



**VITERBO**UNIVERSITY

**UNDERGRADUATE CATALOG  
2018–2019**



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Viterbo University is accredited by the Higher Learning Commission ([hlcommission.org](http://hlcommission.org)), a regional accreditation agency recognized by the U.S. Department of Education. 230 South LaSalle Street, Suite 7-500, Chicago, Illinois 60604-1411, 800-621-7440; 312-263-0456; [info@hlcommission.org](mailto:info@hlcommission.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 curricular requirements in the catalog in effect at the time of entry (as a new degree seeking student) and duration of attendance at Viterbo provided attendance is uninterrupted and a degree is completed within a period of six years.

All academic policy and course additions/revisions will apply to all students as of the date they become effective, regardless of whether they were in effect at the time the student initially enrolled at Viterbo.

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.

## Accreditation and Approvals

### Viterbo University and its programs are accredited by:

- The Higher Learning Commission  
30 North LaSalle Street, Suite 2400, Chicago, IL 60602-2504; 800-621-7440;  
[www.ncahigherlearningcommission.org](http://www.ncahigherlearningcommission.org)
- American Chemical Society (ACS)  
1155 Sixteenth St. NW, Washington, DC 20036; 1-800-333-9511; <http://www.acs.org>
- American Society of Biochemistry and Molecular Biology (ASBMB)  
11200 Rockville Pike, Suite 302, Rockville, MD 20852; 240-283-6600; <http://asbmb.org>
- Accreditation Council for Business Schools and Programs (ACBSP)  
11520 West 119th Street, Overland Park, KS 66213, (913) 339-9356; [www.acbsp.org](http://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 (CCNE)  
One Dupont Circle, NW, Suite 530, Washington, DC 20036; 202-887-6791;  
<http://www.aacn.nche.edu/accreditation/>
- Council for Accreditation of Counseling and Related Educational Programs (CACREP)  
1001 North Fairfax Street, Suite 510, Alexandria, VA 22314; 703-535-5990; <http://www.cacrep.org>
- Council for the Accreditation of Educator Preparation (CAEP)  
1140 19<sup>th</sup> St NW, Suite 400, Washington, DC 20036; (202) 223-0077; <http://www.caepnet.org>
- Council on Social Work Education (CSWE)  
1725 Duke Street, Suite 500, Alexandria, VA 22314-3457; 703-683.8080; <http://www.cswe.org/>  
11520 West 119th Street, Overland Park, KS 66213, 913-339-9356; [www.acbsp.org](http://www.acbsp.org)
- National Association of Schools of Music (NASM)  
11250 Roger Bacon Drive, Suite 21, Reston, VA 20190-5248; 703-437-0700;  
<http://nasm.arts-accredit.org>

The nursing program is approved by the Wisconsin State Board of Nursing for the licensure of registered nurses.

The substance abuse counseling program is approved by the State of Wisconsin's Department of Safety and Professional Services as a pre-certification education program for Substance Abuse Counselor certification in the state of Wisconsin.

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

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

Viterbo University is recognized and approved by the Iowa State Board of Education for the K-12 Principal licensure/Supervisor of Special Education (189) and is recognized approved by the Iowa Board of Educational Examiners to offer the following endorsements: Early Childhood (106), Middle School (182), Reading Teacher (148,149) and the Reading Specialist (176), and Talented and Gifted (107).  
(<https://www.educateiowa.gov/sites/files/ed/documents/2014-5-15%20Viterbo%20Tab%20M.pdf>)

## Degree and Other Offerings

Viterbo University offers the following undergraduate degrees:

- Associate of Arts
- Associate of Science
- Bachelor of Art Education
- Bachelor of Arts
- Bachelor of Business Administration
- Bachelor of Fine Arts
- Bachelor of Liberal Studies
- Bachelor of Music
- Bachelor of Science
- Bachelor of Science in Community-Medical Dietetics
- Bachelor of Science in Education
- Bachelor of Science in Nursing

### Pre-And Post-Professional Programs

- Pre-Art Therapy, Chiropractic, Dentistry, Law, Medicine, Occupational Therapy, Optometry, Pathologist's Assistant, Pharmacy, Physical Therapy, Physician Assistant, Podiatry, Veterinary
- Community Interpreting Certificate
- Dietetics Internship

### Accelerated Degree Programs

- Biology (three years)

### Graduate Programs

- Master of Arts in Education
- Master of Arts in Servant Leadership
- Master of Business Administration
- Doctor of Nursing Practice
- Master of Science in Mental Health Counseling

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

## Mission, Vision, Identity – Core Values – History

<http://www.viterbo.edu/about-viterbo>

## Campus Facilities and Grounds

<http://www.viterbo.edu/about/campus-information>

## 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.

# Admissions

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 Admissions Criteria

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.

### 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, felonies, misdemeanors, pending criminal charges, and diversion agreements (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) housing facility evictions, (6) other pertinent offenses or violations.

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 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 affairs, the vice president for academic affairs, the vice president for enrollment management, 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 affairs criminal convictions occurring since completing the application for admission. This policy applies to all Viterbo University incoming and current students.

## **Admission Criteria**

Any student who does not meet one or more of the admission criteria will be referred to the director of admissions and/or the Viterbo University Admission Committee for further review and consideration. The admissions committee will offer a recommendation on the admission of the student, or ask for additional information, which may include but is not limited to updated transcripts, test scores, personal statement, letter of recommendation, phone, video, or in-person interview, or that the student come to campus and take a Viterbo University placement test.

Admission to Viterbo University does not equate with admission into every academic program. Many programs have additional requirements for admission as an incoming student or a continuing Viterbo student, which may include performing arts auditions, art portfolio reviews, satisfactory prerequisite coursework or background checks, etc. In these cases, additional steps and review may be required. Additionally, changes of an intended major or academic program may require a new admission review for incoming students.

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

### **Freshman Admission for Traditional Daytime Programs**

<http://www.viterbo.edu/freshman-admission-information>

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

Freshman students will be considered for admission if they have received or are on track to receive their high school diploma (or equivalent) prior to enrolling. If a student is deficient in GPA, test scores, or other program specific requirements, their file will be reviewed by our Admission Committee.

### **Transfer Admission for Traditional Daytime Programs**

<http://www.viterbo.edu/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 same calendar year as the intended date of entry at Viterbo.

Transfer students will be considered for admission as long as they have a cumulative GPA of at least 2.25 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. Additional program-specific requirements may apply. If a student is deficient in one of these categories, their file will be reviewed by our Admission Committee.

### **Associate Degree Admission – Adult Learning**

<http://www.viterbo.edu/adult-learning>

The associate degree program is offered in an online format.

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 Student Success 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.

### **Bachelor Degree Completion Admission – Adult Learning**

<http://www.viterbo.edu/adult-learning>

Applicants must have earned an associate degree or 30 or more credits of applicable coursework from a regionally accredited institution, or be an accepted BSN Pathways student. Bachelor degree completion programs are offered in evening, hybrid, or online formats.

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.

### **Alternative Credit/Transfer Credit**

See the Academic Regulations section of the catalog for information on alternative means to earned credit, such as ACE, Advanced Placement, CLEP, DANTES, International Baccalaureate, military training, or prior life/work experiences.

See the Academic Regulations section of the catalog for information on Viterbo's transfer credit policy.

### **Reentry and Readmission**

The application for reentry can also be found on the Forms link on the registrar's office Web page.

<http://www.viterbo.edu/admission/apply-online>

### **International Student Admission**

<http://www.viterbo.edu/international-student-admission>

### **High School Students: Early College Credit Program**

<http://www.viterbo.edu/admission/dual-credit>

Viterbo University welcomes students in the Wisconsin Early College Credit Program. High school students who have not yet graduated and who have been pre-approved to take college coursework by their school district may attend Viterbo University on a space available basis 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 and may be paid in full by the school district or in combination with the school district per state guidelines. Additional admission criteria may apply. High school students not approved by their district through the Wisconsin Early College Credit Program yet still choosing to enroll as a non-degree student in Viterbo coursework are responsible for all costs associated with the coursework.

### **High School Students: Diocesan High School College Credit Program**

Viterbo University offers college credit to students enrolled in approved high schools. The course and high school 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 at a reduced per credit charge.

**Non-degree-seeking Student**

<http://www.viterbo.edu/non-degree-seeking-student>

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 online student application at <http://www.viterbo.edu/apply>. 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 undergraduate 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. This program is not available during the summer. To apply and register, complete the online application at <http://www.viterbo.edu/apply>.

**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.



## Tuition and Fees

<http://www.viterbo.edu/business-office/student-information>

Tuition and fees are set on a yearly basis. The university may set additional fees as needed. Students pay for their own books and course materials. **All expense items are subject to change.**

### Business Office Policies

Except where noted, information about the following policies may be found on the above link.

- **Viterbo University Bookstore** -- Semester-based students are allowed to charge books to their account the first week of each semester, excluding summer session.
- **Student Identification Card** -- <http://www.viterbo.edu/physical-plant/key-and-access-card-policy>
- **Parking**
- **Payment Policy**
- **Federal Truth-in-Lending Act**
- **Refunds** (semester-based programs)

## Financial Aid

<http://www.viterbo.edu/financial-aid>

### Financial Aid Application Procedures

<http://www.viterbo.edu/financial-aid/applying-aid>

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# Student Life

The student handbook is found at <http://www.thezonelive.com/zone/public/6/schoolHome.asp?i=316>

## **Campus Activities/Student Activities Board**

<http://www.viterbo.edu/campus-activities>

## **Student Government Association**

<http://www.viterbo.edu/student-government-association>

## **Student Organizations**

<http://www.viterbo.edu/student-organizations>

## **Student Publications**

<http://www.viterbo.edu/student-organizations/student-publications>

## **Campus Ministry**

<http://www.viterbo.edu/campus-ministry>

## **Counseling Services**

<http://www.viterbo.edu/counseling-services>

## **Cultural Activities (Fine Arts Center)**

<http://www.viterbo.edu/fine-arts-center>

## **Dining Services**

<http://www.campusdish.com/en-US/CSMW/Viterbo>

## **Health Services**

<http://www.viterbo.edu/health-services>

## **Intercollegiate Athletics**

<http://www.viterboathletics.com/>

## **Recreational Sports**

<http://www.viterbo.edu/recreational-sports>

## **Residence Life**

<http://www.viterbo.edu/residence-life>

## **Security/ 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 security or from the campus safety website.

## **Annual Security Report and Fire Safety Report**

<http://www.viterbo.edu/student-development>

## **Graduation Rates**

Graduation rate of first time freshmen - <http://www.viterbo.edu/institutional-research>

## **Student Development**

<http://www.viterbo.edu/student-development>

# Academic Services

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.

**Academic Advising**

<http://www.viterbo.edu/academic-advising>

**Academic Early Alert**

<http://www.viterbo.edu/student-academic-success/early-alert>

**Academic Resource Center**

<http://www.viterbo.edu/academic-resource-center>

**Career Services**

<http://www.viterbo.edu/career-services>

**Disability Services**

<http://www.viterbo.edu/academic-resource-center/students-diagnosed-needs-accommodations-0>

**Library Services**

<http://www.viterbo.edu/library>

**Technology Support**

<http://www.viterbo.edu/instructional-and-information-technology>

**Help Desk**

<http://www.viterbo.edu/helpdesk>

# Academic Regulations and Policies

## Academic Calendar

<http://www.viterbo.edu/registrar/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 Forgiveness Policy for Reentry Students

Students who reenter Viterbo University after at least two years' absence and whose cumulative grade point average is below a 2.5 at the time of re-entry may petition for academic forgiveness of previous Viterbo coursework. This petition will be reviewed by the Academic Standing Committee, and convened by the Director of Student Success, which will decide whether academic forgiveness will be granted.

Academic forgiveness means that:

- All credits earned in semesters in which academic forgiveness is granted will be treated as earned or not earned, similar to grades of CR/NC, and will not count towards the student's GPA. Grades of C or better translate to earned credits, whereas grades of CD or below translate to no credit. Since all credits below a C are lost when academic forgiveness is granted, students should carefully consider whether it is in their best interests to petition for academic forgiveness. Once academic forgiveness is granted, the decision is final. On the student's transcript, all grades earned prior to reentry will remain but be identified by the statement "academic forgiveness policy applied to the above."
- A new cumulative GPA will begin from the semester of reentry to Viterbo
- Students who are granted academic forgiveness are eligible to graduate with academic honors; however, the original grades of the forgiven coursework will be used in the grade point average (GPA) calculation for academic honors.

In order to be granted academic forgiveness a student must:

- Have been readmitted to Viterbo University and in been continuous attendance since reentry
- Have completed, since reentry, at least 16 but not more than 45 credits of graded coursework
- Have an overall GPA of at least 2.0 since reentry
- Apply to the Director of Student Success for academic forgiveness. The online form can be found on the Office of the Registrar webpage

A student will be granted academic forgiveness no more than once. The criteria for entry into specific programs are independent of this policy.

## Academic Integrity

All members of the Viterbo University community are expected to conduct themselves in an ethical manner and adhere to the highest standards of academic integrity. Furthermore, Viterbo University students are expected to adhere to a standard of academic honesty befitting their enrollment in this Catholic Franciscan university. They will not engage in plagiarism, cheating, lying, or stealing, nor will they tolerate those who do so. Fundamental to the principle of independent learning and professional growth is the requirement of honesty and integrity in the conduct of one's academic life. Academic dishonesty in any form is a serious offense against the academic community. Each academic program will review the standards of academic integrity and have students acknowledge their acceptance of the standards.

