistical approaches to summarize data and make inferences about a population based on sample data. Specific topics include graphical descriptions of data, descriptive statistics, hypothesis testing about means and proportions, hypothesis testing for differences in means among groups and simple and multiple linear regression. Course emphasis is on real world application, drawing examples from multiple business settings and sectors. This course makes use of Microsoft Excel so that students will be able to apply the techniques with technology that is available in most workplaces. Prerequisites: INFO 150 or MGMT 210; MATH 110.

243—Interpersonal Management Skills, 3 Cr.

Repeatedly, employer surveys indicate that interpersonal skills are critical to the success of individuals in business. These skills can only be learned through practice and assessed through demonstration. This experiential course is designed to allow students many opportunities to practice skill-building in a safe learning environment. Oral communication skills are assessed through videotaped role-plays. Written skills

and presentation skills are assessed through assignments. Topics include: listening, feedback, coaching, persuading, goal setting, resolving conflict, and meeting skills.

300—Business Reporting, 3 Cr.

This course incorporates skill building in written communication and information literacy. Assignments cover many aspects of business writing, including constructing clear, concise emails and memos to the writing and research processes for a formal business report. Prerequisites: C or higher in ENG 104 or 105 or 195, INFO 150 or MGMT 210, MGMT 243.

305—Project Management, 3 Cr.

This course addresses project management from a management perspective. Focus is placed on the problems of selecting, initiating, operating, and controlling projects. Learners will be introduced to proven project-management processes, broadly tested techniques, and solid approaches to the successful management of projects in varying sizes and degrees of complexity. Upon completion of the course, learners will understand fundamental management concepts that will remain foundational.

320—Principles of Entrepreneurship, 3 Cr.

This course provides an overview of the management practices and styles unique to small businesses. This includes the impact of the entrepreneur and small businesses on the economy, new business formation, financing the new venture, e-commerce startups, and managing growth of the new firm. It will discuss intrapreneurship as well as entrepreneurship. Prerequisite: ACCT 211.

330—Systems Thinking and Change Management, 3 Cr.

This course fosters skills for systems thinking and systems dynamic modeling useful to chart pathways for sustainable human development and pathways within various organizations. Objectives, fundamentals and implementation of organizational change management will be developed. Strategies for overcoming obstacles to change will be discussed. Prerequisite: 341. (Equivalent to SUST 330.)

341—Principles of Management, 3 Cr.

This is a highly interactive course using in-class and online discussions as well as student presentations as primary learning vehicles. The course involves the study of management principles focusing on the supervisor and middle management levels in all types of organizations. Prerequisites: 300; ECON 101 or 102.

342—Human Resource Management, 3 Cr.

This course provides an overview of all areas of human resource management (HRM). Students will examine and apply a variety of human resource management topics spanning the three major areas of HRM: staffing, development, and maintenance. Prerequisite: 341.

375—Leadership in Management, 3 Cr.

The focus of this course is differentiating leaders from managers, exploring numerous theories on leadership, studying well-known leaders, understanding the elements that make someone a leader, and studying how our understanding of leadership has changed over the years are major components of this course. Prerequisite: 341 or COMM 310.

379—Ethics and Technology, 3 Cr.

This course incorporates philosophical ethics, information technology case examples, research, and a project to investigate the ethical and human dimensions of Information Technology within organizations and in society. Learners will examine the ways in which traditional philosophical concepts and theories apply (or don't apply) to the world of information technology, and will explore topics such as intellectual property, privacy, risks and liabilities, and professional ethics. Prerequisite: 210 or INFO 200. (Equivalent to OMGT 379.)

385—Women as Leaders, 3 Cr.

The major theme of this course is women's leadership. The unique leadership style of women is explored, analyzed, and developed. The value of women's leadership in organizations is acknowledged: including

business, civic, domestic, education, and health. A brief historical account of women's work and cultural trends sets the tone for the course.

395—Social Problems in the Workplace, 3 Cr.

This course presents an analysis of major contemporary social problems, especially in the U.S. Particular attention is given to the problems of poverty, racism, sexism, drug and alcohol abuse, and illiteracy, and their impact on the contemporary workplace. Consideration is given to diverse sociological perspectives regarding the causes, consequences, and solutions to these problems. (Equivalent to SOCL 395.)

396—Diversity in the Workplace, 3 Cr.

We live in a world that grows more diverse everyday. It is for this reason, essentially that we develop a deeper understanding of the value in becoming culturally competent individuals and organizations. This class seeks to broaden the thinking of participants using a variety of concepts and tools to explore the complexities of this often controversial topic. This course will highlight the dynamics of diversity: the problems, challenges, and opportunities.

400—Seminar in Entrepreneurial Operations, 3 Cr.

This final course in entrepreneurship takes an in-depth look at the entrepreneurial process from the formation of the initial idea to the management of a viable business. The "Entrepreneurial Project" will include the preparation of a full business plan for a business of the learner's choosing. Prerequisite: FINA 355.

443—Human Resource Applications, 3 Cr.

This course allows students to more fully develop an understanding of a number of specific areas of human resource management. Current and vital areas, such as labor relations, compensation and benefits, outsourcing, and training are explored in depth. Students will confer with instructor to identify a selected number of topics to cover in-depth throughout the semester. Prerequisites: 342; BLAW 344 or 450.

447—Production and Operations Management, 3 Cr.

This course is a study of the operating decisions required in the production of a good or provision of a service. Quantitative scientific management techniques, including decision tree analysis and linear programming, are applied to realistic situations as the operating decisions are analyzed. Special attention is paid to quality issues. Prerequisite: MATH 270.

448—Organizational Behavior and Development, 3 Cr.

A study of individual and group behavior in organizations covering topics such as social styles, personality, work-related attitudes, job satisfaction, motivation, networking, teams, communication, decision-making, leadership and culture. Prerequisite: 341. (See SOCL 448)

449—Strategic Management, 3 Cr.

An integrative course stressing the holistic view of organization leadership and management. A study and application of the techniques used to complete strategic audits of industries and companies to assess complex business problems and opportunities and to develop, implement, and control strategies to achieve organizational objectives. Prerequisite: FINA 331. Restricted to students with senior standing.

450—Corporate Social Responsibility and Sustainability, 3 Cr.

This course explores the concepts of corporate social responsibility (CSR) and sustainability, equipping students to make a positive impact in their chosen business focus. The course highlights the interdisciplinary nature of CSR and sustainability by examining environmental, social, and economic perspectives in a variety of contexts. Students will investigate the diverse system influencing sustainability, drawing from areas including business management, natural sciences, public policy, government planning, social sciences, ecology, biology, physics, history, and economics. Prerequisite: 341; ECON-101.

481—Field Practicum, 4 Cr.

The field practicum is designed to be completed during the student's junior or senior year. It combines 10–15 hours per week of on-site field experience with one hour of class time weekly. The field experience is with a business of the student's choosing. Selecting a site is a shared responsibility among the learner, career services, and the instructor. Learners accepted into the Field Practicum will be required to attend one to two information sessions during the semester prior to the start of their practicum. The class time is designed to enhance the field experience through discussion, role-play, feedback, and presentations. The goal of the field practicum is to link those skills learned in the classroom over the course of the student's tenure with their experiences in the business world. Those currently employed within their field of study may request to substitute a research project for the practicum. Consent of the instructor required.

485—Research Methodology in Business, 3 Cr.

The purpose of this course is to develop skills necessary for students to conduct original quantitative and qualitative research. This course teaches students to design a research question, find literature to motivate and support new research, and develop testable hypotheses. Furthermore, this course develops students' quantitative skills in order to apply appropriate statistical methods to answer research questions. Topics in statistics include hypothesis testing, nonparametric methods, analysis of variance, and multiple regression analysis. By the end of the course, students will have conducted their own unique research and described and defended their projects in writing and through a formal oral presentation. For those moving on to the Master of Business Administration program, this project will be the starting point for the master's thesis. Prerequisite: 230 or OMGT 305 or acceptance into the M.B.A. program.

490—International Business, 3 Cr.

This course focuses on conducting business on a global level. Students will evaluate the history and dynamics of global industries, global competition, and global strategies and examine topics such as international cooperation among nations, national trade policies, international marketing, technology, as well as the ethical and social responsibility challenges of global businesses. The roles of various stakeholders including the international institutions such as World Trade Organization, will be analyzed. Case studies will be used to analyze the impact of complex global factors on the management of multinational operations. In some semesters, students will have the unique opportunity to experience field research in the country of focus. This 7-to 14-day trip will expose students to culture, geography, business practices of an emerging market and to a different academic environment. Students will gain an appreciation for both formal business aspects and informal social aspects of conducting business in another country.

Marketing (MKTG)**351—Principles of Marketing, 3 Cr.**

This course will introduce learners to marketing by providing a comprehensive overview of its function. The marketing concept and relationship to value will be used to provide context to the varying components of the marketing mix. An ethical and global approach to marketing principles will be embedded within each unit of study. Prerequisites: ECON 101 or 102, ENG 103.

352—Consumer Behavior, 3 Cr.

A study of consumer behavior that relies on the psychological and sociological makeup of the buyer along with marketing theory to better understand the market place and corresponding strategy. Focus will be on the process individuals and groups take in making purchasing decisions, and what steps sellers take in an attempt to influence those decisions. Prerequisites: 351.

353—Market Research, 3 Cr.

The study and application of research methodologies to problems and opportunities in marketing of goods and services. Prerequisite: 351.

354—Innovative Marketing Technology and Analytics, 3 Cr.

This course will use an analytical approach to marketing strategy that leverages the power of technology. Emphasis will be placed on applied marketing applications such as social media and internet marketing.

Creative decision making using customer relationship management systems (CRM) and analytical software will also be incorporated.

356—Sales and Sales Management, 3 Cr.

Selling is often an integral part of a firm's marketing activity. Students study the process of professional business selling using the relationship model and develop advanced skills in the identification of client needs, configure and present solutions, and provide value-added service. Prerequisite: 351.

450—Integrated Marketing Communications, 3 Cr.

A comprehensive study of the theories and practices used to promote products, services, and ideas through various mediums emphasizing the development, implementation, and evaluation of varying marketing communication tools. This course takes an integrated approach to the function of the promotional mix variables in developing marketing plans and strategies. Prerequisite: 352.

451—Marketing Practicum, 4 Cr.

An opportunity for the student/learner to immerse themselves into the real world marketing environment and blend academic learning and theory with practitioner needed in real world marketing applications. The practicum will be developed with the student, academic advisor, department head, and marketing organization of the learner's choice. Consent of instructor required.

Mathematics (MATH)

001—Introductory Algebra, 3 Cr.

Real number system, order of operations. Algebraic problem solving, solving linear equations. Cartesian coordinate system, graphs of equations. Exponents and radicals. Factoring polynomials, solving equations by factoring. A grade of C or higher is required to take 111 or 130. Credit is not applicable towards graduation.

090—Pre-Algebra with Study Skills and Learning Strategies, 1.5 Cr.

Math attitude, study habits and preparation for tests. Math timeline and biography. Math learning style. Time management and scheduling. Math anxiety. Whole numbers, integers and introduction to algebra. Fractions and equations, applications of fractions and equations. Decimals, percents, ratio, rate and proportion. Order of operations. Introduction to statistics. This is a half-semester course. Credits not applicable toward graduation. Graded CR/NC.

091—Introductory Algebra, 1.5 Cr.

Real number system, properties and order of operations. Area and perimeter of rectangles, areas, and circles. Algebraic problem solving, solving linear equations and inequalities. Cartesian coordinate system, graphing linear equations and inequalities in two variables. Systems of linear equations. Exponents and radicals. Factoring polynomials, algebra of rational expressions, solving equations by factoring. This is a half-semester course. Credits not applicable toward graduation.

111—Intermediate Algebra, 3 Cr.

This course builds on the concepts and skills developed in MATH 091, or an equivalent first-year algebra course, and prepares students for MATH 112 (College Algebra) or 113 (Trigonometry.) It covers linear equations and inequalities, graphs and functions, system of equations and inequalities, polynomials and factoring, rational expressions, radicals and complex number, and quadratic functions and equations. Prerequisite: acceptable placement score or grade of C or higher in 091.

112—College Algebra, 3 Cr.

This course builds on the concepts and skills developed in MATH 111, or an equivalent second-year Algebra course, and prepares students for MATH 270 (Managerial Mathematics) or serves as a co-prerequisite for MATH 220 (Calculus I.) Topics include functions and their graphs, polynomial and rational functions, exponential and logarithmic functions, matrices and linear systems, sequences and series. Prerequisite: acceptable placement score or grade of C or higher in 111.

113—Trigonometry, 3 Cr.

This course focuses on the concepts and applications of trigonometry. The primary goal is to prepare students for their calculus course. Topics covered include the basics of the trigonometric functions and their graphs and applications, trigonometric identities and equations, the Law of Sines and Law of Cosines, vectors, complex numbers, conic sections, parametric equations and polar coordinates. Prerequisite: acceptable placement score or grade of C or higher in 111.

130—Introductory Statistics, 3 Cr.

An introductory course which deals with the organization and processing of various types of data, normal and binomial distributions, estimation theory, hypothesis testing based on the normal distribution, the t-distribution, the Chi-square distribution, and the F-distribution, and correlation and regression. Prerequisite: acceptable placement score or grade of C or higher in 091 or 001.

155—Mathematics: A Way of Thinking, 3 Cr.

An investigation of topics such as the history of mathematics, number systems, the mathematics of voting, graphing theory, geometry, logic, probability, and statistics. There is an emphasis throughout on problem-solving. Prerequisite: acceptable placement score or grade of C or higher in 091 or 001.

220—Calculus I, 4 Cr.

Limits and continuity. Derivatives and applications. Differentiation of polynomial, rational, trigonometric, logarithmic and exponential functions. L'Hopital's Rule. Prerequisite: acceptable placement score, or at least three years of high school algebra and trigonometry with at least a B average, or a grade of C or higher in 112 and 113.

221—Calculus II, 4 Cr.

The integral, Fundamental Theorem of Calculus, applications of integration, methods of integration. Parametric and polar functions. Area, volume, arc length, surface area. Offered each spring. Prerequisite: C or higher in 220.

222—Calculus for the Life Sciences, 4 Cr.

This course is intended to be a one-semester survey of calculus topics specifically for biology majors. Topics include limits, continuity, derivatives, integration, and their applications, particularly to problems related to the life sciences. The emphasis throughout is more on practical applications and less on theory. Prerequisite: placement score into 220 or grade of C or higher in 180.

230—Elements of Statistics, 4 Cr.

Probability, random variables, mathematical expectation, estimation of parameters, tests of hypotheses, regression, correlation, and analysis of variance are some topics covered. Computers are heavily used for problem-solving and data analysis. Prerequisite: acceptable placement score or grade of C or higher in MATH 112.

255—Mathematics for Elementary and Middle School Teachers I, 3 Cr.

Principles, goals, and methods of teaching elementary school and middle school mathematics. Topics include set theory, number systems, whole numbers, number theory and integers and the associated binary operations. Emphasis on problem solving. Offered every semester. Prerequisite: grade of C or higher in 155 or a Math ACT score of 22 or higher.

260—Introduction to Abstract Mathematics, 4 Cr.

Sentential and quantifier logic, axiomatic systems, and set theory. Emphasis is on the development of mathematical proofs. Prerequisite: grade of C or higher in 112.

270—Managerial Mathematics, 3 Cr.

Several topics applicable to the study of business are covered. In particular, the course considers systems of linear equations and linear programming, the mathematics of finance, and an introduction to probability.

Emphasis in the course is on applications. Prerequisite: acceptable placement score or grade of C or higher in 112.

320—Calculus III, 4 Cr.

Infinite series. Multivariate calculus: three-dimensional coordinate system, vectors and applications, partial differentiation, multiple integration and applications. Offered each fall. Prerequisite: C or higher in 221. .

321—Differential Equations, 3 Cr.

Ordinary differential equations; series solutions for linear differential equations; linear operators. Offered as needed. Prerequisite: grade of C or higher in 221.

330—Probability Theory and Statistics, 3 Cr.

Theory and application of probability; discrete and continuous variables; the binomial, Poisson, geometric, normal, gamma, and chi-square are examples of distributions studied. Offered as needed. Prerequisite: grade of C or higher in 221; grade of C or higher in 130 or 230.

340—Linear Algebra, 3 Cr.

Vector spaces, matrices, and matrix operations; determinants; linear transformations. Offered every other year. Prerequisite: grade of C or higher in 221.

344—Abstract Algebra, 4 Cr.

Study of selected algebraic topics such as: groups, rings, and fields; ring of integers, polynomials; field of real numbers, complex numbers; finite fields. Offered every other year. Prerequisite: grade of C or higher in 260.

355—Content and Methods in Mathematics for Elementary and Middle School Teachers II, 3 Cr.

Principles, goals, and methods for teaching mathematics in elementary and middle school. Topics include rational numbers, real numbers, and geometry. Emphasis on problem-solving. Prerequisite: grade of C or higher in 255; admission to teacher education program.

365—Numerical Analysis and Modeling, 3 Cr.

The purpose of this course is to introduce the student to a variety of mathematical models, solution techniques, and basic programming. A variety of models and solution techniques are covered, as chosen by the instructor. Basic programming topics include input/output, if-then statements, loops, and arrays. A variety of numerical techniques are covered with may include Runge Kutta methods, fixed point iteration, Newton's method, and Monte Carlo simulation. Requirements include an application/modeling project with a written report and class presentation. Prerequisite: acceptable placement score or grade of C or higher in 221.

420—Real Analysis, 4 Cr.

Study of selected topics from real variable theory such as: real numbers; topology of the real line; metric spaces; Euclidean spaces; continuity; differentiation; the Riemann-Stieltjes integral; series. Offered every other year. Prerequisite: grade of C or higher in 221 or 260.

450—Geometry, 3 Cr.

Topics in Euclidean and other geometries; foundations of geometry; place of Euclidean geometry among other geometries. Offered every other year. Prerequisite: grade of C or higher in 260.

499—Mathematics Seminar, 1 Cr.

Selected topics of current interest in mathematics are researched and presented. Students, faculty, and occasional guest speakers share in the presentations. Offered as needed. Restricted to students with junior standing or higher. Permission of instructor required. May be repeated for credit.

Music (MUSC)

001—Music Fundamentals, 2 Cr.

This course presents the rudiments of music: elements of notation, the staff, the clefs, scales, chromatic signs, intervals and their inversions, rhythms and rhythmic patterns, time and key signatures, and basic chords and chord structures. Required of MUSC 151 Music Theory I students who lack college-level proficiency in music. Passing the Music Fundamentals Proficiency Test with a grade of “C” or higher is a condition to being in good standing as a music major and is a prerequisite for MUSC 152 Theory II. Meets concurrently with 151. Determination by placement test. Restricted to music majors and minors only. Credits not applicable toward graduation.

101—Class Piano, 1 Cr.

Piano instruction for the adult beginner designed to provide the student with basic piano skills. Students learn the fundamentals of music through keyboard patterns (including all major and minor penta-scales, triads, and major tetra-scales), creative improvisation of pentatonic melodies in appropriate styles, and the study of appropriate repertoire, all culminating in an end-of-the-semester recital. May be repeated for credit.

103—Class Voice, 1 Cr.

A study of basic singing techniques designed for the non-vocal music major. The class includes both individual and group instruction. There is the opportunity to explore different genres of singing with primary focus on classical and musical theatre repertoire. May be repeated one time for credit.

105—Piano Proficiency I, 1 Cr.

Keyboard skill development for music majors designed to provide the student with the skills needed to complete the required Piano Proficiency I Exam. Requirements for the course include the following patterns: all major and minor penta-scales, all major and minor arpeggios (one octave), all major and harmonic minor scales (one octave, hands separately), and all primary chord progressions (major and minor keys, RH root position chords). Other requirements include sight-reading at the elementary level, playing melodies by ear in any key, preparation of an elementary-level choral accompaniment and a two-part elementary choral piece (education majors only), and the study of appropriate repertoire. Students must pass the Piano Proficiency I Exam to obtain credit for the course. Graded CR/NC.

109—Music Appreciation, 3 Cr.

Designed for the general student, the course aims to enhance the student’s understanding and enjoyment of music through a survey of Western and non-Western musical styles. Activities include: assigned readings, listening, interactive class discussions, guest performers, and video presentations. Students are required to give class presentations on assigned topics and attend a minimum of two concerts during the semester in which the class is taken.

116—Sight Singing Lab I, 1 Cr.

This course will develop the ability to sight sing at an introductory level using solfege, Dalcroze eurhythmics, and a variety of other approaches. The course is designed to develop an aural foundation that complements MUSC 151. Graded CR/NC.

117—Sight Singing Lab II, 1 Cr.

Strategies for reading music including solfege and aural skills developed in 116 will be utilized in reading patterns of more harmonic and rhythmic complexity. This course will deepen aural skills and provide strategies to further strengthen music reading skills. Prerequisite: 116. Graded CR/NC.

135—Women’s Chorale, 1 Cr.

A women’s chorus for all students and faculty that sings a variety of choral literature, including Broadway, jazz, folk, pop, and classical. Restricted to students with freshman and sophomore standing. May be repeated for credit.

136—Platinum Edition, 1 Cr.

A select show choir ensemble drawn from all major areas in the college community. Emphasis on performing literature from the pop and Broadway repertoire. Combines voice, movement, and stage presence into one package. Opportunity to work with professional choreographers and to explore a wide variety of song styles and movement. Restricted to students with freshman and sophomore standing. By audition only. May be repeated for credit.

137—Concert Choir, 1 Cr.

A select 60-voice choral ensemble drawn from all major areas in the university. Literature from all musical eras is performed in two concerts each year in addition to a regional or national tour and every fourth year a tour of Europe. Chamber ensemble works such as madrigals and motets and opera and oratorio works with orchestra are studied over a four-year cycle. Admission by audition. Emphasis on excellence in musicianship and performance. Restricted to students with freshman and sophomore standing. May be repeated for credit.

139—9th Street Singers, 1 Cr.

A select, small (12–18 voices) choral ensemble dedicated to performing classical, jazz, Broadway, and pop repertoire. Choreography and solo singing may be included in this versatile organization. Restricted to students with freshman and sophomore standing. By audition only. May be repeated for credit.

151—Theory I, 3 Cr.

Basic materials and structure of music including studies in notation, tonality, scales, intervals, transposition, chords and inversions, cadences, and melodic organization; application of above studied in analysis and creation of two- to four-part compositions. Sight singing and ear training correlated. Based on testing, some students may be required to take MUSC 001 concurrently.

152—Theory II, 3 Cr.

A course in basic musicianship for the music major/minor, MUSC 152 is a continuation of the studies in Theory I. This course will include analysis, written assignments from a workbook, classroom drill and discussion, group and individual sight singing, and ear training. Prerequisite: 151.

200—Women in Music, 2 Cr.

Women in Music is an overview of women as performers, composers, or sources of inspiration for works of music in the Western tradition, from earliest to contemporary artists. Influences in the lives of the musicians and their legacy will be examined. The class will include listening, research, performances, and discussion.

205—Piano Proficiency II, 1 Cr.

Keyboard skill development for music majors designed to provide the student with the skills needed to complete the required Piano Proficiency II Exam. Requirements for the course include the following patterns: all major and minor penta-scales with chordal accompaniment, all major and minor arpeggios (one octave, hands together), all major and harmonic minor scales (one octave, hands together), and all primary chord progressions (major and minor keys, RH incorporates inversions for proper voice leading). Other requirements include sight-reading at the late elementary level, playing melodies by ear in any key with a chordal accompaniment, preparation of an intermediate-level choral accompaniment and a three-part choral piece (education majors only), and the study of appropriate repertoire. Students must pass the Piano Proficiency II Exam to obtain credit for the course. Prerequisites: MUSC 105, 151. Graded CR/NC.

206—Piano Proficiency III, 1 Cr.

Keyboard skill development for music majors designed to provide the student with the skills needed to complete the required Piano Proficiency III Exam. Requirements for the course include the following patterns: selected vocalises, all major and harmonic minor scales (two octaves, hands together), and all primary chord progressions (major and minor keys; RH incorporates inversions for proper voice leading; insertion of supertonic). Other requirements include sight-reading at the intermediate level, playing melodies by ear in any key with an improvised accompaniment, preparation of an intermediate-level choral accompaniment and a four-part choral piece (education majors only), and the study of appropriate repertoire.

Students must pass the Piano Proficiency III Exam to obtain credit for the course. Prerequisite: MUSC 152, 205. Graded CR/NC.

207—Introduction to Music Technology, 2 Cr.

This course will provide a basic overview understanding of how technology serves the field of music as a whole. Students will have the opportunity to work with technological developments applicable to their area of specialization. Specifically, students will receive a hands-on introduction to the following computer software: Finale (notation), Mastertracks Pro (sequencing), Band-in-a-Box (arranging), Norton Masterworks (interactive CD-Rom), Musique and Practica Musica (both music theory tutorials). Prerequisites: 105, 152.

237—Diction I, 2 Cr.

A study of the symbols of the International Phonetic Alphabet as used in Italian and German languages. Emphasis is placed on the sounds of these symbols and their application to appropriate vocal literature. Class experiences include readings, discussion, speaking, singing, group activities, and listening.

238—Diction II, 2 Cr.

Continuation of the study of the symbols of the International Phonetic Alphabet as used in French and English languages. Emphasis is placed on the sounds of these symbols and their application to appropriate vocal literature. Class experiences include readings, discussion, speaking, singing, group activities, and listening. Prerequisite: 237.

251—Theory III, 3 Cr.

A study of music theory built on the foundational tools gained in Theory I and II. Harmonic vocabulary is increased to include diatonic seventh chords, secondary dominant and leading tone chords, as well as modulation techniques. Musicianship is expanded through the study of modality, chant, melodic imitation, and the treatment of consonance/dissonance in 16th-century polyphony. Sight singing, analysis, composition, and use of FINALE and MacGAMUT software will be incorporated into the course. Prerequisites: 105, 152.

252—Theory IV, 3 Cr.

A study of further developments in chromatic harmony, as well as an introduction to form and analysis. Application of chromatically altered chords (Neapolitan, borrowed, and augmented sixth chords) is followed by a study of atonal constructs of the 20th century. In addition to the study of harmony, students will be introduced to binary, ternary, rondo, variation and sonata forms. Required course work includes analysis, aural skills training, sight singing, composition, and use of FINALE and MacGAMUT software. Prerequisite: 251.

284—Introduction to the Alexander Technique, 2 Cr.

A class which explores application of the principles employed by F.M. Alexander in finding easier use of self in activity. While performing artists have found it useful, this technique is also valuable in everyday activities. Activities that require motion are particularly suited to this work. May be repeated for credit. Graded CR/NC.

300—Music for the Classroom Teacher, 2 Cr.

This class provides the opportunity for future classroom teachers to develop basic understanding and skills in musical elements. Methods of using music in interdisciplinary settings and incorporating multicultural resources will be important components of the class. Teachers will learn how to help children communicate through personal expression, creative exploration, and action. Prerequisites: EDUC 150, 215.

303—Music in the Middle/Junior High School, 3 Cr.

A class designed for the music education major. The study of teaching and directing techniques for the middle/junior high school learner, with emphasis on the physical, psychological, and emotional development of adolescents. Course will include: 1) general music; 2) choral music; 3) curriculum design; 4) the changing voice; 5) selecting and evaluating age-appropriate repertoire; 6) playing fretted instruments, folk instruments, rhythmic instruments, melody instruments, and recorders in order to employ them as teaching tools. All students in the class will be assigned a small ensemble to sing in or lead. Prerequisites: 365, 366, EDUC 150, 215; admission to the teacher education program (music education majors).

308—Piano Accompanying, 2 Cr.

Study and development of the skills associated with piano accompanying and collaboration. Students are required to prepare and perform representative literature for piano and other instruments or voices from the sonata, concerto, oratorio, opera, song, and piano four-hand repertoires. Class activities include directed readings, score examination and analysis, textual analysis, listening, coaching, and performing. Prerequisite: MUPI-171.

327—Music History I, 3 Cr.

A study of the history of Western music within the broad context of relevant historical, social, and artistic trends. Includes an introduction to music of selected non-Western cultures. Survey of the principal styles, composers, genres, and forms associated with music of the Middle Ages, Renaissance, and Baroque periods. Consideration of representative works from those periods through directed reading, score examination, analysis, listening, and performance. Prerequisite: 152, ENGL 104. Restricted to music majors and minors.

328—Music History II, 3 Cr.

A survey of the principal composers, genres, and forms associated with music of the Classic, Romantic, and Contemporary periods. Consideration of representative works from those periods through directed reading, score examination, analysis, listening, and performance. Twentieth-century study includes an introduction to American jazz, blues, ragtime, and musical comedy. Exposure to available music research and reference materials in both printed and electronic formats. Prerequisite: 327, ENGL 104. Restricted to music majors and minors.

332—Survey of Song Literature, 2 Cr.

A survey of vocal music from approximately 1600 to the present in Europe and the U.S. Emphasis will be placed on broadening the repertoire of the performer and teacher through a study of major song composers of the German, French, Italian, and English cultures. Class activities will focus on stylistic characteristics of this literature through a combination of lecture and directed listening. Prerequisites: 152, 237, 238, 327.

333—Keyboard Literature, 3 Cr.

A survey of advanced literature for stringed keyboard instruments from the end of the 16th century to the present as it relates to both teaching and performing. Consideration of the principle historical eras, composers and genres of keyboard music. Includes a critical assessment of important stylistic and formal features of representative works through directed reading, score examination, listening, and performance. Prerequisite: 152.

335—Women's Chorale, 1 Cr.

A mixed chorus for all students and faculty that sings a variety of choral literature, including Broadway, jazz, folk, pop, and classical. Restricted to students with junior and senior standing. May be repeated for credit.

336—Platinum Edition, 1 Cr.