## Academic Integrity Policy

Viterbo University students, faculty, and administration share the responsibility of maintaining a standard of academic honesty. The faculty must 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 are responsible for understanding and refraining from academic misconduct.

### **Academic Misconduct Policy**

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,

- Violating course rules as contained in the course syllabus or other information provided to the student; violating program regulations as established by departmental committees and made available to students;
- Knowingly providing or receiving information from others during examinations; or possessing or using unauthorized materials during examinations;
- Knowingly providing or using assistance in the laboratory, on field work, in scholarship, or on a course assignment when said work was to be completed individually;
- Submitting plagiarized work for an academic requirement.  
Plagiarism is the representation of another's work or ideas as one's own whether intentional or unintentional; it includes the unacknowledged paraphrasing or word-for-word use of another person's work, and/or the inappropriate unacknowledged use of another person's ideas. Each student is responsible for understanding plagiarism and the consequences of committing plagiarism. The Viterbo University library offers information about plagiarism and how it can be avoided. Viterbo students are strongly encouraged to complete an online tutorial on avoiding plagiarism, which is available at [www.indiana.edu/~istd](http://www.indiana.edu/~istd).
- Submitting substantially the same work to satisfy requirements for one course or academic requirement that has been submitted to satisfy requirements for another course or academic requirement, without permission of either the instructor of the course for which the work is being submitted or the supervising authority for the academic requirement;
- Falsifying or fabricating laboratory results, research results, or any other assignments;
- Serving as, or enlisting the assistance of a substitute for a student in the taking of examinations;
- Altering grades or marks in an effort to change the earned grade or credit;
- Altering university forms or records, or using such forms or records without authorization; or
- Engaging in activities that unfairly place other students at a disadvantage, such as taking, hiding, or altering resource material, or manipulating a grading system. A faculty member who suspects a student of academic misconduct shall follow these steps.
- Notify the student in writing of the allegation.
- Contact the program director (graduate program) and /or the department chair or dean of the college (undergraduate program)
- Contact the vice president for academic affairs to notify that office that the student is involved in an allegation of academic misconduct and to discover if the student has previously violated the academic integrity policy.

### **Procedures for Unintentional Violations of Academic Misconduct Policy (undergraduate/graduate)**

If the student has not previously committed academic misconduct, the faculty member shall determine whether this academic misconduct is intentional or unintentional. Unintentional academic misconduct occurs when a student attempts to acknowledge, quote, and/or cite sources but does so inadequately or incorrectly. In determining if the misconduct is intentional or unintentional, the faculty member may consult with the student and/or program director. Students may have only one report of unintentional academic misconduct; more than one unintentional offense shall be treated as intentional academic misconduct.

If the faculty member determines that the misconduct is unintentional, the faculty member:

- Must provide a written warning that the continuation or repetition of academic misconduct will be cause for additional disciplinary action; and
- May award a failing grade on the assignment; or
- May require the student to resubmit the corrected assignment or complete an alternative assignment. The faculty member shall determine the grade for the resubmitted or alternate assignment.

In determining the appropriate sanction, the faculty member shall consider all pertinent facts, including the nature of the offense, mitigating and aggravating circumstances, and the student's response to the event. The faculty member shall notify the vice president for academic affairs that the misconduct was determined to be unintentional so that the vice president for academic affairs' office may properly monitor all faculty notifications for patterns of academic misconduct.

### **Procedures for Intentional Violations of Academic Misconduct Policy (undergraduate/graduate)**

#### Graduate Program Procedures

If the faculty member determines that the misconduct was intentional, he or she shall refer the incident to the director of the relevant graduate program. The director of the program shall collect all pertinent facts, including the nature of the offense, mitigating circumstances, the student's response to the event, and the failure of the individual to comply with past sanctions. The program director shall make the final determination of whether or not academic misconduct occurred and, if so, whether said misconduct was intentional or unintentional.

If the program director finds that the student has intentionally violated the academic integrity policy, the program director will notify the student in writing and make a recommendation to the academic vice president who shall impose sanction(s). At a minimum, the student shall receive a failing grade in the course. Most cases of intentional academic misconduct at the graduate level will result in either suspension or expulsion from Viterbo University.

#### Undergraduate Program Procedures

If the faculty member decides that the misconduct was intentional or the student admits the academic misconduct, then one or more of the following sanctions may be imposed by the faculty member:

- Award a failing grade on the test or paper; or
- Require the student to take another test or resubmit the paper;
- Award a failing grade for the class. (This action must have the approval of the dean of the relevant college.)

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 dean of the relevant school. Imposing sanctions will be deferred pending the dean's finding on the allegation. The school dean shall collect all pertinent facts, including the nature of the offense, mitigating circumstances, the student's response to the event, and the failure of the individual to comply with past sanctions. The school dean shall make the final determination of whether or not academic misconduct occurred and, if so, whether said misconduct was intentional or unintentional.

If the faculty member or college 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. 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.

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.

### **Procedures for Subsequent Violations of Academic Misconduct Policy (undergraduate/graduate)**

If the student's record shows previous academic misconduct, the matter shall be handled by the vice president for academic affairs, who may impose one or more of the following sanctions:

- Interim suspension – Suspension from classes, campus facilities, university premises and/or university-sponsored functions, for an interim period pending disciplinary proceedings. A student suspended on an interim basis may discuss with the academic vice president or designee the reliability of the information related to the student's academic misconduct.

- University suspension – Separation from the University for a specified period of time. The academic vice president may specify conditions for readmission
- University expulsion – Permanent separation of the student from the University.

The vice president for academic affairs will communicate the decision in writing to the student. The academic vice president will also send a copy of the letter to the vice president for student development, or designee.

In accordance with procedures set forth in the Viterbo University Student Handbook, students may appeal any decision for breach of academic honesty to the University Board of Review. (See academic appeals below.) In any appeal case the breach of the academic policy itself takes precedence over the sanction given for the violation.

### **Procedural Norms for Academic Appeals**

In accordance with procedures set forth in the Viterbo University Student Handbook, students may appeal any decision for breach of academic honesty to the University Board of Review. (See academic appeals below.) In any appeal case the breach of the academic policy itself takes precedence over the sanction given for the violation.

#### Appeals Process for the Academic Integrity Policy

When a student disputes the charge of breaching the academic honesty policy or the sanction given for the violation:

- The student should address in writing the specific complaint to the individual faculty member and include copies of all communication used in the initial stages of the investigation.
- If the student disagrees with the faculty member's decision, the student may continue the written complaint and include copies of all communication used in the stages of the investigation to the program director (graduate) or chairperson of the relevant department (undergraduate).
- If the student disagrees with the program director or chairperson's decision, the student may continue the written complaint and include copies of all communication used in the stages of the investigation to the dean of the relevant college.
- If the student disagrees with the dean's decision, the student may continue the written complaint and include copies of all communication used in the stages of the investigation to the vice president for academic affairs.

If the informal appeals do not satisfactorily resolve the grade dispute, the student may file a formal, written appeal to the Board of Review.

When called upon, the Board of Review will meet during:

- Fall in-service week in August (To address all spring and first seven-week summer session appeals.)
- The last week in November (To address all summer and first eight-week fall session appeals.)
- The second week in April (To address all fall and first eight-week spring session appeals.)
- Any other times as necessary

Formal grade appeals to the Board of Review must be filed within the first four weeks of the subsequent semester following the finalization of grades in the Registrar's office. This written appeal shall include:

- A request to the chairperson of the Board of Review to meet to hear the appeal.
- An initial statement of the problem, including both a chronology of events leading up to the informal appeal, and a description of the previous attempts to resolve the dispute with the instructor, chairperson, dean, and Vice President for Academic Affairs.
- Submission of a name of a member of the Viterbo University faculty, administration, general staff, or student body to serve on the Board of Review on the student's behalf.

The Board of Review will acknowledge the receipt of the appeal within five working days and notify the student of the next Board of Appeals meeting date.

A copy of the written appeal shall be presented to the vice president for academic affairs and the aggrieved faculty member, program and/or department by the Board of Review within five working days. The respondents shall in turn present in writing a response with any necessary documentation to the Board of Review with five working days. The vice president for academic affairs shall name a member of the Viterbo University faculty, administration, general staff, and/or student body to serve on the Board of Review on the respondent's behalf.

All parties affected by the appeal shall have a copy of the student's written grievance no later than three working days before their meeting with the Board of Review. All parties that the Board requests to participate in the hearing will be notified in writing no later than three working days before a meeting convenes.

Any additional evidence deemed necessary by the Board to consider the appeal adequately shall be solicited in writing no later than three working days before the meeting date. All written statements and documentation shall be made available to both the complainant, the respondent, the vice president for academic affairs, and to the president by the chairperson of the Board of Review no later than one working day in advance of the meeting.

The Board of Review may let stand the decision of the vice president for academic affairs, reverse it, or take another course of action, including but not limited to remanding the issue to any previous party in the appeals process. If after thorough review of a grade dispute, the Board of Review finds a serious injustice in the awarding of the grade, it may recommend a grade change to the president of the university. The grade change can be affected only by the action of the president on the specific recommendation of the Board of Review.

The recommendation(s) of the Board of Review shall be submitted to the president and conveyed in writing within 24 hours of the end of the hearing to the student who filed the appeal, the affected faculty member, the affected department's chairperson, and the vice president for academic affairs.

The decision of the Board of Review may be appealed by either party to the president of the university. The appeal must be written and submitted to the president within two weeks of the recommendation by the Board of Review. After considering the appeal, the president shall render a decision, which is final. The president shall notify both parties of the decision within one week of this appeal.

Other than the deadline for initiating the appeals process, all deadlines stated in the appeals process may, given good cause, be lengthened or shortened by the reviewing entity upon the request of either party or at the reviewing entity's own discretion.

All records and correspondence in such cases will be kept in the office files of the vice president for academic affairs until graduation. Students' academic transcripts shall exclude academic misconduct violations except for cases of expulsion.

## **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. This form cannot be submitted without the permission of the student's advisor, department chair and college dean.

## **Academic Standing**

### **Academic Probation**

The purpose of academic probation is to assist students' academic progress. Students whose scholastic performance is below a cumulative GPA of 2.0 are placed on probation. Students whose semester GPA is below a 2.0 for two consecutive semesters may be placed on academic probation. Students on academic probation may take no more than 14 credits in the semester in which they are on probation, and may be required to complete other terms of probation. Students are removed from probation when the cumulative grade point average reaches 2.0 or above and a semester grade point average above a 2.0 is achieved.



**Academic Eligibility for Extra-Curricular or Non-Required Co-curricular Involvement**

Students who have been placed on academic probation may be restricted from serving on University committees or participating in extra-curricular activities, non-required co-curricular activities, or intercollegiate athletics.

**Suspension****Academic**

Students on probation who have failed to obtain a cumulative grade point average of 2.0 at the end of the term in which they were on academic probation may be academically suspended from the university. Additionally, any student who receives less than a 1.00 semester GPA may be suspended due to insufficient academic progress. Academic suspension may have an impact on an international student's visa status. After a minimum of one full fall or spring semester of non-enrollment a student can petition the vice president of academic affairs to be eligible for reenrollment by completing the Academic Suspension Petition for Reentry form. A suspended student may not enroll for summer courses, nor apply for a leave of absence.

**Administrative**

Students who are excessively absent from class or have otherwise failed to meet university standards may be administratively suspended from the course and/or university at any time within a given semester. Students will be contacted via their university email account and phone prior to the administrative suspension. An administrative suspension may have an impact on a student's financial aid and/or visa status (international student) and students must contact the financial aid office, business office and/or global education office to discuss the implications. Students will receive a grade of "SU" on their transcript for courses enrolled in the semester of their administrative suspension. The "SU" grade will calculate in the students' grade point average as an "F" would (zero grade points.) It also may be replaced, per the repeat policy. After a minimum of one full fall or spring semester of non-enrollment a student can petition the vice president of academic affairs to be eligible for reenrollment by completing the Academic Suspension Petition for Reentry form. A suspended student may not enroll for summer courses, nor apply for a leave of absence.

**Appeals Process for Suspension**

Students who are suspended from the university may appeal the suspension and ask to return to school immediately rather than remain away from the university for the required one semester. In order to appeal the suspension decision, a student must submit an Academic Suspension Appeal form to the director of student success and retention along with any appropriate documentation to substantiate any extenuating circumstances identified in the appeal. The completed Academic Suspension Appeal form will outline why the student should be allowed to return before the suspension period is completed and why returning would be the best strategy for academic success. Suspension appeals are reviewed by the Academic Standing Committee, and the student may be asked to meet with the committee prior to a decision's being made about the appeal. The application deadlines for fall, spring and summer readmission are August 15, January 1 and April 15 respectively. The committee will review the appeal and make a decision regarding the student's readmission within 10 working days. If the appeal is granted, students will be placed on probation and follow the policy set forth for students on academic probation.