A select show choir ensemble drawn from all major areas in the university community. Emphasis on performing literature from the pop and Broadway repertoire. Combines voice, movement and stage presence into one package. Opportunity to work with professional choreographers and to explore a wide variety of song styles and movement. Restricted to students with junior standing or higher. By audition only. May be repeated for credit.

337—Concert Choir, 1 Cr.

A select 60-voice choral ensemble drawn from all major areas in the university. Literature from all musical eras is performed in two concerts each year in addition to a regional or national tour and every fourth year a tour of Europe. Chamber ensemble works such as madrigals and motets and opera and oratorio works with orchestra are studied over a four-year cycle. Admission by audition. Emphasis on excellence in musicianship and performance. Restricted to students with junior standing or higher. May be repeated for credit.

339—9th Street Singers, 1 Cr.

A select, small (12-18 voices) choral ensemble dedicated to performing classical, jazz, Broadway and pop repertoire. Choreography and solo singing may be included in this versatile organization. Restricted to students with junior standing or higher. By audition only. May be repeated for credit.

340—Music in the Elementary School, 3 Cr.

A class designed for the music education major with emphasis on the development of children's listening, performance, literacy, and creative-expressive skills. Students will learn how to: 1) design age appropriate lesson plans; 2) structure the classroom environment; 3) apply classic techniques of Orff, Kodaly, Dalcroze and other emerging pedagogies; 4) measure and grade musical progress; 5) teach through the multiple intelligences; 6) teach multicultural music; and 7) provide opportunity for aesthetic experiences. This course will help students discover the joy and intellectual challenges that come from sharing music with children. Prerequisites: 365, 366, EDUC 150, 215, admission to teacher education program (music education majors).

342—Choral Methods 9-12, 3 Cr.

The study of teaching and directing techniques for the senior high school. Involves general music, choral music, repertoire, voicing, curriculum design, discipline, learning styles, teaching strategies, and philosophy. Emphasis on the total year's program in perspective with performances and understanding the non-musical responsibilities of a high school teacher. The course also focuses on the development, application, and refinement of musical and interpersonal skills needed for teaching in a secondary setting. Students will be assigned a small ensemble experiences as part of the course. Offered every third semester. Prerequisites: 365, 366, EDUC 150, 215; admission to the teacher education program (music education majors).

348—Accompanying Practicum, 1 Cr.

Practical application and further development of piano accompanying and collaboration skills. The course involves accompanying studio lessons and rehearsals, performing in studio class and music department forum, and individual coaching with the instructor. Students are required to accompany a voice half recital or full recital. Prerequisite: 308. May be repeated for credit.

353—Form and Analysis, 3 Cr.

A study of the structural elements in music and their organization into small and large forms. Students will learn to analyze and identify common musical forms found in vocal and instrumental works from various style periods. Class experiences include reading, discussion, analysis, listening, and performing. Offered every year. Prerequisites: 205, 252.

354—Congregational Repertoire for the Liturgical Year, 2 Cr.

Criteria and sources used in selecting music for the assembly. Historical survey of hymnody. Examination of hymnals and other materials available. Specific repertoire recommendations for individual seasons, occasions, and rites of the Church. Practical application of skills needed to effectively lead an assembly.

355—Choral Repertoire for the Liturgical Year, 2 Cr.

Historical survey of sacred choral music. Exploration of quality choral music which is appropriate in a liturgical context. Specific repertoire suggestions for the liturgical year covering a broad spectrum of styles, periods, and difficulty.

356—Organ Repertoire for the Liturgical Year, 2 Cr.

Survey of quality organ compositions based on liturgical cantus firmi or having other explicitly liturgical connections. Specific repertoire suggestions for the liturgical year covering a broad spectrum of styles, periods, and difficulty.

365—Conducting I, 2 Cr.

Development of basic conducting skills with emphasis on beat patterns, baton technique, conducting gestures, score preparation and musical styles. Prerequisite: 152.

366—Conducting II, 2 Cr.

Advanced techniques for conducting school choral ensembles. Review and expand the manual techniques learned in Conducting I. Develop skills in score analysis, score reading, interpretation and rehearsal techniques. Sing in and lead small ensembles. Prerequisite: 365.

367—Chamber Ensemble for Pianists, 1 Cr.

Study and performance of representative chamber works for piano and other instruments. Activities include survey of literature, style and interpretation, analysis, listening, individual coaching with the instructor, and performing. Prerequisite: 308.

382—Opera Production, 1 or 2 Cr.

This course is for students who audition for and are cast in a major or minor role in a full-length opera production. Full opera productions rehearse three hours per night and five nights per week for a period of seven weeks. Students with a major role may register for two credits. Students with a minor role (or a chorus role with a significant amount of acting) may register for one credit. Full-length opera productions (as distinguished from one act operas) occur every other year. May be repeated for credit.

402—Harpichord Accompanying and Performance Practice, 1 Cr.

A practical introduction to harpsichord performance practice for the pianist. Students will survey the history and construction of the instrument, apply aspects of interpretation and technique, and explore the mysteries of tuning and temperament of the Baroque period. Students will be required to perform as soloist and/or accompanist and present research pertaining to an assigned style period. This hands-on course gives students the opportunity to apply their knowledge of figured bass as part of the accompanying component in the course. Prerequisites: 206, 252.

420—Vocal Pedagogy, 3 Cr.

A course presenting the study and critical analysis of many pedagogical approaches of the teaching of singing. For the advanced vocal/choral student, it is a research and discussion course with a major research project. The course includes observation, practice teaching, and studio business practices of private teaching. Students use the vocal lab for research using VoceVista software and other technology. The teaching of private voice lessons is a practicum experience for the student teacher/singer.

425—Student Teaching: Elementary, 5 Cr.

Directed classroom observation and teaching in the elementary school; required for certification in Pre-K–12 and Choral 6–12. Prerequisite: 206; admission to the teacher education program; admission to student teaching; passing Praxis II score.

429—Student Teaching: Secondary, 5 Cr.

Observation and teaching in middle school and high school; required for certification in Pre-K–12 and Choral Music 6–12. Prerequisite: 206; admission to the teacher education program; admission to student teaching; passing Praxis II score.

433—Piano Pedagogy, 3 Cr.

A study of the art and science of teaching piano at the beginning and intermediate levels. Topics include teaching philosophy, learning styles and theories, individual and group instruction, teaching techniques, methods and materials, motivation and practice, technology, and the business aspects of creating and maintaining a private music studio. Class experiences include readings, discussion, presentations, observations, and practice teaching. Offered as needed.

453—Arranging, 2 Cr.

The course is designed as a practical introduction to choral arranging with exposure to pertinent elements of orchestration/instrumentation. Students will explore the art of choral arranging through critical evaluation, study of copyright, research of suitable source material, as well as examination of voicing, range, transposition, balance, notation, and texture. The course features guest speakers (brass and woodwind

specialists) and culminates with a forum performance of student arrangements. Students will use FINALE or SIBELIUS software for all arranging projects. Prerequisites: 205, 252.

465—Opera Literature, 2 Cr.

Survey of the principle styles, composers, genres, and forms associated with opera from 1600 through the 21st century. Consideration of representative works from those periods through directed reading, score examination, analysis, listening, and performance. Prerequisites: 152, 237, 238, 327.

487—Experiential Learning: Sacred Music Internship, 2 Cr.

Internship experience for sacred music minors. The internship includes membership in the Gallery Singers of the Cathedral of St. Joseph the Workman for the fall and spring semesters. Credit for the experience must be sought prior to the occurrence, and a learning contract must be submitted before the end of the first week of the semester. Restricted to students with junior standing or higher. Permission of department chair required. Graded CR/NC.

Applied Music (MUPI, Piano) (MUVO, Voice)

171—Applied Music Lessons, 1 or 2 Cr.

Private music instruction. Standards for respective areas outlined in introduction under “Applied Music Study.” Permission of instructor required. Restricted to students with freshman and sophomore standing. May be repeated for credit.

Note: students registered for two credits of MUVO 171 must register concurrently for one credit of MUVO 172. Students registered for one credit of MUVO 171 must register concurrently for .5 credit of MUVO 172.

172—Applied Vocal Coaching, .05 or 1 Cr.

(MUVO Only)

The course is comprised each week of a half-period vocal coaching session with a faculty coach-accompanist and a half-period of collaborative work in the student’s applied voice lesson. Vocal coaching will address the style, musical markings, tempo, language, phrasing, and interpretation of the applied lesson repertoire. Students registered for two credits of MUVO 171 must register concurrently for one credit of MUVO 172. Students registered for one credit of MUVO 171 must register concurrently for .5 credit of MUVO 172. Restricted to music majors. Restricted to students with freshman and sophomore standing. May be repeated for credit.

371—Applied Music Lessons, 1 or 2 Cr.

Advanced private instruction. Standards for respective areas outlined in introduction under “Applied Music Study.” Permission of instructor required. Restricted to students with junior standing or higher. May be repeated for credit.

Note: students registered for two credits of MUVO 371 must register concurrently for one credit of MUVO 372. Students registered for one credit of MUVO 371 must register concurrently for .5 credit of MUVO 372.

372—Applied Vocal Coaching, .05 or 1 Cr.

(MUVO Only)

The course is comprised each week of a half-period vocal coaching session with a faculty coach-accompanist and a half-period of collaborative work in the student’s applied voice lesson. Vocal coaching will address the style, musical markings, tempo, language, phrasing, and interpretation of the applied lesson repertoire. Students registered for two credits of MUVO 371 must register concurrently for one credit of MUVO 372. Students registered for one credit of MUVO 371 must register concurrently for .5 credit of MUVO 372. Restricted to music majors. Restricted to students with freshman and sophomore standing. May be repeated for credit.

390—Half Recital, 2 Cr.

A piano or voice recital of at least 30 minutes with music of representative styles and periods.

487—*Experiential Learning: Pedagogy Internship, 2 Cr.*

Internship experience related to the elective area of emphasis in vocal/piano pedagogy. The internship includes observation of voice lessons and the teaching of voice/piano lessons. Credit for the experience must be sought prior to the occurrence, and a learning contract must be submitted before the end of the first week of the semester. Restricted to students with junior standing or higher. Permission of department chair required. Graded CR/NC.

490—*Full Recital, 2 Cr.*

A piano or voice recital of at least one hour with music of representative styles and periods is required of students earning the Bachelor of Music Degree in performance.

Music Theatre (MUTH)

170—*Music Theatre Laboratory, 2 Cr.*

This course focuses on performance requirements and techniques for the singing, dancing actor, including the process of preparation to performance and the stylistic differences between genres. The course utilizes material from existing music theatre literature in a variety of musical styles. Solo and ensemble participation is expected of students. Restricted to music theatre majors. Restricted to students with freshman and sophomore standing. May be repeated for credit.

171—*Private Voice Lessons, 1 or 2 Cr.*

Private voice instruction. Restricted to music theatre and theatre majors. Restricted to students with freshman or sophomore standing. May be repeated for credit.

300—*Acting For Singers, 3 Cr.*

This course explores the principles and practice of acting through song and verse. Its purpose is to explore a variety of theoretical and practical approaches that provide an integration of acting, vocal and stylistic techniques, so each supports and strengthens the other. Restricted to music and music theatre majors.

326—*Music Theatre Scene Study, 3 Cr.*

This course focuses on scene study and character development for the musical theatre performer, building upon the acting, voice, and dance foundations presented in THTR 107, 147, 121, 207 and 155, dance courses, and MUTH 170, 171, students will work to address the acting and stylistic requirements of the musical theatre genre and the requirements of the musical score. Prerequisites: THTR 207, four credits 170 (music theatre majors); or THTR 207 (theatre majors); or 300 and concurrent enrollment in MUVO 370 (music majors.) Restricted to music theatre and theatre majors and music majors by consent of instructor. Restricted to students with junior standing or higher. May be repeated for credit.

338—*Music Theatre History and Literature: to 1943, 3 Cr.*

A survey of major music theatre forms from their origins to 1943, this course provides a basic foundation for music theatre study. These forms will be studied and discussed in relation to the developmental nature of the genre, as well as its cultural significance. Attention will be given to specific social and cultural events that influenced writers and composers. Restricted to students with junior standing or higher. Prerequisite: ENGL 104. W

339—*Music Theatre History and Literature: 1943 to Present, 3 Cr.*

A survey of music theatre history and literature from 1943 to the present, this course provides an understanding of the continuing development of music theatre into the present day. Attention will be given to the writers and composers who greatly influenced and/or continue to influence the development of the form. Restricted to students with junior standing or higher. Prerequisite: ENGL 104.

370—*Music Theatre Laboratory, 2 Cr.*

This course focuses on performance requirements and techniques for the singing, dancing actor, including the process of preparation to performance and the stylistic differences between genres. The course utilizes material from existing music theatre literature in a variety of musical styles. Solo and ensemble participation is

expected of students. Restricted to music theatre majors. Restricted to students with junior standing or higher. May be repeated for credit.

371—Private Voice Lessons, 1 or 2 Cr.

Private voice instruction. Restricted to music theatre and theatre majors. Restricted to students with junior or senior standing. May be repeated for credit.

490—Senior Project, 1 Cr.

This senior-level capstone course allows students to work on a faculty-approved 30 minute recital of musical scenes, songs, monologues, and dance.

Nursing (NURS)

221—Gerontology Nursing: Concepts and Clinical Application, 3 Cr.

This course provides knowledge of the older adult and related nursing skills. It introduces age related changes, their impact on the functional health patterns and issues concerning the older adult population. Clinical experience takes place in long-term care facilities and in the community with older adults. Immunization and health record must be complete and on file in the university health services office. Prerequisites: C.N.A.; certification in CPR; 230, 290, 342; BIOL 296; PSYC 220

230—Health Assessment Across the Life Cycle, 3 Cr.

Designed to teach students the skills required to collect health history data and to perform a systematic physical examination. Developmental and trans-cultural considerations are addressed. Emphasis is placed on integrating the components of the nursing health assessment. Taken concurrently with 290, 342. Prerequisites: BIOL 114; CHEM 106 or 121; PSYC 100 or 171; SOCL 125.

240—Professional Communication in Nursing, 3 Cr.

This course focuses on basic communication skills essential for working with clients of various ages and with health care professionals. Content includes interpersonal communications and group dynamics. Students will practice communication skills with individuals and within groups. Prerequisites: 230, 290, 342; BIOL 296; PSYC 220.

290—Professional Nursing Concepts, 3 Cr.

The course is an introduction to the art and science of nursing. The Viterbo University School of Nursing conceptual framework is introduced with focus on professionalism, nursing process, critical thinking and values/ethics. Basic concepts related to the research process are presented. Prerequisites: BIOL 114; CHEM 106 or 121; PSYC 100 or 171; SOCL 125.

300—Parish Nurse Ministry, 2 or 3 Cr.

Focuses on the seven roles of the nurse: health educator, integrator of faith and health, personal health counselor, referral agent, health advocate, volunteer coordinator, and support program developer. This course is endorsed by the International Parish Nurse Resource Center and prepares the RN to practice as a parish nurse.

301—Death and Dying, 3 Cr.

Students examine the behaviors, attitudes and practices related to dying, death, and bereavement. Focus is twofold: personal in surveying one's own attitudes about death and dying and professional in identifying the needs of others during the grieving process. Prerequisites: PHIL 100 or 101; PSYC 100 or 171.

302—Health Care Issues of Older Adults, 2 or 3 Cr.

Focus is on current issues relevant to promoting and maintaining health in older adults. Discussion will include the major concepts and theories while exploring the aging process as it relates to the health care continuum. A third credit may be earned through an additional project related to the older adult. Restricted to students with junior standing or higher.

303—Spirituality of Health and Healing, 2 or 3 Cr.

This course will promote an understanding of the influence that spirituality, beliefs, and values have on human health and healing. Utilizing theories from nursing and theology and revisiting theories from the physical and social sciences, the student will be guided to explore a personal definition of spirituality and its application in professional nursing practice. This course will facilitate a personal holistic approach in the care of self, patients, families, and communities. Students will have the opportunity to meet and interact with persons from various spiritual traditions. Prerequisites: 221, 230, 240, 290, 342, 349; three credit hours RLST.

322—Maternal-Newborn Nursing: Concepts and Clinical Application, 4 Cr.

A holistic approach to the assessment and management of the healthy and high risk woman and her family during the childbearing cycle, as well as the healthy and high risk newborn is presented. Maternal newborn nursing concepts are applied on the hospital maternity unit and in the community by caring for normal and high risk childbearing women and newborns, within a family context. The clinical module includes a family care study in which the student completes a prenatal, intrapartum, and postpartum experience with a family. Prerequisites: 221, 230, 240, 290, 342, 349.

332—Child Health Nursing: Concepts and Clinical Application, 4 Cr.

A family centered approach to health promotion and health alterations in children from birth through adolescence is used. Well-child and child health nursing concepts are applied in the school laboratory as well as in a variety of pediatric clinical and community settings. Emphasis is placed on application of developmental theory when providing nursing care to this population. Prerequisites: 221, 230, 240, 290, 342, 349.

340—Nursing Transitions, 3 Cr.

BSN completion students are introduced to the curricular framework used in the School of Nursing. The developmental concepts based on the historical and educational perspectives of professional nursing are explored. Students are also introduced to concepts of computer literacy in nursing. This includes learning how to access and use concepts of computer literacy in nursing. This includes learning how to access and use information ethically, legally, and responsibly; determine the extent of information needed; evaluate information and sources critically; and use information to accomplish specific purposes. The American Psychological Association (APA) writing style and various styles of professional presentation are also introduced.

342—Pathophysiology, 3 Cr.

Concepts of disease/illness in the person's biological system are introduced. Focuses on the disease process, associated physiologic responses and manifestations, and diagnostic testing of selected health alterations. Must be taken concurrently with BIOL 296. Prerequisites: BIOL 114; CHEM 106 or 121.

346—Nursing Research, 3 Cr.

The research process will be explored with equal consideration of qualitative and quantitative methods. The course includes an in-depth discussion of the application of research to nursing practice; e.g., evidence-based practice. Critical reading of research literature is also emphasized.

349—Pharmacology, 3 Cr.

This course covers the general principles of drug therapy including absorption, distribution, metabolism and excretion of the agent. Also included are biochemical and physiological effects and how the agent is used in treatment of disease. Critical thinking in the application of the nursing process to drug therapy in individuals across the life span is stressed. Prerequisites: 230, 342; BIOL 114; CHEM 106 or 121.

351—Women's Health Issues, 2 or 3 Cr.

Designed to examine women's health issues from a feminist perspective, this course explores the relationship of women to the health care system, discusses the historical role of women as providers and consumers of health care, and uses a holistic model to examine women's issues and concerns across the lifespan. The third credit is earned through an independent action project. (Equivalent to WMST 351.)

365—Nursing Research: Methods and Application, 2 Cr.

Nursing students will examine a variety of quantitative, qualitative as well as evidence-based research methodologies useful in their role as care provider and member of the nursing profession. Each step of the quantitative research process will be reviewed/critiqued and then presented by students. Students will read and analyze qualitative data. Additionally, ethical principles and values important to the conduct of research will be explored. Prerequisites: 221, 230, 240, 290, 342, 349; MATH 130 or 230.

372—Adult Health Nursing: Concepts, 4 Cr.

This course incorporates the nursing process theory related to care of adults needing restorative and maintenance care. The general concepts of pain, cancer, and the perioperative experience are discussed. In addition, a holistic approach will be emphasized in studying the following systems: musculoskeletal, respiratory, neurological, sensory, cardiovascular, endocrine/metabolic, gastrointestinal, reproductive, hematologic, immunologic, and genitourinary. Taken concurrently with 382. Prerequisites: 221, 230, 240, 290, 342, 349.

382—Adult Health Nursing: Clinical Application, 4 Cr.

Application of the nursing process to a diverse adult population needing restoration and maintenance care relating to the concepts and systems included in NURS 372. Taken concurrently with 372. Prerequisites: 221, 230, 240, 290, 342, 349.

390—Mind Body Therapies: Applications to Health and Illness, 2 or 3 Cr.

Current scientific research in the emerging field of psychoneuroimmunology (PNI) and the implications of this research in maintaining health and preventing illness are presented. Demonstration and supervised practice of a variety of mind-body therapies provide opportunities for hands-on experience. The third credit is earned through independent study and practice of one of the therapies presented during the course. Prerequisite: completion of a course in anatomy and physiology is strongly recommended.

408—Organizational Management for Nurses, 3 Cr.

This course focuses on theory, issues, and applications relevant to nursing leadership and management. Skills necessary to manage organizational resources and programs are examined such as information and fiscal management, grant writing, facilitating change, marketing strategies, conflict resolution, and team building. Professional skills relevant to nursing management and leadership are emphasized. Prerequisite: 340.

422—Adult Health Nursing: Advanced Concepts and Clinical Application, 4 Cr.

This course continues adult health nursing theory and clinical application in critical care settings related to the care of adults needing complex restorative and maintenance health interventions. Prerequisites: 322, 332, 365, 372, 382.

428—Reforming Approaches to Patient Education: Exploring New Skills and Strategies, 2 or 3 Cr.

In nursing practice patient education is a core and critical responsibility. Competing demands and diverse patient populations in nursing practice make it increasingly challenging for nurses to provide effective patient education. This course focuses on interpretive teaching methodologies that provide the BSN completion student with approaches to patient education that are responsive to the complexity of providing patient education in contemporary health care settings.

432—Psychiatric/Mental Health Nursing: Concepts and Clinical Application, 4 Cr.

This course focuses on a broad-based understanding and clinical application of mental health concepts and behavioral aberrations that occur in mental illness. Nursing students analyze the nursing process with a critical view towards the individual, family, ethical aspects, and resources for the mentally ill. Prerequisites: 322, 332, 365, 372, 382.

435—Professional Nursing, 3 Cr.

Current issues and trends in nursing are explored along with the theoretical foundations of the profession. A theme of cohesiveness within the nursing profession is interwoven throughout. The process of professional portfolio development is also included. Prerequisite: 340.

443—Ethics in Nursing Practice: Genetics and Genomics, 2 or 3 Cr.

This course examines ethical issues from a nursing perspective, with emphasis placed on the integration of genetics and genomics into ethical principles, ethical frameworks, and ethical decision making. Students will develop an understanding of the ethical issues most commonly faced by nurses in regards to genetics and genomics in their healthcare practice. Students will also develop ethical decision making skills to integrate into their practices for dilemmas involving genetics and genomics. Prerequisite: 340.

450—Public Health Nursing Theory, 2 Cr.

Public health theory, health promotion, and the nursing process are utilized as they apply to diverse individuals, families, groups, and communities across the life span in a variety of community settings. Health care systems, policies, politics, and economics, and disaster nursing are explored. Must be taken concurrently with 451. Prerequisites: 340, 435, MATH 130.

451—Public Health Nursing: Clinical Application, 2 Cr.

Public health theory and the nursing process is explored in relation to individuals, families, groups, and communities. Clinical experiences include principles of epidemiology, environmental health, communicable disease, and self-care. The role of the public health nurse: care provider, teacher, manager, researcher, and member of the nursing discipline is examined and incorporated in a variety of selected community settings. Must be taken concurrently with 450.

452—Public Health Nursing: Concepts and Clinical Applications, 5 Cr.

Public health theory, health promotion, and the nursing process are studied and applied to individuals, families, groups, and communities across the life span in a variety of settings. Environmental health, epidemiology, health care systems, policy development, economics, and disaster nursing are studied. The roles of the public health nurse: care provider, educator, manager, patient advocate, researcher, and member of the nursing profession are discussed and incorporated into a variety of clinical experiences and settings. Prerequisites: 322, 332, 365, 372, 382.

460—Professional Nursing Leadership, 2 Cr.

General concepts of nursing leadership roles and management functions are explored including organizational structure, employee recruitment, staffing, fiscal management, change theory, motivation, ethical issues, team building, and problem-solving of selected management issues. Students are introduced to leadership concepts and management skills necessary to function effectively within an organization. Prerequisites: 322, 332, 365, 372, 382.

461—Professional Nursing Perspectives, 2 Cr.

This course explores the major issues and trends facing the nursing profession and healthcare. Historical, philosophical, and social development are studied, through which nursing can increase its value to itself and to society. Students explore the process and prepare for the transition into the role of professional nurse. Prerequisites: 322, 332, 365, 372, 382, 460.

472—Leadership Concepts, 3 Cr.

The concepts of leadership and management will be explored from a nursing perspective. Organizational behaviors and the financial issues of health care will also be discussed. Prerequisite: 340.

474—Transcultural Nursing, 3 Cr.

This course is designed to provide the professional nurse with beginning knowledge of individuals and families from different cultures, ethnic groups, and diverse ways of being in the world that the nurse may encounter in the ever-expanding nursing practice arena. Included in the course content will be explorations of how one's culture/ethnicity influence communication practices, space, time orientation, social interactions,

health beliefs/practices, and use of alternative therapies and folk remedies. After explorations of similarities and differences in these dimensions, the nurses will reflect on how these dimensions influence nursing care for individuals from different cultures/ethnicities and diverse lifestyles.

481—Clinical Synthesis Portfolio, 4 Cr.

All graduates of the Viterbo University School of Nursing are expected to fulfill the program outcomes known as the graduate outcomes. Acknowledging the varied backgrounds of the BSN completion students and recognizing their uniqueness, the ability of the RNs to meet the graduate outcomes will be validated with the NURS 481 portfolio. Integration of the concepts, skills, and values acquired through the humanities, liberal arts, and other nursing courses will be evaluated through the use of the synthesis paper. Prerequisites: 340, 346, 435.

482—Professional Nursing: Clinical Synthesis, 4 Cr.

This clinical course provides an opportunity for the practice of leadership and management skills, utilization of the conceptual framework, and the development of a personal philosophy of nursing in the clinical setting as well as through written work including journals, a professional manuscript, and a quality improvement paper. Taken concurrently with 461. Prerequisites: 422, 432, 452, 460.

Nutrition and Dietetics (NUTR)

100—Global Food and Nutrition, 3 Cr.

A survey course covering a variety of nutrition-related topics. Key areas include the environmental impact of food production systems, influences shaping the American diet, economics, and global nutrition problems.

150—Vegetarian Nutrition, 3 Cr.

Two hours lecture/two hours lab per week.

Study of the health benefits and definitions of various vegetarian diets. Key areas covered include complementing proteins and obtaining adequate intake of calories, protein, vitamins and minerals while following various vegetarian diets. Includes weekly cooking lab to reinforce principles learned in class and to experiment with vegetarian foods from different cultures.

250—Lifestyle Nutrition, 3 Cr.

Study of factors influencing cardiovascular disease, body fat levels and energy expenditure in humans; calorie, fat, and fiber values of food; lifestyle planning for long term health through nutrition. Includes a weekly cooking lab to reinforce principles learned in class.

260—Nutrition for Physical Performance, 3 Cr.

Role of nutrition in physical performance. Interrelated effects of diet and exercise on physical performance and health. Specific dietary regimens applicable to athletes/personal fitness programs, ranging from the training diet to fluid, electrolyte, and glycogen replacement. Related resources for health education and coaching particularly in the areas of eating disorders and adolescent nutrition.

273—Food Science, 4 Cr.

Two hours lecture/four hours lab per week.

Exploration of the chemical and physical properties of foods. Includes food preparation techniques relevant to health promotion. Prerequisite: CHEM 106.

280—Nutritional Foundations for Nursing, 3 Cr.

Study of nutritional needs and nutritional therapy across the lifespan defining nurses role in nutrition, wellness, and health promotion. Prerequisites: BIOL 114, CHEM 106 or 121.

340—Human Nutrition, 3 Cr.

Three hours lecture per week.

Study of nutrients and respective functions, food sources, and physiological needs; dietary guidance throughout the life cycle. Role of nutrition in prevention of select chronic diseases. Prerequisites: BIOL 104 and 114 or 161; CHEM 106 or 121. BIOL 114 or 161 may be taken concurrently.

341—Advanced Human Nutrition, 3 Cr.

Three hours lecture per week.

A continuation of Nutrition 340, advanced study of nutrients including in-depth study of biochemical functions, physiologic needs and interrelationships among nutrients. Study of the scientific basis for the principles of dietary guidance covered. Prerequisite: 340.

351—Principles of Quantity Food Production, 3 Cr.

Three hours lecture per week.

Introduction to food production in a non-commercial setting. Focuses on menu planning, sanitation, production, purchasing, kitchen layout and design, and equipment selection, and marketing. Restricted to students accepted into coordinated phase of the coordinated program.

352—Foodservice Management, 3 Cr.

Three hours lecture per week.

Principles of financial management and human resource management applied to foodservice operations. Prerequisite: 351.

355—Supervised Practice in Quantity Food Production, 1 Cr.

Three hours supervised practice per week.

Supervised practice in a non-commercial setting. Students will participate in foodservice production. Coordinated with 351 for CMD students. Graded CR/NC.

356—Supervised Practice in Foodservice Management, 1 Cr.

Three hours supervised practice per week.

Supervised practice in a non-commercial foodservice operation. Students will be engaged in quality improvement and marketing activities. Graded CR/NC.

361—Education and Counseling Techniques for Health Professionals, 1 Cr.

Educational processes applied to individual and group patient education. Interviewing skills, the counseling process, and effectiveness in patient education are addressed.

367—Nutrition Focused Physical Assessment, 2 Cr.

This course assists the students in collection appropriate subjective and objective data associated with obtaining a health and diet history. This course provides an introduction to physical and diagnostic assessment of health status. Physical assessment competencies to be attained at the novice level include: assessment of body composition; measurement of vital signs; blood glucose; physical assessment of fluid status; assessment of 'normal' breath and heart sounds; intra- and extra-oral assessment, dysphasia screening; and clinical assessment of nutrition status. The emphasis is on knowing normal findings and normal variations in the health adult, well child, and the well elder person. Restricted to students in the DI program. Graded CR/NC.

368—Health Assessment, 2 Cr.

Three and a half supervised practice hours per week for CMD students; eight hours per week for four weeks for DI students.

This course assists the student in collecting appropriate subjective and objective data associated with obtaining a health and diet history. This course provides an introduction to physical and diagnostic assessment of health status. Physical assessment competencies to be attained at the novice level include: assessment of body composition; measurement of vital signs; blood glucose; physical assessment of fluid status; assessment of 'normal' breath and heart sounds; intra- and extra-oral assessment, dysphagia screening;

and clinical assessment of nutrition status. The emphasis is on knowing normal findings and normal variations in the healthy adult, well child, and the well elder person. Prerequisite: 341. Restricted to students accepted into DI or the CMD program. Graded CR/NC.

369—Supervised Practice in Developmental Nutrition, 4 Cr.

Skills necessary for nutritional assessment and nutritional care of health individuals throughout the life cycle. Supervised practice may take place in the County Health Department, preschools, community education programs, Viterbo University athletic department, and nursing homes. Restricted to students in the DI program. Graded CR/NC.

370—Developmental Nutrition, 3 Cr.

Three hours lecture per week.

Nutrition principles applied to human development in various stages of the life cycle: maternal and infant, childhood, adolescent, adult and elderly. Factors that help explain food/nutrient intake of individuals.

Prerequisite: 340 (non-majors); acceptance into CMD program (majors).

371—Supervised Practice in Developmental Nutrition, 4 Cr.

Nine hours supervised practice per week for 15 weeks for CMD; 32 hours per week for three weeks for DI. Supervised practice experience in nutrition assessment and care planning which targets all stages of the life cycle. Participating practice facilities include a community education program, public schools, college athletic and employee health promotion programs, and nursing homes. Coordinated with NUTR 370 for CMD students. Restricted to students accepted into DI or coordinated phase of CMD program. Graded CR/NC.

372—Nutrition in Health Promotion, 3 Cr.

Three hours lecture per week.

Cardiovascular health and disease, weight management, eating disorders, and diabetes. Prerequisite: 340 (non-majors); 370 (majors).

373—Supervised Practice in Nutrition in Health Promotion, 4 Cr.

Nine hours supervised practice per week for CMD students; 22 hours per week for seven weeks for DI students.

Application of health promotion principles in community sites. Continued development of educational counseling, and professional skills. Introduction to written communication for professionals. Coordinated with 372 for CMD students. Prerequisite: 371. Graded CR/NC.

400—Leadership in Foodservice Management, 2 Cr.

Two hours lecture per week.

Leadership and management theories, strategic planning, communication skills, and decision-making in foodservice organizations. Prepares students to influence public policy through legislative action. Prerequisite: 352.

401—Supervised Practice in Foodservice Management II, 2 Cr.

Three hours supervised practice per week.

Supervised practice in a non-commercial foodservice operation. Students will be engaged in management projects. Coordinated with 400 for CMD students. Prerequisite: 356. Graded CR/NC.

450—Management in Foodservice, 4 Cr.

Nine hours supervised practice per week.

Supervised practice in the management of food production and service in a medical facility. Restricted to students accepted into the DI Program. Graded CR/NC.

470—Medical Nutrition Therapy, 3 Cr.

Three hours lecture per week.

Study of acute and chronic disease processes in relationship to the most current principles of the nutrition care process. Prerequisites: 372; BIOL 373. Restricted to dietetics majors.

471—Supervised Practice in Medical Nutrition Therapy, 7 Cr.

Fourteen to 16 hours supervised practice per week.

Students assume major nutritional care responsibilities for individual patients in the hospital and primary care setting. Continued emphasis on the development of professional, educational, and counseling skills.

Coordinated with 470 for CMD students. Prerequisite: 373 (CMD students); 371 (DI students). Graded CR/NC.

472—Research in Community Nutrition, 2 Cr.

Four hours lecture per week for eight weeks.

The process of conducting and evaluating research related to public health nutrition problems. Program planning and marketing strategies in public health nutrition. Also, the study of nutrition related legislation and existing public health nutrition programs. For CMD students, this course includes a comprehensive exam patterned after the Registration Examination for Dietitians. Prerequisite: 372, 373.

473—Supervised Practice in Research in Community Nutrition, 4 or 6 Cr.

Eighteen hours per week for seven weeks for CMD students; 24 hours per week for eight weeks for DI students.

Students complete a community-based research project related to nutrition problems and needs of a subpopulation group. Includes data collection and evaluation, development of a program plan and associated marketing strategies. This course is four credits for CMD students and six credits for DI students. For DI students only, this course includes a comprehensive exam patterned after the Registration Examination for Dietitian. Coordinated with 472 for CMD students. Prerequisite: 372, 373 (CMD students); 371 (DI students). Graded CR/NC.

474—Supervised Practice in Nutritional Management of Disease, 7 Cr.

Students assume major nutritional care responsibilities for individual patients in a nursing home and hospital setting. Continuing to emphasize on the development of professional, educational, and counseling skills.

Prerequisite: 367, 369. Restricted to DI students. Graded Cr/NC.

475—Supervised Practice in Research in Community Nutrition, 6 Cr.

Students will assess nutrition-related problems and needs of a subpopulation group. Developing related program plan and marketing strategies to help solve that problem. Prerequisite: 474. Restricted to DI students. Prerequisite: 474. Restricted to DI students. Graded CR/NC.

476—Leadership in Community-Medical Dietetics, 2, 9, 11, or 14 Cr.

Forty hours supervised practice per week for eight weeks.

Entry level practice/management of health care. The art of health care in family medicine, acute/hospital care, and community health settings. This course is 14 credits for CMD students and 11 credits for DI students (may be offered in two and nine credit offerings). Includes presentation of one evidence analysis seminar and participation in two seminars. Prerequisite: 473.

477—Supervised Practice in Nutrition in Health Promotion, 5 Cr.

Prevention of cardiovascular disease, diabetes, weight control, nutrition/exercise interrelationships, nutrition counseling, and intuitive eating are covered. Supervised practiced sites will be through the outpatient clinics at Gundersen Lutheran. Attendance at the Wisconsin Dietetic Association meeting or other state meeting is completed through this course. Interns are responsible for registration fees, travel, meals, and overnight accommodations during the conference. Prerequisite: 475. Restricted to DI students. Graded CR/NC.

480—Leadership in Community-Medical Dietetics, 2, 9, or 11 Cr.

Entry level practice and management of the nutrition component of of health care in one community (four weeks) and one acute care (four weeks) setting. Students will assume entry-level responsibility in each of these settings, functioning equivalent to a full-time staff member and following the schedule of a RD at the facility. Student preferences are considered in the assignment of final rotations. Prerequisite: 477. Restricted to DI students. Graded CR/NC.

Organizational Management (OMGT)

300—Adult Development and Life Assessment, 3 Cr.

This course introduces adult learners to adult development theory and links these concepts to life through a process of individual reflection. Both classical and contemporary adult development theories are examined. These theories then provide the paradigm for self-analysis and life assessments, the basis for understanding individuals within organizations. Prerequisites: ENGL 103, 104, INFO 150, ECON 101 or 102.

301—Group and Organizational Dynamics, 3 Cr.

This course is a study of group behavior and how group functioning affects organizational effectiveness. Emphasis is placed on decision-making and resolving conflict in groups. Adult learners develop strategies for efficient and productive group management and determine which tasks are handled by groups or individuals.

302—Business Communication, 3 Cr.

This course incorporates skill building in written communications and information literacy. Clear and concise writing style is developed. Assignments cover many aspects of business writing – from e-mails and memos to full reports. Students utilize writing skills and research processes to complete a formal business report. Prerequisites: C or higher in ENG 104 or 105 or 195, INFO 150 or MGMT 210.

304—Organizational Behavior, 3 Cr.

This course examines individual and group behavior in organizational settings. Students will discover how individuals, groups and teams interact to affect an organization's culture through influence and politics. Students will analyze theories including motivation, conflict resolution, and change management. Emphasis will be placed upon methods used to build dynamic organizations.

305—Methods of Statistical Research and Analysis, 3 Cr.

This course focuses on what managers need to know about statistics. Students will learn the statistical techniques for collecting and analyzing data, and using it to make informed managerial decisions. Topical areas include data collection, tables and charts, descriptive statistics, basic and discrete probability distributions, and hypothesis testing. Specific statistical techniques explored in this course take advantage of Microsoft Excel for speed and accuracy in calculations.

306—Managing and Leading in a Competitive World, 3 Cr.

This course examines and compares various theories of leadership and management. Topics include ethical decision-making, corporate social responsibility, leading change, international management, and strategic management. Students will evaluate how effective leaders communicate and motivate for performance.

308—Financial and Managerial Accounting, 3 Cr.

This course examines the accounting equation, the accrual basis for accounting, information contained on financial statements, and managerial accounting topics. Students will develop relevant accounting-related skills and integrate their knowledge in the context of larger management issues such as cost analysis and budgeting.

309—Managerial Marketing, 3 Cr.

This course examines marketing theory, terminology, and practices. It is a comprehensive study of marketing principles and strategies including target market development and analysis, product development and positioning, pricing policies, communication strategies and promotional methods, and distribution systems within the marketing concepts. Ethics in marketing will also be emphasized.

318—Managerial Finance, 3 Cr.

This course examines financial statement analysis, the time value of money, asset pricing, the sources and uses of working capital, and the capital budgeting process. Students will demonstrate the ability to manage short and long-term financial policies. Some time will be devoted to determining the financial impact of the firm's corporate social responsibility initiatives. Prerequisite: ECON 101 or 102.

379—Ethics and Technology, 3 Cr.

This course incorporates philosophical ethics, information technology case examples, research, and a project to investigate the ethical and human dimensions of information technology within organizations and in society. Learners will examine the ways in which traditional philosophical concepts and theories apply (or don't apply) to the world of information technology, and will explore topics such as intellectual property, privacy, risks and liabilities, and professional ethics. Prerequisite: INFO 200 or MGMT 210. (Equivalent to MGMT 379.)

400—Human Resource Management, 3 Cr.

This course examines the theory and application of human resource management. Topics will include recruitment, training and development, compensation and benefits, and employee engagement strategies. Employment laws and regulations will be examined through a series of case studies and simulations. Restricted to organizational management majors.

401—Strategic Management, 3 Cr.

This course examines various techniques used to assess complex business problems and opportunities, and to develop, implement, and control strategies to achieve organizational objectives. Students will discover the significance of strategic planning in managing organizational change. Prerequisite: 306.

402—Ethical Leadership and Sustainability, 3 Cr.

This course is designed to introduce and cultivate students' ability to apply the core concepts of values, ethics, corporate social responsibility, and sustainability within organizations. Students will engage in critical questioning about themselves and the business environment. Upon completion of the course, students will be able to utilize an ethical framework critically for decision making, understand how Viterbo University's values can be instilled in organizations and society, and apply the concepts of corporate social responsibility and sustainability.

403—Project Management, 3 Cr.

This course provides an overview of the tools, techniques, and philosophies that are used in managing projects involving multiple team members and multiple resources. Students will develop the skills necessary to serve as project team members, or to operate as project managers. Focus is placed on the problems of selecting, initiating, operating, and controlling projects of varying sizes and degrees of complexity.

410—Quality Management, 3 Cr.

This course examines how organizations define, measure, and manage the quality of its products and services. Emphasis will be on the criteria and methodology associated with the Baldrige Award, total quality management, employee empowerment, continuous improvement and benchmarking.

Philosophy (PHIL)**100—Introduction to Ethics, 3 Cr.**

The purpose of this course is to introduce students to the practice of responsible ethical reflection and judgment. Students will learn about the practice of moral analysis, examine many influential moral theories, such as, Virtue ethics, Deontological ethics, and Utilitarianism, and look at many contemporary moral debates in applied ethics, such as the issue of capital punishment, euthanasia, animal rights, and abortion.

101—Introduction to Philosophy, 3 Cr.

This course considers the origin, nature and value of philosophy as a discipline unique in its method of exposing the underlying values in the human experience. With specific regard to the history of the Western philosophical tradition, this course aims at the development of a broad and coherent world-view.

105—Critical Thinking, 3 Cr.

This course will examine different forms of reasoning, such as deductive and inductive arguments, syllogisms, informal fallacies, explanation, justification, and basic logical proofs, in order to enable students to better evaluate and compose good arguments.

244—Teaching, Thinking, and Community: Philosophy for Children, 3 Cr.

The course “Teaching, Thinking, and Community” explores one of the most innovative forms of pedagogy to develop in the last 50 years, which unites together the educational philosophy of John Dewey with social learning theories to create a novel approach to reasoning, communication and reading comprehension that uses philosophical themes and interests as the cornerstone of its pedagogical approach. The name of the pedagogy is Philosophy for Children (PFC), and the goal of the class is to introduce students to both the educational theory and practice of Philosophy for Children. The principle pedagogical approach of Philosophy for Children is termed the “Community of Inquiry,” which focuses on facilitating dialogues with children that invite them to reflect on the logical, ethical and aesthetic dimensions of their experience. There is a service-learning component embedded in the course, which will give students the opportunity to implement Philosophy for Children with local middle school-age youth.

302—Environmental Ethics, 3 Cr.

This course is an introduction to the study of the philosophy of nature as articulated in terms of the relationship between humans and the environment in which they live. Philosophical, scientific, and religious perspectives on the environment will provide the context for a discussion of the ethics of environmental philosophy.

310—Philosophy of Religion, 3 Cr.

Philosophical examination of the assumptions of religion. Possibility of proofs for the existence of the Divine. Western and Oriental concepts of God. The contemporary scene: belief and unbelief. An examination of relations among God, humans, and nature. Prerequisite: 160, 342, VUSM 126, or 127.

311—Philosophical Readings— Ancient, 3 Cr.

Students will cover selections from original and/or secondary texts on philosophers from a given historical period, learning the contrasts and developments of great ideas pertaining to such questions (among many others) as the existence or non-existence of God, the relationship between faith, skepticism, and reason, basis of human ethics, the nature of the mind/soul, and the role of senses versus reason in the origin of human knowledge. Time period covered is Pre-Socratics, Plato, Aristotle, and later philosophers through about 100 A.D. Students are strongly encouraged to have had either 100 or 101 prior to taking this course.

312—Philosophical Readings— Medieval, 3 Cr.

Students will cover selections from original and/or secondary texts on philosophers from a given historical period, learning the contrasts and developments of great ideas pertaining to such questions (among many others) as the existence or non-existence of God, the relationship between faith, skepticism, and reason, free will and determinism, relationship between philosophy and the origins of science, the basis of human ethics, the nature of the mind/soul, and the role of senses versus reason in the origin of human knowledge. Covers medieval philosophy touching on Franciscan and other Catholic sources, as well as Islamic sources. Students are strongly encouraged to have had either 100 or 101 prior to taking this course.

313—Philosophical Readings— Modern, 3 Cr.

Students will cover selections from original and/or secondary texts on philosophers from a given historical period, learning the contrasts and developments of great ideas pertaining to such questions (among many others) as the existence or non-existence of God, the relationship between faith, skepticism, and reason, free will and determinism, relationship between philosophy and the origins of science, the basis of human ethics, the nature of the mind/soul, and the role of senses versus reason in the origin of human knowledge. Time period covered is 16th through early 19th century with readings from some of the following thinkers: Descartes, Pascal, Hume, Locke, Leibniz, Spinoza, Kant, Hegel, Nietzsche, Kierkegaard. Students are strongly encouraged to have had either 100 or 101 prior to taking this course.

315—Ethics and the Law, 3 Cr.

This course will examine the concept of law as a directive human enterprise from a historical and philosophical perspective, focusing on the American legal tradition. Natural Law and Legal Positivistic approaches to law will be discussed. Philosophical questions to be addressed may include views on the propriety and impropriety of judges interpreting laws in terms of social values, the intent of legislators,

particular moral codes, and/or the intentions of Constitutional authors. This may also include discussions about the advantages and disadvantages of approaches such as strict constructionism, judicial activism, and intermediate approaches to law. Some analysis of historically significant U.S. Supreme Court cases on a variety of subjects is likely. Offered every other fall.

316—Philosophy in Literature, 3 Cr.

This course will examine philosophical ideas about such topics as love, community, success, and death, using literature which examines these issues as a focus for the discussion.

317—Philosophy of Science, 3 Cr.

The goal of the course “Philosophy of Science” is to introduce students to many of the underlying assumptions, conceptual foundations, and implications of science as a distinctive approach to understanding the world. There is much contemporary debate on the different methodologies and types of reasoning used in science, and the extent to which science provides ‘objective’ knowledge of the ‘real’ world. Some of the specific themes the class will address are as follows: the presuppositions of scientific reasoning, the nature of scientific explanation, the problems of reductionism, induction and scientific realism, the question of how science progresses, the social character of science and whether science has any obligations to larger society. We will explore these themes both in a general way as well as through the lens of particular disciplines. For example: biology and the evolution/intelligent design debate, cognitive psychology and the nature of consciousness debate, physics (quantum mechanics) and the nature of reality debate, and astronomy/cosmology on the big bang and the question of ‘fine-tuning.’ The aim of the course is to show students that although science is clearly seen as separable from philosophy, deep philosophical assumptions continue to shape the character of scientific investigation in virtually all its manifestations.

320—Logic, 3 Cr.

Introduction of the basic concepts and techniques of both Aristotelian syllogism and Modern symbolic logic, designed to equip students to analyze and evaluate arguments employed in scientific and non-scientific discourse.

321—Ethics, Life Decision, and Medicine, 3 Cr.

The ethical issues of health care are some of the most controversial and interesting of our day. In this course, ethical theory is critically examined and applied to moral problems in health care, sometimes using the medium of films and case studies. Moral problems in contemporary medical practice and public policy such as informed consent, euthanasia, confidentiality, termination of treatment, HIV/AIDS, genetics, the allocation of scarce resources, surrogate decision making, advance directives, paternalism, and research involving human and animal subjects are analyzed and discussed. The early part of the course is organized around the principles of respect and autonomy, justice, nonmaleficence, and beneficence. Recommended for non-health care professionals.

333—Philosophical Readings— 19th to 20th Century, 3 Cr.

Critical examination of the most important philosophical trends of the 19th and 20th centuries. Pragmatism, positivism, Marxism, existentialism, linguistic analysis, and process philosophy. May be repeated for credit.

340—Philosophy of the Human Person, 3 Cr.

Philosophical examination of the nature, development, and destiny of the human person.

346—Asian Philosophy, 3 Cr.

Asian Philosophy is a course designed to acquaint students with the diversity of Asian philosophy and thought. It will include the many variant and competing philosophies within Hinduism, Buddhism, Confucianism, and Taoism. The purpose of this course will be to acquire an appreciation for the richness and depth of Asian thought, both historically and conceptually. Furthermore, conceptual comparisons will be made with Western philosophy to include points of historical interface between the two.

360—Political Philosophy, 3 Cr.

A critical historical exploration of timeless political questions through the classical works of thinkers such as Plato, Aristotle, Locke, Machiavelli, Marx, and others. Central themes may include the moral/personal versus economic/social dimensions of justice, the dangers and advantages of various forms of government, the nature of human rights, the dangers and advantages of private property, the role of the family, religion, and money in society, the basis and limitations of governmental power, and the relationship of politics and ethics. This includes some application to contemporary political issues and theories. Offered every other spring. Students are strongly encouraged to have had either 100 or 101 prior to taking this course.

365—Philosophy in Latin America, 3 Cr.

The purpose of the course “Philosophy in Latin America” is to introduce students to the depth and diversity of philosophy in Latin America. The course examines how philosophy in Latin America develops in response to the larger socio-political context, re-thinking European ideas to make sense of the unique realities of Latin America. The course is designed historically, spending the first few weeks looking at the early reception of academic philosophy in Latin America in the 16th century, while the rest of the semester focuses on the major intellectual trends of the 19th and 20th centuries (Positivism, Marxism, Philosophies of cultural identity and liberation philosophy). Because the philosophical diversity in Latin America is so extensive, the course will largely focus on how philosophy is employed in the analysis of cultural institutions, racial identity, ideologies of subjugation, and dialogues of colonized resistance. In examining the different ways that philosophy is pursued in Latin America, students will also discuss the extent to which Latin American philosophy changes the nature of ‘doing’ philosophy.

370—Aesthetics, 3 Cr.

Approaches to aesthetic value as expressed in art forms and the creative process. Critical analysis of the resulting aesthetic theories.

375—Philosophy and Film, 3 Cr.

This course explores the relationship between philosophy and film by examining the ways that philosophy helps us understand film as a unique artistic medium, as well as how film helps us grasp complicated philosophical problems with newfound clarity. The first few weeks of the course use philosophy to analyze the deeper aesthetic foundations and socio-political implications of film as an artistic medium that ‘represents’ ‘reality.’ The remainder of the course uses films like the Matrix, Inceptions, The Dark Knight, Memento, Minority Report, and Contact to unpack traditional philosophical problems, such as, the distinction between appearance and reality, the problem of free-will, the conflict between faith and reason, the problem of self-identity, and issues of moral choice and obligation. The overall goals of the class are to deepen students’ appreciation for film as a mode of intellectual inquiry, broaden the relevancy of philosophy as a way of thinking about the world and enhance critical and creative reasoning.

381—Philosophy of History, 3 Cr.

A survey of influential interpretations of history from the Greeks to Foucault and Fukuyama. We will trace and analyze the major interpreters of history and historical knowledge through the influential Greek, Roman, and European epochs to finally globalization.

400—Seminar: Ethics, 3 Cr.

This seminar will examine various problems in ethical theory, with a view to explaining how they can be resolved within the framework of a virtue ethics. Readings will include classical texts such as Aristotle, Aquinas or Hume, as well as modern virtue theorists and their critics.

490—Practicum, 1–3 Cr.

A community service-based experience arranged interdepartmentally which focuses on the actual application of ethical frameworks in a job-related setting. Permission of instructor required.

Physics (PHYS)

102—Physical Science, 4 Cr.

Three hours lecture/two hours lab per week.

An introduction to the physical sciences stressing the processes and major concepts central to its development, such as energy, force, motion, and the structure of the universe. Stress on the reciprocal influence of this development in the changing social world.

250—General Physics I, 3 Cr.

Three hours lecture per week.

An introduction to the fundamental principles of physics using algebra and trigonometry designed primarily for biology and pre-health students. Topics covered include kinematics, dynamics, oscillatory motion and fluid mechanics. Offered fall semesters. Must be taken concurrently with 270. Prerequisite: placement into MATH-220 or concurrent enrollment into MATH-113.

251—General Physics II, 3 Cr.

Three hours lecture per week.

This course is a continuation of 250. Topics covered include gravitation, electricity, basic circuits, magnetism and optics. Must be taken concurrently with 271. Prerequisite: grade of C or higher in 250.

260—University Physics I, 3 Cr.

Three hours lecture per week.

A calculus-based introduction to the fundamental principles of physics designed primarily for physics, chemistry, biochemistry and pre-engineering students. Topics in kinematics, dynamics, oscillatory motion, and fluid mechanics. Offered fall semester. Must be taken concurrently with 270 and MATH 220.

261—University Physics II, 3 Cr.

Three hours lecture per week.

This course is a continuation of 260. Topics covered include gravitation, electricity, basic circuits, magnetism, and optics. Offered spring semester. Must be taken concurrently with 271. MATH 221 taken concurrently is also recommended. Prerequisites: grade of C or higher in 260; grade of C or higher in MATH 220.

270—Introductory Physics Laboratory I, 1 Cr.

Two hours lab per week.

Lab component for 250 and 260. Offered fall semester. Must be taken concurrently with 250 or 260.

271—Introductory Physics Laboratory II, 1 Cr.

Two hours lab per week.

Lab component for 251 and 261. Offered spring semester. Must be taken concurrently with 251 or 261.

305—Classical Mechanics, 3 Cr.

Three hours lecture per week.

An intermediate level course on classical mechanics. Topics include particle dynamics, Lagrangian and Hamiltonian mechanics, central force motion, and dynamics of systems and rigid bodies. Offered fall semester of odd years. Prerequisites: grade of C or higher in 261 or 251 and MATH 221; MATH 320 highly recommended.

311—Electricity and Magnetism, 3 Cr.

Three hours lecture per week.

An intermediate level course on electric and magnetic fields. Topics include electrostatics, magnetostatics, induction, dielectric and magnetic materials, and Maxwell's equations. Offered spring semester of even years. Prerequisites: grade of C or higher in 251 or 261; grade of C or higher in MATH 221; MATH 320 highly recommended.

321—Waves and Optics with Medical Physics Applications, 4 Cr.

Three hours lecture/two hours lab per week.

An intermediate level course on acoustic and electromagnetic waves with emphasis placed upon their applications in medicine. Selected topics include the wave equation, reflection, refraction, diffraction, interference, radiation, absorption, scattering and medical ultrasonics. Offered fall semester of even years. Prerequisites: 251 or 261; MATH 221; MATH 320 highly recommended.

338—Biomechanics, 3 Cr.

Three hours lecture/discussion per week.

The course provides an overview of musculoskeletal anatomy, the mechanical properties and structural behavior of biological tissues, and biodynamics. Specific course topics will include structure and function relationships in tissues and organs; application of stress and strain analysis to biological tissues; analysis of forces in human function and movement; energy and power in human activity; introduction to modeling viscoelasticity of tissues. Finally, the course will include the beginning stages of a biomechanical design project. Prerequisite: grade of C or higher in 250 and 270 or 260 and 270, BIOL 482. (Equivalent to BIOL 338.)

360—Thermodynamics, 3 Cr.

Three hours lecture per week.

Theoretical treatment of the laws that govern chemical and physical change. Topics include an introduction to quantum mechanics including molecular energies and spectra, real gases, classical thermodynamics, solution thermodynamics, electrochemistry, and chemical kinetics. Prerequisites: grade of C or higher in 121, MATH 221, PHYS 251 or 261; MATH 320 highly recommended. (Equivalent to CHEM 360.)

363—Modern Physics, 4 Cr.

Three hours lecture/two hours lab per week.

The first half of the course will provide an introduction to the developmental history and theory of quantum mechanics using the wave mechanics approach. Topics include complementarity, basic solutions to Schrodinger's equation, and the application of quantum theory to the atom. The second half of the course will address additional topics in modern physics, including relativity, nuclear physics, applications of nuclear physics, particle physics and cosmology. Offered spring semester of odd years. Prerequisites: grade of C or higher in 251 or 261; grade of C or higher in MATH 221; MATH 320 and PHYS 321 highly recommended.

498—Directed Research Experience, 1–4 Cr.

A student-driven research experience under the supervision of a faculty mentor or an internship director. Two credits will be the standard credit given for this course. Research contracts will be required for everyone who registers, with fewer or additional credits given depending on the approved project and time commitment. Each faculty member will offer one section of this class per year. Prerequisite: grade of C or higher in BIOL or CHEM 397. Permission of the division chairperson required. May be repeated for a maximum of six credits.

Political Science (POSC)

120—Introduction to Political Science, 3 Cr.

A study of how we understand politics, in what context political activity takes place, and how we as citizens act politically. The course also investigates what government does and how government works so that we may better understand change and its affect on politics.

121—Introduction to American Government, 3 Cr.

A study of the American national governing environment: the constitutional basis for our democratic evolution and the unique American political experience. Also, an investigation of the contemporary state of American government.

320—American Public Policy, 3 Cr.

A survey of the American national and state public policy environment. After focusing on the structures and functions of the American governmental institutions, the course will investigate the political outcomes of the current public policy agenda. Prerequisite: 121.

382—Latin American Politics, 3 Cr.

The course focuses on themes of political culture, civil society, institutions and policy-making processes and policy issues as these relate to the consolidation of democracy in Latin America and the Caribbean. Some emphasis will be placed on the larger countries in the region. Lectures will be presented on much of the material assigned in the course reading schedule. At times a seminar-discussion format in a collective search and evaluation of the reading assignments will be used.

Psychology (PSYC)

100—Effective Behavior, 3 Cr.

This course is an examination of the basic psychological nature of human beings. The focus is on behavior in both a personal and social context, and applications to achieve more effective behavior and personal growth in a complex and changing world.

110—Human Sexuality, 3 Cr.

Human Sexuality explores the biological, psychological, and social/cultural aspects of human sexual behavior. Students evaluate the emotional, behavioral, and cognitive interactions between personal values and societal expectations. (Equivalent to SOCL 110.)

114—Team Building and Leadership Skills, 1 Cr.

This course explores concepts and skills useful for developing group cohesion, problem solving, conflict resolution and leadership skills, utilizing an experiential foundation.

149—Introductory Psychology Seminar, 3 Cr.

Students will explore the discipline of psychology as a field of study, research, application, and service. In order to gain a perspective on the breadth of the field, students will read a variety of sources, also faculty members and guests will discuss, with students, their areas of expertise, interests, and careers. These activities will help students identify areas in which they may develop expertise.

171—General Psychology, 3 Cr.

This course introduces students to the study of behavior and mental processes including cognition, learning, memory, motivation, emotion, interpersonal interactions, psychological disorders, and much more. Students receive exposure to the breadth of the scientific field of psychology with an emphasis on evaluating behavior from a biopsychosocial perspective.

205—Introduction to Chemical Dependency, 3 Cr.

This course provides an overview of chemical abuse and dependence, examining the impact on society, families, and individuals. Students will be introduced to the scope and nature of the field of chemical dependency, including a historical perspective. Special emphasis will target the Biopsychosocial model of addiction, prevention, family dynamics, special populations, and treatment modalities.

220—Lifespan Developmental Psychology, 3 Cr.

This course will provide a survey of the major theories, research methodology, and research findings focusing on physical, cognitive, language, and social-emotional development, and the contexts that influence development. Prerequisite: 100 or 171.

223—Applied Statistics for the Social Sciences, 3 Cr.