**Readmission after Suspension**

Students who are suspended must sit out for a minimum of one full fall or spring semester (not including summer). Students must apply for readmission by completing the online reentry application and the Academic Suspension Petition for Reentry form to be eligible for reenrollment. The petition must be submitted to the director of student success and retention and should provide evidence of commitment towards academic success. The application deadline for fall readmission is August 1, December 15 for spring semester, and April 15 for summer session. Reenrollment is not guaranteed. In the first regular semester after readmission, reinstated students will be on academic probation. See the Academic Probation section of this catalog for further details. Reinstated students will follow the catalog requirements for the semester of their readmission and may be subjected, by the director of student academic success, to other conditions for their continuance. These may include, but are not limited to:

- Earning a semester GPA of at least 2.0
- Registering for no more than 14 credits
- Attending all classes

- Repeating any courses in which the student received a failing grade
- Earning mid-term grades of at least C
- Attending regular scheduled meetings with the director of student academic success, academic counselor, or academic advisor
- Making use of the Academic Resource Center as determined to be necessary
- Adhering to the Academic Success Contract made with the director of student academic success.

### Dismissal

Viterbo University retains the right to dismiss a student from the university for grievous acts of academic misconduct. See the Administrative Withdrawal section of the student handbook for further details. A student dismissed from the institution is ineligible to return to Viterbo University.

### Alternative Credit

<http://www.viterbo.edu/registrar/transfer-and-alternative-credit>

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 (CLEP), Advanced Placement Examination, International Baccalaureate, or Credit for Prior Learning towards a bachelor degree. CLEP equivalents are acceptable for students in graduate programs requiring prerequisite coursework. Exam or alternative credit work taken within the last 10 years will be accepted. Individual schools or departments may also require that exam equivalent coursework in the major be current with academic and professional standards.

### 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 be enrolled as a degree seeking student at Viterbo University to receive credit. The Advanced Placement course equivalency policy is on the registrar's 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). 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 page for information about CLEP test dates. The CLEP course equivalency policy is on the registrar's office's Web page for further information.

### Credit for Prior Learning

The credit for prior learning (portfolio) program is for students 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 nine credits may be earned by portfolio by associate and master's degree students and a maximum of 15 credits may be earned by portfolio by bachelor degree students.

### To seek approval of undergraduate-level credits:

To participate in the credit for prior learning program at the undergraduate level, a student must:

- Be currently enrolled.
- Meet with their academic adviser to review options for possible credit.

- Using Viterbo's registration system, enroll in the Council on Adult and Experiential Learning (CAEL) 100 CPL Portfolio Preparation online course. The student will receive 3 credits for taking this course, upon successful completion.
- Construct a portfolio containing lifetime/work learning applicable to the student learning outcomes of a course in the Viterbo University catalog, or a college-level course approved for credit at another regionally-accredited institution. After completion of the CAEL 100 course, you may submit up to 3 portfolios (worth 3 credits each) at no additional cost. In addition, you may submit one additional portfolio (worth 3 credits) for an additional fee, paid directly to CAEL. The total of 4 portfolios and the 3-credit CAEL 100 course would be the maximum number of credits you could receive for prior learning (due to the 15-credit maximum).
- You must submit the portfolio(s) to CAEL, as instructed during the CAEL 100 course, within the deadline of 6 months after completing the portfolio preparation course. The portfolio will be sent to an appropriate faculty reviewer(s) for evaluation.
- CAEL will notify Viterbo of the credits approved after the portfolio has been reviewed.
- The Registrar's office will apply the approved credits to your transcript.

### **To seek approval of graduate-level credits:**

To participate in the credit for prior learning program at the graduate level, a student must:

- Be currently enrolled.
- Meet with the program director/coordinator to get instructions and make a plan for completing the portfolio.
- Complete Parts A and B of the Application for Credit for Prior Learning, and submit the portfolio review fee to the Business Office (obtaining their signature in Part C of the Application for Credit for Prior Learning).
- Construct a portfolio containing lifetime/work learning applicable to the student learning outcomes of a course in the Viterbo University catalog.
- Submit the portfolio to the program director/coordinator. The portfolio will be sent to the appropriate faculty reviewer(s) for evaluation.
- Upon receipt of the Application for Credit for Prior Learning with parts D and E completed by the faculty reviewer(s), and approved by the Vice President of Academic Affairs (VPAA), the program director/coordinator will notify you of the decision.
- Take the Application for Credit for Prior Learning to the Business Office and pay the portfolio fees for each credit approved by the faculty reviewer.
- Submit the completed application form, with all required signatures, to the Registrar's office so the approved credits can be awarded. Students who would like to know more about credit for prior learning are encouraged to contact their adviser, program director, or program coordinator. Not all graduate programs accept credit for prior 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. The IBP course equivalency policy is on the registrar's office's Web page for further information.

### **National College Credit Recommendation Service**

Viterbo University will grant credit for education experiences based on evaluation by the National College Credit Recommendation Service (CCRS), formerly, 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**

<http://www.viterbo.edu/spanish/retroactive-credit>

Students who enter Viterbo University with advanced preparation in Spanish may receive from three to 12 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.

## **Attendance Policy**

### **Expectations for Students**

- 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. 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.
- In light of the above, students are expected to attend all classes and notify instructors beforehand of all foreseen absences.
- Absence from class may result in the loss of financial aid, including federal financial aid, and may lead to the requirement to repay financial aid funds to Viterbo University.
- If absence from class is unavoidable due to illness, emergency, jury duty, etc., the student will contact the course instructor or the Director of Student Success. The instructor may ask for documentation.
- A student who is not able to attend classes due to military obligations should refer to the Military Deployment policy.
- Regardless of the reasons for absence, the student is responsible for any coursework missed and for any assignment the course instructor may give to make up for the absence.

### **Expectations for Faculty and Other Viterbo University Officials**

- Each faculty member will establish a reasonable attendance policy, which will be stated in the course syllabus and shared at the beginning of the course. If the course requires the student to complete any activity, in or out of class time, that can be performed only at the time specified in the syllabus, the instructor will inform the student of this by the end of the second week of the course.
- Faculty will keep a weekly record of attendance for each student to comply with federal financial aid guidelines.
- A course instructor may issue a failing grade to a student who has missed more than 15% of the classes for the course, and will notify the student of this decision. Absences caused by attending required co-curricular or extracurricular activities or officially representing Viterbo University in another capacity will not be counted towards this 15%. The Viterbo University official responsible for the student's activity during such events will notify the instructor from whose class the student will be absent of known required absences by the end of the second week of the course.

## Online Attendance

Attendance is expected in all online courses. Student attendance in an online class is defined as active participation in the course as described in the course syllabus

### Guidelines for Online Attendance

- A student who has not logged into their online course during the first three days may be dropped from the course.
- Instructors in online courses are responsible for providing students with clear instructions of the active participation requirements for the class. Instructors will state on the syllabus the specific expectations for active participation.
- Completion of assignments is expected on a weekly basis. If a student has not logged into their online class for a period of seven days or longer, they may receive a failing grade or be administratively dropped from the course.
- Faculty will report students who are not actively participating in their online course through the Starfish Early Alert System.
- Students not able to participate in classes due to military obligations should refer to the Military Deployment policy.

## 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. Students may not repeat courses for which credit was received as audited courses 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 an online non-degree student application for initial entrance to Viterbo University. Non-degree students should check the current fee schedule, published in the class schedule, for rate.

## Center for Adult Learning Students Enrolling in Traditional Course Sections

Students pursuing an adult learning degree completion bachelor degree program may take a maximum of three courses outside of the courses offered through the Center for Adult Learning.

### 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 instructional 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 following formula.

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

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

## Cooperative Program with the University of Wisconsin-La Crosse

Undergraduate 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 bachelor degree program. (One charged the tuition plateau between 12-18 credits; not a program offered through the Center for Adult Learning or graduate program.) 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 registrar's office. The deadline to submit the form is May 1 for fall semester and December 1 for spring semester.

## Credit/No Credit Courses

Students may elect to take some courses for credit/no credit. In such courses, the instructor will submit a letter grade for the student and the registrar will convert that grade as follows: A grade of C or above shall be converted to CR, meaning that the student earned credit towards graduation requirements, and a grade of CD or below shall be converted to NC, meaning that the student earned no credit. In neither case shall the grade be included when calculating the student's GPA. The policy for credit/no credit is as follows:

- Students must register courses as CR/NC during the first 11 class days of the semester
- Students must have a cumulative GPA of at least 2.0. (First semester freshmen need the permission of the director of student success)
- Students may not ordinarily exceed 18 credits of CR/NC courses (including those courses graded only CR/NC) towards degree requirements
- If a student has reached the maximum of 18 credits, an exception may be made for those courses required by the major and graded only on a CR/NC basis. The exception needs the permission of the vice president for academic affairs
- Courses counting towards a major or minor, area of concentration or professional education courses may not be taken CR/NC unless so specified by the respective department
- If a student later wishes to major in a field in which a CR/NC course was already taken, and credit was given, the respective department may choose to accept the credit grade, but the credit grade will not be converted to a letter grade.
- Departments shall have the option of specifying the CR/NC system of grading for those courses for which they consider such a system more appropriate.

## Dean's List

The Dean's List honors exemplary academic achievement. The Dean's List will be compiled and published after all grades for the term are calculated; approximately March 15 for fall semester, July 15 for spring semester, and October 15 for summer session. To merit a place on the Dean's List, a student must achieve a semester grade point average of 3.50 and complete a minimum of six letter-graded credits. The Dean's List is published in the hometown newspaper for those students who have supplied that information to the university.

## 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	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
SU	Administrative Suspension Awarded to students who do not officially drop a course, but who are not participating in course activities. The SU 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.

### 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, college 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 first four weeks 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.

### 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. 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 third 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).

## Internships

A maximum of 12 internship credits is allowed per fall or spring semester; nine internship credits are the maximum allowed for the summer (a total of 15 credits may be applied to graduation requirements).

### Internship Incomplete and Add/Drop Policy

Students may add internship credits after the first week of classes at the discretion of the Intern Coordinator and with the approval of the student's advisor. Students who wish to add internship credits are responsible for checking with the Financial Aid and Business Offices to determine possible financial ramifications.

Student interns may request a grade of Incomplete if factors beyond their control at the intern site prevent them from completing their hours. The Intern Coordinator will determine the appropriateness of a grade of Incomplete in cases where hours are unfinished due to other factors. Students are responsible for submitting an Incomplete Grade Request to the Intern Coordinator.

Student interns who wish to reduce their number of intern credits may do so at the discretion of the Intern Coordinator. Requests must be made in writing to the Intern Coordinator no later than two weeks prior to the last day of classes. Students who wish to reduce the number of internship credits are responsible for checking with the Financial Aid and Business Offices to determine possible financial ramifications. Student athletes who wish to reduce their number of internship credits should check with the Athletics Department to determine possible eligibility ramifications.

## Leave of Absence

Undergraduate students are granted a continuous one-year leave of absence upon withdrawing or not being enrolled for any reason. Students will remain in the same catalog for curriculum requirements, provided they return to Viterbo University according to the guidelines specified below.

- The leave of absence begins the day of withdrawal or last day of last term attended, including summer, and remains in force for no more than three full, consecutive semesters, including summer.
- The student returns to the same program (major) as was declared upon last day of attendance.
- The student is not considered an officially enrolled student when not registered for any courses. The student also is not designated as being on a leave of absence for any official purposes.
- 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 registrar's office 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 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 members of the National Guard. This policy also applies to students who are spouses of activated service members if they have a dependent child.

The director of student success will serve as the main contact for the student. In all cases, 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 the student is deployed.

- The student must provide a copy of his/her orders.
- If the deployment occurs after a semester begins and will be for the duration of the semester or longer, then the following will apply:
  - If the student decides he/she cannot continue his/her studies, he/she 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 (Moodle, 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.
  - A grade of W will be applied to all the courses from which the student decides to withdraw due to the deployment.
- If the deployment or mandatory training is short term (beginning and ending during the same semester), every effort will be made, in consultation with the faculty members involved, and deans or department chairs, to accommodate the short term absence.
- If the deployment occurs between semesters, it is recommended that the student contact the director of student success to discuss options.

## 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 the semester. 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 (undergraduate and graduate semester-based program students) may be made via the VitNet online system any time after a student's initial registration time, within the following parameters.

A full semester course may be added through the first week of the semester. When students wish to change a section or credit value for a full-semester 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. At the request of the advisor, and only with the consent of the instructor, a full semester course may be added after the fifth but before the 10th business day of the semester.

Compressed courses may be added until the first day of the class.

Students may drop full-semester courses during the first eight weeks. See the Important Dates on the registrar's office Web page for deadlines as they are different for each term. A drop will result in the deletion of the course from the permanent record. Full semester course drops completed after the eighth week through Monday of the 11th week will result in a grade of W. No full-semester drops are allowed after the deadline to receive a grade of W. Drop deadlines for courses other than 15 weeks in length are prorated accordingly. For all courses, the official drop date is the date the drop is completed in VitNet.

### Maximum Credit Load

Full-time credit load is a minimum of 12 credits for undergraduate students during a traditional fall or spring semester. A student may enroll in up to 20 credits, in any format, in any semester (fall, spring, or summer).

A traditional or Center for Adult Learning student may be enrolled in up to eight credits in a compressed format at any given time in any semester.

### Repeating Courses

The following policy applies only to courses that are not repeatable for further credit, and does not override the right of any program/department to set policies that restrict the repetition of their courses:

Students may take a course no more than three times. Each grade is listed on the permanent record. Unless the course is repeatable for credit, only the last grade is used in computing the grade point average. Repeating courses may affect financial aid, academic progress, and 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 approval before taking a course at another institution.