Applied Statistics prepares students to understand and conduct statistical techniques commonly employed in any discipline involving scientific research. Descriptive techniques and related concepts include visual display of data, measures of central tendency, and variability. Inferential techniques and related concepts include

probability, data distributions, hypothesis testing, t-tests, correlation and regression, analysis of variance, and nonparametric tests. Students will learn to use statistical software including spreadsheets and SPSS. Not open to students who are enrolled in or have earned credits in MATH 130 or 230. Prerequisite: acceptable math placement score or grade of C or higher in MATH 001 or 091. (Equivalent to SOCL 223.)

230—Research Methods, 3 Cr.

Research Methods focuses on the application of the scientific method in psychological research to empirically and systematically evaluate behavior and mental processes. Students develop skills related to measurement, sampling techniques, research design, descriptive and inferential statistics, information technology, APA format, and oral communication of research findings. Prerequisite: 171.

250—Social Psychology, 3 Cr.

Social Psychology examines human behavior as a function of the social environment. Students explore many concepts including gender and culture issues, communication and persuasion, conformity, peer pressure, aggression, prejudice and discrimination, attraction, and altruism. Prerequisite: 100 or 171; SOCL 125. (Equivalent to SOCL 250.)

261—Introduction to Biopsychology, 4 Cr.

Three hours of lecture/two hours lab per week.

Introduction to Biopsychology provides a survey of the biological causes, correlates, and effects of normal and abnormal behaviors from neurobiological, neuroendocrine, and evolutionary perspectives. Topics covered include cognition, language, learning, memory, emotion, addiction, sex and gender, and psychological disorders. The weekly lab session employs experiential learning of the techniques and practices of biopsychology and includes oral communication of research findings. Prerequisites: four credits of BIOL, three credits of PSYC. (Equivalent to BIOP 261.)

270—Interviewing and the Helping Relationship, 3 Cr.

Two hours instruction/two hours lab per week.

This course is an introduction to the generic aspects of interviewing in the helping relationships as well as providing opportunity to practice and develop interviewing skills and related oral communication skills. This course is recommended for any student planning to work within a helping profession.

304—Introduction to Substance Abuse Prevention, 3 Cr.

The goal of this course is to provide college students with introductory information about the predominant theories and models of alcohol and other drug abuse prevention. This course also provides an overview of the planning processes and implementation issues associated with best practices in prevention programming. Prerequisite: 100 or 171.

305—Psychopharmacology, 3 Cr.

This course examines the major categories of illicit and prescribed psychoactive drugs and their use, effects, and potential for abuse. The neural mechanisms of drug action, along with the physical and behavioral consequences of use and abuse, are explored. Emphasized concepts include the physiological and psychological mechanisms of addiction, tolerance, and withdrawal. Prerequisite: 100 or 171. Restricted to students with junior standing or higher.

310—Child Psychology, 3 Cr.

This course involves an advanced, in-depth study of influential theories, research methods, and research findings concerning child development. Students will learn about physical, cognitive, social, and emotional development; and how factors within the child, family, society, and culture influence developmental processes. Students will also explore how developmental theories and research can be applied in everyday contexts and used to promote health development. Prerequisite: 220.

320—Psychology of Adulthood, 3 Cr.

This course involves an advanced, in-depth study of influential theories, research methods, and research findings concerning development in adulthood. Students will learn about physical, cognitive, social, and

emotional development in adulthood; and how factors within the individual, society, and culture influence developmental processes. Students will also explore how adult development theories and research can be applied in everyday contexts and used to promote healthy development. Prerequisite: 220.

324—Topics in Biopsychology, 2–4 Cr.

This course focuses on a limited topic in biopsychology in an in-depth manner. The specific topic will vary from year to year. Restricted to students with junior standing or higher. Permission of instructor required. May be repeated for credit.

330—Critical Inquiry in Psychology, 3 Cr.

In this course, students will refine and extend the knowledge and skills they have obtained in previous courses. Students will be required to prepare a comprehensive literature review and research proposal on a specific topic in psychology. This process will help students to develop competencies in understanding, summarizing, and critiquing professional literature in psychology; and in using prior literature to motivate and inform the design of new research projects. Prerequisite: 230 or 261 or BIOP 261.

332—Qualitative Research, 3 Cr.

This course explores the foundations of qualitative research methods. Students will be introduced to and review a number of well-designed qualitative research articles. Students will learn the process of developing a question, the skills of interviewing, the importance of group dynamics, and the importance of program evaluation. Focus groups and participant observation will be emphasized. Students will also learn how to organize and analyze qualitative research data. Students will be active in participant observation and focus groups. Students will develop, implement, and produce a final report in an area of interest utilizing one of several qualitative methods. Prerequisite: 171.

335—Learning and Cognition, 3 Cr.

This course provides an in-depth exploration of human learning and cognition, focusing on such topics as: perceptions, attention, memory, knowledge representation, language, decision making, problem solving, and intelligence. Students will learn about classic and contemporary questions in these areas and how researchers use scientific methods to study these questions. Students will also conduct and participate in research experiments to practice and demonstrate learned concepts. Prerequisite: 230. Restricted to students with junior standing or higher.

340—Behavior Disorders, 3 Cr.

Modern concepts of defining behavior disorders, detailing the causal factors and outcomes of various maladaptive patterns. This course also deals with assessment as well as treatment and prevention of abnormal behavior at both individual and group levels. Prerequisite: 100 or 171. Restricted to students with junior standing or higher.

344—Sports Psychology, 3 Cr.

This course discusses the application of psychological theory and research to sports and recreation. Topics will include motivation, competition and cooperation, arousal, stress and anxiety, group and team dynamics, group cohesion, intrinsic motivation, leadership, imagery, concentration, athletic injuries and psychology, burnout and overtraining, children and sport psychology, and aggression in sports. Prerequisite: 100 or 171.

345—Industrial Psychology, 3 Cr.

Psychological principles, concepts, research and methods applicable to industry settings are explored. Topics include personnel selection, placement, training, motivation, social and group factors in work organizations, and human engineering. Prerequisite: 100 or 171.

349—Advanced Psychology Seminar, 1 Cr.

Students will identify a particular area in psychology and develop an action plan related to their career/professional goals. Students will complete a service learning project. Students will be introduced to the required senior project and portfolio, including basic research methods. Prerequisite: 149 or concurrent.

351—Psychological Testing, 4 Cr.

This course explores the theory and methods of measuring human behavior. A survey of representative tests of intelligence, performance, achievement, interests, attitudes, personality, and special aptitude is predicted. Prerequisites: 171, 230, MATH 130 or 230 or PSYC 223 or SOCL 223. Restricted to students with junior standing or higher.

352—Cognitive Behavior Therapy, 3 Cr.

Behavior and cognitive therapy theory and techniques are applied to self-change. Assessment and treatment of mental health problems addressed in the light of current research. Prerequisite: 340.

365—Group Dynamics, 3 Cr.

Understanding and competence in practice with a wide variety of treatment and task groups are explored with focal areas on individual group members, the group as a whole, and the group's environment. Generic skills for leading treatment and task groups are developed. Prerequisites: 270.

374—Positive Psychology, 3 Cr.

Although psychology historically focused on negative aspects of life (psychopathology, retardation and aggression), Positive Psychology focuses on the more positive (mental health, creativity and pro-social behavior). Topics in this course will also include happiness, humor, human strengths, flow, peace, resilience, optimism, empathy and altruism, love and companionship, and relaxation and mindfulness. Emphasis will be on both scientific findings and the application of those findings in one's personal life. The course will include a significant self-change project. Prerequisite: 100 or 171.

404—Cultural Competency, 1 Cr.

This course emphasizes the understanding of diverse cultures, and incorporating the relevant needs of culturally diverse groups, as well as people with disabilities, into clinical practice. Understanding the importance of self awareness in one's personal, professional, and cultural life is also emphasized. Understanding the addiction professional's obligations to adhere to ethical and behavioral standards of conduct in the helping relationship is also emphasized.

406—Resiliency, 1 Cr.

This course emphasizes theory of resilience and strategies to identify and amplify resilience for vulnerable populations. The prevention and treatment of substance use and addiction is emphasized. Factors that increase the likelihood for an individual, community, or group to be at risk for, or resilient to, psychoactive substance use disorders are addressed.

407—Understanding Addiction, 1 Cr.

This course serves as the introduction to substance use disorders education and training for professionals. The course will review a variety of models and theories of addiction related to substance abuse. Participants will be able to describe the behavioral, psychological, physical health, and social affects of psychoactive substances on the person using as well as significant others.

412—Co-occurring Disorders, 1 Cr.

This course is an overview of the challenges and consequences encountered when treating individuals with dual diagnosis, specifically, substance use and mental health disorders. This course will review the issues of assessment, diagnosis, and treatment. Emphasis is on evidence-based practice.

413—Application to Practice, 1 Cr.

This course will present current research emphasizing the implications for brain behavior and substance use disorders. It will focus on developing and understanding for the established diagnostic criteria for substance use disorders and review the range of treatment settings and modalities. Participants will be introduced to the importance an interdisciplinary approach to addiction treatment and practice basic assessment strategies.

416—Mindfulness for Mental Health Professionals, 1 Cr.

The practice of Mindfulness is a growing evidence-based practice. Mindfulness develops our potential to experience each moment, no matter how difficult or intense, with serenity and clarity. The approach provides life-long tools to help maximize life, even in the midst of stress, pain, and difficulty, so they may live free from addiction.

418—Group Dynamics for AODA, 1 Cr.

Understanding and competence in practice with a wide variety of treatment and task groups are explored with focal areas on the individual group members, the group as a whole, and the group's environment. Generic skills for leading treatment and task groups are developed.

420—Theories of Personality, 3 Cr.

This course is an in-depth study of personality theories and research. Prerequisite: 100 or 171. Restricted to students with junior standing or higher.

421—Family Therapy, 3 Cr.

An overview of various family forms, the family life cycle, and healthy family functioning will be provided, followed by a review of the major theories of systemic family therapy. Basic family therapy process and outcome research will be reviewed. The code of ethics will be applied to clinical ethical dilemmas. A role play format will be used to practice basic therapy counseling skills. Prerequisites: 270, 340. Restricted to students with junior standing or higher.

422—Theories of Counseling, 3 Cr.

Two hours instruction/two hours lab per week.

Comparative study and application of major theories of counseling are experienced. This includes supervised laboratory experience in the techniques of individual and group counseling. Current empirical trends and evidence will be reviewed. Prerequisites: 100 or 171; 340 or 420.

423—Alcohol and Drug Abuse Professional Issues, 3 Cr.

Two hours instruction/two hours lab per week.

This course serves as a capstone of the AODA program. The student will develop a theoretical foundation and effective counseling skills for work in the specialized field of substance abuse disorders. Topics to be covered will include philosophies, practices, policies, and outcomes of the most generally accepted and scientifically supported models of treatment, recovery, relapse prevention, and continuing care for addiction and other substance-use related problems. A high degree of academic autonomy is expected from students in this course. Prerequisites: 205, 270; 422 or concurrent enrollment. (Equivalent to ADCT 423.)

424—Motivational Interviewing, 3 Cr.

This course is designed to provide skills training for individuals who are exploring a medical or clinical based career. Motivational Interviewing (MI) is an evidence-based communication strategy that is useful for people who are ambivalent about change. MI has been adapted to a variety of health care settings and currently there are models of MI for physicians, nurses, dietitians, and social workers in addition to counseling professionals. Prerequisite: 100 or 171.

425—History and Systems of Psychology, 3 Cr.

This course consists of historical and philosophical development leading to modern psychological views. Prerequisite: 100 or 171. Restricted to students with junior standing or higher. Permission of instructor required.

426—Motivational Interviewing and Stages of Change, 1 Cr.

This course will provide an introduction to theory and practice of motivational interviewing. Participants will be able to articulate the stages of change and theoretical underpinnings as well as practice introductory skill level for motivational interviewing.

427—Alcohol and Drug Abuse Professional Skills, 3 Cr.

This course focuses on the application of assessment and treatment planning to the field of substance abuse. Topics include assessment instruments and procedures, psychosocial interviews, development of behavior treatment goals, record keeping, case management and ethical considerations. Prerequisite: 340 or concurrent. (Equivalent to ADCT 427.)

430—Biopsychology, 3 Cr.

Students in Biopsychology will evaluate issues related to the biology of behavior in substantial depth with an emphasis on the biological etiologies, correlates, effects, and treatments of mental illness. This will involve in-depth exploration of current scientific literature. Prerequisite: 261 or PSYC 261 or PSYC 230, four credits of BIOL. Restricted to students with junior standing or higher. (Equivalent to BIOP 430.)

435—Qualitative and Interpretive Research, 3 Cr.

This course explores the theoretical underpinnings for conducting qualitative and interpretive research. Students will learn and apply qualitative research design, develop skills in several data collection strategies including in-depth interviewing and field studies. Prerequisite: 171.

443—Cognitive Therapy, 1 Cr.

Understand the principles of self-regulation and the skills of the self-change. Learn the theory and research of Beck's Cognitive Therapy and practice therapeutic skills.

448—Senior Seminar in Biopsychology, 1 Cr.

This one credit course serves as a capstone for the biopsychology major. In this course students will complete a portfolio that documents their progress, projects, and future goals relative to biopsychology. Ethical issues in the field of biopsychology will be discussed. In addition, students will also deliver a presentation to faculty and peers focusing on a specific topic that demonstrates proficiency in an area of biopsychology. Students will also discuss their future career plans and outline the steps required to achieve these goals. Restricted to biopsychology majors. Restricted to students with senior standing. (Equivalent to BIOP 499.)

450—Seminar on Contemporary Issues in Psychology, 2 Cr.

Various contemporary problems are chosen according to the background and interest of participating faculty and students. Prerequisite: 171. Restricted to students with junior standing or higher. Permission of instructor required. May be repeated for credit.

452—Relapse Prevention, 1 Cr.

This course reviews application of relapse prevention skills to various clinical situations including relapse in addictions work.

453—Substance Abuse in Older Adults, 1 Cr.

This course will emphasize substance abuse use and mental health concerns for older adults.

461—Adolescent Substance Use Disorders, 1 Cr.

This course will emphasize substance use and mental health concerns for adolescents. It covers the tools to recognize the potential for substance abuse disorders to mimic a variety of medical and mental health conditions to coexist with addiction substance abuse. Students will be able to recognize the importance of family, social networks, and community systems in the treatment and recovery process.

462—Prevention for Youth Professionals, 1 Cr.

This course will provide students with introductory information about the predominant theories and model of alcohol and other drug abuse prevention, as well as an overview of the planning processes and implementation issues associated with best practices in prevention programming. The course incorporates prevention theory and practical application for individuals who plan to work with youth, as well as foundational knowledge and skills for advanced studies in community psychology.

467—Supervision, 1 Cr.

This course will focus on understanding the importance of ongoing supervision and continuing education in the delivery of client services and the need for and use of methods for measuring treatment outcome. Understand the addiction professional's obligations to adhere to ethical and behavioral standards of conduct in the helping relationships will be emphasized.

471—Advanced Prevention Principles, 3 Cr.

The goal of this course is to provide students with introductory information about the predominant theories and models of alcohol and other drug abuse prevention, as well as an overview of the planning processes and implementation issues associated with best practices in prevention programming. The course incorporates prevention theory and practical application for individuals who plan to work with youth, as well as foundational knowledge and skills for advanced studies in community psychology. Prerequisite: 100 or 171.

472—Strengths-based Treatment SUDs, 1 Cr.

This course will provide an overview of a strengths perspective for addiction treatment emphasizing a biopsychosocial approach. An overview of strengths-based Substance Use Disorders treatment will include, but is not limited to, harm reduction, motivational interviewing, solution-focused therapy, narrative therapy, mutual help groups, and traditional treatment in strength-based approaches.

473—Evidence-Based Treatment, 1 Cr.

This course will review evidence-based practice for counseling those with substance abuse issues.

478—Solution Focus, 1 Cr.

Based on the ground breaking work of Steve de Shazar and Insoo Kim Berg, Solution-focus Brief Therapy interventions have altered the way the field thinks about the necessary and sufficient conditions for change in drinking and drug use. Sometimes known as the "Miracle Weekend" the motto is "Not one more session than necessary."

481—Psychology Practicum, 2-4 Cr.

Non-classroom experiences in the field of psychology plus one hour of class per week. Placements are off-campus, part-time, and with or without pay. Placements will be in agencies providing psychological services, and a mental health professional will be on-site to provide supervision. Students will participate in individual and/or group helping relationships designed to promote movement toward realization of the client's full potential and psychological well-being. Credit for experiences must be sought prior to occurrence, and learning contracts must be submitted before the end of the first week of the semester. Prerequisite: 340. Restricted to students with junior standing or higher. May be repeated for credit. (Equivalent to ADCT-481.)

484—Women and Treatment, 1 Cr.

This course will provide an overview of current theory and treatment emphasizing women and substance abuse. Topics will include theoretical foundations related to women's growth and development and the subsequent mental health treatment implications. Emphasis will be devoted to chemical dependence, eating disorders, domestic violence and other affective disorders. Diversity and ethical issues related to women and therapy will also be addressed.

485—Professional Internship, 1 Cr.

Non-classroom experiences that generally involve off-campus placements, may be full- or part-time, and with or without pay. Interested students must meet with departmental faculty prior to registering to discuss options and availability of internship sites. Credit for experiences must be sought prior to occurrence, and learning contracts must be submitted before the end of the first week of the semester. A maximum of 15 credits of 287/487 can be used to meet graduation requirements. A maximum of 15 credits of 287/485/487 can be used to meet graduation requirements. May be repeated for credit.

489—Advanced Research, 1-4 Cr.

Students will carry out a research project. This may involve implementing the research they developed in 330 or developing a new project. The course includes a one-hour meeting of all students each week with the

faculty directing the course. Prerequisite: PSYC 330. Restricted to students with junior standing or higher. May be repeated for credit. (Equivalent to ADCT 489.)

499—Psychology Capstone, 1 Cr.

In the capstone course, students prepare a formal report in APA style of an internship, advanced research, or other approved experience. Students also present their report to a scholarly audience, and refine their academic portfolio, which is then presented to the faculty for review prior to graduation. Restricted to students with junior standing or higher. Prerequisite: 487, 489 or concurrent. (Equivalent to ADCT 499.)

Religious Studies (RLST)

160—Introduction to Theology, 3 Cr.

This class is designed to familiarize students with Christian tradition—its scripture, history, and documents—as well as with the resources and methods of Christian theology. It provides a foundation of readings and skills to prepare students for the further study of theology.

215—Biblical Studies I, 3 Cr.

This course is the first two years of a four-year program supported by the La Crosse Diocesan School of Biblical Studies. Year one offers Old Testament foundations: Genesis through 1 & 2 Kings discussing Creation, Abrahamic covenant, Moses and the exodus and the establishment of the nation and kingdom of Israel. Year two offers an introduction to the New Testament foundations: the Gospels and the life of Christ, early church development (Act of the Apostles), substantive Pauline literature (1 & 2 Corinthians, Romans), and a review of the Book of Revelation. Restricted to students in the Diocesan School of Biblical Studies. May be repeated once for credit. Graded CR/NC.

216—Biblical Studies II, 3 Cr.

This course is the last two years of a four-year program supported by the La Crosse Diocesan School of Biblical Studies. Year three offers the Old Testament history: the Babylonian captivity, the work of the major and Minor prophets, and the return from exile. Year four offers an introduction to the poetry and wisdom of the Old Testament, a review of the Gospel of Matthew, the Pauline pastoral letters, and the Catholic Epistles. A brief review of the Epistle to the Hebrews will conclude this course. Restricted to students in the Diocesan School of Biblical Studies. May be repeated once for credit. Graded CR/NC.

222—Survey of Biblical Literature, 3 Cr.

This course will review the history and writings of the Old Testament and New Testament of Christian sacred scriptures. A brief overview of the history and content of each book of the Bible and a general outline of each will be presented. Major narratives in both testaments will serve to explain the Christian worldview and the high regard many Christians have for the Holy Bible. Prerequisite: 160, 342, VUSM 126, or 127.

230—Theology of Justice and Peace, 3 Cr.

A study of the meaning of justice and peace: in the Biblical context, in social encyclicals and in our lives as Christians today. An examination of forms of violence and oppression in persons and in structures. Emphasis on possible positive responses: acting justly, making peace, liberating the oppressed. Prerequisite: 160, 342, VUSM 126, or 127.

260—Servant Leadership, 3 Cr.

The course is an orientation to the foundations of servant leadership. Principles of leadership, service, organizational development and community-building will be explored as theories and practiced as skills. Jesus Christ will be our primary example of servant leadership. Prerequisite: 160, 342, VUSM 126, or 127.

280—Liturgy and Worship, 3 Cr.

An exploration of the historical, liturgical, and pastoral principles of Worship and Liturgy. This course will use the worship of the Roman Catholic Rite as the foundation for the study of worship in the Christian tradition. This course would be of use to anyone planning, leading, or seeking a greater understanding of liturgical traditions and celebrations. Prerequisite: 160, 342, VUSM 126, or 127.

311—The Gospels, 3 Cr.

A comprehensive exploration and study of the canonical Gospels and their place within Christianity. Prerequisite: 160, 342, VUSM 126, or 127.

317—Theological Perspectives in Film, 3 Cr.

As Christians, we believe that God is in all things. Often it is difficult to see God in the world. This course uses films (and similar media) to help participants develop an ability to recognize theological and Christian themes and practice methods of theological reflection. A variety of films will be shown, rated G-R, on themes of sacrifice, vocation, leadership, forgiveness, love, family, faith, and Catholic tradition. Prerequisite: three credits of RLST or junior standing. Restricted to religious studies and philosophy majors and minors and to students in the honors program. Prerequisite: 160, 342, VUSM 126, or 127.

320—Prayer and Spirituality, 3 Cr.

A consideration of prayer: its meaning, its value and its place in our lives. A study of spirituality in both the Eastern and Western traditions, with an emphasis on Christian spirituality in its many different forms. Prerequisite: 160, 342, VUSM 126, or 127.

326—Religion and Sports, 3 Cr.

Nearly all sports have origins in religious ceremonies. Popular games like football, basketball, soccer, and golf connect directly with ancient ceremonial practices. Sports are currently understood by enthusiasts and critics alike as a religious activity. This course will ask and attempt to answer these questions and others: What makes a gifted athlete or coach? Why are sports fans so devoted to their teams? What are the vital religious forces that compliment sports and participants? How can religious values and virtues accent the engagement of sports in contemporary America? What can Franciscan Christian values and principles offer in the participation and observing of American sports? Prerequisite: 160, 342, VUSM 126, or 127.

331—Church History I: Age of the Apostles to the Reformation, 3 Cr.

A survey of the history of the Church: its leaders, conflicts and development from the age of the Apostles through the 1545 Council of Trent. A study of significant factors affecting division and unity within the Holy Catholic Church. Prerequisite: 160, 342, VUSM 126, or 127.

333—Church History II: Council of Trent to Vatican II, 3 Cr.

Church History II is a survey of the history of the holy Christian Catholic Church, its leaders, doctrinal amalgamation, conflicts, and the theological developments from the 1545 Council of Trent through the Second Vatican Council of the 20th Century. Prerequisite: 160, 342, VUSM 126, or 127.

342—Perspectives in Christian Theology, 3 Cr.

This course of study will focus on the systemic nature of Christian doctrine and its theological application in the life of the Christian Church. The theological and doctrinal life of the church from the first century to the present era will be reviewed with special emphasis on contemporary developments. As a Catholic, Franciscan, ecumenical University, this Viterbo course will emphasize the unique Christian theological experience and its application to personal and communal life. Christian morality, and spirituality will explain the Christian worldview as it intersects with the secular age. Restricted to students with junior standing or higher.

345—The Catholic Community, 3 Cr.

The place of community in religious experience; the question of leadership; authority, membership, ministry, and life within the Catholic community. Issues particular to the Catholic Church in the world today. Prerequisite: 160, 342, VUSM 126, or 127.

348—Franciscan Theology, 3 Cr.

A survey of the major theological contributions of the Franciscan intellectual tradition that include the writings of Bonaventure, Scotus, and Occam. A study of the impact Franciscan thought has had on global Roman Catholicism. Prerequisite: 160, 342, VUSM 126, or 127.

352—Women and Religion, 3 Cr.

This course will examine historical, contemporary and emergent roles of women in communities of religious thought and practice, and will analyze systemic issues regarding gender, class, race, and ethnicity. It will investigate the ways in which women understand themselves in relationship to the divine, to the call to wholeness, and to worship. Prerequisite: 160, 342, VUSM 126, or 127.

356—Servant Leadership in Comparative Religious Perspectives, 3 Cr.

The servant leadership model of leading is about being seen as servant first. This course will explore the servant deep down inside each of us and how to utilize this ability in our work and home. This dialogue will help participants develop servant leadership theory and skills; and discern their role as a servant leader in the world. Prerequisite: 160, 342, VUSM 126, 127 or junior standing.

360—Theology of Pastoral Ministry, 3 Cr.

The ministry of Christ and the Churches. A historical overview of ministry in the Church. An exploration of ordained and non-ordained ministry and the emergence of ecclesial ministers in the Church today. Course includes theological reflections on the personal experience of the minister and its pastoral implications. Prerequisite: 160, 342, VUSM 126, or 127. Restricted to students with junior standing or higher.

370—Homelessness, 3 Cr.

The study of homelessness in America. The course will address homelessness as a social problem and as a critical essay on society, and homeless people as theological, humanistic, and experienced realities. Learning experiences will include sleeping outside in a cardboard box and living for several days in a homeless shelter. Prerequisite: 160, 342, VUSM 126, or 127. (Equivalent to SOCL 370.)

380—Environmental Spirituality, 3 Cr.

A course rooted in Biblical, Franciscan, and Catholic social teaching heritages which explores a spirituality that supports a Christian response to environmental issues. Social analysis and theological reflection skill development will enable students to make appropriate life choices and contribute to the health of the planet. Prerequisite: 160, 342, VUSM 126, or 127.

410—World Religions, 3 Cr.

A survey of the great religions of East and West: their history, their ritual expression, the impact of culture upon religious forms and the impact of religion on culture, government, and economic situations. In short, a study of the human search for “the One, the More and the Mystery.” Prerequisite: 160, 260, 342, VUSM 125, 126, 127, or 226.

425—Christology, 3 Cr.

A selective survey on how Christian tradition has viewed Jesus Christ from Biblical to modern times; the centrality of the role and mission of Jesus for contemporary persons. A study of Biblical and contemporary metaphors for Jesus. Prerequisite: 160, 342, VUSM 126, or 127.

440—Religious Education and Youth Ministry, 3 Cr.

A survey course concerned with how the faith community interpreted and carried out its mission of religious education throughout the history of Christianity. Course will include the contributions of great religious educators over the centuries. Models of adult catechesis and various teaching techniques will be studied. Prerequisite: 160, 342, VUSM 126, or 127. Restricted to students with junior standing or higher.

450—Sacraments and Sacramentality, 3 Cr.

Religious rites have celebrated initiation, adulthood, guilt and reconciliation, ministry and commitment, sickness and death. A consideration of the religious person’s response to the Divine in sacramental celebrations. Prerequisite: 160, 342, VUSM 126, or 127.

465—Christian Morality, 3 Cr.

This course delves into the processes of moral interpretation and moral decision making. Students will understand the moral decision-making process and the various ways in which the moral decision-making

process is utilized. They will look critically at various church documents which speak to specific moral issues. Students will be expected to be able to apply the processes they have learned to various moral issues. Prerequisite: 160, 342, VUSM 126, or 127.

481—Seminar, 2 Cr.

Designed to assist majors in their integration of doctrinal and moral teachings. Discussion of both contemporary issues and modern theologians. Consideration given to both theoretical and pastoral dimensions. Prerequisite: 160, 342, VUSM 126, or 127.

Social Work (SOWK)

210—Introduction to Social Work, 3 Cr.

This course is designed to introduce students to the profession of social work within contemporary society including historical background and social, economic, and political conditions influencing its development. Students will gain an understanding of the connection between social work and social welfare policy. Social work values and ethics, including the profession's commitment to social justice and valuing of diversity, will be addressed. Students will learn about the social service delivery system, the social system's perspective of generalist social work, fields of social work practice, and social work roles and functions. The course will provide information that will assist students in considering the profession as a career choice. (Equivalent to SOCL 210.)

240—Introduction to Research and Analytical Writing, 3 Cr.

Sophomore level writing emphasis course that introduces students in social sciences to the research process, critical thinking, and analytic writing using APA style. Students will learn to critically read and evaluate sources and scholarly writing. Emphasis will be placed on learning to write in APA style. An overview and basic understanding of the scientific research process, with an emphasis on quantitative research is stressed. Ethical issues in human subject research and evidence based practice in social work are examined. This is the first course in a two-course research sequence required for social work majors. Prerequisite: ENGL 104 or 105 or 195.

275—The Social Work Profession through Service Learning, 3 Cr.

This course will explore the diverse field of social work in and outside the academic classroom through exposure, observation, and service in social service agencies. The course will focus on the choice of social work as a profession through 30 hours of service as an agency volunteer. Students will examine the congruence of personal values with professional values and explore the professional use of self in generalist social work practice utilizing a strengths perspective. Various client populations encountered in social work will be discussed. Students will develop an awareness of professional expectations, integration of knowledge, values and skills, and cultural competence. Highly recommended for sophomore level social work students. Prerequisite: 210 or SOCL 210 or concurrent enrollment.

280—Interview Skills for Social Work, 3 Cr.

Students will learn essential interviewing skills for an empowering and strength-based method of planned change. The skills necessary for ethical practice at each stage in the planned process are defined, modeled, rehearsed, and evaluated. Practice methods sensitive to the needs of vulnerable populations are applied at each stage of the planned change process. Through a structured lab format, recorded interviews, and case study, social work perspectives and theories are applied in the acquisition of interview skills. Prerequisites: 210 or SOCL 210; admission to the social work program.

321—Social Work Practices I: Individuals and Families, 3 Cr.