### Sex Discrimination, Sexual Harassment, and Sexual Misconduct

<http://www.viterbo.edu/sex-discrimination-sexual-harassment-and-sexual-misconduct>

Respect of others, responsibility for one's behavior and adherence to standard of conduct are essential to building a safe and healthy university community. Therefore, sexual misconduct will not be tolerated at Viterbo University, as it is a crime and a serious violation of trust, dignity, and rights. Sexual misconduct shows disregard for standards outlined in the Viterbo University Code of Student Conduct, state, and federal law.

At Viterbo University, force, coercion, non-consensual sexual contact, non-consensual sexual intercourse, sexual harassment, stalking, dating violence, domestic violence, and sexual exploitation are considered forms of sexual misconduct. A definition of each term can be found in the headings on the left side of this webpage. Additionally, consent is essential in the prevention of sexual misconduct and requires speech indicating a freely given agreement to have sexual intercourse or participate in sexual activities. Silence, previous sexual relationships, or current relationships are not an indication of consent. The use of alcohol or drugs may limit the capacity to give consent. (A college study with 119 schools participating nationwide reported alcohol involved in nearly 72 percent of rapes. Harvard School of Public Health, 2004).

A student or employee charged with sexual misconduct may be disciplined under the Viterbo University Code of Student Conduct and/or prosecuted under Wisconsin criminal statutes. Viterbo University may pursue disciplinary action independent of the criminal system which may result in removal from the university. Results of campus disciplinary proceedings involving sex offenses are provided to the person filing the report as well as the accused. The Vice President for Student Development will assist persons who have been assaulted in making necessary changes to academic schedules, housing assignments, etc. ***Please be aware of the difference between reporting groups and understand that non-confidential resources are required by law to report the act of sexual misconduct so an investigation can take place.***

## Resources and Supports

### Confidential Viterbo Support Resources

LeeAnn Van Vreede Director of Counseling Services	4 Student Development Center	608-796-3808 <a href="mailto:levanvreede@viterbo.edu">levanvreede@viterbo.edu</a>
Sue Danielson Director of Health Services	3 Student Development Center	608-796-3806 <a href="mailto:scdanielson@viterbo.edu">scdanielson@viterbo.edu</a>
Fr. Conrad Targonski Dir. of Campus Ministry and University Chaplain	370 Murphy Center	608-796-3904 <a href="mailto:catargonski@viterbo.edu">catargonski@viterbo.edu</a>

**\*These employees will report the incident of sexual misconduct, but will omit any identifying information.**

### Confidential Community Resources

Mayo Franciscan Healthcare Safe Path	608-392-7804
Mayo Franciscan Healthcare SANE Nurses	608-392-9720
Gundersen Sexual Assault Services	608-775-5950
Gundersen Sexual Abuse Counseling and Support Services	608-775-3845
Great Rivers 211 Information and Referral Hotline	Dial 211 or 1-800-362-8255
New Horizons Shelter for Battered Women	608-791-2600

## Student Records

<http://www.viterbo.edu/registrar/ferpa>

### 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**

<http://www.viterbo.edu/institutional-research/>

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.

## **Technology (Use of)**

All semester-based students are given a Moodle, email account, and VitNet account. Moodle is Viterbo University’s online course management software for most programs. 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.

## **Transcripts**

<http://www.viterbo.edu/registrar/requesting-transcript>

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. There is a per transcript fee.

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.

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## 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. A student will 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.

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

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

Students who transfer to Viterbo University with an earned baccalaureate or associates 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). 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 practice, and philosophical and moral inquiry requirements (unless required by the students' major as a program requirement). The baccalaureate or associates 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).

The Office of the Registrar will perform a transfer credit audit as part of the annual report to ensure transfer credit policies and guidelines are being met.

## Transfer Articulation Agreements

Viterbo University has transfer student articulation agreements with numerous institutions. A full list is available from the Admission website at <http://www.viterbo.edu/transfer-student-admission>.

## 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 complete an official withdrawal form and meet with his/her academic advisor. 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 published on the Business Office web page for the fall, spring, and summer terms. A student who wishes to re-enter for any subsequent term must complete a re-entry application form for re-acceptance. Failing grades are recorded for students who do not officially withdraw from the university.

# LIVE, the 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, audiences, 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 (Youth Options), etc.
- Depending upon the number of credits awarded at the time of matriculation, transfer bachelor degree students must complete two, three, or four Mission Seminars. Students must have earned 24 credits to waive one mission seminar and 46 credits to waive two mission seminars.
- Franciscan Values and Traditions and The Ethical Life Mission Seminar courses are not repeatable for credit. A student can receive credit for only one Mission Seminar course at the 100 and 400 levels even though the courses have different numbers.
- 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

Please note that Foundations and Ways of Thinking requirements that are satisfied by departmental courses or Mission Seminars are subject to change. If changes are approved, the Core Curriculum designation at the time the course is taken will supersede the designation indicated in this catalog.

**Foundations Requirements** (should be completed by the student's second year).

*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 207; ENGL 212, 213, 214, 215, 255, 307; LBST 212; MGMT 300; MUSC 328; NUTR 340; OMGT 302; SOCL 265; SOWK 240; THTR 244, 281

### Quantitative Literacy (three credits)

Approved Courses: COMM 211; MGMT 230; MATH courses numbered 111 or higher; OMGT 305; PSYC 223; SOCL 223

Other: an ACT Mathematics score of 27 or higher

### Information Literacy (one course)

Approved Courses: ENGL 103, 104, 105, 195, 212, 215, 307; BIOL-397; CHEM-397; EDUC-207; LBST-212; MGMT 300; NURS 340; OMGT 302; SOWK 240; UNST 301

### Oral Communication (one course)

Approved Courses: AADM 200; ARTS 350, 351; BIOL 250; COMM 150; CRMJ 265; EDUC 255; ENGL 255; MGMT 140, 203; MUSC 327; NURS 240; PHIL 244; PSYC 270; SOCL 265; SOWK 275; SPAN 306; THTR 291

## Mission Seminars

### Franciscan Values and Traditions - FVT (one course)

Approved Courses: VUSM 100, 101, 110, 120, 125, 126, 127, 140, 150, 151, 170, 180

### Living in a Diverse World - LDW (one course)

Approved Courses: ENGL 394, LASP 200, PHIL 365, SOCL 320, SOWK 328, VUSM 200, 201, 226, 240, 251, 252, 253, 260, 280, 281, 286, 290, 291, 292, 293, 341

### Serving the Common Good - SCG (one course)

Approved Courses: MGMT 374, SOCL 354, VUSM 300, 325, 330, 340, 380, 390, 392

### The Ethical Life - TEL (one course)

Approved Courses: VUSM 400, 420, 430, 431, 432, 486



**Ways of Thinking**

Students may meet Ways of Thinking requirements with co-counting Mission Seminars, which are listed below.

**Historical Analysis (three credits)**

Approved Courses: HIST 101, 102, 105, 106, 111, 112, 153, 217, 218, 220, 221, 247, 254, 304, 308, 311, 315, 330, 335, 342, 344, 346, 347, 349, 351, 352, 353, 354, 355, 359, 370, 373, 380, 385, 395; SPML 220; VUSM 140, 340, 341

**Literary Analysis (three credits)**

Approved Courses: EDUC 280; ENGL 204, 208, 220, 221, 231, 232, 233, 243, 253, 303, 309, 320, 321, 322, 324, 325, 326, 328, 336, 338, 345, 346, 347, 354, 360, 370, 375, 380, 385, 390; SPAN 308, 314, 316, 318; THTR 320, 440; VUSM 240, 252, 260

**Scientific Reasoning in the Natural Sciences (four credits)**

Approved Courses: BIOL 100, 160, 161, 203, 296; CHEM 101, 106, 120; ENVS 101; ESCI 103; PHYS 102, 250, 260, 270; VUSM 170

**Scientific Reasoning in the Social Sciences (three credits)**

Approved Courses: COMM 230; GEOG 132; POSC 121; PSYC 110, 171; SOCL 125, 310, 320, 330, 345; SOWK 210; VUSM 180, 201, 280, 291, 380

**Artistic Engagement (three credits)**

Approved Courses: ARTS 103, 105, 108, 111, 112, 121, 122, 160, 200, 203, 207, 216, 239; COMM 105, 115; DANC 100, 105; ENGL 211, 311, 312; MUSC 101, 103, 109, 135, 136, 137, 139, 200, 335, 336, 337, 339; MUPI/MUVO 168, 171, 368, 371; THTR 100, 244, 260, 355; VUSM 150, 151, 251

**Theological Inquiry (three credits)**

Approved Courses: RLST 160, 305, 342; VUSM 120

**Integrating Faith and Practice (three credits)**

Approved Courses: RLST 222, 261, 262, 311, 317, 323, 331, 343, 345, 348, 352, 380, 425, 433, 450, 465; VUSM 226, 325, 431

**Philosophical and Moral Inquiry (three credits)**

Approved Courses: OMGT 402; PHIL 100, 101, 105, 244, 302, 310, 311, 312, 313, 314, 315, 316, 317, 320, 321, 322, 340, 360, 365, 370, 375, 381; VUSM 330

## 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 or Student Planning and through consultation with their advisors.

Students must follow the catalog requirements in effect when they enter Viterbo University and remain in effect as long as the student attends on an uninterrupted basis and completes a degree within the timeline established by their degree and/or program. Undergraduate students who change their major, may need to follow a different catalog. Students who enter 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.

### Associate Degree Requirements

See the Associate Degree Program section for associate degree requirements.

### 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 120 credits
- earn a minimum of 40 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 to not include transfer or alternative credits (see Alternative Credit section of the Academic Regulations and Policies section)
- attend Viterbo University on an uninterrupted basis and completes a degree within a period of six years

#### Bachelor of Arts

All students seeking the Bachelor of Arts degree must complete three classes (nine credits minimum) of world language in preferably one, but not more than two languages. 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 11 credits of natural science and/or mathematics. In addition to courses in the Natural Science and Mathematics Division, all courses that qualify for Scientific Reasoning in the Natural Sciences or Quantitative Literacy credit within the LIVE program count toward the total.

#### School of Humanities Graduation Requirement

All majors in the School of Humanities are required to complete one of the following as part of the baccalaureate degree requirements.

- A minor from any discipline on campus.
  - For transfer students, secondary education majors, or students who change majors after 28 credits at Viterbo, a concentration of nine credits in the same discipline outside of their major will be accepted in lieu of a minor. For example, a broad field social studies major would satisfy this requirement with education courses
- A year of study in the same language.
  - May be satisfied by four years of the same world language study in high school.
  - May be satisfied by an Advanced Placement score of three or higher in any language, regardless of whether or not Viterbo equivalent credit was awarded.
  - May be satisfied by a minimum of six transfer credits of a world language.
  - May be satisfied by retroactive Spanish credits, per the retroactive language policy.

- A study abroad/immersion experience.
  - May be satisfied with a credit bearing study abroad experience.
  - May be satisfied with six credits of courses with embedded immersion experiences (domestic or global) of a minimum of five days in length. As examples, Viterbo offers the following courses: HIST 217, Christianity in the Ancient World; HIST 220, The City in History.
  - May be waived for a non-course embedded immersion experience (e.g. service trips) if the student can demonstrate a pre-trip orientation, connection to college-level academic content, and post-trip reflection.

### **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 150 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.

### **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 not offered by the Center for Adult Learning.

### **Minor**

Students are encouraged to complete one or more minors. Minors are established to enhance a student's knowledge base and skill set by developing an additional area of interest beyond the major. Minors at Viterbo University require between 15 and 22 credits. Minors resulting in education licensure may require additional credits. A minimum of eight of the credits must be unique to the minor and must not be part of the student's major, prerequisites or support courses for the major, nor part of another minor. There is no limit placed on the number of courses in the minor that can co-count with core curriculum requirements.

Students may declare a minor by completing a form obtained from the academic advising web page at <http://www.viterbo.edu/academic-advising/forms>, in the Student Help Office, from the academic advising coordinator, or in the Office of the Registrar. This form must be on file in the Office of the Registrar at least six months prior to graduation.

### **Honors**

Honor medallions, for the commencement ceremony, are given to bachelor degree candidates 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 undergraduate 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 honors medallion. 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.

<b>Honor</b>	<b>Required Viterbo Grade Point Average</b>	<b>Required Hours Completed at Viterbo on a Letter Grade Basis</b>
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

## 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 complete an online application for degree form in Student Planning no later than Sept. 15 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.

## 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.

# Associate Degree Program

## Policy

A maximum of 30 credits may be accepted as transfer credits into the online associate degree program. A maximum of 70 credits may be taken.

## Associate of Arts

- **Requirements** – COMM 150, 211, ENGL 103, 104, PHIL 101, RLST 160, 262, SOCL 125, an approved Franciscan Values and Traditions course (VUSM 100 level), an approved Living in a Diverse World course, an approved Core Curriculum Foundations Communications II course (ENGL 215 recommended), an approved Core Curriculum Foundations Quantitative Literacy course (met by COMM 211), an approved Core Curriculum Ways of Thinking Artistic Awareness course (MUSC 109 recommended), an approved Core Curriculum Ways of Thinking Historical Analysis course (HIST 112 recommended), an approved Core Curriculum Ways of Thinking Literary Analysis course (ENGL 208 recommended), an approved Core Curriculum Ways of Thinking Scientific Reasoning in the Natural Sciences Course (ENVS 101 recommended), an approved Core Curriculum Ways of Thinking Scientific Reasoning in the Social Sciences Course (PSYC 171 recommended), an approved Core Curriculum Ways of Thinking Philosophical Inquiry course (PHIL 100 recommended), elective credits to reach 62 total credits
- **Business emphasis requirements (optional)** – BLAW 343, ECON 102, INFO 200, OMGT 306
- **Final degree requirements** - 62 total minimum credits

## Associate of Science

- **Requirements** – BIOL 203, COMM 150, 211, ENGL 103, 104, PHIL 101, RLST 160, 262, SOCL 125, an approved Franciscan Values and Traditions course (VUSM 100 level), an approved Living in a Diverse World course, an approved Core Curriculum Foundations Communications II course (ENGL 215 recommended), an approved Core Curriculum Foundations Quantitative Literacy course (met by COMM 211), an approved Core Curriculum Ways of Thinking Artistic Awareness course (MUSC 109 recommended), an approved Core Curriculum Ways of Thinking Historical Analysis course (HIST 112 recommended), an approved Core Curriculum Ways of Thinking Literary Analysis course (ENGL 208 recommended), an approved Core Curriculum Ways of Thinking Scientific Reasoning in the Natural Sciences Course (ENVS 101 recommended), an approved Core Curriculum Ways of Thinking Scientific Reasoning in the Social Sciences Course (PSYC 171 recommended) an approved Core Curriculum Ways of Thinking Philosophical Inquiry course (PHIL 100 recommended), elective credits to reach 62 total credits
- **Business emphasis requirements (optional)** – BLAW 343, ECON 102, INFO 200, OMGT 306
- **Final degree requirements** - 62 total minimum credits

## Transfer Agreement (Associate of Arts or Science)

This degree program provides an opportunity for students to complete one year of coursework at Western Technical College and complete an Associate of Arts or Associate of Science degree in one additional year. Students must fulfill all requirements for the Core Curriculum, mission seminars, major requirements, Associate of Arts or Associate of Science requirements and final degree requirements. Transfer courses and waivers and/or substitutions could modify the credit total in the core curriculum and major.

# Bachelor Degree Programs / Majors / Minors

## Degrees Offered:

Bachelor of Art Education (B.A.Ed.)

Bachelor of Arts (B.A.)

Bachelor of Business Administration (B.B.A.)

Bachelor of Fine Arts (B.F.A.)

Bachelor of Liberal Studies (B.L.S.)

Bachelor of Music (B.M.)

Bachelor of Science (B.S.)

Bachelor of Science in Community-Medical Dietetics (B.S.C.M.D.)

Bachelor of Science in Education (B.S.Ed.)

Bachelor of Science in Nursing (B.S.N.)

## Accounting Major

<http://www.viterbo.edu/accounting>

### Program Learning Outcomes

- Apply principles of various business disciplines to solve complex issues using strategic and critical approaches to decision-making and problem solving.
- Demonstrate sound ethical decision-making skills to identify, analyze and resolve workplace issues in financial accounting, auditing, and taxation.
- Communicate clearly and objectively and understand that these skills are critical in the accounting profession.
- Demonstrate an understanding of the legal and regulatory environment and analyze the impact of changes in relevant requirements, constraints, and competitive practices.

### Policy

- 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 major requirement 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.
- 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.
- 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.

### Accounting Major (Bachelor of Business Administration)

- **Core curriculum and mission seminars (32-52 credits)** – see core curriculum section of catalog
- **Major requirements (67 credits)** – ACCT 211, 311, 312, 313, 321, 415, 418, 425, BLAW 343, 450, ECON 101, 102, FINA 331, MATH 270, MGMT 101, 230, 243, 300, 341, 447, 449, 492, MKTG 351, three credits of ACCT 487

- **Final degree requirements** – a minimum of 120 college level credits, minimum of 40 credits at the 300/400 level

Transfer courses and waivers and/or substitutions could modify the required credit total in the core curriculum and major.

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

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 200 or ACCT 321. Students must successfully complete all prerequisites before enrolling in the courses required in the major.

- **Core curriculum and mission seminars (24-32 credits)** – see core curriculum section of catalog
- **Major requirements (33 credits)** – ACCD 330, 340, ACCT 416, 418, 425, BLAW 450, OMGT 305, 306, 309, 318, 401
- **Final degree requirements** – a minimum of 120 college level credits, minimum of 40 credits at the 300/400 level

Transfer courses and waivers and/or substitutions could modify the required credit total in the core curriculum and major.

**Accounting (transfer agreements) Major (Bachelor of Business Administration)**

The Associate of Applied Science (A.A.S.) degree must have been earned after May 2006 for Western Technical College (WTC) graduates. Students may not begin these specifically-articulated transfer 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. A student who did not complete the A.A.S. degree could instead complete the requirements of the general major, and any completed courses of the A.A.S. would count toward the major, but in order to come into this articulated transfer agreement program, the A.A.S. must be completed prior to transfer to Viterbo. The student cannot be dually enrolled.

- **Core curriculum and mission seminars (32-52 credits)** – see core curriculum section of catalog
- **Major requirements (28-48 credits)** – see below
- **Final degree requirements** – a minimum of 120 college level credits, minimum of 40 credits at the 300/400 level

Transfer courses and waivers and/or substitutions could modify the required credit total in the core curriculum and major.

<u>Technical College</u>	<u>Associate Degree Program</u>	<u>Major Requirements</u>
Western TC	Accounting	ACCT 311, 312, 418, 425, BLAW 450, COMM 105, FINA 331, MGMT 341, 374, 449, 492, MKTG 351
Western TC	Financial Services	ACCT 311, 312, 313, 321, 415, 418, 425, COMM 105, MGMT 341, 449, 492

**Accounting (transfer agreement/degree completion) Major (Bachelor of Business Administration)**

The Associate of Applied Science (A.A.S.) degree must have been earned after May 2006 for Western Technical College (WTC) graduates. Students may not begin these specifically-articulated transfer 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. A student who did not complete the A.A.S. degree could instead complete the requirements of the general major, and any completed courses of the A.A.S. would count toward the major, but in order to come into this articulated transfer agreement program, the A.A.S. must be completed prior to transfer to Viterbo. The student cannot be dually enrolled.

- **Core curriculum and mission seminars (32-52 credits)** – see core curriculum section of catalog
- **Major requirements (28-48 credits)** – see below
- **Final degree requirements** – a minimum of 120 college level credits, minimum of 40 credits at the 300/400 level

Transfer courses and waivers and/or substitutions could modify the required credit total in the core curriculum and major.

<u>Technical College</u>	<u>Associate Degree Program</u>	<u>Major Requirements</u>
Western TC	Accounting	ACCD 330, 340, ACCT 416, 418, 425, BLAW 450, COMM 105, OMG 306, 309, 318, 402

## Accounting Minor

### Accounting Minor

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

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

## Art Major

<http://www.viterbo.edu/art-department>

### Program Learning Outcomes

- Understand the concept of idiosyncratic meaning in art and culture and create a cohesive body of work that is strong in form and content
- Write, speak, and research effectively about art, aesthetics, art criticism, and art history
- Develop an advanced level of competency in skills pertaining to the media of art and design
- Produce works of sound craft
- Understand aspects of the field of art and the various careers and venues for artists
- Become arts advocates and participate in community arts and service

### Policy

- The below courses may be used to fulfill the studio requirement: ARTS 111, 112, 121, 122, 203, 207, 216, 228, 239, 286, 288, 300, 305, 308, 316, 317, 320, 328, 339, 486, 489
- See the School of Education Web page for teacher education policy

### Studio Art (BFA) Policy

- Students may apply to this art honors program after completing their third semester as an art major. Students choose a concentration and apply for admission to this honors art program after completing the art foundations program. Students working towards the Bachelor of Art Education degree are encouraged to apply for this program. Students should consult the art department handbook for a complete list of policies and procedures.
- The B.F.A. is a professional degree that enhances career opportunities and is the preferred degree for entrance into Master of Arts or Master of Fine Arts programs.
- B.F.A. concentration areas: ceramics, design, drawing, interdisciplinary media, painting, photography, pre-art therapy, printmaking, sculpture

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

- **Core curriculum and mission seminars (32-52 credits)** – see core curriculum section of catalog  
Education majors are required to take specific core courses to satisfy DPI licensure requirements. Students may take any course fulfilling the core curriculum requirement categories, with the exception of specific courses in the categories following: oral communication – EDUC 255; historical analysis – HIST 101, 102, 106, 111, or 112; scientific reasoning in the natural sciences – ENV 101; scientific reasoning in the social sciences/living in a diverse world – SOCL 320 or VUSM 280; integrating faith and practice – RLST 433
- **Major requirements (51 credits)** – ARTS 111, 112, 121, 122, 160, 203, 206, 207, 216, 228, 239, 300 or 308, 350, 351, nine credits of art studio in the area of concentration
- **Education requirements (35 credits)** – ARTS 361, 362, 463, 464, EDUC 150, 215, 255, 306, 330, 390, 482, 483
- **Freshman and sophomore reviews, senior exhibition**



- **Final degree requirements** – a minimum of 120 college level credits, minimum of 40 credits at the 300/400 level

Transfer courses and waivers and/or substitutions could modify the required credit total in the core curriculum and major.

### **Studio Art Major (Bachelor of Arts)**

- **Core curriculum and mission seminars (32-52 credits)** – see core curriculum section of catalog
- **Major requirements (52-56 credits)** – ARTS 111, 112, 121, 122, 160, 300, 308, 350, 351, 489, 24 credits of art studio
- **Freshman and sophomore reviews, senior exhibition**
- **Bachelor of Arts requirement** – a minimum of three classes (nine credits minimum) of world language in preferably one, but not more than two languages
- **Final degree requirements** – a minimum of 120 college level credits, minimum of 40 credits at the 300/400 level

Transfer courses and waivers and/or substitutions could modify the required credit total in the core curriculum and major.

### **Studio Art Major (Bachelor of Fine Arts)**

- **Core curriculum and mission seminars (32-52 credits)** – see core curriculum section of catalog
- **Major requirements (73 credits)** – ARTS 111, 112, 121, 122, 160, 203, 207, 216, 239, 300, 308, 350, 351, 489 (three credits), 490, 30 credits of art studio (minimum of nine credits within the area of concentration)
- **Freshman and sophomore reviews, senior exhibition**
- **Final degree requirements** – a minimum of 120 college level credits, minimum of 40 credits at the 300/400 level

Transfer courses and waivers and/or substitutions could modify the required credit total in the core curriculum and major.

### **Studio Art (transfer agreement) Major (Bachelor of Fine Arts)**

This degree program provides an opportunity for students to complete one year of coursework at Western Technical College and complete a Bachelor of Fine Arts degree with a major in studio art in three additional years. Students must fulfill all requirements for the Core Curriculum, mission seminars, major requirements, and final degree requirements. Transfer courses and waivers and/or substitutions could modify the credit total in the core curriculum and major.

## **Art Minor**

### **Policy**

- The below courses may be used to fulfill the studio requirement: ARTS 111, 112, 121, 122, 203, 207, 216, 228, 286, 288, 300, 305, 308, 316, 317, 320, 328, 486, 489

### **Art Minor**

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

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

## **Arts Administration Major**

<http://www.viterbo.edu/arts-administration>

### **Program Learning Outcomes**

- Demonstrate a fundamental knowledge of the following areas: organizational structure, planning, human resource management, financial management, and legal procedures
- Compare and contrast the differences and similarities in producing and presenting the arts

- Develop and create a comprehensive arts marketing strategy including audience development, community engagement, branding, and marketing research
- Demonstrate knowledge of philanthropy and resource development including individual and corporate giving, proposal development, and sponsorship
- Demonstrate the ability to articulate the value and benefit of the arts to a variety of communities

### Arts Administration Major (Bachelor of Fine Arts)

- **Core curriculum and mission seminars (32-52 credits)** – see core curriculum section of catalog
- **Major requirements (36 credits)** – AADM 200, 300, BLAW 343, 344, ECON 102, MGMT 320, 342, 375, MKTG 351, 450, two courses from ACCT 211, INFO 200 or MGMT 210
- **Fine arts emphasis** – select one emphasis
  - **performing arts emphasis (36 credits)** – AADM 287 or 487 (minimum three credits), ARTS 160, DANC 100 or 105, MUSC 109, THTR 244, 250, 18 credits of DANC, MUSC, MUVO, THTR
  - **visual arts emphasis (30-32 credits)** – AADM 287 or 487 (minimum three credits), ARTS 111, 112, 160, 206, 350, 351, DANC 100 or 105, MUSC 109, THTR 244
- **Final degree requirements** – a minimum of 120 college level credits, minimum of 40 credits at the 300/400 level

Transfer courses and waivers and/or substitutions could modify the required credit total in the core curriculum and major.