This course will provide students with knowledge and skills of generalist social work practice with individuals and families. Social work values and ethics, as well as interviewing and practice skills with clients of diverse racial, cultural, class, and religious backgrounds will be addressed. The planned change process, ethical and purposeful use of self, and use of theory to guide practice will be emphasized. Prerequisites: 280, 331; admission to the social work program.

328—Understanding and Working with Mexicans in the U.S., 3 Cr.

The objective of this course is to begin to learn about the complex nature of the relationship between Mexico and the U.S. through the lived experience of Mexican people. The focus of this course is the present day realities of Mexican people working and living in the U.S. The course will offer knowledge, values and skills necessary to understand and work with Mexicans in the U.S. Students will learn about selected historical, social, cultural, political and economic events that shape the life of today's Mexicans as well as current policy and political decisions that are impacting Mexicans in the U.S. The skills necessary to communicate with and serve Mexicans will occur through 10-15 hours of volunteer service, enhancing students' cross-cultural practice experiences. (Equivalent to SOCL 328.)

331—Human Behavior in the Social Environment I, 3 Cr.

This course focuses on theory and knowledge of individuals and families including biological, social, psychological, spiritual, and cultural factors that impact human development and behavior. Utilizing the generalist approach to social work practice, a social systems perspective is applied to understand the relationships between individuals, families and the broader social environment. Diversity is presented in its many facets covering ethnicity, culture, race, social class, gender, sexual orientation, age, and disability. The impact of discrimination and other forms of oppression on individual development and behavior are examined. Prerequisites: 210 or SOCL 210; BIOL 203; ENGL 103, 104; PSYC 171; SOCL 125; admission to the social work program.

332—Social Work with the Elderly, 3 Cr.

This course surveys policies, programs, and social work services for the older person. Students will gain an understanding of aging persons in contemporary society, the social service delivery system, diverse needs of aging persons, social policies and issues impacting the elderly, and social work practice with the elderly. Restricted to students with sophomore standing or higher. (Equivalent to SOCL 332.)

333—Child Welfare, 3 Cr.

This course surveys the field of child welfare. Students will acquire an understanding of the issues involved in providing services to children who have been affected by child abuse and neglect, unplanned pregnancy, foster care, institutional care, and mental health concerns. The student will acquire knowledge relevant to working with children, biological parents, foster parents, adoptive parents, and other systems involved in the welfare of children. Restricted to students with sophomore standing or higher. (Equivalent to SOCL 333.)

334—Social Work with Families, 3 Cr.

This course provides an overview of social work practice with families. Using a family systems and family life cycle perspective, diversity in families will be examined. The dynamics of families experiencing a wide variety of life challenges such as divorce, remarriage, family violence, caring for aging parents, or homosexual family life and social work interventions with these family issues will be explored. Students will have the opportunity to reflect on their own family for the purpose of better understanding family dynamics from a nonjudgmental perspective. Prerequisite: 210 or PSYC 100 or 171 or SOCL 125 or 210. Restricted to students with sophomore standing or higher.

340—Social Work Research, 3 Cr.

This course will provide an overview of research methods appropriate for evaluating all levels of social work practice. Students will study the logic and ethics of research designs and practice evaluation. Selected research strategies will include single subject design, needs assessment, and program evaluation. A key component of evaluation includes the effect that diversity has on all phases of the research process. Prerequisite: admission to the social work program.

341—Social Welfare Policy I, 3 Cr.

This course will provide an overview of the history of American social welfare programs, the assessment of socio-economic attitudes that underlie policies related to social and economic justice, and the process of governmental policy making. Students will be introduced to social policy analysis. Special emphasis will be placed on poverty, welfare programs, and welfare reform. An overview of current social policy associated

with economic support, housing, food, and immigration will be provided. Prerequisite: POSC 120 or 121, admission to the social work program.

360—Interpersonal Violence, 3 Cr.

This course will provide an overview of common forms of interpersonal violence (sexual assault, relationship violence, stalking, sexual harassment, human trafficking, and prostitution/pornography). Students analyze the interrelationships and connections between these and other social problems such as poverty, homelessness, crime, and substance abuse in the context of a sexist and racist culture. The impact of interpersonal violence on special populations (LGBT, the elderly, persons with disabilities) will be examined. Throughout the course students will have the opportunity to learn about community resources and agencies that work to combat this type of violence. Prerequisite: 210 or PSYC 100 or 171 or SOCL 125.

366—Community Based Mental Health Services, 3 Cr.

Social workers and other helping professionals perform critical roles in mental health treatment teams, community support programs, and as advocates for mental health issues. This course provides an introduction to the community based mental health care delivery system. The strengths perspective is stressed with an emphasis on biopsychosocial aspects of mental health, social constructionist perspective of mental illness, and generalist practice. Psychological diagnosis for common mental illness is introduced for the purpose of working in interdisciplinary teams and in supportive roles with families. Evidence-based, best practice approaches are reviewed. Prerequisite: 210 or SOCL 210; PSYC 171; SOCL 125. Restricted to students with sophomore standing or higher. (Equivalent to SOCL 366.)

421—Social Work Practice II: Groups and Communities, 3 Cr.

This course will further develop the knowledge and skills of generalist social work practice by applying the planned change process to groups and communities. Students will learn alternative intervention strategies with populations at risk, and examine ethical conflicts in work with groups and communities. Prerequisites: 280, 321, 431; admission to the social work program.

431—Human Behavior in the Social Environment II, 3 Cr.

This course focuses on the theory and knowledge needed to understand human interaction in the social environment from a social systems perspective, including groups, communities, and organizations. Emphasis will be placed on viewing human behavior and social problems as multi-causal and involving intervention with multi-person client systems utilizing the generalist approach to social work practice. Students will develop an understanding of how human diversity impacts the functioning of families, groups, communities, and organizations with particular focus on race, ethnicity, gender, and sexual orientation. Prerequisites: 331; admission to the social work program.

441—Social Welfare Policy II, 3 Cr.

This course presents an overview of the development, implementation, and effectiveness of current policies and programs associated with aging, health, mental health, and disabilities and implications for social work practice. The impact of these social policies and programs on the well being of racial and ethnic groups and populations at risk will be examined. Students will strengthen their skills in analyzing the adequacy, effectiveness, and equity of these policies and learn how to influence the course of social welfare policy. Prerequisite: POSC 120 or 121, admission to the social work program.

456—Capstone Seminar in Gerontology, 3 Cr.

This course will apply an interdisciplinary perspective to understand aging focusing on the topics of quality of life, diversity in aging populations, values and ethics in working with elders, impact of aging on the family, and preparing communities and organizations for this growing segment of the population. The challenges of aging will be viewed through a multidisciplinary approach applying knowledge from various disciplines such as nursing, nutrition, sciences, humanities, sociology, psychology, social services, criminal justice and religion. Students will examine issues from the perspective of their own discipline and discuss multidisciplinary perspectives to address the challenges of aging. This course is intended to be a capstone course for the gerontology minor and should be taken as one of the last courses in the minor sequence. Prerequisite: SOCL 244 or 344. Restricted to students with junior standing or higher. (Equivalent to SOCL 456.)

476—National Social Work Exam Preparation, 1 Cr.

This course will help senior social work majors prepare to take the national social work exam. Students will learn about test construction and item format, content areas, how to review and prepare for the exam and test taking strategies. Resources for content review will be made available as well as group review using actual exam items. Restricted to senior social work majors.

479—Field Education Preparation, 1 Cr.

This course provides students with an overview of the Field Education experience and focuses on the work required to obtain an approved Field Education placement. The course will meet for one hour per week and cover material regarding admission to field education, agency sites, placement process, agency interviews, field education expectations, learning contracts, NASW Code of Ethics issues pertinent to field education, and Senior Capstone course overview. Students will be completing many of the course requirements outside of class. Prerequisite: concurrent enrollment or completion of social work core requirements except for 480 and 482. Restricted to students with senior standing. Graded CR/NC.

480—Field Education, 9 Cr.

This course integrates the knowledge, values, and skills developed throughout the social work curricula. Students engage in structured, individualized learning opportunities in a community agency setting. Viterbo University faculty, agency field instructors, and students collaborate to facilitate the transition from classroom to generalist social work practice. During the semester students will complete 30 hours per week, for a minimum of 450 hours, in an agency setting approved by the Viterbo University social work field director. Prerequisite: admission to social work field placement; demonstrated readiness for social work practice. Must be taken concurrently with 482. Graded CR/NC.

482—Senior Capstone Course, 3 Cr.

This capstone course is designed to transition students from the classroom setting to generalist practice in their agency field settings and assist in the integration of the social work curricula. Emphasis will be placed on practice in the organizational/agency setting including ethics in agency settings, use of supervision, organizational dynamics and organizational change processes. Key social work principles applicable to generalist social work practice will be reviewed. Must be taken concurrently with 480.

Sociology (SOCL)

110—Human Sexuality, 3 Cr.

Human Sexuality explores the biological, psychological, and social/cultural aspects of human sexual behavior. Students evaluate the emotional, behavioral, and cognitive interactions between personal values and societal expectations. (Equivalent to PSYC 110.)

125—Introduction to Sociology, 3 Cr.

This course will introduce students to the theories and scientific methods that sociologists use to explain human behavior and describe the organization of society. Students will acquire a sociological perspective to analyze how individuals are products of their social environments. Students will also examine the social patterns that comprise systems of social inequality and major social institutions within contemporary American society.

149—Human Service Experience, 1 Cr.

This volunteer experience requires a minimum of 30 hours in the community. The human service agency setting is selected by the instructor and the students in the course. SOCL 149 satisfies the general education, community skills-service learning requirement for criminal justice majors. Sociology majors are required to take 149 and 249 to satisfy this requirement. Only three combined credits of 149, 249, and 349 will count toward the sociology major. Graded CR/NC.

150—Introduction to Criminal Justice, 3 Cr.

This course will provide students with an overview of the criminal justice system. The structure and function of the police, courts, and corrections, as well as the policies these agencies use to control crime, will be

examined. Students will also debate controversial issues related to criminal justice processing and compare the ideal of justice with the reality under this system. (Equivalent to CRMJ 150.)

210—Introduction to Social Work, 3 Cr.

This course is designed to introduce students to the profession of social work within contemporary society including historical background and social, economic, and political conditions influencing its development. Students will gain an understanding of the connection between social work and social welfare policy. Social work values and ethics, including the profession's commitment to social justice and valuing of diversity, will be addressed. Students will learn about the social service delivery system, the social system's perspective of generalist social work, fields of social work practice, and social work roles and functions. The course will provide information that will assist students in considering the profession as a career choice. (Equivalent to SOWK 210.)

223—Applied Statistics for the Social Sciences, 3 Cr.

Applied Statistics prepares students to understand and conduct statistical techniques commonly employed in any discipline involving scientific research. Descriptive techniques and related concepts include visual display of data, measures of central tendency, and variability. Inferential techniques and related concepts include probability, data distributions, hypothesis testing, t-tests, correlation and regression, analysis of variance, and nonparametric tests. Students will learn to use statistical software including spreadsheets and SPSS. Not open to students who are enrolled in or have earned credits in MATH 130 or 230. Prerequisite: acceptable math placement score or grade of C or higher in MATH 001 or 091. (Equivalent to PSYC 223.)

244—Social Gerontology, 3 Cr.

This course is an introduction to the field of gerontology. It is multidisciplinary, examining biological, psychological, and sociological issues related to the aging process. Major theories, research methods and concepts in the field of gerontology will be addressed. Cultural and historical changes related to the treatment of the elderly, common stereotypes and attitudes toward aging, and cross-cultural differences will also be addressed in this course. Future issues and trends in Gerontology will be discussed. This course will be one of the courses required in the gerontology minor. Restricted to students with freshman or sophomore standing.

245—Sociology of Sport, 3 Cr.

This course will examine the social aspects of sports and how sports are a social construction that influences how people think, feel, and behave. This course will address various aspects of sports such as social and cultural values, children and sports, stratification in sports, minorities and gender issues in sports, as well as contemporary trends in the field. Finally, this course will examine the relationship between the various institutions and sport (family, religion, politics, economy, mass media) as well as social problems in sport.

249—Human Service Experience, 1 Cr.

This volunteer experience requires a minimum of 30 hours in the community. The human service agency setting is selected by the instructor and the students in the course. SOCL 149 and 249 satisfies the general education, community skills-service learning requirement for sociology majors. Only three combined credits of 149, 249, 349 will count toward the sociology major. Graded CR/NC.

250—Social Psychology, 3 Cr.

Social Psychology examines human behavior as a function of the social environment. Students explore many concepts including gender and culture issues, communication and persuasion, conformity, peer pressure, aggression, prejudice and discrimination, attraction, and altruism. Prerequisite: 125; PSYC 100 or 171. (Equivalent to PSYC 250.)

265—Sophomore Seminar, 3 Cr.

This course is designed to assist students in developing professional skills and career plans within the field of criminal justice and sociology. Students will master basic research skills and writing for a scholarly audience. Students will also explore professional expectations and ethical standards within these disciplines. Finally, students will explore career options and begin preparing for the job market and/or graduate school. (Equivalent to CRMJ 265.)

310—Sociology of Gender, 3 Cr.

This course is designed to provide students with a sociological framework for analyzing gender arrangements in contemporary American society. It will examine the significance of social forces in shaping differences between men and women as well as the social problems created by rigid gender expectations. It will also explore gender inequality within major social institutions, focusing on men's and women's different experiences of and opportunities within work, family, sexuality, and medicine. Prerequisite: 125.

320—Racial and Ethnic Groups, 3 Cr.

Major ethnic, racial, and religious groups of the United States; majority-minority relations; conflicts and changing relations with the dominant culture; nature of prejudice and discrimination and their effects; alternative policies and strategies in contemporary America; exploration of personal attitudes regarding human relations issues.

328—Understanding and Working with Mexicans in the United States, 3 Cr.

The objective of this course is to begin to learn about the complex nature of the relationship between the United States of Mexico and the United States of America through the lived experience of Mexican people. The focus of this course is the present day realities of Mexican people working and living in the US. The course will offer knowledge, values and skills necessary to understand and work with Mexicans in the US. Students will learn about selected historical, social, cultural, political and economic events that shape the life of today's Mexicans as well as current policy and political decisions that are impacting Mexican in the US. The skills necessary to communicate with and serve Mexicans will occur through 10-15 hours of volunteer service, enhancing students' cross-cultural practice experiences. (Equivalent to SOWK 328.)

330—Cultural Anthropology, 3 Cr.

Culture of pre-literate and contemporary societies. Concept of culture; elements of culture, including technology, economic and political organization, family and kinship, associations, ideology, arts, and language; dynamics of culture stability and change.

332—Social Work with the Elderly, 3 Cr.

This course surveys policies, programs, and social work services for the older person. Students will gain an understanding of aging persons in contemporary society, the social service delivery system, diverse needs of aging persons, social policies and issues impacting the elderly, and social work practice with the elderly. Restricted to students with sophomore standing or higher. (Equivalent to SOWK 332.)

333—Child Welfare, 3 Cr.

This course surveys the field of child welfare. Students will acquire an understanding of the issues involved in providing services to children who have been affected by child abuse and neglect, unplanned pregnancy, foster care, institutional care and mental health concerns. The student will acquire knowledge relevant to working with children, biological parents, foster parents, adoptive parents, and other systems involved in the welfare of children. Restricted to students with sophomore standing or higher. (Equivalent to SOWK 333.)

338—Quantitative Research Methods, 3 Cr.

This course provides an introduction to the scientific methods of conducting social research. Students will develop skills in measuring variables, drawing samples, designing data collection instruments, analyzing data, and writing and presenting scholarly reports. Students will also use this knowledge to critically evaluate the research of others. Prerequisite: 125. Restricted to students with junior standing or higher.

344—Social Gerontology, 3 Cr.

This course is an introduction to the field of gerontology. It is multidisciplinary, examining biological, psychological, and sociological issues related to the aging process. Major theories, research methods and concepts in the field of gerontology will be addressed. Cultural and historical changes related to the treatment of the elderly, common stereotypes and attitudes toward aging, and cross-cultural differences will also be addressed in this course. Future issues and trends in gerontology will be discussed. This course will be one of the courses required in the gerontology minor. Restricted to students with junior or senior standing.

345—Marriage and Family, 3 Cr.

Marriage-family complex as a social institution: variations, interrelationship of family to other social institutions, dating, marriage, child raising, divorce, death, and remarriage, contemporary issues in marriage and family life, and future of marriage and family. This course will empower the student to make more informed decisions about marriage and family life choices.

349—Human Service Experience, 1 Cr.

This volunteer experience requires a minimum of 30 hours in the community. The human service agency setting is selected by the instructor and the students in the course. Only three combined credits of 149, 249, 349 will count toward the sociology major. Prerequisites: 149, 249. May be repeated for credit. Graded CR/NC.

351—Crime and Delinquency, 3 Cr.

This course will examine the nature, extent, and causes of criminal and delinquent behavior from a sociological perspective. Trends in offending and victimization, including research on violent crime, property crime, public order crime, organized crime, and white collar crime will be covered. The major theoretical explanations of criminal and delinquent behavior will also be explored. Prerequisite: 125 or 150 or CRMJ 150. (Equivalent to CRMJ 351.)

353—Social Stratification, 3 Cr.

This course will examine the social class structure within contemporary American society. Students will study the distribution of income, wealth, power, and prestige, as well as the systems that legitimize and maintain this inequality. Students will also explore the differing opportunities experienced across social class groups within the economy, politics, education, and medicine. Prerequisite: 125.

354—Social Change and Social Movements, 3 Cr.

This course provides an introduction to the field of collective behavior. It will examine contemporary and historical social movements, particularly those used to address social injustices. Theoretical perspectives used to explain and predict movements will be examined. Topics may include movements of the 1960s (e.g., Civil Rights, Black Power, American Indian, Women, Gays and Lesbians, etc.), as well as more contemporary movements (e.g., Environmental, the New American Right, Global Justice, etc.)

364—Juvenile Justice, 3 Cr.

This course is designed to give students an introduction to the field of juvenile justice. It will focus of the relationship between youth as victims and as offenders, the role of the juvenile justice system, delinquents' rights, and traditional and alternative ways of dealing with juvenile crime. It will briefly examine the social and etiological features of delinquency. (Equivalent to CRMJ 364.)

366—Community Based Mental Health Services, 3 Cr.

Social workers and other helping professionals perform critical roles in mental health treatment teams, community support programs, and as advocates for mental health issues. This course provides an introduction to the community based mental health care delivery system. The strengths perspective is stressed with an emphasis on biopsychosocial aspects of mental health, social constructionist perspective of mental illness, and generalist practice. Psychological diagnosis for common mental illness is introduced for the purpose of working in interdisciplinary teams and in supportive roles with families. Evidence-based, best practice approaches are reviewed. Prerequisites: 125; 210 or SOWK 210; PSYC 171. Restricted to students with sophomore standing or higher. (Equivalent to SOWK 366.)

370—Homelessness, 3 Cr.

The study of homelessness in America. The course will address homelessness as a social problem and as a critical essay on society, and homeless people as theological, humanistic, and experienced realities. Learning experiences will include sleeping outside in a cardboard box and living for several days in a homeless shelter. Prerequisite: 160, 342, VUSM 126, or 127. (Equivalent to RLST 370.)

395—*Social Problems in the Workplace, 3 Cr.*

This course presents an analysis of major contemporary social problems, especially in the U.S. Particular attention is given to the problems of poverty, racism, sexism, drug and alcohol abuse, and illiteracy, and their impact on the contemporary workplace. Consideration is given to diverse sociological perspectives regarding the causes, consequences, and solutions to these problems. (Equivalent to MGMT 395.)

430—*Sociological Theory, 3 Cr.*

The study and critique of sociological theory from Comte to the present: major theorists and schools of thought. Prerequisite: 125. Restricted to students with junior standing or higher.

448—*Organizational Behavior and Development, 3 Cr.*

A study of individual and group behavior in organizations covering topics such as social styles, personality, work-related attitudes, job satisfaction, motivation, networking, teams, communication, decision making, leadership and culture. Prerequisite: MGMT 341. (Equivalent to MGMT 448.)

456—*Capstone Seminar in Gerontology, 3 Cr.*

This course will apply an interdisciplinary perspective to understand aging focusing on the topics of quality of life, diversity in aging populations, values and ethics in working with elders, impact of aging on the family, and preparing communities and organizations for this growing segment of the population. The challenges of aging will be viewed through a multidisciplinary approach applying knowledge from various disciplines such as nursing, nutrition, sciences, humanities, sociology, psychology, social services, criminal justice and religion. Students will examine issues from the perspective of their own discipline and discuss multidisciplinary perspectives to address the challenges of aging. This course is intended to be a capstone course for the gerontology minor and should be taken as one of the last courses in the minor sequence. Prerequisite: 244 or 344. Restricted to students with junior standing or higher. (Equivalent to SOWK 456.)

465—*Seminar, 3 Cr.*

This course is designed to facilitate the transition from the college classroom to the professional world or graduate school. Students will synthesize and apply the knowledge they have attained through their coursework, reflect on their academic experience and career goals to design a job search and prepare graduate school applications, and execute an original research project and disseminate the results in a poster presentation. Restricted to students with senior standing. (Equivalent to CRMJ 465.)

Spanish (SPAN)

100—*Language Study in Mexico/Central America, 3 Cr.*

A four-week, in-country summer course of language study instruction in small group classes with a native-speaking instructor according to the individuals' level of language proficiency for four–six hours a day, five days a week for three–four weeks. Must be taken concurrently with 211 or 311. Placement is by assessment; registration for course number is according to this placement. (See SPAN 200, 300, 400.)

101, 102—*Elementary Spanish, 4 Cr.*

Culturally-authentic technology and print materials at the introductory level are used to facilitate communicative skills in Spanish for everyday conversations and interactions. Recommended for students with no previous Spanish study. Prerequisite for 102: grade of C or higher in 101 or departmental exam.

200—*Language Study in Mexico/Central America, 3 Cr.*

A four-week, in-country summer course of language study instruction in small group classes with a native-speaking instructor according to the individuals' level of language proficiency for four–six hours a day, five days a week for three–four weeks. Must be taken concurrently with 211 or 311. Placement is by assessment; registration for course number is according to this placement. (See SPAN 100, 300, 400.)

250, 251—*Intermediate Spanish, 3 Cr.*

A continuation course of conversational Spanish using culturally-authentic audio, video and text materials at an intermediate level to facilitate communicative skills in Spanish for everyday conversations and interactions.

Prerequisite for 250: grade of C or higher in 102 or departmental exam. Prerequisite for 251: grade of C or higher in 250 or departmental exam.

300—Language Study in Mexico/Central America, 3 Cr.

A four-week, in-country summer course of language study instruction in small group classes with a native-speaking instructor according to the individuals' level of language proficiency for four–six hours a day, five days a week for three–four weeks. Must be taken concurrently with 211 or 311. Placement is by assessment; registration for course number is according to this placement. (See SPAN 100, 200, 400.)

305—Conversation and Grammar I, 3 Cr.

Intensive study of grammar for the purpose of oral communication toward an “advanced” level of proficiency. Includes some composition. Prerequisite: grade of BC or higher in 251 or departmental exam.

306—Conversation and Grammar II, 3 Cr.

Intensive study of finer points of grammar and idiomatic expressions for the purpose of oral communication toward an “advanced” level of proficiency. Includes some composition. Prerequisite: grade of BC or higher in 305 or departmental exam.

307—Civilization of Spain, 3 Cr.

An overview of the civilizations and cultures of the Iberian Peninsula. The geography, topography, and demography of the Peninsula will be studied as a backdrop to the historical and contemporary issues discussed in the course. Prerequisite: grade of BC or higher in 306, 340.

308—Hispanic Films and Literature, 3 Cr.

This course has been designed to introduce films and literature of the Spanish speaking world. It will focus on the study of literary masterpieces of both peninsular Literature and Latin America and their cinematic adaptations, considering the text in autonomous, literary terms and their adaptation into a film. Prerequisite: grade of BC or higher in 306, 340.

310—Latin American Civilization, 3 Cr.

An overview of the civilizations and cultures of the Latin American countries. The geography, topography, and demography of these countries will be studied as a backdrop to the historical and contemporary issues discussed in the course. Prerequisite: grade of BC or higher in 306, 340.

312—U.S. Hispanic Cultures, 3 Cr.

Life and culture of the Spanish-speaking populations in the U.S. Focus is on the social, economic, political, historical, and religious issues that these populations confront within themselves and in relation to other cultural groups. Prerequisite: grade of BC or higher in 306, 340.

314—Survey of Spanish Literature, 3 Cr.

Survey of writings from pre-medieval to present. Poetry, prose, fiction and nonfiction writings present an overview of the literary genre which reflect cultural and socio-political realities of Spain. Prerequisite: grade of BC or higher in 306, 340. SPAN 307 recommended. ,

316—U.S. Latino Literature, 3 Cr.

Contemporary literature of men and women from primarily the Mexican-American, Cuban-American, and Puerto Rican-American cultures. Poetry, prose, fiction, and non-fiction writings reflecting the current cultural realities of these groups focus this study. Prerequisite: 306, 340. SPAN 312 recommended.

318—Literature of Spanish America, 3 Cr.

Survey of Latin American writings from pre-Colombian era to the present. Poetry, prose, fiction and non-fiction writings present an overview of the literary genre which reflect cultural and socio-political realities of the region. Prerequisite: grade of BC or higher in 306 or 340. SPAN 310 recommended.

336—*Perspectives of Latin America Thru Film, 3 Cr.*

This course has been designed to introduce films focusing on the social, historical, and political dimensions of Latin America during the last three decades. The core of the course will be devoted to the examination of recent Latin American films and documentaries that reflect on contemporary issues such as dictatorships in the 20th century, neoliberal reforms, social movements, and immigration. This course is offered in English. Audiovisuals materials are in Spanish with English subtitles. Prerequisite: 100 and/or HIST 153 recommended. (Equivalent to LASP 336.)

340—*Intermediate Reading and Writing, 3 Cr.*

This course emphasizes the development of reading and writing skills using authentic materials within the context of Spanish speaking cultures. Students will work predominately on the development of main ideas using appropriate paragraph construction. Authentic readings will provide the point of reference for engaging in the creative process of writing critically and accurately. Students will acquire the skills to be able to generate connected discourse including secondary topic development and supporting examples. Students will build their vocabulary base while applying grammar structure at the Intermediate High level of the ACTFL. Recommended to be taken concurrently with 306. Prerequisite: grade of BC or higher in 305.

361—*Spanish for Business, 3 Cr.*

This course focuses on practical Spanish intended to strengthen students' communicative skills in Spanish for professions with an emphasis on business. It will also increase students' knowledge of the cultures of Spanish-speaking peoples and their awareness of the needs/opportunities in our diverse communities. Prerequisite: 305.

364—*Spanish for Social Work, 3 Cr.*

This course focuses on practical Spanish intended to strengthen students' communicative skills in Spanish for professions with an emphasis on social work. It will also increase students' knowledge of the cultures of Spanish-speaking peoples, ethical concerns, and their awareness of the needs/opportunities in our diverse communities. Prerequisite: 305.

367—*Spanish for Health Care Settings, 3 Cr.*

This course focuses on practical Spanish intended to strengthen students' communicative skills in Spanish for professions with an emphasis on health care settings. It will also increase their knowledge of the cultures of Spanish-speaking peoples and their awareness of the needs/opportunities in our diverse communities. Prerequisite: 305.

400—*Language Study in Mexico/Central America, 3 Cr.*

A four-week, in-country summer course of language study instruction in small group classes with a native-speaking instructor according to the individuals' level of language proficiency for four–six hours a day, five days a week for three–four weeks. Must be taken concurrently with SPAN 211 or 311. Placement is by assessment; registration for course number is according to this placement. (See SPAN 100, 200, 300)

405—*Advanced Conversation, 3 Cr.*

A course designed to develop conversational strategies and socio-linguistic competence, and to refine grammatical and strategic accuracy for the “Advanced” level of the ACTFL Proficiency Guidelines. Use of culturally-authentic technology and print materials of current events, topics, and issues in Latin America and Spain to facilitate learning communicative and socio-linguistic skills in Spanish. Prerequisite: grade of BC or higher in 306.

406—*Advanced Composition, 3 Cr.*

A course designed to guide the learner to an “Advanced” level writing skill according to the ACTFL Proficiency Guidelines through varying forms of written Spanish, including copying, note-taking, writing notes and letters, narratives and descriptions, and essays. Use of culturally-authentic technology and print materials of current events, topics, and issues in Latin America and Spain to facilitate learning written communicative and socio-linguistic skills in Spanish. Prerequisite: grade of BC or higher in 306.

410—Contemporary Issues in the Spanish Speaking World, 3 Cr.

A seminar course focusing on the social, cultural, political, economic, and/or religious realities of a particular area of the Spanish-speaking world. Rooted in historical perspectives and contemporary realities, this course provides an analysis and synthesis of these realities. Topics and focus vary. Prerequisite: grade of BC or higher in 307 or 310, or concurrent enrollment. May be repeated once for credit.

412—Introduction to Translation and Interpretation, 3 Cr.

This course is an introduction to the theory, methods, techniques, and problems involved in translating and interpreting, as well as a class where we will improve language skills by using the translation as a tool. The emphasis is on general material taken from journals, newspapers, with some consideration of specialized material from the fields of business, literature, and the social sciences. Emphasis will be placed on translating and interpreting from Spanish to English, with some consideration given to English to Spanish translation. Required readings will be in both languages. Prerequisites: grade of BC or higher in 306, 340.

415—Phonetics and Phonology, 2 Cr.

The study of the phonetic and phonological features of the Spanish language with emphasis on the development of sufficient control of its phonology. A comparative analysis of Spanish and English, and basic principles of linguistic research are included. Prerequisite: grade of BC or higher in 306.

416—Morphology and Syntax, 2 Cr.

The study of the morphological and syntactic phenomena that underlie the structure of the Spanish language, as well as the social and cultural influences on linguistic usage. A comparative analysis of Spanish and English, and basic principles of linguistic research are included. Prerequisite: grade of BC or higher in 306.