### Arts Administration Minor

#### Arts Administration Minor (Fine Arts Majors)

- AADM 200, 300, three courses from ACCT 211, BLAW 343, MGMT 210, MGMT 320, MKTG 351

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

#### Arts Administration Minor (Non-Fine Arts Majors)

- AADM 200, 300, two courses from ARTS 160, COMM 110, DANC 100, MUSC 109, THTR 244, two courses from ACCT 211, BLAW 343, MGMT 210, MGMT 320, MKTG 351

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

### Biochemistry Major

<http://www.viterbo.edu/biochemistry>

#### Program Learning Outcomes

- **Problem Solving:** Apply theory, laws and experimental information to solve biochemical problems
- **Communication:** Demonstrate effective written and oral scientific communication including situations requiring collaborative teamwork
- **Techniques:** Demonstrate a basic understanding of the laboratory techniques used in biochemistry and related areas
- **Data Analysis:** Correctly analyze and interpret scientific data based on sound scientific reasoning
- **Literature:** Ability to understand and appreciate the primary literature in biochemistry and be able to extract the salient features and advances from journal articles

#### Biochemistry Major (Bachelor of Science)

- **Core curriculum and mission seminars (32-52 credits)** – see core curriculum section of catalog
- **Major requirements (64-65 credits)** – BIOL 160, 161, 250, 370, 499 or CHEM 499, CHEM 120, 121, 240, 360, 397, 475, MATH 220, 221 or 230, PHYS 260, 261, 270, 271, two courses from BIOL 381, 430, CHEM 330, 340, 430, one course from BIOL 489, 498, CHEM 489, 498

- **Bachelor of Science requirement** – a minimum of 11 credits of natural science and/or mathematics
- **Final degree requirements** – a minimum of 120 college level credits, minimum of 40 credits at the 300/400 level

Transfer courses and waivers and/or substitutions could modify the required credit total in the core curriculum and major.

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.

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 requirement of CHEM 350, 362, 372 or 430.

## **Biology Major**

<http://www.viterbo.edu/biology>

### **Program Learning Outcomes**

- Understand importance of interrelationships and unifying themes of major biological concepts
- Understand the elements of the scientific method, design and implement experiments independently, and analyze and present data to the faculty and peers in a competent and professional manner
- Students should be familiar with the principles, operation, and problems of common laboratory procedures and instrumentation
- Students should understand the complexity of ethical issues surrounding science

### **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.
- 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 Major (Bachelor of Science)**

- **Core curriculum and mission seminars (32-52 credits)** – see core curriculum section of catalog
- **Major requirements (57-65 credits)** – BIOL 160, 161, 250, 251, 397, 489 or 498, 499, CHEM 120, 121, 140 or 240, MATH 113 or placement into calculus, 130 or 230, PHYS 250 and 270 or 260 and 270, 17 credits of upper division from BIOL including one course from each of the following areas (three courses must include a lab)
  - **organismal biology** – BIOL 317, 347, 353, 426, 482
  - **cell and molecular biology** – BIOL 305, 370, 376, 381, 430
  - **ecological and evolutionary interactions with the environment** – BIOL 310, 321, 340

Students planning to attend medically related schools may be required to take CHEM 340 and PHYS 251/271 or 261/271.

- **Bachelor of Science requirement** – a minimum of 11 credits of natural science and/or mathematics

- **Final degree requirements** – a minimum of 120 college level credits, minimum of 40 credits at the 300/400 level

Transfer courses and waivers and/or substitutions could modify the required credit total in the core curriculum and major.

### **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.

## **Biology Minor**

### **Policy**

- 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 Minor**

- BIOL 251 or 348, a minimum of 12 credits of BIOL (a minimum of three at the upper division level)

The total credits of the minor requirements are 15-16. Transfer course, waivers and/or substitutions, and prerequisite courses could modify these credit totals.

## **Biopsychology Major**

<http://www.viterbo.edu/biopsychology>

### **Program Outcomes**

- Demonstrate the interrelationship between biology and psychology.
- Demonstrate critical thinking skills in writing in core classes
- Demonstrate critical thinking skills in verbal communication in core classes
- Analyze primary literature about research and theory in the fields of biopsychology and neuroscience
- Develop skills in collateral areas such as statistical analysis and experimental design
- Identify and think critically about the ethical issues confronting neuroscience
- Exhibit an understanding of foundational theories in both biology and psychology and how they manifest in behavior

### **Biopsychology Major (Bachelor of Science)**

- **Core curriculum and mission seminars (32-52 credits)** – see core curriculum section of catalog
- **Major requirements (54-61 credits)** – BIOL 160, 161, 250, 251, 340, 397, BIOP 261, 353, 430, 489, 499, MATH 130 or 230, PSYC 171, 270, 305 or 340, 335, eight credits from CHEM
- **Bachelor of Science requirement** – a minimum of 11 credits of natural science and/or mathematics
- **Final degree requirements** – a minimum of 120 college level credits, minimum of 40 credits at the 300/400 level

Transfer courses and waivers and/or substitutions could modify the required credit total in the core curriculum and major.

## Broad Field Social Studies Major

<http://www.viterbo.edu/broad-field-social-studies>

### Program Learning Outcomes

- Demonstrate the ability to understand the complexity of continuity and change in the chronology of human experiences
- Demonstrate the ability to develop historical perspective by relating subject matter to the broader historical context in which it occurred
- Demonstrate the ability to recognize the relationship between past and present by understanding history as provisional interpretations of the past by both the individual and society
- Demonstrate the ability to locate, evaluate, and interpret historical evidence from primary and secondary sources for establishing causation, context, and credibility
- Demonstrate the ability to 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 broad field social studies (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 Major (Bachelor of Science)

- **Core curriculum and mission seminars (32-52 credits)** – see core curriculum section of catalog
- **Major requirements (58 credits)** – ECON 101, GEOG 132, HIST 100, 101 or 105, 102 or 106, 111, 112, 370, three credits of 481, POSC 120, 121, PSYC 171, RLST 433, SOCL 125, 320, 330, 12 credits of HIST (excluding 487 or portfolio), with at least nine at the 300 level or above (HIST 295 recommended)
- **School of Humanities requirement** – a minor, a year of language study, or study abroad experience (see degree requirement section of this catalog for details)
- **Bachelor of Science requirement** – a minimum of 11 credits of natural science and/or mathematics
- **Final degree requirements** – a minimum of 120 college level credits, minimum of 40 credits at the 300/400 level

Transfer courses and waivers and/or substitutions could modify the required credit total in the core curriculum and major.

## Business Administration Major

<http://www.viterbo.edu/business-administration>

### Program Learning Outcomes

- Apply principles of various disciplines to solve complex business issues.
- Demonstrate sound ethical decision-making skills.
- Demonstrate professional communication skills.
- Demonstrate the ability to work collaboratively in teams.
- Demonstrate understanding of the common bodies of knowledge of business: finance, accounting, business law, economics, information systems, quantitative business analysis, management, marketing, and international issues.

## Policy

- 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 major requirement 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.
- 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.

### **Business Administration Major (Bachelor of Business Administration)**

- **Core curriculum and mission seminars (32-52 credits)** – see core curriculum section of catalog
- **Major requirements (70 credits)** – ACCT 211, 212, BLAW 343, ECON 101, 102, FINA 331, MATH 270, MGMT 101, 210, 230, 243, 300, 325, 341, 374, 447, 449, 492, MKTG 351, four credits from ACCT 487 or FINA 481 or 487 or HMGT 481 or 487 or MGMT 481 or 487 or MKTG 481 or 487 or SPML 481 or 487, 15 credits from ACCT, BLAW, COMM, FINA, HMGT, MGMT, MKTG, or SPML
- **Final degree requirements** – a minimum of 120 college level credits, minimum of 40 credits at the 300/400 level

Transfer courses and waivers and/or substitutions could modify the required credit total in the core curriculum and major.

### **Business Administration (transfer agreement) Major (Bachelor of Business Administration)**

The Associate of Applied Science (A.A.S.) degree must have been earned after May 2006 for Western Technical College (WTC) graduates. Students may not begin these specifically-articulated transfer 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. A student who did not complete the A.A.S. degree could instead complete the requirements of the general major, and any completed courses of the A.A.S. would count toward the major, but in order to come into this articulated transfer agreement program, the A.A.S. must be completed prior to transfer to Viterbo. The student cannot be dually enrolled.

- **Core curriculum and mission seminars (35-43 credits)** – see core curriculum section of catalog
- **Major requirements (26-42 credits)** – see below
- **Final degree requirements** – a minimum of 120 college level credits, minimum of 40 credits at the 300/400 level

Transfer courses and waivers and/or substitutions could modify the required credit total in the core curriculum and major.

### **Technical College    Associate Degree Program    Major Requirements**

<b>Western TC</b>	Administrative Professional	ACCT 211, BLAW 343, COMM 105, FINA 331, MGMT 341, 374, 447, 449, 4 credits from ACCT 487, FINA 481 or 487, MGMT 481 or 487, MKTG 481 or 487 or SPML 481 or 487, 492, MKTG 351, six credits from ACCT, BLAW, COMM, ECON, FINA, HMGT, MGMT, MKTG, SPML, SVLD
<b>Western TC</b>	Business Analyst	ACCT 211, BLAW 343, COMM 105, ECON 102, FINA 331, MGMT 341, 374, 447, 449, 492, MKTG 351, 4 credits from ACCT 487, FINA 481 or 487, MGMT 481 or 487, MKTG 481 or 487 or SPML 481 or 487, three credits from upper division ACCT, BLAW, COMM, ECON, FINA, HMGT, MGMT, MKTG, SPML, SVLD

<b>Western TC</b>	Digital Media Production	ACCT 211, BLAW 343, COMM 105, ECON 102, FINA 331, MGMT 341, 374, 447, 449, 4 credits from ACCT 487, FINA 481 or 487, MGMT 481 or 487, MKTG 481 or 487 or SPML 481 or 487, 492, MKTG 351, four credits from ACCT, BLAW, COMM, ECON, FINA, HMGT, MGMT, MKTG, SPML, SVLD
<b>Western TC</b>	Financial Services	COMM 105, MGMT 341, 374, 447, 449, 4 credits from ACCT 487, FINA 481 or 487, MGMT 481 or 487, MKTG 481 or 487 or SPML 481 or 487, 492, MKTG 351, eight credits of upper division from ACCT, BLAW, COMM, ECON, FINA, HMGT, MGMT, MKTG, SPML, SVLD
<b>Western TC</b>	Graphic Design	ACCT 211, BLAW 343, ECON 102, FINA 331, MGMT 341, 374, 447, 449, 4 credits from ACCT 487, FINA 481 or 487, MGMT 481 or 487, MKTG 481 or 487 or SPML 481 or 487, 492, six credits of upper division from ACCT, BLAW, COMM, ECON, FINA, HMGT, MGMT, MKTG, SPML, SVLD
<b>Western TC</b>	Computer Support Specialist	ACCT 211, 212, BLAW 343, COMM 105, ECON 102, FINA 331, MGMT 341, 374, 447, 449, 487, 492, MKTG 351
<b>Western TC</b>	Human Resource Management	ACCT 211, BLAW 343, COMM 105, ECON 102, FINA 331, MGMT 374, 447, 449, 487, 492, MKTG 351
<b>Western TC</b>	Network Systems Administration	ACCT 211, 212, BLAW 343, COMM 105, FINA 331, MGMT 305, 341, 374, 447, 449, 487, 492, MKTG 351
<b>Western TC</b>	Paralegal	ACCT 212, COMM 105, ECON 102, FINA 331, MGMT 341, 374, 447, 449, 492, MKTG 351, seven upper division credits from ACCT, BLAW, COMM, ECON, FINA, HMGT, MGMT, MKTG, SPML, SVLD
<b>Western TC</b>	Web and Software Developer	ACCT 211, 212, BLAW 343, COMM 105, FINA 331, MGMT 305, 341, 374, 447, 449, 487, 492, MKTG 351

## **Business Administration Minor**

### **Policy**

- Students declaring majors offered through or in conjunction with the Dahl School of Business, including arts administration and business education, are not allowed to declare the business administration minor.

### **Business Administration Minor**

- 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.

### **Chemistry Major**

<http://www.viterbo.edu/chemistry>

#### **Program Learning Outcomes**

- Problem Solving: Apply theory, laws and experimental information to solve chemical problems
- Communication: Communicate scientific information effectively orally and in writing
- Techniques: Use modern experimental techniques to prepare, isolate, purify and analyze a substance.
- Data Analysis: Design and execute an experiment, and perform an appropriate data analysis
- Safety: Demonstrate lab safety including proper procedures for conduct, protective wear, handling & disposing of hazardous materials, and emergency situations

#### **Policy**

- MATH 320, 321 and 340 are recommended electives.

#### **American Chemical Society (ACS) Accredited Chemistry Major (Bachelor of Science)**

- **Core curriculum and mission seminars (32-52 credits)** – see core curriculum section of catalog
- **Major requirements (63-66 credits)** – BIOL 160, CHEM 120, 121, 240, 330, 350, 360, 370, 397, 489 or 498, 499, MATH 220, 221, PHYS 260, 261, 270, 271, eleven (minimum) credits from CHEM 340, 362, 372, 430, 440, 475, 480
- **Bachelor of Science requirement** – a minimum of 11 credits of natural science and/or mathematics
- **Final degree requirements** – a minimum of 120 college level credits, minimum of 40 credits at the 300/400 level

Transfer courses and waivers and/or substitutions could modify the required credit total in the core curriculum and major.

### **Chemistry Minor**

#### **Chemistry Minor**

- CHEM 120, 121, three courses from 240, 330, 350, 360, or 370

The total credits of the minor requirements are 19-20. Transfer course, waivers and/or substitutions, and prerequisite courses could modify these credit totals

### **Criminal Justice Major**

<http://www.viterbo.edu/criminal-justice>

#### **Program Learning Outcomes**

- Demonstrate an understanding of the structure and function of the components of the criminal justice system.
- Demonstrate an understanding of major criminological theories and an ability to apply them to practical examples.
- Design and execute an original research project as well as critically evaluate the research of others
- Think critically about criminal justice issues and policies
- Effectively communicate their ideas orally and in writing



- Demonstrate an understanding of the professional code of ethics and an ability to make decisions consistent with those standards

### Policy

- Due to the interdisciplinary nature of the criminal justice major, students may not minor in sociology unless they take an additional nine credits in sociology, outside those required by the criminal justice major.

### Criminal Justice Major (Bachelor of Arts or Science)

- **Core curriculum/mission seminars (32-52 credits)** – see core curriculum section of this catalog
- **Major requirements (54 credits)** – CRMJ 150, 203, 265 or SOWK 240, 280, 320, 351 or SOCL 351, 364 or SOCL 364, 365, 370, 410, 470, MATH 130 or PSYC 223 or SOCL 223, PSYC 340 or SOWK 366, SOCL 125, 320, 338 or SOWK 340, six credits of CRMJ 487.
- **Bachelor of Arts requirement** – a minimum of three classes (nine credits minimum) of world language in preferably one, but not more than two languages **OR**
- **Bachelor of Science requirement** – a minimum of 11 credits of natural science and/or mathematics
- **Final degree requirements** – a minimum of 120 college level credits, minimum of 40 credits at the 300/400 level

Transfer courses and waivers and/or substitutions could modify the required credit total in the core curriculum and major.

### Criminal Justice (transfer agreement) Major (Bachelor of Arts or Science)

Students with an earned A.A.S. degree from any Wisconsin 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.

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

- **Core curriculum and mission seminars (32-52 credits)** – see core curriculum section of catalog
- **Major requirements (36 credits)** – CRMJ 265 or SOWK 240, 320, 351, 365, 370, 410, SOCL 338 or SOWK 340, PSYC 340 or SOWK 366, MATH 130 or PSYC 223 or SOCL 223, six credits of CRMJ 487
- **Bachelor of Arts requirement** – a minimum of three classes (nine credits minimum) of world language in preferably one, but not more than two languages **OR**
- **Bachelor of Science requirement** – a minimum of 11 credits of natural science and/or mathematics
- **Final degree requirements** – a minimum of 120 college level credits, minimum of 40 credits at the 300/400 level

Transfer courses and waivers and/or substitutions could modify the required credit total in the core curriculum and major.

### Criminal Justice (transfer agreement) Major (Bachelor of Science)

This degree program provides an opportunity for students to complete one year of coursework at Western Technical College and complete a Bachelor of Science degree with a major in criminal justice in three additional years. Students must fulfill all requirements for the Core Curriculum, mission seminars, major requirements, Bachelor of Science requirements and final degree requirements. Transfer courses and waivers and/or substitutions could modify the credit total in the core curriculum and major.

## Criminal Justice Minor

### Criminal Justice Minor

- CRMJ 150, 12 credits of CRMJ (a minimum of six at the upper division level)

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

## Dance Minor

### Policy

- 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 14 credits of dance courses. Courses may not be repeated to fulfill the credit requirements for the dance minor.

### Dance Minor

- DANC 100, 220, 360, one credit of 490, seven courses from DANC 110, 214, 230, 250, 270, 314, 320, 330, 350, 370, 414, 430, MUSC 284, 336

The total credits of the minor requirements are 14. Transfer course and waivers and/or substitutions could modify these credit totals.

## Education (Elementary) Major

<http://www.viterbo.edu/undergraduate-education/elementary-education>

### Program Learning Outcomes

Developed by the Interstate Teacher Assessment and Support Consortium (InTASC) and adopted by Wisconsin Department of Public Instruction (DPI)

- **LEARNER DEVELOPMENT** – The teacher understands how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and the teacher designs and implements developmentally appropriate and challenging learning experiences.
- **LEARNING DIFFERENCES** – The teacher uses understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards.
- **LEARNING ENVIRONMENTS** – The teacher works with others to create environments that support individual and collaborative learning and that encourage positive social interaction, active engagement in learning, and self-motivation.
- **CONTENT KNOWLEDGE** – The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and creates learning experiences that make these aspects of the discipline accessible and meaningful for learners to assure mastery of the content.
- **APPLICATION OF CONTENT** – The teacher understands how to connect concepts and use differing perspectives to engage learners in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues.
- **ASSESSMENT** – The teacher understands and uses multiple methods of assessment to engage learners in their own growth, to monitor learner progress, and to guide the teacher's and learner's decision making.
- **PLANNING FOR INSTRUCTION** – The teacher plans instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills, and pedagogy, as well as knowledge of learners and the community context.
- **INSTRUCTIONAL STRATEGIES** – The teacher understands and uses a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections and to build skills to apply knowledge in meaningful ways.

- **PROFESSIONAL LEARNING AND ETHICAL PRACTICE** – The teacher engages in ongoing professional learning, uses evidence to continually evaluate his/her practice, particularly the effects of his/her choices and actions on others (learners, families, other professionals, and the community), and adapts practice to meet the needs of each learner.
- **LEADERSHIP AND COLLABORATION** – The teacher seeks appropriate leadership roles and opportunities to take responsibility for student learning, to collaborate with learners, families, colleagues, other school professionals, and community members to ensure learner growth, and to advance the profession.
- **VITERBO STANDARD** – The teacher demonstrates personal qualities and values which reflect the Franciscan values identified in the Viterbo University teacher education conceptual framework.

### Policy

- See the School of Education Web page for teacher education policy.

### Early Childhood/Middle Childhood (birth through grade 6) Education Major (Bachelor of Science in Education)

- **Core curriculum and mission seminars (32-52 credits)** – see core curriculum section of catalog  
Education majors are required to take specific general education courses to satisfy DPI licensure requirements. Students may take any course fulfilling the core curriculum requirement categories, with the exception of specific courses in the following categories: quantitative literacy – MATH 155; oral communication – EDUC 255; historical analysis – HIST 111 or 112; scientific reasoning in the natural sciences – BIOL 100 and PHYS 102; integrating faith and practice – RLST 433.
- **Major requirements (61-63 credits)** – EDUC 150, 207, 215, 243, 255, 280, 302, 306, 308, 311, 316, 319, 323, 355, 403, 405, 407, 413, 441, 482, 483, MATH 155, 255
- **Certifiable minor in early childhood education (15 credits)** – EDUC 237, 271, 290, 400, 401
- **Bachelor of Science requirement** – a minimum of 11 credits of natural science and/or mathematics
- **Final degree requirements** – a minimum of 120 college level credits, minimum of 40 credits at the 300/400 level

Transfer courses and waivers and/or substitutions could modify the required credit total in the core curriculum and major.

### Elementary/Middle (grade 1 through 8) Education Major (Bachelor of Science in Education)

- **Core curriculum and mission seminars (32-52 credits)** – see core curriculum section of catalog  
Education majors are required to take specific general education courses to satisfy DPI licensure requirements. Students may take any course fulfilling the core curriculum requirement categories, with the exception of specific courses in the following categories: quantitative literacy – MATH 155; oral communication – EDUC 255; historical analysis – HIST 111 or 112; scientific reasoning in the natural sciences – BIOL 100 and PHYS 102; integrating faith and practice – RLST 433.
- **Major requirements (64-67 credits)** – EDUC 150, 207, 215, 243, 255, 280, 290, 302, 306, 308, 311, 316, 319, 323, 355, 390, 403, 405, 407, 413, 442, 482, 483, MATH 155, 255
- **Certifiable minor (18-41 credits)** – certifiable minors for elementary/middle education majors are available in English/language arts, history, mathematics, science, Spanish, and special education. Methods and student teaching in the minor are incorporated into the teaching major program.
- **Bachelor of Science requirement** – a minimum of 11 credits of natural science and/or mathematics
- **Final degree requirements** – a minimum of 120 college level credits, minimum of 40 credits at the 300/400 level

Transfer courses and waivers and/or substitutions could modify the required credit total in the core curriculum and major.

### Elementary Education (transfer agreement) Major (Bachelor of Science Elementary)

The Associate of Applied Science (A.A.S.) degree in the Foundations of Teacher Education program must have been earned after May 2008 for Western Technical College (WTC) graduates. Students may

not begin these specifically-articulated transfer 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. A student who did not complete the A.A.S. degree could instead complete the requirements of the general major, and any completed courses of the A.A.S. would count toward the major, but in order to come into this articulated transfer agreement program, the A.A.S. must be completed prior to transfer to Viterbo. The student cannot be dually enrolled.

- **Core curriculum and mission seminars (32-52 credits)** – see core curriculum section of catalog Education majors are required to take specific general education courses to satisfy DPI licensure requirements. Students may take any course fulfilling the core curriculum requirement categories, with the exception of specific courses in the following categories: historical analysis – HIST 111 or 112; scientific reasoning in the natural sciences – BIOL 100 or 160 or 161 or 203 and PHYS 102; integrating faith and practice – RLST 433.
- **Major requirements (36 credits)** – EDUC 302, 308, 311, 323, 355, 403, 405, 407, 413, 441 or 442 or 443, 482, 483
- **Certifiable minor (9-41 credits)** – certifiable minors for elementary/middle education majors are available in early childhood education, English/language arts, history, mathematics, science, Spanish, and special education. Methods and student teaching in the minor are incorporated into the teaching major program.
- **Bachelor of Science requirement** – a minimum of 11 credits of natural science and/or mathematics
- **Final degree requirements** – a minimum of 120 college level credits, minimum of 40 credits at the 300/400 level

Transfer courses and waivers and/or substitutions could modify the required credit total in the core curriculum and major.

## Education (Secondary) Major

<http://www.viterbo.edu/undergraduate-education/secondary-education>

### Program Learning Outcomes

Developed by the Interstate Teacher Assessment and Support Consortium (InTASC) and adopted by Wisconsin Department of Public Instruction (DPI)

- **LEARNER DEVELOPMENT** – The teacher understands how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and the teacher designs and implements developmentally appropriate and challenging learning experiences.
- **LEARNING DIFFERENCES** – The teacher uses understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards.
- **LEARNING ENVIRONMENTS** – The teacher works with others to create environments that support individual and collaborative learning and that encourage positive social interaction, active engagement in learning, and self-motivation.
- **CONTENT KNOWLEDGE** – The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and creates learning experiences that make these aspects of the discipline accessible and meaningful for learners to assure mastery of the content.
- **APPLICATION OF CONTENT** – The teacher understands how to connect concepts and use differing perspectives to engage learners in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues.
- **ASSESSMENT** – The teacher understands and uses multiple methods of assessment to engage learners in their own growth, to monitor learner progress, and to guide the teacher's and learner's decision making.
- **PLANNING FOR INSTRUCTION** – The teacher plans instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills, and pedagogy, as well as knowledge of learners and the community context.

- **INSTRUCTIONAL STRATEGIES** – The teacher understands and uses a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections and to build skills to apply knowledge in meaningful ways.
- **PROFESSIONAL LEARNING AND ETHICAL PRACTICE** – The teacher engages in ongoing professional learning, uses evidence to continually evaluate his/her practice, particularly the effects of his/her choices and actions on others (learners, families, other professionals, and the community), and adapts practice to meet the needs of each learner.
- **LEADERSHIP AND COLLABORATION** – The teacher seeks appropriate leadership roles and opportunities to take responsibility for student learning, to collaborate with learners, families, colleagues, other school professionals, and community members to ensure learner growth, and to advance the profession.
- **VITERBO STANDARD** – The teacher demonstrates personal qualities and values which reflect the Franciscan values identified in the Viterbo University teacher education conceptual framework.

### Policy

- See the School of Education Web page for teacher education policy.

### Middle/Secondary Early Adolescence through Adolescence Education Major

For majors in biology, broad field social studies, chemistry, English (language arts), and mathematics.

#### Biology, Early Adolescence through Adolescence, Education Major (Bachelor of Science)

- **Core curriculum and mission seminars (32-52 credits)** – see core curriculum section of catalog  
Education majors are required to take specific core courses to satisfy DPI licensure requirements. Students may take any course fulfilling the core curriculum requirement categories, with the exception of specific courses in the categories following: oral communication – EDUC 255; historical analysis – HIST 101, 102, 106, 111, or 112; scientific reasoning in the natural sciences – ENV5 101; scientific reasoning in the social sciences/living in a diverse world – SOCL 320 or VUSM 280; integrating faith and practice – RLST 433
- **Major requirements (55-70 credits)** – BIOL 160, 161, 250, 251, 397, 487 or 498, 499, CHEM 120, 121, 140 or 240, MATH 113 or placement into calculus, 130 or 230, PHYS 250 and 270 or 260 and 270, 17 credits of upper division BIOL including one course from each of the following areas (three courses must include a lab) and must include BIOL 347, 376, 430
  - **organismal biology** – BIOL 317, 347, 353, 426, 482
  - **cell and molecular biology** – BIOL 305, 370, 376, 381, 430
  - **ecological and evolutionary interactions with the environment** – BIOL 310, 321, 340
- **Education requirements (35 credits)** – EDUC 150, 215, 216, 255, 306, 327, 330, 390, 407, 459, 482, 483
- **Bachelor of Science requirement** – a minimum of 11 credits of natural science and/or mathematics
- **Final degree requirements** – a minimum of 120 college level credits, minimum of 40 credits at the 300/400 level

Transfer courses and waivers and/or substitutions could modify the required credit total in the core curriculum and major.