456—Social Movements in Latin America, 3 Cr.

Social movements in Latin America is a course designed to explore the historical perspectives and the catalytic events that made it possible for the disenfranchised to face up to powerful regimens. The course will explore the historical background, the defining moments, and the origin of peasant movements, indigenous movements, environmental movements, feminism, and other movements now in gestation. National and global impact of these movements will be explored through research and discussion. Prerequisite: 306.

Sport Management and Leadership (SPML)

320—Ethical Leadership in Sport, 3 Cr.

This course examines ethics and leadership theories and practices as they relate to the business of sport. The primary focus will be on the concepts, models and techniques leaders in the sport and leisure industry use to deal with ethical issues. Prerequisite: MGMT 341.

330—Finance for the Sport Leader, 3 Cr.

This course focuses on the application of the principles of finance to the sport and leisure industries. Students will examine various revenue sources for financing sport, including fundraising, sponsorships, public-sector financing, ticket sales, merchandise and concession sales, and licensing. Other topics will include budgeting, facility leasing and construction, business plan development, and the economic impact of sport events have on communities. Prerequisite: FINA 331.

340—Legal Environment of Sport, 3 Cr.

This course examines regulations governing the sport industry including sporting association regulations, collective bargaining and codes of industry conduct. In addition, royalties, rights and licensing issues will be covered. Students are introduced to the laws which are applicable to the sport industry, including risk management and liability issues; facility, coaching, and employment contracts; ADA; Title IX; understanding the judicial system and litigation; labor law; duty of care; product liability; spectator issues; antitrust laws; and constitutional legal issues. Prerequisite: BLAW 343.

350—Event Management, 3 Cr.

This course examines the practices, procedures and operations of event management, including planning, funding, and managing these events. The main focus will be on sporting events, but the principles can be applied to many different areas, including corporate and social events. Topics will include business development and the sales process of running an event including insight into negotiation in the sponsorship process, fundraising strategies, publicity and public relations. Prerequisite: MGMT 341.

360—Facilities Management, 3 Cr.

This course provides students fundamental knowledge and skills in designing and managing sport and recreational facilities. This course examines facility requirements and enhancements for both indoor and outdoor areas, planning for events from routine athletic schedules to special events and tournaments, scheduling of facilities and events, as well as equipment management. Attention is given to the Americans with Disabilities Act regulations and maintenance of both facilities and equipment. Woven throughout the course are issues of liability and risk management. Field trips are required. Prerequisite: 350.

455—Sport, Recreation, and Event Marketing, 3 Cr.

A comprehensive study of planning, implementation, organization, and evaluation of marketing activities in the sport, recreation, and entertainment industries. Specific emphasis is placed on activities designed for immediate impact as well as long term positioning and strategic impact of these industries and activities. Other issues addressed include the impact of technology, global expansion, and cultural changes. Prerequisite: MKTG 351.

481—Sport Management and Leadership Field Practicum, 4 Cr.

Students gain practical experience, enhance skills learned in the classroom, and acquire contacts with professionals in sport leadership positions. The goal of the field practicum is to link those skills learned in the classroom over the course of the student's tenure in their program with their experiences in the business world. This course combines 10-15 hours per week of on-site field experience with one hour of class time weekly. Students are placed with organizations which permit him/her to interact with sport industry professionals in their workplace. Selecting a site is a shared responsibility among the learner, career services, and the instructor. Students may be required to attend one or two information sessions during the semester prior to the start of their practicum. Those currently employed within their field of study may request to substitute a research project for the practicum. Prerequisite: 350. Permission of instructor required.

490—Strategic Sport Leadership, 2 Cr.

Students in this capstone course learn to develop and implement strategic direction of sport organizations. Students will investigate, analyze, and synthesize information using skills developed throughout the sport leadership curriculum. Students will further develop their sport management competencies while gaining experience in the formulation of an initiative for a sport agency or organization. Additionally, students will thoroughly prepare sport leadership portfolios documenting their accomplishments. Restricted to students with senior standing.

Sport Science and Leadership (SPSL)

100—American Red Cross First Aid and Professional Rescuer Training, 1 Cr.

This course will provide a general overview of basic principles in first aid. Students will learn methods of administering basic first aid, rescue breathing, cardio pulmonary resuscitation (CPR) and how to use an AED. After the successful completion of this course, individuals will receive Red Cross Certification in Professional Rescuer and General First Aid. A fee will be required for Red Cross certification. Graded CR/NC.

110—Lifestyles, Health and Wellness, 3 Cr.

The purpose of this course is to introduce students to the lifestyle behaviors that contribute to health promotion and disease prevention. The course integrates the basic components of fitness and wellness in understanding human health in order to achieve well-being. This course offers current information in the health field and provides self-assessments for health risk and wellness behaviors. Factors affecting health status will be identified and suggestions will be made as to how health-related behaviors, self-care, and

individual decisions contribute to health and wellness. The class will meet three hours a week, including one hour at the Mathy Center for the fitness component of the course.

200—Mental Health First Aid, 1 Cr.

Mental Health First Aid is a training program designed to train lay responders on how to approach an individual experiencing a mental crisis as well as recognize that someone may be experiencing signs and symptoms of a mental illness. The program is not designed for individuals to diagnose a mental illness. It is designed for individuals who interact with the public including nurses, teachers, and other professionals in the community. The purpose of training in mental health first aid is two-fold. The program provides an explanation of selected illnesses; depression, anxiety disorders, psychosis, alcohol/drug use, and eating disorders. In addition, it teaches individuals how to appropriately respond to a potential situation and most importantly become better listeners. After successful completion of the course, participants would receive a three year Mental Health First Aid certification. After which, individuals may choose to become recertified. There is a fee for this course.

220—History and Philosophy of Sport, 3 Cr.

The course provides an introductory description and interpretation of the historical and philosophical development of sport from ancient civilizations to the present. The course will examine the major philosophical schools of thought in sport and trace the development of competitive sport. Sport and its many forms will be examined including historical forces, institutions, and personalities which have shaped sport. The focus ranges from sport in early civilizations of antiquity including Greece and Rome to the amateur ideal and Olympism of the 20th Century; and from the influence of religious forces on the mind-body dichotomy to developments in college athletics and elite sport of modern times. Recurring themes will be identified and significant individuals and events that have impacted the history and evolution of sport will be discussed to gain a better understanding and appreciation of the many inherent values of sport.

331—Exercise Physiology, 3 Cr.

Three hours lecture/discussion per week

Exercise physiology is an evaluation of the acute responses and chronic adaptations of the body to the stresses of exercise. This course will provide a broad introduction to exercise physiology. Topics covered will include cellular energy metabolism, pulmonary and cardiovascular responses to exercise, muscle physiology, training, nutrition, body composition, and exercise testing. Prerequisites: grade of C or higher in BIOL 114 or 160.

338—Biomechanics, 4 Cr.

Four hours lecture/discussion per week

The course provides an overview of musculoskeletal anatomy, the mechanical properties and structural behavior of biological tissues, and biodynamics. Specific course topics will include structure and function relationships in tissues and organs; application of stress and strain analysis to biological tissues; analysis of forces in human function and movement; energy and power in human activity; introduction to modeling viscoelasticity of tissues. Prerequisite: grade of C or higher in BIOL 104, PHYS 250, 270.

430—Principles of Strength Training and Conditioning, 3 Cr.

This course will explore the scientific principles, concepts and theories of strength training and conditioning. This course will focus on the principles in the exercise sciences and biomechanics and examine how they can be applied in designing effective and safe strength and conditioning programs. Prerequisite: four credits BIOL.

Sustainability (SUST)

210—Foundations of Sustainability, 3 Cr.

This course provides an interdisciplinary foundation of sustainability from a conceptual and applied perspective. The course builds an understanding of sustainability at a variety of special and temporal scales. Students will explore from different perspectives the link between environmental issues, poverty, consumption, population growth, economic globalization, and urbanization. Prerequisite: ENVS 101.

225—Writing for Sustainability, 3 Cr.

Writing for Sustainability is a general overview of non-fiction, memoir and poetry that explores ways in which humans interact with nature in sustainable ways. A primary focus of the course will be on how sustainable literature shapes and reflects our connections to the environment. Prerequisite: ENGL 104 or 105 or 195.

330—Systems Thinking and Change Management, 3 Cr.

This course fosters skills for systems thinking and systems dynamic modeling useful to chart pathways for sustainable human development and pathways within various organizations. Objectives, fundamentals and implementation of organizational change management will be developed. Strategies for overcoming obstacles to change will be discussed. Prerequisite: 210 or VUSM 170. (Equivalent to MGMT 330.)

350—GIS in Sustainability and Environmental Management, 3 Cr.

This course introduces the field of geographic information systems (GIS) and how it is used in the field of sustainability and conservation locally and globally. Students will be introduced to the background and the methodologies of data collection in this science. They will also read articles and analyze results produced by GIS in the field of sustainability. This course will focus on the application of this science in the field, and research trends using this technology. Prerequisites: 210 or VUSM 170, ENVS 101, MATH 130 or 230 or PSYC 223 or SOCL 223.

360—Sustainability Policy, Planning, and Governance, 3 Cr.

This course will examine the historic and current context for sustainable decision making in terms of public policy, global and domestic economy, political and business agenda setting, science, technology and ethics. The course provides an overview of various sustainability planning frameworks and standards. This course focuses on implementation of sustainability at multiple levels. Prerequisite: 210 or VUSM 170.

420—Sustainable Organizations, 3 Cr.

This course builds a greater understanding of sustainability at an organizational level. Particular attention will be placed upon sustainability within the private, public, and nonprofit sector. The course will provide students with a comprehensive familiarity of how sustainability is implemented in a variety of organizational settings. Prerequisite: 210 or VUSM 170.

470—Sustainability Monitoring and Measurement, 3 Cr.

This course will focus on sustainability metrics common in a variety of organizations. The course will introduce a process for measurement and monitoring in diverse settings. Mechanics for continuous improvement, goal setting, reporting and auditing will be developed. Prerequisites: 210 or VUSM 170, ENVS 101, MATH 130 or 230 or PSYC 223 or SOCL 223.

495—Sustainability Capstone Experience, 4 Cr.

This course will provide experiential learning in sustainability through an internship, field practicum, research experience or global experience. In addition, students will meet throughout the semester to connect their experience with the principles developed in the program. Restricted to environmental sustainability majors or sustainable management majors only. Restricted to students with senior standing or higher.

Technology Education (EDUT)

100—Adobe Photoshop for Designers, 3 Cr.

(WTC course 201185) This course teaches photo manipulation and enhancement using the industry leading Adobe Photoshop software. Course will also cover composition images, illustration, color correction, file formats, scanning, importing into page layout documents, fixing damaged photos, understanding file size, resolution and quality and choosing correct color modes. A working knowledge of computers is required for this course, including the ability to save and organize files. This course uses Macintosh computers - previous Macintosh experience will be helpful.

101—Web Design I, 3 Cr.

(WTC course 201127) Introduction to graphic design for the World Wide Web. Emphasis is on learning a popular HTML editor program and applying design principles rather than memorizing HTML code. Course will also cover project planning, image optimization and file formatting, basic animation, color and cross platform issues, as well as research projects on the Internet. Macintosh platform. Prerequisite: 100, 104.

104—Adobe Illustrator, 3 Cr.

(WTC course 201109) This course teaches photo manipulation and enhancement using the industry leading Adobe Photoshop software. Course will also cover composition images, illustration, color correction, file formats, scanning, importing into page layout documents, fixing damaged photos, understanding file size, resolution and quality and choosing correct color modes. A working knowledge of computers is required for this course, including the ability to save and organize files. This course uses Macintosh computers - previous Macintosh experience will be helpful.

105—Design Fundamentals, 3 Cr.

(WTC course 201112) Creative ability of each student will be directed toward the layout, design and production of graphic design related projects. Through lectures, demonstrations and lab assignments, students will create and design projects utilizing a variety of materials and techniques.

106—Flash Design, 3 Cr.

(WTC course 201144) This course teaches the student the fundamentals of creating rich media content, motion graphics and animation in Adobe Flash for use with the Internet, mobile devices and video. Character animation, interactivity syncing to audio, project planning and mixed media will be explored and developed with multiple projects. Basic ActionScript will be studied and used throughout the course. Students should have basic design skills and experience creating content in Illustrator and Photoshop. Web Design I and Flash Design classes help graphic designers and motion graphic specialists compete in a diverse and expanding industry. Prerequisites: 100, 104, 105.

108—Motion Graphics, 3 Cr.

(WTC course 206141) Motion Graphics is an integrated course that brings together the worlds of design, sound and movement. Drawing on ideas from graphic design and video production, students will learn how to effectively communicate with a combination of still photographs, video and graphics. Aside from production planning and workflow, students will be introduced to advanced video filters and effects. The class will use compositing and keyframe editing in both 2D and 3D space to create short media pieces for display in television, film or the Web. Featuring Adobe's After Effects and Apple's Motion programs, students will gain a broader understanding of design, movement and the post-production process. Prerequisites: 100, 105.

111—Digital Photography, 3 Cr.

(WTC course 203125) Students will use digital camera to create digital images. Basic image manipulation and output will be taught using Photoshop software. Topics and projects include the depth of field, production planning, studio flash photography, and producing a number of PowerPoint presentations. Before beginning this class, you should have a working knowledge of your computer and its operating systems. Students must provide their own cameras.

120—Publication Design I, 3 Cr.

(WTC course 201104) This is a basic course in the use of the electronic publishing software QuarkXpress. The student will learn how to utilize basic tools and key strokes, place text and art, apply typographical formats to text, use style sheets and create tabs and master pages to create various types of publications.

125—Prepress Technology, 3 Cr.

(WTC course 201133) An introductory course, designed to introduce the concepts and terminology of offset printing. The student will obtain hands-on experience in each of the following areas: digital imaging, film assembly, platemaking, proofing, press and binding/finishing procedures. Other printing processes are discussed. Prerequisites: 100, 120.

152—Automotive Electronics, 1 Cr.

(WTC course 404311) Basic fundamentals of electronics, diagnostic resources, semiconductor materials, diodes, zener diodes, transistors, analog and digital signals, auto computer, computer memory, processor inputs and outputs, fault codes and strategy based diagnosis are presented in a manner which relates the subject to the occupation.

154—Engine Fundamentals, 3 Cr.

(WTC course 404307) Provides skills and technical knowledge in basic engine operation, D I ignition, basic tune-up procedures and computer controls. Includes shop management techniques and parts computer room procedures. Automotive shop safety practices are introduced and safety sheets are signed.

155—Basic Maintenance, 3 Cr.

(WTC course 404313) Covers the diagnosis, maintenance and repair of the heating and cooling systems, tires and wheel balancing, vehicle safety, service and shop management and parts distribution. Automotive shop safety practices are also stressed.

164—Cabinet and Furniture Making I, 3 Cr.

(WTC course 409314) This course covers advanced instruction in the use of power woodworking machines and hand tools. Industrial production methods are studied and employed; including jigs, fixtures and layout rods. Prerequisite: 179.

165—Cabinet and Furniture Making II, 3 Cr.

(WTC course 409315) Methods are applied to the actual building of cabinets and furniture. The student will be required to produce one 32mm style based cabinet and one face frame style cabinet which will be installed in the house that the class is building. Prerequisite: 164.

166—Blueprint Reading I, 1 Cr.

(WTC course 410319) This course introduces the student to the symbols, notations, abbreviations, and conventions which are the architectural alphabet or language, and acquaints the student with the basic concepts upon which all construction drawings are read and interpreted.

173—Building Techniques, 3 Cr.

(WTC course 614128) This course is designed for architectural students who are interested in gaining practical building construction experience to aid in evaluating construction systems. Students will study proper use of tools, framing layout methods, and finishing techniques related to light frame construction. Projects will represent wall sections, window details or other special conditions and use various structural components and available finish materials.

174—Estimating Bids and Specs, 1 Cr.

(WTC course 410338) This course studies standard documents and specifications which forms contract agreements in the construction industry. Students will learn to “take off” information from plans and specifications to prepare material estimates. Students will estimate labor costs using standard labor rate tables. Given the plans and specifications for a commercial building, students will prepare a bid.

176—Blueprint Reading II, 1 Cr.

(WTC course 410329) This course is a continuation of Blueprint Reading I. The course includes print reading for detail and for related trade information. Students will study regional building code variations. Prerequisite: 166.

177—Blueprint Reading III—Building Trade, 1 Cr.

(WTC course 410339) This course is designed to provide print reading experience in heavy commercial construction. Students will study concepts regarding elements commonly found on prints of large structures. Included are types of construction, site work, structural steel construction, reinforced concrete construction and finish construction. Prerequisites: 166, 176.

179—Fundamental Building Construction II, 3 Cr.

(WTC course 410357) Site selection and the use of the builder's level, builder's transit and the laser transit are studied. Building foundations, concrete and formwork are explained.

180—Framing Techniques for Wood Construction I, 3 Cr.

(WTC course 410366) This course studies various frame construction techniques as they apply to floor systems and layouts. Prerequisite: 179.

181—Framing Techniques for Wood Construction II, 3 Cr.

(WTC course 410367) This course studies wall layout and framing, rough-opening calculations and layouts for windows and doors. The Wisconsin Administrative Code and Zoning Regulations are emphasized. Prerequisite: 180.

182—Interior Trim Wood Construction I, 3 Cr.

(WTC course 410376) This course studies interior trim, mitering and coping scribing. Door hanging is studied and performed. Prerequisite: 179.

183—Interior Trim Wood Construction II, 3 Cr.

(WTC course 410377) Newel post, balustrades and handrails are studied, manufactured and installed. The Wisconsin Administrative Code is explained and stressed. Solid wood flooring is studied along with several ceiling tile applications. Installation of cabinets is examined and performed. Prerequisite: 179, 181.

190—Basic Hydraulics, 2 Cr.

(WTC course 412383) This course is a practical study of basic hydraulic systems, with a major emphasis on required knowledge for a diesel/heavy equipment technician. Hands-on work will reinforce the concepts discussed.

194—Lathe Programming-Basic, 1 Cr.

(WTC course 420312) An introduction to planning and writing programs for computer numerically controlled turning centers using G and M code. Participants learn to write basic programs for CNC lathes, proof programs, and run programs in CNC machine tools. Learners will set up work pieces in machines, enter programs, set tool offsets, enter tool compensation, and complete part projects. Programming basics will include multiple tool programs, tool nose compensation and canned styles.

196—Mill Programming-Basic, 1 Cr.

(WTC course 420310) An introduction to planning and writing programs for computer numerically controlled milling machines using G and M code. Participants will write basic programs for CNC milling machines, proof programs, and run programs in CNC machine tools. Learners will set up work pieces in machines, enter programs, set tool offsets, enter cutter compensation, and complete part projects. Programming basics will include multiple tool programs, macros, cutter compensation and canned cycles.

198—CNC: Basic CAM I, 1 Cr.

(WTC course 420325) Introduction to computer aided machining of 2.5 dimension parts using CAM software. Participants will use CAM software to create and machine pockets, slots, bosses, holes and engraved details in milled parts and to turn and face round parts in CNC lathes.

199—CNC Applications, 1 Cr.

(WTC course 420340) This course provides application time for students to run projects and practice skills learned in CNC Programming and Setup courses.

200—CNC: Basic CAM II, 1 Cr.

(WTC course 420335) Intermediate programming using CAM software. Participants will create 2.5 dimension details in parts to be machined in CNC machining centers and turning centers. Order of operations, multiple level machining of milled parts, and advanced turning will be covered. Programs will be run in the turning centers and machining centers.

205—HVACR Refrigeration, 4 Cr.

(WTC course 601101) This course emphasizes the operation, maintenance, testing and repairing of residential furnaces. Gas, oil, and electric furnaces will be covered. The learner will be introduced to the terms and concepts used in HVACR. Topics include heat transfer, energy conservation, indoor air quality, renewable energy, global warming, gas piping and carbon monoxide.

206—HVACR Basic CAD, 2 Cr.

(WTC course 601112) This is an introductory course in computer-aided drafting. Basic skills utilizing Auto CAD software will be emphasized. Course content includes: drawing setup, basic input procedures, drawing modifications and CAD concepts unique to producing drawings related to heating, ventilating and air conditioning.

208—HVACR Forced Air Heating, 4 Cr.

(WTC course 601107) This course emphasizes the operation, maintenance, testing and repairing of residential furnaces. Gas, oil, and electric furnaces will be covered. The learner will use hand tools and test instruments. Topics include combustion, combustion safety, venting, filters, thermostats, heat transfer, gas piping, and carbon monoxide.

209—HVACR Energy, 2 Cr.

(WTC course 601134) This course studies the interrelationship of a building, its occupants and the systems in the building. Topics include ventilation, moisture, renewable energy, sustainability, LEED design, and energy use in buildings. Learners will use building diagnostic procedures such as testing for duct leakage, infiltration, and backdrafting.

215—Welding Basics, 2 Cr.

(WTC course 442384) This is a beginning course and is designed for the individual who has little or no welding experience. The student will be introduced to the following welding processes: SMAW, GMAW, GTAW, Oxy-Fuel Cutting and Plasma Arc Cutting. Theory and hands-on application. After completion of this course, it is recommended students take additional courses for more in-depth welding application. Course may be used as a requirement in the automotive program.

219—Intro to Electricity, 1 Cr.

(WTC course 660311) This course is a basic introduction to electricity. Brief electrical theory and the quantities of voltage, current, resistance and power will be discussed. Ohm's Law, series circuits and multimeter usage are covered as well. The operation of the electronics open lab and an introduction to electrical safety will also be discussed.

220—Fundamentals of Electronics and Fabrication, 2 Cr.

(WTC course 605138) Fundamentals of Electronics and Fabrications will introduce the student to basic AC and DC circuit theory, semiconductors, switches and relays, digital logic gates, circuit simulation software and test equipment. The course allows the student to learn by incorporating the electronics theory with the hands on fabrication of a DC power supply. Prerequisite: 242.

228—Fabrication Techniques I, 1 Cr.

(WTC course 660101) First of two courses in electronic fabrication. This course stresses hands-on techniques including soldering, desoldering, hand tool usage and basic electrical connector technology.

229—Fabrication Techniques II, 1 Cr.

(WTC course 660101) Second of two courses in Electronic Fabrication application of fabrication techniques is provided through construction of an electronic project. Prerequisite: 228.

231—AC Circuits, 1 Cr.

(WTC course 660314) This course covers the AC characteristics of inductors, transformers and capacitors. Reactive properties of series and parallel RC, RL and RLC circuits are discussed with emphasis on operation

with minimal calculations. Topics include reactance, phase angle and fundamental AC power concepts such as power triangle and power factor.

232—DC Circuits, 1 Cr.

(WTC course 660312) This course will concentrate on the DC characteristics of circuits and electrical components. Coverage will include parallel and series-parallel circuits, batteries, electromagnetism, inductors/coils and capacitors. Prerequisite: 219.

233—Introduction to Alternating Current, 1 Cr.

(WTC course 660313) This course will cover the generation of alternating current and voltage. Properties of an AC waveform such as period, frequency, Peak, RMS, average and peak to peak will also be included. Three-phase voltage will also be introduced. Laboratory activities using the oscilloscope/scopemeter are performed to verify theory. Prerequisites: 219; WTC course 660306.

240—Engineering Materials, 3 Cr.

(WTC course 606119) Materials selection is a critical component of the design process. If the properties of the material selected do not meet the specifications, then product failure will result. You will be introduced to the properties, classification, and applications of the materials used in the design and manufacture of a product. You will access the characteristics of materials that impact their selection through lab activities, independent study and research. Prerequisites: 242, 263.

241—Manufacturing Processing, 3 Cr.

(WTC course 606122) This course examines primary and secondary manufacturing processes. You will use the tools of traditional material removal processes by “making a part.” You will also study forming, casting, and other manufacturing techniques and their applications. Finally assembly, finishing, statistical process control and routing are examined. You will be required to visit manufacturing facilities to observe the day-to-day operations of modern manufacturing. Prerequisites: 242, 263.

242—Parametric Design with Inventor, 3 Cr.

(WTC course 606115) This course is designed to introduce students to the concepts, commands, and techniques of parametric modeling. The student will construct “intelligent” solid models, create and constrain assemblies and create 2D drawings, balloons, parts lists and reference dimensions from the 3D models.

244—Architectural CAD 3D, 2 Cr.

(WTC course 614126) This course is intended to enhance architectural student's computer aided drafting abilities by introducing the third dimension. During this course students will study methods of developing architectural working drawings as well as preliminary schematics and computer models of a building. Projects include the creation of floor plans, foundation plans, elevations, sections, details and presentation drawings. Prerequisites: 245; WTC course 606126 or 614112.

245—AutoCAD Level I, 2 Cr.

(WTC course 606163) Students are introduced to the concepts, commands and techniques used to create two dimensional drawings using current AutoCAD software. Topics covered are draw and modify commands, display and inquiry commands, layering, annotating, dimensioning, and symbol creation methods. Paper/model space, view ports and layouts are used for plotting. Also introduced are external referencing, bill of materials and assembly drawings.

246—AutoCAD Level II, 2 Cr.

(WTC course 606173) The intent of this course is to expand the student’s knowledge and experience using AutoCAD (current release) software. Topics include: paper/model space, advanced dimensioning, isometrics, blocks and attribute extraction, script files and slide shows. Concepts and commands used in three-dimensional space will be utilized including: UCS, wire frames, display controls, surfacing and creating and modifying solid models. Prerequisite: 245.

247—Solid Works, 2 Cr.

(WTC course 606184) Introduction to Solid Works 3D parametric modeling software. Create 3D parts and use these 3D parts to create 3D assemblies and 2D drawings. Students will learn to preserve design intent using dimension-driven systems and geometric relationships.

248—Fundamentals of Hydraulics and Pneumatics, 1 Cr.

(WTC course 414383) An introductory course dealing with theory, operation and application of industrial hydraulic and pneumatic systems. Emphasis is placed on component and system operation using practical lab applications. Maintenance and troubleshooting are included.

252—Sketching and Auto CAD, 4 Cr.

(WTC course 606113) Students will learn the basics of design intent of a product/process through sketching and other technical communication skills. The course will develop the student's skill in reading engineering drawings including detail, assembly, welding, piping and electrical. Sketching instruction will be enhanced by disassembling, measuring and drawing the parts that make up an assembly. Students are simultaneously introduced to the concepts, commands and techniques used to create two-dimensional drawings using AutoCAD software. Development and improvement of skills through efficient use of the software is emphasized. The AutoCAD topics include draw and modify commands, display and inquiry commands, layering, annotating and symbol creation methods. Paper/model space, view ports and layouts are used for plotting. Development and improvement of skills through efficient use of the software is emphasized.

253—Archi Drafting Introduction, 3 Cr.

(WTC course 614112) This course allows architectural students to develop an understanding of the drafter's role in architecture and to introduce the basics of graphic communication within the design process. Instruction focuses on the creation and effective use of construction documents. Students will research professional organizations related to architecture, prepare architectural sketches and interpret information found in working drawings and specifications.

254—Hydraulic and Pneumatic Applications, 1 Cr.

(WTC course 414384) A continuation of Fundamentals of Hydraulics and Pneumatics, theory operation and application of industrial fluid power equipment and systems. More components and applications are introduced including electrical control of fluid power. Maintenance and troubleshooting are included. Prerequisites: 232, 248.

263—College Tech Math IA, 3 Cr.

(WTC course 804113) Topics include: solving linear, quadratic, and rational equations; graphing, formula rearrangement; solving system of equations; percent; proportions; and operations on polynomials. Emphasis will be on the application of skills to technical problems. Successful completion of College Technical Mathematics 1A and College Technical Mathematics 1B is the equivalent of College Technical Mathematics 1.

Theatre (THTR)

100—Theatre Appreciation, 3 Cr.

This general course includes an examination of all aspects of theatre for the purpose of achieving a greater understanding of play production and an appreciation of the work of theatre artists.

107—Acting I: Fundamentals, 3 Cr.

This course explores the practical “nuts and bolts” of acting. Students will be challenged to expand their expressive potential as they exercise body, voice and imagination through improvisation, physical and vocal work and acting exercises. Restricted to theatre and music theatre majors and minors.

119—Theatre Practicum

This course is a hands-on learning experience in theatre production. Students will gain practical skills and essential knowledge of what it takes to mount a production for the stage by working in one of five production areas; scene shop, lighting, costume shop, props or public relations/management. While this

course carries no credit, it is part of the active learning requirement for all majors and minors. The specific assignment will be made by the theatre faculty at the beginning of the semester taking into consideration each student's experience, their educational needs and the technical needs of each production. Students are required to fulfill a minimum of 35-45 practicum hours over the course of the semester.

121—Voice and Speech I, 3 Cr.

This practical performance laboratory explores the vocal and physical demands placed on the actor. Techniques are learned for gaining physical ease, and releasing tension to free the voice to become more expressive. Standard American Stage speech will be introduced and actors will develop a regime for exercising vocal and physical expressiveness.

124—International Phonetic Alphabet, 1 Cr.

A practical laboratory course for the exploration of phonetic foundations in the voice, this course includes work with the International Phonetic Alphabet and dialects. Specific notation techniques for pronunciation will be included.

147—Acting II: Fundamentals, 3 Cr.

This is a continuation of the acting skills development begun in Acting I. The course examines the fundamentals of the acting process through exercises and scene study designed to strengthen such skills as trust, relaxation, listening, imagination, concentration, ensemble and observation. Upon completion of this course students will have a solid grounding in the fundamentals of acting and will be able to apply and demonstrate this knowledge in performance. Prerequisite: 107. Restricted to theatre and music theatre majors and minors.

155—Text Analysis, 3 Cr.

This course will engage the student in a search for production and performance values in a given play script. The student will learn how to read, interpret, and analyze dramatic texts as the essential basis for all theatre production work. A vital element of the course will be participation in all research, discussion, and involvement in the 'virtual' productions of each play and genre studied.

160—Stagecraft, 3 Cr.

This basic skills course is designed to acquaint students with safe and efficient use of shop and stage equipment. The development of skills for general scenic production and an understanding of materials, techniques, and construction processes constitute the primary emphasis of the course.

175—Costuming, 3 Cr.

An instruction and practical application of costuming skills are included in this course which focuses on an introduction to fashion history and the basic principles of costume design, familiarization with textiles and basic costume construction terminology, and training in hand and machine sewing.

180—Makeup Studio I, 2 Cr.

A practical approach to the design and execution of makeup for the actor is explored. Principles of character analysis and application are addressed. Skills serve as the basis for in-class projects.

207—Acting III: Scene Study, 3 Cr.

A continuation of Acting I, this course will focus on scene study and character development. Students will learn to use the script, research, and their imaginations to enter the world of the play and bring characters to life. Memorization and rehearsal outside of class are required for most projects. Prerequisites: 107, 155.

217—Acting IV: Advanced Scene Study, 3 Cr.

This course is a continuation of the scene study and character development work begun in Acting III. Students will solidify and deepen their ability to listen actively, play with authenticity and make bold, specific acting choices that create compelling dramatic situations. Memorization and rehearsal outside of class are required for most projects. Prerequisites: 107, 155, 207.

221—Voice and Speech II, 3 Cr.

This course continues exploration of the physiological and phonetic foundations of voice for the actor. Students will extend the use of voice and body to play heightened language texts, and learn to use the International Phonetic Alphabet as a tool for dialect study. Prerequisite: 121.

225—Introduction to Directing, 3 Cr.

This introduction course is designed to examine and explore the history and process of the play director. It will introduce the student to the basic elements of stage direction and its function in the production of stage performance. Prerequisites: 107, 155.

227—Acting V: Movement, 3 Cr.

This is an experiential, movement-based acting class designed to cultivate physical strength, flexibility, and expressiveness in the actor. Through exercises and explorations, students will increase awareness of their own physical use and expand their movement vocabulary. Students will discover that words alone can sometimes be deceiving, but the body never lies. Prerequisites: 107, 155.

230—Principles of Theatrical Design, 3 Cr.

This introductory design course is intended to acquaint students with a general understanding of the various aspects and issues of design in the theatre, and to encourage students to explore interests and abilities in design. Emphasis will be placed upon the process of design for sets, costumes, lights, and properties, as well as upon period historical styles as reflected in design.

243—Theatre in the City, 1 or 2 Cr.

A study of plays, current production, playwrights, actors, and theatrical practices in selected cities, either in the U.S. or abroad. This course culminates in a required field trip which allows on site observation of theatrical practices, and consists of attending productions and guest lectures as well as backstage tours. Additional fees required. May be repeated for credit with different content. Graded CR/NC.

250—Stage Management, 3 Cr.

This course will address the role of the stage manager as assistant to the director during rehearsals and in the management of backstage activities during productions including scheduling, company and union rules, rehearsal procedures, time management, scene shifts, running, and touring.

256—Design and Production Studio, 1 Cr.

This course will provide students an opportunity to explore the dynamics of theatrical production. The process will be explored from early idea development through post-production evaluation. The course will also provide an opportunity for students to develop practical skills in the areas of leadership, team building, collaboration, production communication and creative problem solving. The content of this course work will be designed to amplify the education benefit of practical experience gained through the departmental production assignments. Prerequisites: 160, 175. Restricted to students with sophomore standing or higher. May be repeated once for credit.

260—Stage Lighting, 3 Cr.

This course establishes a foundation for general stage lighting practices, with a focus on lighting equipment, control, and design. Students will complete a variety of practical projects both live and in the classroom. The student will be challenged to solve basic lighting problems.

265—Drafting for the Stage, 3 Cr.

This course is intended to give the technical theatre and design students a comprehensive use of technical drafting for communication with the theatre. Students will encounter all drafting skills involved in lighting and set design. Computer-aided drafting and visualization programs will be utilized in the course.

276—Acting Studio, 1 Cr.

This course focuses on performance requirements and techniques for the actor, including the process of preparation to performance, and the stylistic differences between genres. The course utilizes material from

existing theatre literature in a variety of styles. Solo and ensemble participation is expected of students. Restricted to theatre majors. Restricted to students with freshmen or sophomore standing. May be repeated for credit.

281—Theatre History and Literature I, 3 Cr.

This course is a survey of Western theatre practice and dramatic texts from the Greeks into the 17th century. Students examine, in addition to the dramatic texts of the period, the impact of performance spaces, aesthetic theories, religious beliefs, and the contemporary politics of a given era on the development of drama. , , W

291—Theatre History and Literature II, 3 Cr.

This course is a continuation of 281. It is a survey of Western theatre practice and dramatic texts from the 17th into the 19th century. Students examine, in addition to the dramatic texts of the period, the impact of performance spaces, aesthetic theories, religious beliefs, and the contemporary politics of a given era on the development of drama. Prerequisite: 281.

300—Performing Arts Management, 3 Cr.

Particular problems relating to theatre, music, dance, and presenting organizations will be addressed in this introductory course. Contractual agreements, balancing the necessities of performers and technical staff, scheduling, touring, and coping with performance situations in a presenting house will be addressed. Arts education and outreach and planning repertoire and program development, both artistically and financially, will be included. (Equivalent to AADM 300.)

301—Theatre History and Literature III, 3 Cr.

This course is a continuation of 281 and 291. It concludes the survey of Western theatre practice and dramatic texts by focusing on the trends and playwrights that shaped the theatre from the turn of the 20th century to the present. Prerequisite: 291.

307—Acting VI: Period Styles, 3 Cr.

In this advanced-level acting course students will explore acting styles and techniques needed to perform plays from a variety of historical periods and genres. Through research, monologue, and scene study students will be challenged to expand their physical, vocal, and emotional range to create characters appropriate to a play's period style. Prerequisites: 107, 121, 207, 217, 227.

318—Stage Management Studio, 1 Cr.

This course is designed to give the student a comprehensive understanding of stage management and an opportunity to apply that understanding as a part of the stage management team. Through advanced problem solving techniques and group organizational dynamics, students will apply their understanding of basic management theories as they relate to the profession. Students will be provided with an overview of stage management and the fundamental skills it demands, through both simulated and practical exercises. The use of computers in the field will be addressed. Students will have an opportunity to experience stage management in a practical setting through service to departmental applications. Prerequisite: 250. May be repeated for credit.

319—Theatre Practicum

This course is a hands-on learning experience in theatrical production for students with advanced production assignments or those who have completed four semesters of 119. Students will develop practical skills and essential knowledge of what it takes to mount a production for the stage by working in one of five production areas: scene shop, lighting, costume shop, props or public relations/management. The course is part of the active learning requirement for all theatre and music theatre majors and minors. The specific assignment will be made by the theatre faculty at the beginning of the semester taking into consideration each student's experience, their educational needs and the technical needs of each production. Students are required to fulfill 35-45 hours over the course of the semester. Prerequisite: 119 (four semesters)

320—Drama of the American Repertory, 3 Cr.

This intensive reading course explores those plays that are at the forefront of the American professional theatre repertory. Content is adjusted to reflect those works that are currently the most produced theatrical works in the U.S. Many are very recent, but others are solid older texts that continue to generate audiences and revenue each year for regional theatres.

321—Modern Latin American Drama, 3 Cr.

An introductory survey of late twentieth century drama in Latin America. Representative plays will be read in translation. Beginning with a brief overview of U.S. Latino theatre and playwrights, as well as the work of Brazilian playwright and theorist, Augusto Boal, the course will explore how modern Latin American dramatists focus on the unique national issues and concerns that have confronted their individual countries. Prerequisite: ENGL 104.

325—Directing, 3 Cr.

This course examines and applies the fundamentals of play direction: play selection, casting, blocking, movement, interpretation, and production organization. Prerequisite: 225.

327—Verse Drama, 3 Cr.

The focus of this advanced-level acting class is learning to play Shakespeare. Students will explore and strengthen the actor's basic tools (body, voice, and imagination) as they learn to analyze text for playable clues to character and circumstance. Specific attention will be given to understanding scansion and learning to identify basic figures of speech that will increase understanding, strengthen character development and, above all, help the actor play with clarity, purpose, and humanity. Prerequisites: 107, 121, 207, 217, 227.

331—Scene Design, 3 Cr.

An extension of 230, this course allows the student designer to continue to investigate and apply basic principles of design in the creation of appropriate theatrical environments. The course focus is project and presentation based, giving students problems to solve in drafting, rendering, and model making. Script analysis, period research, and oral design presentation afford student designers the opportunity to develop portfolio work for future professional development. Prerequisites: 230, 265.

332—Costume Design, 3 Cr.

This study of clothing as a communication tool in the theatre places an emphasis on the psychology and sociology of color and form. Play analysis, historical research skills, and the principles of design are the focus of in-depth study. Costume rendering and construction techniques are gained. Prerequisites: 175, 230.

333—Lighting Design, 3 Cr.

A practical approach to stage lighting techniques, this course offers the student opportunities to experiment with methods of graphic presentation, theoretical approaches and practical execution of class projects. Prerequisites: 230, 265.

334—Properties Design, 3 Cr.

This course encompasses the area of properties research, design, construction and painting. The student involves himself in a variety of prop-related problems and finds the most effective solution possible. Prerequisite: 230.

343—Theatre History and Literature, 3 Cr.

A comprehensive survey course that encompasses the study of important periods of western theatre history and dramatic literature from the Greeks through the present. The course will look in depth at the people who have created theatre by perfecting traditional forms or developing new ones. Highly influential dramatic texts in the Western Canon will be read and analyzed. Upon completion, the student will have an understanding of the forces which shaped the past, and be able to relate present theatrical styles, theories, and plays to the past. Intended for students of varied backgrounds and majors who want to gain an overview and understanding of the development of theatre. Prerequisite: ENGL 104 or 105 or 195.

351—Theatre Rendering Techniques, 3 Cr.

This course focuses on the major painting mediums, styles of illustration, and techniques utilized in the visual presentation of scenic, costume, properties, and lighting designs for the theatre.

354—Sound/Video Studio, 3 Cr.

This course covers the basics of sound and video use in theatres. System design, assembly, and use are discussed, as well as some theory and applicable electrical principles.

355—Scene Painting, 3 Cr.

A study of application techniques for the theatre painter, the course focus is on class projects designed to provide the student with opportunities to handle a wide range of subject matter and to employ a variety of painting methods. Emphasis is placed upon the ability to reproduce details, colors, and styles.

356—Design and Production Studio, 1 Cr.

This course will provide students an opportunity to explore the dynamics of theatrical production. The process will be explored from early idea development through post production evaluation. The course will also provide an opportunity for students to develop practical skills in the areas of leadership, team building, collaboration, production communication and creative problem solving. The content of this course work will be designed to amplify the education benefit of practical experience gained through the departmental production assignments. Prerequisite: 256. Restricted to students with sophomore standing or higher. May be repeated once for credit.

361—Technical Direction and Production Management, 3 Cr.

This course is intended to continue the exploration and development of technical theatre and production management skills introduced in 160, Technical Production. Advanced technical issues associated with rigging, computer technology, and special effects as well as budgeting, purchasing and the role of a production manager will be addressed. The focus will be on training future technical and production managers. Prerequisites: 160, 250, 265.

365—Computer Aided Drawing, 3 Cr.

The main objective of this class is to teach the basic components of the common computer drafting programs (such as Auto CAD and Vector Works) as they relate to theatre. Through lectures, demonstrations and weekly projects the student should grasp the basic understanding of the programs and how to use them in a theatrical environment. Prerequisites: 230, 265.

368—Costume Crafts, 2 Cr.

Costume crafts is a hands on, studio course that examines the materials and techniques that students will use to make various costume accessories including but not limited to: hats, ruffs, footwear, wigs, fans, gloves, chain mail, and masks.

375—Advanced Costuming, 3 Cr.

The purpose of this advanced costuming course is to allow students to further explore, develop, and apply skills and techniques introduced in 175. This course will focus on such advanced costuming skills as draping, cutting, pattern-making, construction, and basic tailoring. Prerequisite: 175.

378—History of Theatrical Design, 3 Cr.

This course gives students an understanding of the history of scenic, costume, and lighting design from the theatre of Shakespeare through the modern era. Students will explore the trends and techniques that continue to influence the work of influential theatrical designers, making them well versed in the history of their profession and craft.

390—Educational Methods, 2 Cr.

Principles and general methods for teaching theatre in secondary education are discussed, explored, and applied. Prerequisite: EDUC 330.

407—Acting VIII: Audition, 1 Cr.

This course for senior performance majors, addresses the practical issues of beginning an acting career. Students will develop an extensive repertoire of audition monologues, learn basic stage and camera audition techniques, research career opportunities and graduate schools, hone their résumés and increase their understanding of what it takes to become a professional actor. Restricted to students with junior standing or higher. Restricted to music theatre and theatre (acting) majors

424—Advanced Stage Management, 3 Cr.

This course is a further examination of practical and theoretical considerations in the process of stage management as it applies to both producing and presenting organizations. The student will be introduced to financial, contractual, facility, administrative, and management considerations unique to the production of performance and arts events in both professional and academic environments. The focus of this course centers on stage management for the commercial theatre with an emphasis on process and the current conditions in the industry as a whole. Topics will include associated issues in working with unions (AEA and IATSE), interpersonal skills and the negotiation of conflict resolution. Prerequisite: 250.

440—Race in American Theatre, 3 Cr.

This survey course reflects how contemporary playwrights of color (1960 to the present) have utilized theatre and drama to examine racial tension in America. All the plays deal directly with the experience of living in a racial or ethnic micro-culture, and are studied in their historical context. Content includes works by African-, Hispanic-, Native-, and Asian-American playwrights.

443—Theatre in the City, 1 or 2 Cr.

A study of plays, current production, playwrights, actors, and theatrical practices in selected cities, either in the U.S. or abroad. This course culminates in a required field trip which allows on site observation of theatrical practices, and consists of attending productions and guest lectures as well as backstage tours. Additional fees required. May be repeated for credit with different content. Graded CR/NC.

453—Advanced Theatrical Design, 3 Cr.

This is a studio class that will provide students with a high level experience in theatrical design. Students may elect a concentrated project experience in one or two of the following design areas; sets, costume, lighting. Students will explore the advanced design problems of style, collaboration, and conceptualization. Through this course each student will complete and present two fully developed design solutions. Prerequisites: two courses from 331, 332, 333, 334.

456—Design and Production Studio, 1 Cr.

This course will provide students an opportunity to explore the dynamics of theatrical production. The process will be explored from early idea development through post production evaluation. The course will also provide an opportunity for students to develop practical skills in the areas of leadership, team building, collaboration, production communication and creative problem solving. The content of this course work will be designed to amplify the education benefit of practical experience gained through the departmental production assignments. Prerequisite: 356. Restricted to those of sophomore standing or higher. May be repeated for credit one time.

465—Playwriting, 3 Cr.

The art of dramatic writing is explored, as well as the production of scripts for stage presentation. Prerequisite: ENGL 104

476—Acting Studio, 1 Cr.

This course focuses on performance requirements and techniques for the actor, including the process of preparation to performance, and the stylistic differences between genres. The course utilizes material from existing theatre literature in a variety of styles. Solo and ensemble participation is expected of students. Restricted to theatre majors. Restricted to students with junior standing and higher. May be repeated for credit.

490—Senior Thesis, 1 Cr.

This senior-level capstone course allows students to work on a faculty-approved production project in their primary area of focus and concentration. This course is required of all BFA and BA theatre majors; student teaching is considered the “capstone project” for students in the BS in theatre education major. Restricted to theatre majors. Permission of department required.

University Studies (UNST)**101—Learning Strategies, 1 Cr.**

The goal of the course is to encourage students to develop and apply effective study strategies and gain greater self awareness. Topics include time management, effective textbook reading, note taking, test-taking preparation, and other learning techniques. The class format is a combination of lecture and small group activities. Restricted to students with freshman or sophomore standing.

102—College Reading Strategies, 1 Cr.

The purpose of this course is to teach strategies that improve college-level reading and study skills. Students learn how to improve reading rate, textbook comprehension, and concentration. The class format is a combination of lecture, small-group activities, and in-class reading labs. Restricted to students with freshman or sophomore standing.

110—Career and Life Planning, 2 Cr.

A course designed to facilitate life and career decision making. Students will be involved in activities that encourage examination of personality characteristics and interests, personal and occupational values, as well as abilities, skills, and aptitudes. Students will explore the world of work and requisite academic preparation, generate occupational and academic goals, and make knowledgeable and appropriate decisions. This course is designed for, but not restricted to, entering and undeclared students.

126—Introduction to Campus Leadership and Involvement, 1 Cr.

This course is designed to prepare new and future student leaders. Students will learn about their own leadership styles and basic leadership theories and concepts. Students will also complete a course project. The class format is a combination of lecture, small/large group discussion and field experience.

195—First Year Seminar, 3 Cr.

This writing and reading intensive course provides university transfer students an introduction to the academic and social elements of college. Students will explore what it means to be a critical thinker and a part of the college community. Students will gain an appreciation of the importance of general education within a liberal education. In the exploration of these concepts students will develop the skills to be a successful college student. Restricted to students in the Associate of Arts or Associate of Science program.

295—Capstone Associate Degree Seminar, 2 Cr.

This course is completed during the last semester of the Associate of Arts and the Associate of Science programs. Students will explore the interrelationship between the courses they have completed in their programs. They will also explore, using appropriate research methodology, an approved topic related to their future program of study or future professional goals. This is a writing intensive course.

301—Information Literacy, 1 Cr.

In this course students learn and apply the concepts of academic integrity, to identify research needs, to use the Viterbo University library to help locate relevant information, and to evaluate, integrate, and responsibly share the results of their research. This course is designed for transfer students and degree-completion students who do not complete ENGL-103, 104, 105, or 195 at Viterbo University. Restricted to students with sophomore standing or higher.

310—Career Planning II, 1 Cr.

A course designed for students who have declared an academic major and wish to further refine their career planning goals. Students will investigate possible career paths and research the feasibility of internships, graduate school, and other career enhancing activities.

410—Job Search Strategies, 1 Cr.

This course provides an opportunity for students to develop and enhance skills necessary for an effective job search. Students will learn the elements of an effective job search, develop a resume and cover letters, learn and utilize available resources. This is a half-semester course. Restricted to students with junior standing or higher.

Viterbo University Mission Seminar (VUSM)

100—Franciscan Values and Traditions, 3 Cr.

Viterbo University was founded in 1890 by the Franciscan Sisters of Perpetual Adoration. This entry-level course examines that heritage and what it means to be and behave like a Franciscan. These courses will use the works of Saints Francis, Clare, and Rose of Viterbo as a foundation for exploring the university's core values of hospitality, integrity, contemplation, stewardship and service.

101—Leading by Serving: Becoming a More Effective Leader, 3 Cr.

This seminar is designed for the active student learner. Students will learn the principles of Servant Leadership, examine Franciscan values and participate in a variety of leadership experiences which build a foundation for leadership in any career.

110—Relationships, Health, and Well-Being, 3 Cr.

Using the stories of Francis, Clare, and Rose as a lens to reflect on contemporary and personal narratives, this seminar introduces Franciscan values and traditions as they relate to relationships, health, and well-being.

120—The Franciscan Tradition and Christian Theology, 3 Cr.

With St. Francis of Assisi and St. Clare of Assisi as models, students will explore the history of these two people who have inspired the founders of Viterbo University (Franciscan Sisters of Perpetual Adoration, FSPA). Students will explore how the values that the university community holds are found in the lives of Francis, Clare, and Rose of Viterbo (patroness of the FSPA). They will also trace these values back to Scripture, the source for Francis. Because these values are so key to the university, students will explore how to implement them in their own lives on campus as well as after graduation.

The course will also teach skills for developing a Christian mind, helping to construct a solid foundation for thinking through life's most important issues. Units on Scripture, Christology, ecclesiology, morality and spirituality will develop the Christian worldview as it interacts with the secular age. Students will be taught how theological concepts were significant for Francis and Clare, as well as learning the key components to those concepts.

125—Choosing, Changing, or Confirming Your Calling, 3 Cr.

This course of study will review the life of St. Francis from the perspective of career/vocation choices and the struggles that led him to such a magnificent life. A study of Franciscan values as they apply to vocation as well as presentations from local business, Church, and community leaders on their vocational choices will serve as the foundation of this course.

126—Franciscan Joy, Franciscan Friendship, 3 Cr.

The joy of the Gospel is present in the life of St. Francis. The source of his joy is ours: faith and friendship. We will explore the development of both using St. Francis as a guide.

127—Francis and the Feminine, 3 Cr.

Using the lens of St. Francis of Assisi and St. Clare of Assisi, students will be introduced to Franciscan women saints, the Franciscan Sisters of Perpetual Adoration and the Viterbo University community and the

unique ways in which they live(d) out Franciscan values in their lives. Students will consider how these models might become mirrors for their own lives and faith journeys.

140—Bartolomé de las Casas Legacy: a Search for Peace and Justice in the 21th Century, 3 Cr.

This course will approach the life and major works of Dominican priest Bartolomé de las Casas (1484-1566) from a Cultural Studies perspective with a Franciscan emphasis. The Seminar format will allow for in deep conversation using an ample range of materials -articles, books, films, and others- assigned for this course, and also encourages students to look for additional peer review readings to discuss in class.

150—Music and More, 3 Cr.

This course will explore the life of Francis through an integrated approach that melds the discipline of classical music with Viterbo University's Franciscan core values (hospitality, integrity, contemplation, stewardship, and service). Two weeks of introduction to Franciscan values and traditions will set the stage for an exploration of music that has been organized into five categories: I. Creation and the Good Earth; II. Self-giving Love and Perfect Joy; III. Peace, Justice and What It Means to Hug a Leper; IV. A Caveman's Guide to Prayer and Contemplation; and V. God with Us: The Mystery of the Incarnation. While pertinent musical selections will serve as study material, the Viterbo core values will guide assignments and projects throughout the semester.

160—Shaking Words: Examining Franciscan Virtues through Young Adult Literature, 3 Cr.

In this seminar, we will examine five Franciscan virtues through the lens of contemporary Young Adult Literature and the narratives of Saint Francis. It will pair the Franciscan narratives and Young Adult Literature with five Franciscan values. The award-winning books and the St. Francis narratives address the questions, challenges, and truths embedded in Viterbo University's goal to teach hospitality, integrity, contemplation, stewardship, and service.

170—Franciscan Sustainability Praxis, 4 Cr.

Five hours lecture/lab per week.

In this course students will explore the Franciscan perspective and traditions of caring for creation; a sustainability praxis. The tension, synergy and significance of how science/technology and theology/spirituality differ will be discussed and applied to local, national and global sustainability issues. Students will be engaged in laboratory activities to develop an understanding of the origin and limitations of scientific knowledge. Through class activities, media, readings, discussion and nature experiences, students will learn to clearly articulate a personally held sense of place and worldview. Students will learn how worldview differences, held beliefs, and lack of scientific knowledge are the root causes of sustainability conflicts and key to implementation of successful resolutions.

180—Franciscan Values and Social Justice, 3 Cr.

This course serves as an interdisciplinary connection between sociology and Franciscan values. Students will be introduced to real-life examples of how practicing sociologists use sociology to work toward social change and social justice. In the process, it will examine the Franciscan values of creating a peaceful and socially just world, developing compassion for the poor, displaying hospitality, service, and advocating for human rights and environmental causes. Social patterns in society, sociological theories, methods of research and their application in the real world will also be discussed.

200—Living in a Diverse World, 3 Cr.

This seminar course is designed to increase students' awareness, understanding, and appreciation of diversity, broadly defined (e.g., diversity in race and ethnicity, social class, gender, age, sexual orientation, disability, and religion). Through completion of this course, students will build knowledge and skills involved in being advocates for cultural competency and responsible citizens in our diverse and changing world. Prerequisite: any 100 level VUSM course or transfer student placement.

201—Introduction to International Business, 3 Cr.

This course introduces the global business environment, including concepts such as foreign direct investment, trade agreements and organizations, internationalization of a firm, and the multinational enterprise. Students

will examine the interactive effects of demographic, historical, socio-cultural, political/legal, economic and technological forces that shape international commercial activity. Prerequisite: any 100 level VUSM course or transfer student placement.

226— *Religious Diversity and Leadership, 3 Cr.*

America is comprised of many races, religions, persuasions, and worldviews. The challenge lies in overcoming the biases and prejudices that are deeply rooted within us. From the moment of birth, we learn about ourselves, our families, neighbors, and the culture at large. These experiences are embedded within us and shape our perceptions about how we view things and how we respond to them. This course of study will review examples of diversity in our culture and world. It will provide opportunities to explore how one can model leadership and a value-driven life amidst our heterogeneous culture. A major focus will be on the religious diversity in America and the tolerance and appreciation of rituals, creeds, theology, and practices of various religious movements influential in American life. Prerequisite: any 100 level VUSM course or transfer student placement.

227—*One World – Many Religions: Contemporary Religious Diversity, 3 Cr.*

One of the great challenges facing our world today is the respect and acceptance of religious diversity. The world is made of many races, religions, spiritual paths, and worldviews. The challenge lies in supporting one's religious allegiance, while overcoming possible biases and prejudices that may be deeply rooted within us. This course of study will review examples of religious diversity in our culture and world. It will provide opportunities to explore how one can model religious tolerance while affirming one's own and value-driven, faith-filled life amidst our heterogeneous culture and pluralistic world. Prerequisite: any 100 level VUSM course or transfer student placement.

252—*Women in Theatre, 3 Cr.*

At its best, theatre helps us understand who we are; it can explain, examine, ridicule, or celebrate the human condition. Gender is a fundamental aspect of personal and social identity. It is a biological, psychological, and cultural category of paramount importance. In addition, gender is often a criterion for social stratification and differing political treatment, as well as a favored symbol for expressing essential values and beliefs. This course examines specific examples of the representation of women on the American stage, focusing on what this dramatic literature says and implies about women. It illuminates ideas about the "nature" of women and the changing perceptions of their roles in both the family and society throughout the last 100 years, while also addressing how these changes impact the role of men in dramatic literature. Prerequisite: any 100 level VUSM course or transfer student placement.

253— *Diversity in the Mass Media, 3 Cr.*

In this course we'll examine the way diverse populations have been represented in news and popular programming on radio and television, as well as in newspapers, from early United States history through the present. We'll also look at public acceptance of media spokespeople who are from culturally diverse groups. Prerequisite: any 100 level VUSM course or transfer student placement.

260— *Multicultural American Literature, 3 Cr.*

Multicultural American Literature addresses questions of cultural difference and what defines culture through analysis of contemporary American texts. Students will examine how character choices and options are culturally shaped and socially bordered. Representative authors, such as Toni Morrison and Jhumpa Lahiri, are contemporary and hyphenated American. Against the background of dominant white culture, students will explore the common ground among these hyphenated cultures—conflicts between genders and generations as well as pressure and resistance to assimilate. Students will also compare their own cultural identities with those represented in the narratives they analyze. Prerequisite: ENGL 104 or C or higher in 105 or C or higher in 195, any 100 level VUSM course or transfer student placement..

280— *Diversity and Social Justice, 3 Cr.*

This course will examine the background, structures and effects of bias, prejudice, and discrimination in society. Social and cultural differences related to race and ethnicity (e.g., Hmong, Native Tribes of Wisconsin, etc.), social class, religion, sex, sexuality, ableism, age and their intersections will be addressed, including an

introduction to cultural competence. Students will begin to develop servant leader characteristics and explore ways in which social justice is created through empowerment, equity and liberation on three levels – personal, institutional and societal. Prerequisite: any 100 level VUSM course or transfer student placement.

281—Understanding Mexicans Living and Working in the U.S., 3 Cr.

The objective of this course is to begin to learn about the complex nature of the relationship between Mexico and the U.S. of America through the lived experience of Mexican people. The focus of this course is the present day realities of Mexican people working and living in the U.S. The course will offer knowledge, values and skills necessary to understand and work with Mexicans in the U.S. Students will learn about selected historical, social, cultural, political and economic events that shape the life of today's Mexicans as well as current policy and political decisions that are impacting Mexicans in the U.S. The skills necessary to communicate with and serve Mexicans will occur through 10-15 hours of volunteer service, enhancing students' cross-cultural practice experiences. Prerequisite: any 100 level VUSM course or transfer student placement.

290—Introduction to Women's Studies, 3 Cr.

This course familiarizes students with the social, economic, psychological, and political issues that challenge contemporary women locally and internationally. It also encourages students to further their personal progress toward understanding and dealing constructively with women's issues. Prerequisite: any 100 level VUSM course or transfer student placement.

291—Communication across Barriers, 3 Cr.

This course explores the barriers to effective communication between members of different classes, races, generations, abilities, and gender. Students will examine how prejudicial discourse develops and sustain attitudes, values, and beliefs that separate individuals and impede understanding and communication. Student in this class will also investigate the institutionalization of intolerant discourse by the media, the politicians, and the educational system as well as identify strategies to overcome the existing barriers to effective communication. Prerequisite: any 100 level VUSM course or transfer student placement.

292—Awareness through Experience in the Spanish-speaking World, 3 Cr.

This is a study abroad course designed to develop an awareness of the cultures and peoples in the Spanish-speaking world through immersion. The experience includes opportunities to interact with the people in rural and urban communities to learn from them about political, social, religious, and economic realities. Prerequisite: any 100 level VUSM course or transfer student placement.

293—Introduction to Latin American Studies, 3 Cr.

This course will give students theoretical tools to understand Latin America from an interdisciplinary perspective. Using a wide range of cultural products, we will seek to understand the region beyond a descriptive approach by looking into its socio-historical formation. Among other topics, we will examine issues of class, race, and gender as well as political tradition and intellectual history. Prerequisite: any 100 level VUSM course or transfer student placement.

300—Serving the Common Good, 3 Cr.

Following in the Franciscan tradition and Viterbo value of service, this seminar provides an opportunity for students to experience civic engagement. Students will participate in activities designed to foster the common good while reflecting on their values and practices of community, servant leadership, and collaboration. Partnerships and collaborations with community partners will allow students to demonstrate a developing competency of community engagement and responsibility. Prerequisite: any 200 level VUSM course or transfer student placement.

325—The Common Good in the Life of a Christian, 3 Cr.

"The common good" is a notion that originated over two thousand years ago in the writings of Plato, Aristotle, and Cicero. It is generally defined as "certain general societal conditions that are equally to everyone's benefit. The Catholic religious tradition, which has a long history of struggling to define and promote the common good, defines the "common good" as "the sum of those conditions of social life which

allow social groups and their individual members relatively thorough and ready access to their own fulfillment." The common good, then, consists primarily of having the social systems, institutions, and environments on which we all must depend and work in a manner that benefits everyone. This course of study will examine the environments that establish and enhance the common good among us. Using philosophical principles, ethical theories, and religious traditions, the student will come to understand the utilitarian aspects of the common good while pursuing a just, compassionate, and virtuous worldview. Prerequisite: any 200 level VUSM course or transfer student placement.

330—Classical Conceptions of the Common Good, 3 Cr.

The purpose of the course Classical Conceptions of the Common Good is to introduce students to the early development of the idea of the common good in ancient Greek and Roman Philosophy. Through their conception of virtue, politics and “the Good,” people like Socrates, Plato, Aristotle, Cicero, and Marcus Aurelius, provided the foundation for many later Christian notions of the common good. An important component of the class will be dedicated to contrasting classical conceptions of the common good with later Christian perspectives (Aquinas’ idea of Natural Law and recent Catholic social teachings) and at least one contemporary perspective (Rawls). As a section of the *Common Good Mission Seminars*, this course also provides an opportunity for students to experience civic engagement. Students are required to participate in activities designed to foster the common good while reflecting on their own values, practicing servant leadership and community collaboration. Partnerships and collaborations with community partners will allow students to demonstrate a developing competency in community engagement. In line with the emphasis of this class on the philosophical foundations of the common good, Philosophy for Children (which follows the Socratic model of educational engagement) will be introduced as another model of servant leadership that uses philosophy to empower children to be respectful, tolerant and morally responsible, as a way of promoting the common good. Prerequisite: any 200 level VUSM course or transfer student placement.

340—Serving the Common Good: The Lakota of the Great Plains, 3 Cr.

The focus of section 003 of this *Serving the Common Good* seminar is Northern Great Plains Indian History, specifically the history of the Lakota from pre-contact times to the present. In addition to exploring and defining the concept of the common good, the reading will examine Lakota history, with special attention given to the importance of the Black Hills to the Lakota. The history portion of the course provides an overview of past and contemporary Plains Indian cultures and societies. Prerequisite: any 200 level VUSM course or transfer student placement.

Class work will emphasize discussion of the readings and journaling to record your reflections. This *Common Good* seminar provides an opportunity for students to experience civic engagement through a required spring break service-learning trip to the Cheyenne River Youth Project (CRYP) on the Cheyenne River Reservation in Eagle Butte, SD. This service trip to the CRYP provides students the opportunities to interact with Native American pre-school through high school youth, as well as elderly residents. There is a fee for this section to defray travel and lodging costs for the week-long service trip. Prerequisite: any 200 level VUSM course.

400—The Ethical Life, 3 Cr.

The Ethical Life builds upon the student’s ethical reasoning to examine the role of moral values and to explore real world ethical dilemmas. The seminars may approach ethical living from a variety of perspectives, professions, and disciplines. Prerequisite: any 300 level VUSM course or transfer student placement.

430—Ethical Reasoning and Moral Wisdom, 3 Cr.

In this seminar we will deliberate on ethical values, both our own and those of others, in multiple contexts, with a view toward making an assessment of the values involved in striving to live for that which is good. We will learn about the practice of moral analysis, examine many influential moral theories, such as, Virtue ethics, Deontological ethics, and Utilitarianism, look at many contemporary moral debates in applied ethics, and show the relevancy of ethics across disciplines. By the end of the seminar students should be able to identify and analyze their own ethical values as well as apply ethical principles to clarify/resolve a wide range of issues. Prerequisite: any 300 level VUSM course or transfer student placement.

431—The Ethical Life From the New Testament Gospels, 3 Cr.

“What did Jesus do” is a question that remains the hallmark of the Christian Church’s message and identity in the world. “What would Jesus do?” is the major question this course will ask. What are the determined features of the ethical life Jesus modeled and taught? What do the narratives of the four gospels offer as ethical foundation for one’s personal life? Prerequisite: any 300 level VUSM course or transfer student placement.

470—Accelerated Mission Seminar, 4 Cr.

This intensive Mission Seminar is designed for and available only to degree completion students in the Center for Adult Learning. This seminar combines the learning outcomes of the four Mission Seminars of the university’s core curriculum: Franciscan Values and Traditions, Living in a Diverse World, Serving the Common Good, and the Ethical Life. Restricted to Center for Adult Learning students. Restricted to students with junior standing or higher.

Women’s Studies (WMST)

100—Introduction to Women’s Studies, 3 Cr.

This course familiarizes students with the social, economic, psychological, and political issues that challenge contemporary women locally and internationally. It also encourages students to further their personal progress toward understanding and dealing constructively with women’s issues.

351—Women’s Health Issues, 2 or 3 Cr.

Designed to examine women’s health issues from a feminist perspective, this course explores the relationship of women to the health care system, discusses the historical role of women as providers and consumers of health care, and uses a holistic model to examine women’s issues and concerns across the lifespan. The third credit is earned through an independent action project. (Equivalent to WMST 351.)

400—Seminar in Women’s Studies, 3 Cr.

This course examines the tools and methods of feminist scholarship and culminates in a research project which relates the student’s major to issues in women’s studies. This course meets formally two hours per week and includes a 14-hour service project. Prerequisite: 100.

Directory

Administrative Officers

Richard B. Artman

President/Professor, D.B. Reinhart Institute for Ethics in Leadership
A.B., M.Ed., Ph.D. University of Miami

Diane Brimmer

Vice President for Student Development
B.S., Oakland University; M.E., Loyola University;
Ph.D., Michigan State University

Todd Ericson

Vice President of Finance and Administration
B.B.A., University of Wisconsin-Eau Claire

Robert Forget

Dean of Admission
B.S., Northern Michigan University; M.S.,
University of Wisconsin-Madison

Barbara Gayle

Vice President for Academic Affairs/Dean of Graduate Studies/Professor, Business
B.S., M.A., University of Portland; Ph.D.,
University of Oregon

Gary Klein

Vice President for Institutional Advancement
B.S., University of South Dakota; M.A., Saint
Mary's University of Minnesota

Patrick Kerrigan

Vice President for Communications and Marketing
B.S., St. Cloud State University; M.A.S.L., Viterbo
University

Deans

Susan Smith Batell

Dean, School of Education/Professor, Education
B.A., Clarke College; M.A., University of
Northern Iowa; Ph.D., The Ohio State University

Thomas Knothe

Dean, Dahl School of Business/Associate Professor, Business
B.S., Viterbo University; J.D., Willamette
University

Silvana Richardson

Dean, School of Nursing/Professor, Nursing
B.S.N., Loyola University, Chicago; M.H.S.N.,
Governors' State University; Ph.D., Southern
Illinois University at Carbondale

Timothy Schorr

Dean, School of Fine Arts/Associate Professor, Music
B.M., Eastern Illinois University; M.M., D.M.A.,
University of Cincinnati

Glena Temple

Dean, School of Letters and Sciences/Professor, Biology
B.S., Allegheny College; M.A., University of
Minnesota; Ph.D., University of California,
Riverside

Full-time Faculty

Michael Alfieri

Associate Professor, Biology

B.S., Binghamton University; Ph.D., University of Louisville

Nancy Allen

Associate Professor, Music

B.M., Viterbo University; M.M., University of Northern Iowa

Judy Anderson

Professor, Nursing

B.S.N., Viterbo University; M.S.N., University of Wisconsin-Eau Claire; Ph.D., Widener University

Jennifer Anderson-Meger

Associate Professor, Sociology/ Social Work/ Criminal Justice

B.S.W., University of Wisconsin-Eau Claire; M.S.S.W., University of Wisconsin-Madison

Richard B. Artman

President/ Professor, D.B. Reinhart Institute for Ethics in Leadership

A.B., M.Ed., Ph.D., University of Miami

Kyle Backstrand

Associate Professor, Chemistry

B.S., North Dakota State University; Ph.D., University of Utah

Nikki Balsamo

Instructor, Theatre and Music Theatre

B.F.A., University of Minnesota

William Bakalars

Assistant Professor, Psychology

B.S., M.S., Saint Mary's University

Carl Bargabos

Associate Professor, Nursing

B.S.N., Minot State University; M.S.N., Medical College of Georgia

David Bauer

Assistant Professor, Psychology

B.S., Hope College; M.S., Ph.D., University of Wisconsin-Milwaukee

Susan Smith Batell

Dean, School of Education/ Professor, Education

B.A., Clarke College; M.A., University of Northern Iowa; Ph.D., The Ohio State University

Michael Behan

Assistant Professor, Business

B.B.A., University of Wisconsin-Eau Claire
M.B.E., University of Minnesota

Maribel Bird

Associate Professor, World Languages

B.A., M.L.S., University of Puerto Rico; M.E.P.D., University of Wisconsin-La Crosse; Ph.D., Capella University

Matthew Bersagel Braley

Coordinator, Master of Arts in Servant

Leadership/ Assistant Professor, Religious Studies and/ Philosophy

B.A., Luther College; M.A., United Theological Seminary

Stacey Boehm

Assistant Professor, Nursing

B.S.N., Viterbo University; M.S.N., Winona State University

Rochelle Brooks

Professor, Business

B.S., University of Wisconsin-Stout; M.E.P.D., University of Wisconsin-La Crosse; Ph.D., Capella University

Mary Burke

Associate Professor, Nursing

B.S.N., Viterbo University, M.S.N., University of Wisconsin-Madison

Judy Casto

Associate Professor, Nursing

B.S.N., Georgia State University; M.N., Emory University

Tammy Clark

Assistant Professor, Chemistry

B.S., University of Minnesota; Ph.D., University of Rochester

Sara Schwarz Cook

Assistant Dean, Dabl School of Business/ Associate Professor, Business
B.S., University of Wisconsin-La Crosse; M.B.A., University of Baltimore, Ph.D., Capella University

Derek Cortez

Assistant Professor, Business
B.A., Trinity College; M.Div., Trinity Evangelical Divinity School; M.S., University of Portland; Ph.D., University of Texas at Austin

Debra Daehn-Zellmer

Professor, Sociology/ Social Work/ Criminal Justice
B.S., Augsburg College; M.S.W., University of Iowa

Nancy Danou

Associate Professor, Nursing
B.S.N., Illinois Wesleyan University; M.S.N., University of Texas, El Paso

Apryl Lea Denny

Professor, English and Women's Studies
B.A., M.A., University of Tennessee; Ph.D., University of Colorado

Emily Dykman

Assistant Professor, Religious Studies and Philosophy
B.M., Viterbo University; M.A., Saint Mary's University of Minnesota

Vicky Eiben

Assistant Professor, Education
B.A., Wartburg College; B.S., Iowa State University; M.A., Antioch University; Ed.D., Fielding Graduate University

Jan Eriksen

Assistant Dean, School of Letters and Sciences/ Associate Professor, Psychology
B.A., M.A., Ph.D., The Ohio State University

Lyon Evans, Jr.

Professor, English
A.B., Swarthmore College; M.A., University of Michigan; M.A., Ph.D., State University of New York at Buffalo

Marilyn Fernandes

Assistant Professor, Art
B.A., University of Wisconsin-Eau Claire; M.A., California State University, Long Beach; Ph.D., University of Wisconsin-Madison

Lynda Fernholz

Assistant Professor, Education
B.S.Ed., M.A.Ed., Viterbo University

Marlene Fisher

Associate Professor, Sociology/ Social Work/ Criminal Justice
B.A., Drake University; M.S., Ph.D., Iowa State University

Connie Fossen

Associate Professor, Sociology/ Social Work/ Criminal Justice
B.S., Mankato State University; M.S.S.W., University of Wisconsin-Madison; Ed.D., Nova Southeastern University

Diane Foust

Professor, Music
B.M., Millsaps College; M.M., Southern Methodist University; Ed.D., University of Illinois at Urbana-Champaign

Jodie Fox

Assistant Professor, Nursing
B.S.N., M.S.N., Viterbo University

Kim Fredricks

Professor, Biology
B.A., Coe College; M.S., University of Wisconsin-La Crosse; Ph.D., Medical College of Wisconsin

Scott Gabriel

Assistant Professor, Biology/ Biochemistry
B.S., University of Pittsburgh; Ph.D., Cornell University

Robyn Gaier

Instructor, Philosophy
B.S., B.A.; Bowling Green State University; MA Ohio University; Ph.D., Saint Louis University

Kem Gambrell

Interim Director, Master of Business Administration/ Assistant Professor, Business
B.S., Concordia University; M.S., Ph.D., University of Nebraska

David Gardiner

Associate Professor, Theatre and Music Theatre
C.F.A., DePaul University; B.F.A., University of Illinois at Urbana-Champaign; M.A., University of Arizona

Barbara M. Gayle

Vice President for Academic Affairs/Dean of Graduate Studies/Professor, Business
B.S., M.A., University of Portland; Ph.D., University of Oregon

Anthony L. Gerig

Assistant Professor, Chemistry/Physics
B.S., Taylor University; M.A., Ph.D., University of Wisconsin-Madison

Karen Gibson

Associate Professor, Nutrition and Dietetics
B.S., Mankato State University; M.S., University of Kentucky; Ph.D., University of Medicine and Dentistry of New Jersey

Vicente Guillot

Associate Professor, World Languages
B.A., Universitat de Valencia; M.A., Villanova University

Andrew Hamilton

Associate Professor, History
B.A., Grinnell College; M.A., Ph.D., University of Wisconsin-Madison

Larry Harwood

Professor, Religious Studies/Philosophy
B.S., North Carolina State University; M.A., Trinity Evangelical Divinity School; Ph.D., Marquette University

Deane Hatteberg

Assistant Professor, Nursing
B.S.N., University of Minnesota; M.S.N., University of Wisconsin-Madison

Mary Ellen Haupt

Associate Professor, Music
B.A., College of Saint Scholastica; M.M., Ph.D., Washington University

Jennifer Hedrick Erickson

Assistant Dean, School of Nursing, BSN Completion Program/Associate Professor, Nursing
B.S.N., Viterbo University; M.S.N., University of Wisconsin-Eau Claire

Alida Herling

Associate Professor, Nutrition and Dietetics
B.S., Stout State University; M.P.H., University of Minnesota

Janet Holter

Assistant Professor, Sociology
B.S., University of Wisconsin-La Crosse; B.S., Winona State University; M.S., University of Wisconsin-Madison

Jason Howard

Associate Professor, Religious Studies/Philosophy
B.A., Wilfrid Laurier University; M.A., Brock University; Ph.D., Catholic University of Couvain

Karla Hughes

Assistant Professor, Theatre and Music Theatre
B.A., Colorado State University; M.M., Wichita State University

Susan Hughes

Master of Arts in Education Program Specialist/Assistant Professor, Education
B.A., Saint Mary-of-the Woods; M.Ed., University of Cincinnati; Ed.D., Benedictine University

Sheryl Jacobson

Associate Professor, Nursing
B.S., Luther College; M.S., University of Alaska

Jesús Jambrina

Associate Professor, History/World Languages
B.A., University of Havana; M.A., Ph.D., University of Iowa

Jan Janiszewski

Associate Professor, Business
B.S., M.S., University of Wisconsin-Milwaukee

Daniel Johnson-Wilmot

Professor, Music
B.A., Saint John's University; M.M., University of Wisconsin-Madison

Ward Jones

Professor, Biology
B.S., M.S., Ball State University; Ph.D., Montana State University

Carol Klitzke

Associate Professor, Nutrition and Dietetics
B.S., University of Minnesota; M.S., University of Wisconsin-Stout

Thomas Knothe

Dean, School of Business/ Associate Professor, Business
B.S., Viterbo University; J.D., Willamette University

Keith Knutson

Associate Professor, History
B.S., M.Ed., University of Wisconsin-La Crosse; Ph.D., University of Missouri-Columbia

Valerie Kokott-Rebhahn

Assistant Professor, Psychology
B.S., Viterbo University; M.A., Saint Mary's University Minnesota

Chad Kolbe

Associate Professor, Theatre and Music Theatre
B.A., University of Northern Iowa; M.F.A., Purdue University

Pam Knowles

Assistant Professor, Nursing
B.S.N., M.S.N., Viterbo University

Anne Kruse

Iowa Educational Leadership Program Specialist/ Professor, Education
A.A., Iowa Western Community College; B.S.Ed, University of Nebraska at Omaha; M.E., Ph.D., Iowa State University

Jackie Kuennen

Professor, Nursing
B.S.N., University of Iowa; M.S., University of Minnesota; Ed.D., University of Northern Iowa

Theresa Kunavich

Assistant Professor, Nursing
B.S.N., Viterbo University; M.S.N., Loyola University-Chicago

Richard Kyte

Director, D.B. Reinhart Institute for Ethics in Leadership/ Professor, Religious Studies and Philosophy
B.A., Hamline University; M.A., Ph.D., The Johns Hopkins University

Charlie Lawrence

Assistant Professor, Biology
B.S., Mount Union College; Ph.D., Kent State University

Sarah Lee

Assistant Professor, Nursing
B.S.N., M.S.N., Viterbo University

Sheldon Lee

Assistant Professor, Mathematics
B.S., University of Wisconsin-Stout; M.S., Northern Arizona University; Ph.D., Colorado State University

Sherri Lisota

Associate Professor, Art
B.A., University of South Carolina; M.F.A., Vermont College of Norwich University

Michael Lopez-Kaley

Director, Honors Program/ Assistant Professor, Religious Studies and Philosophy
B.A., The Catholic University of America; M.A. St. John's University; Ph.D., Marquette University

Frank Ludwig

Associate Professor, Theatre and Music Theatre
B.F.A., University of South Dakota; M.F.A., University of Iowa

Venancio Luz

Assistant Professor, Communication Studies
B.A., Viterbo University

Jessica Madson

Assistant Professor, Nutrition and Dietetics
B.S., Iowa State University; M.S., Illinois State University

Richard Maresh

Associate Professor, Mathematics
B.S., Saint Louis University; M.A., University of California, Irvine; M.S., University of Evansville

Jo Ann Marson

Associate Professor, Business
B.A., Marian College; M.B.A., University of Wisconsin-La Crosse

Joe Miller

Assistant Professor, Art
B.S. Viterbo University; M.A., M.F.A., University of Iowa

Elizabeth Marzoni

Assistant Professor, English
B.A. Knox College; Ph.D., Western Michigan University

Dana McConnell

Assistant Professor, Theatre and Music Theatre
B.A., Luther College; M.F.A., University of Oklahoma

Janet McLean

Associate Professor, Theatre and Music Theatre
A.A., Rochester Community College; B.F.A.,
University of South Dakota; M.A., University of
Idaho; Ph.D., University of Kansas

Debra Murray

*Director, Master of Science in Mental Health
Counseling/Professor, Psychology*
B.S., Viterbo University; M.A., St. Mary's
University of Minnesota; Psy.D., University of
Saint Thomas

Andrew Myer

Assistant Professor, Criminal Justice
B.A., Saint John's University; M.S., University of
Cincinnati

Laura Nettles, FSPA

Assistant Professor, Religious Studies
B.A., University of Wyoming; M.A., St.
Bonaventure University; M.A., Theological Union

Bonnie Nesbitt

*Director, Master of Science in Nursing/Assistant Dean,
School of Nursing/Professor, Nursing*
B.S.N., Viterbo University; M.S.N., University of
Wisconsin-Madison; Ph.D., University of
Wisconsin-Milwaukee

Thomas Neumann

Assistant Professor, Nursing
B.S., University of Wisconsin-Madison; M.S.,
University of Minnesota

Heather Norsby

Assistant Professor, Nursing
B.S.N., Viterbo University; M.S., University of
Wisconsin-Madison

Jeffrey Nyseth

Assistant Professor, Communication Studies
B.A., Winona State University; M.S., University of
Wisconsin-Stout

Alissa Oelfke

*Director, Center for Adult Learning/Assistant Professor,
Business*
B.S., Marquette University; M.B.A., Viterbo
University

Todd Ondell

Assistant Professor, Business
B.S., University of Wisconsin-Madison; M.Ed.,
University of Florida; Ed.D., Indiana University

Anika Paaren-Sdano

Assistant Professor, Education
B.A., University of Wisconsin-Madison; M.Ed.,
Xavier University

Deborah Peetz

Assistant Professor, Nursing
B.S.N., M.S.N., Viterbo University

Raymond Preiss

Professor, Communication Studies
B.S., Missouri State University; M.A., West
Virginia University; Ph.D., University of Oregon

Rhonda Rabbitt

*Director, Graduate Studies, School of
Education/Assistant Dean School of
Education/Associate Professor, Education*
B.S., University of Wisconsin-Eau Claire; ME-PD,
University of Wisconsin-La Crosse; Ed.D.,
Fielding Graduate Institute

Reverend William Reese

Associate Professor, Religious Studies/Philosophy
B.S. Ed., M.Ed., Concordia University; M.Div.,
S.T.M., Th.D., Concordia Seminary; D.Min.,
Gordon-Conwell Theological Seminary

David Richardson

Instructor, Music
B.M., Boston University; M.M., Manhattan School
of Music

Silvana Richardson

Dean, School of Nursing/Professor, Nursing
B.S.N., Loyola University, Chicago; M.H.S.N.,
Governors' State University; Ph.D., Southern
Illinois University at Carbondale

Mary Therese Rinzel

Assistant Professor, Nursing
B.S.N., Viterbo University; M.S.N., Northern
Illinois University

Gary Robbins

Assistant Professor, Psychology
B.S., Ph.D., University of Iowa

John Robinson

Assistant Professor, Business
B.S., Brigham Young University

Paul Robinson

Assistant Professor, Business
B.B.A., University of Wisconsin-Madison; J.D., Brigham Young University

Vaughn Rodgers

Associate Professor, Chemistry
B.S., Humboldt State University; Ph.D., Purdue University

Susan Cosby Ronnenberg

Associate Professor, English
B.A., Hendrix College; M.A., Southwest Missouri State University; Ph.D., University of Oklahoma

Jennifer Sadowski

Director, Distance Education/ Associate Professor, Biology
B.S., Purdue University; Ph.D., University of Kentucky

Jean Saladino

Associate Professor, Music
B.M.E., Wichita State University; M.M., Florida State University

R. Jean Salk

Assistant Professor, Business
B.A., B.S., Evergreen State College; M.A., Ph.D., University of Minnesota

Rolf Samuels

Director of the Core Curriculum/ Associate Professor, English
B.A., Earlham College; M.A., Iowa State University; Ph.D., University of Wisconsin-Madison

Anna Sanders-Bonelli

Associate Professor, Sociology/ Social Work/ Criminal Justice
B.A., Miami University; M.A., University of Oklahoma; Ph.D., University of Delaware

David Saunders-Scott

Assistant Professor, Psychology
B.A., Macalester College; M.A., Minnesota State University, Mankato; Ph.D., Eastern Michigan University

Kristin Schams

Assistant Professor, Nursing
B.S.N., Viterbo University; M.S.N., University of Wisconsin-Eau Claire; DNP, Rocky Mountain University of Health Professions

Linda Schams

Assistant Instructor, Biology
B.S., University of Wisconsin-La Crosse

Ann E. Schoenecker

Assistant Professor, Music
B.A., Luther College; M.M., University of Missouri; D.M.A., University of Minnesota

Lisa Schoenfelder

Professor, Art
B.F.A., M.F.A., Ph.D., University of Iowa

Timothy Schorr

Dean, School of Fine Arts/ Associate Professor, Music
B.M., Eastern Illinois University; M.M., D.M.A., University of Cincinnati

Lucy Slinger, FSPA

Assistant Professor, Interdisciplinary Studies
B.S., Viterbo University; M.A.S.L., Viterbo University; M.S., Ph.D., Michigan State University

Grant Smith

Professor, English
B.A., Idaho State University; M.A., Utah State University; Ph.D., University of Iowa

Michael Smuksta

Professor, History
B.A., M.A., Ph.D., Northern Illinois University

Judy Stafslie

Instructor, Music
B.M., Viterbo University

Naomi Stennes-Spidahl

Director of Academic Assessment and Institutional Research/ Instructor, English
B.A., University of Minnesota; M.A., University of North Dakota

Gretel Stock-Kupperman

Director, Todd Webr Memorial Library/ Assistant Professor
B.A., University of Wisconsin-Stevens Point; M.S.L., University of Illinois at Urbana-Champaign; M.S., Benedictine University

Mary Ellen Stolder

Assistant Professor, Nursing
B.S., M.S., University of Wisconsin-Madison; M.A., University of Wisconsin-Eau Claire

Jeffrey Stolz

Professor, Theatre and Music Theatre
B.F.A., University of Minnesota-Duluth; M.F.A.,
University of Wisconsin-Madison

Judy Talbott

Associate Professor, Nursing
B.S.N., University of Cincinnati; M.H.A., Xavier
University; M.S., Winona State University

Glena Temple

Dean, School of Letters and Sciences/Professor, Biology
B.S., Allegheny College; M.A., University of
Minnesota; Ph.D., University of California,
Riverside

Thomas Thibodeau

*Distinguished Professor of Servant Leadership/ Director,
Master of Arts in Servant Leadership/ Associate
Professor, Religious Studies/Philosophy*
B.A., Saint John's University; M.A., St. Mary's
University of Minnesota

Delayne Vogel

*Assistant Dean, School of Nursing/ Associate Professor,
Nursing*
B.S.N., M.S.N., Winona State University

Rick Walters

Associate Professor, Theatre and Music Theatre
B.S., University of Evansville; M.F.A., University
of Minnesota

Liza Ware

Assistant Professor, Psychology
B.A., Reed College; M.A., Ph.D., Northwestern
University

Kathleen Warner

Assistant Professor, Nursing
B.S.N., Viterbo University; M.S.N., University of
Wisconsin-Milwaukee

David Waters

Associate Professor, Business
B.S., University of Wisconsin-La Crosse; M.A.,
Ph.D., University of Minnesota

Edward Wenzel

Associate Professor, Education
B.A., M.S., Ph.D., University of Wisconsin-
Madison

Christine Wilson

*Simulation Coordinator/ Assistant Professor,
Nursing*
B.S.N., M.S.N., Viterbo University

Toni Wissestad

Assistant Professor, Nursing
B.S.N., M.S.N., Viterbo University

Michael Wodzak

Assistant Professor, Mathematics
B.Ed., University of London; M.A., Ph.D.,
University of Missouri-Columbia

Victoria Wodzak

Assistant Professor, English
B.A., M.A., Ph.D., University of Missouri-
Columbia

Anita Wood

Assistant Professor, Business
B.A., Concordia College; M.B.A., Monterey
Institute of International Studies

Emeriti

La Vonne Abts, FSPA

Professor Emerita, Chemistry

Ronald Amel

Professor Emeritus, Chemistry

Dorie Beres

Professor Emerita, Nursing

Michael John Collins

Professor Emeritus, Chemistry

Tim Crane

Professor Emeritus, Art

Vivien Edwards

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John Havertape

Professor Emeritus, Education

Joan Keller-Maresh

Professor Emerita, Nursing

Lawrence Krajewski

Professor Emeritus, Mathematics

James Larson

Professor Emeritus, Chemistry

Marie Leon La Croix, FSPA

Professor Emerita, Theatre

Arlene Laverdiere, FSPA

Professor Emerita, Music

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Professor Emeritus, Psychology

Roland Nelson

Professor Emeritus, English

Robert Richgels

Professor Emeritus, History

Susan Rush

Professor Emerita, Music Theatre

Darrell Pofahl

Professor Emeritus, sociology

Marcus Saegrove

Professor Emeritus, mathematics

Ronald Schaefer

Professor Emeritus, Psychology

John Schroeder

Professor Emeritus, Business/Education

Bernyne Stark, FSPA

Professor Emerita, French

Carlene Unser, FSPA

Professor Emerita, Art

Patricia Wessels

Professor Emerita, Nursing

Wayne Wojciechowski

Professor Emeritus

Patricia Zander

Professor Emerita, Nursing

Academic Calendar

	2012-2013	2013-2014	2014-2015
SEMESTER I			
Classes Begin	August 27	August 26	August 25
Labor Day	September 3	September 2	September 1
Mid-semester Break	October 19	October 18	October 17
Thanksgiving Break	November 21-25	November 27-December 1	November 26-30
Final Exams	December 10-14	December 9-13	December 8-12
Commencement	December 15	December 14	December 13
SEMESTER II			
Classes Begin	January 14	January 13	January 12
Spring Break	March 4-8	March 3-7	March 2-6
Easter Break	March 28-1	April 17-21	April 2-6
Final Exams	May 6-10	May 5-9	May 4-8
Commencement	May 11	May 10	May 9
Out-Service	May 13-17	May 12-16	May 11-15
2015-2016			
SEMESTER I			
Classes Begin	August 31	August 29	
Labor Day	September 7	September 5	
Mid-semester Break	October 23	October 21	
Thanksgiving Break	November 25-29	November 23-27	
Final Exams	December 14-18	December 12-16	
Commencement	December 19	December 17	
SEMESTER II			
Classes Begin	January 18	January 16	
Spring Break	March 7-11	March 6-10	
Easter Break	March 24-28	April 13-17	
Final Exams	May 9-13	May 8-12	
Commencement	May 14	May 13	
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