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

- **Core curriculum and mission seminars (32-52 credits)** – see core curriculum section of catalog  
Education majors are required to take specific core courses to satisfy DPI licensure requirements. Students may take any course fulfilling the core curriculum requirement categories, with the exception of specific courses in the categories following: oral communication – EDUC 255; historical analysis – HIST 101, 102, 106, 111, or 112; scientific reasoning in the natural sciences – ENV5 101 and CHEM 101 or ESCI 103 or PHYS 102; scientific reasoning in the social sciences/living in a diverse world – SOCL 320 or VUSM 280; integrating faith and practice – RLST 433

- **Major requirements (72-75 credits)** – ECON 101, 102, ESCI 103, GEOG 132, HIST 100, 101 or 105, 102 or 106, 111, 112, 370, three credits of 481, 488, POSC 120, 121, PSYC 171, 220, RLST 433, SOCL 125, 320, 330, six credits of upper division HIST (excluding 487 or portfolio)
- **Education requirements (35 credits)** – EDUC 150, 215, 216, 255, 306, 330, 338, 390, 407, 459, 482, 483
- **School of Humanities requirement** – a minor, a year of language study, or study abroad experience (see degree requirement section of this catalog for details)
- **Bachelor of Science requirement** – a minimum of 11 credits of natural science and/or mathematics
- **Final degree requirements** – a minimum of 120 college level credits, minimum of 40 credits at the 300/400 level

Transfer courses and waivers and/or substitutions could modify the required credit total in the core curriculum and major.

### **American Chemical Society (ACS) Accredited Chemistry, Early Adolescence through Adolescence, Education Major (Bachelor of Science)**

- **Core curriculum and mission seminars (32-52 credits)** – see core curriculum section of catalog  
Education majors are required to take specific core courses to satisfy DPI licensure requirements. Students may take any course fulfilling the core curriculum requirement categories, with the exception of specific courses in the categories following: oral communication – EDUC 255; historical analysis – HIST 101, 102, 106, 111, or 112; scientific reasoning in the natural sciences – ENVS 101; scientific reasoning in the social sciences/living in a diverse world – SOCL 320 or VUSM 280; integrating faith and practice – RLST 433
- **Major requirements (63-66 credits)** – BIOL 160, CHEM 120, 121, 240, 330, 350, 360, 370, 397, 489 or 498, 499, MATH 220, 221, PHYS 260, 261, 270, 271, eleven (minimum) credits from CHEM 340, 362, 372, 430, 440, 475, 480
- **Education requirements (35 credits)** – EDUC 150, 215, 216, 255, 306, 327, 330, 390, 407, 459, 482, 483
- **Bachelor of Science requirement** – a minimum of 11 credits of natural science and/or mathematics
- **Final degree requirements** – a minimum of 120 college level credits, minimum of 40 credits at the 300/400 level

Transfer courses and waivers and/or substitutions could modify the required credit total in the core curriculum and major.

### **English Language Arts, Early Adolescence through Adolescence, Education Major (Bachelor of Arts or Science)**

- **Core curriculum and mission seminars (32-52 credits)** – see core curriculum section of catalog  
Education majors are required to take specific general education courses to satisfy DPI licensure requirements. Students may take any course fulfilling the core curriculum requirement categories, with the exception of specific courses in the categories following: quantitative literacy – MATH 155; oral communication – EDUC 255; historical analysis – HIST 101, 102, 105, 106, 111, or 112; scientific reasoning in the natural sciences – ENVS 101; scientific reasoning in the social sciences/living in a diverse world – SOCL 320 or VUSM 280; integrating faith and practice – RLST 433.
- **English requirements (51 credits)** – ENGL 211, 220 or 221, 231, 232 or 233, 253, 255, 303 or 326, 307, 320 or 321, 322 or 325, 328 or 338, 336, 394, 395, 396, 480, SOCL 320, three credits of 481
- **Education requirements (35 credits)** – EDUC 150, 215, 216, 255, 306, 330, 332, 390, 407, 459, 482, 483
- **Bachelor of Arts requirement** – a minimum of three classes (nine credits minimum) of world language in preferably one, but not more than two languages **OR**
- **Bachelor of Science requirement** – a minimum of 11 credits of natural science and/or mathematics

- **Final degree requirements** – a minimum of 120 college level credits, minimum of 40 credits at the 300/400 level

Transfer courses and waivers and/or substitutions could modify the required credit total in the core curriculum and major.

### **Mathematics, Early Adolescence through Adolescence, Education Major (Bachelor of Science)**

- **Core curriculum and mission seminars (32-52 credits)** – see core curriculum section of catalog  
Education majors are required to take specific general education courses to satisfy DPI licensure requirements. Students may take any course fulfilling the core curriculum requirement categories, with the exception of specific courses in the categories following: oral communication – EDUC 255; historical analysis – HIST 101, 102, 105, 106, 111, or 112; scientific reasoning in the natural sciences – ENVS 101, PHYS 260/270; scientific reasoning in the social sciences/living in a diverse world – SOCL 320 or VUSM 280; integrating faith and practice – RLST 433.
- **Major requirements (48 credits)** – MATH 220, 221, 230, 260, 320, 321, 330, 340, 344, 365, 420, 450, 499, PHYS 260, 270 (PHIL 105, PHYS 261/271 strongly recommended)
- **Education requirements (35 credits)** – EDUC 150, 215, 216, 255, 306, 328, 330, 390, 407, 459, 482, 483
- **Final degree requirements** – a minimum of 120 college level credits, minimum of 40 credits at the 300/400 level

Transfer courses and waivers and/or substitutions could modify the required credit total in the core curriculum and major.

### **Early Childhood through Adolescence Education Major**

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

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

- **Core curriculum and mission seminars (32-52 credits)** – see core curriculum section of catalog  
Education majors are required to take specific core courses to satisfy DPI licensure requirements. Students may take any course fulfilling the core curriculum requirement categories, with the exception of specific courses in the categories following: oral communication – EDUC 255; historical analysis – HIST 101, 102, 106, 111, or 112; scientific reasoning in the natural sciences – ENVS 101 and CHEM 101 or ESCI 103 or PHYS 102; scientific reasoning in the social sciences/living in a diverse world – SOCL 320 or VUSM 280; integrating faith and practice – RLST 433
- **Major requirements (46 credits)** – ACCT 211, 212, BLAW 343, ECON 101, 102, ECON 400 or FINA 331, INFO 220, MGMT 210, 243, 300, 320, 341, 374, 481, MKTG 351
- **Education requirements (39 credits)** – EDUC 150, 215, 216, 255, 306, 330, 336, 390, 402, 463, 482, 483
- **Bachelor of Science requirement** – a minimum of 11 credits of natural science and/or mathematics
- **Final degree requirements** – a minimum of 120 college level credits, minimum of 40 credits at the 300/400 level

Transfer courses and waivers and/or substitutions could modify the required credit total in the core curriculum and major.

### **Spanish, Early Childhood through Adolescence, Education Major (Bachelor of Arts)**

#### **Policy**

- A target proficiency at the Advanced-Low level (ACTFL guidelines) in listening, speaking, reading, and writing as evidenced through course assessment and a course-embedded capstone project
- 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 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

- 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) Praxis II
  - A demonstrated cultural knowledge in two of the three areas of the Spanish-speaking world as evidenced through department assessment

### Requirements

- **Core curriculum and mission seminars (32-52 credits)** – see the core curriculum section of this catalog. Education majors are required to take specific core courses to satisfy DPI licensure requirements. Students may take any course fulfilling the core curriculum requirement categories, with the exception of specific courses in the categories following: oral communication – EDUC 255; historical analysis – HIST 101, 102, 106, 111, or 112; scientific reasoning in the natural sciences – ENV5 101; scientific reasoning in the social sciences/living in a diverse world – SOCL 320 or VUSM 280; integrating faith and practice – RLST 433
- **Major requirements (36 credits)** – SPAN 305, 306, 405, 406, 415, 416, six credits from SPAN 307, 310, 312, 410, 456, six credits from SPAN 308, 314, 316, 318, six credits from SPAN
- **Education requirements (34 credits)** – EDUC 150, 215, 216, 255, 306, 330, 335, 390, 407, 463, 482, 483
- **School of Humanities requirement** – a minor, a year of language study, or study abroad experience (see degree requirement section of this catalog for details)
- **Bachelor of Arts requirement** – a minimum of three classes (nine credits minimum) of world language in preferably one, but not more than two languages
- **Final degree requirements** – a minimum of 120 college level credits, minimum of 40 credits at the 300/400 level

Transfer courses and waivers and/or substitutions could modify the required credit total in the core curriculum and major.

### Technology Education Major (Bachelor of Science)

- **Core curriculum and mission seminars (32-52 credits)** – see core curriculum section of catalog. Education majors are required to take specific core courses to satisfy DPI licensure requirements. Students may take any course fulfilling the core curriculum requirement categories, with the exception of specific courses in the categories following: oral communication – EDUC 255; historical analysis – HIST 101, 102, 106, 111, or 112; scientific reasoning in the natural sciences – ENV5 101 and CHEM 101 or ESCI 103 or PHYS 102; scientific reasoning in the social sciences/living in a diverse world – SOCL 320 or VUSM 280; integrating faith and practice – RLST 433
- **Major requirements (42 credits to be taken at Western Technical College)** – EDUT 103, 128, 129, 151, 155, 162, 203, 204, 210, 211, 240, 244, 260, 271, 272
- **Education requirements (39 credits)** – EDUC 150, 203 or 306, 215, 216, 255, 330, 337, 390, 402, 407, 425, 463, 482, 483
- **Final degree requirements** – a minimum of 120 college level credits, minimum of 40 credits at the 300/400 level

Transfer courses and waivers and/or substitutions could modify the required credit total in the core curriculum and major.

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

- **Core curriculum and mission seminars (32-52 credits)** – see core curriculum section of catalog. Education majors are required to take specific general education courses to satisfy DPI licensure requirements. Students may take any course fulfilling the core curriculum requirement categories, with the exception of specific courses in the categories following: oral communication – EDUC 255;



historical analysis – HIST 101, 102, 105, 106, 111, or 112; scientific reasoning in the natural sciences – ENVS 101 and CHEM 101 or ESCI 103 or PHYS 102; scientific reasoning in the social sciences/living in a diverse world – SOCL 320 or VUSM 280; integrating faith and practice – RLST 433.

- **Major requirements (48 credits)** – THTR 107, 147, 155, 160, 175, 180, 225, 230, 250, 260, 281, 291, 301, three credits of THTR 119/319, six credits from THTR 121, 300, 342, 344, 346, 440
- **Education requirements (34 credits)** – EDUC 150, 215, 216, 255, 306, 330, 390, 407, 463, 482, 483, THTR 390
- **Final degree requirements** – a minimum of 120 college level credits, minimum of 40 credits at the 300/400 level

Transfer courses and waivers and/or substitutions could modify the required credit total in the core curriculum and major.

## Education Minors

- These are add-on licenses and must accompany the B.S. in Education major.
- Certifiable minors for middle/secondary education majors are available in biology, chemistry, cross-categorical special education, English/language arts, history, mathematics, sociology, Spanish, theatre.
- Methods and student teaching are part of each minor.

### **Biology, Early Adolescence through Adolescence, Education Minor**

See the School of Education dean for certifiable minor requirements.

### **Chemistry, Early Adolescence through Adolescence, Education Minor**

See the School of Education dean for certifiable minor requirements.

### **Cross-Categorical Special Education Minor**

- EDUC 203, 290, 370, 374, 385

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

### **English Language Arts, Early Childhood through Adolescence Minor**

- EDUC 332, ENGL 211, 220 or 221, 231 or 232 or 233, 394, 395, one course chosen from 309, 341, 345, 346, 347, 354, 360

The total credits of the minor requirements are 21. Transfer course, waivers and/or substitutions, and prerequisite courses could modify these credit totals.

### **History, Middle Childhood through Early Adolescence, Education Minor**

- HIST 101 or 105, 102 or 106, 111, 112, one course from 153, 349, 370, 373, 395, 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, waivers and/or substitutions, and prerequisite courses could modify these credit totals.

### **History, Early Adolescence through Adolescence, Education Minor**

- HIST 101 or 105, 102 or 106, 111, 112, one course from 153, 349, 370, 373, 395, 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, waivers and/or substitutions, and prerequisite courses could modify these credit totals.

### **Mathematics, Middle Childhood through Early Adolescence, Education Minor**

- MATH 220, 230, 260, and 221 or 450

The total credits of the minor requirements are 15-16. Transfer course, waivers and/or substitutions, and prerequisite courses could modify these credit totals.

### **Mathematics, Early Adolescence through Adolescence, Education Minor**

- MATH 220, 221, 230, 260, 450

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

### **Science, Middle Childhood through Early Adolescence Education, Minor**

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

The total credits of the minor requirements are 27-28. 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, 405, 406, 415, 416, three 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)
- A proficiency level of Intermediate-High (ACTFL guidelines) in speaking and writing assessed through standardized oral and written exams; Praxis II

The total credits of the minor requirements are 35. Transfer course, waivers and/or substitutions, and prerequisite courses could modify these credit totals.

### **Theatre, Early Adolescence through Adolescence, Education Minor**

- THTR 107, 155, 244, 390, two credits from THTR 119, 319, nine credits from THTR 160, 175, 225, 230, 250, 260, 300

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

## **Educational Studies Major**

### **Educational Studies Major (Bachelor of Science in Education)**

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

- **Core curriculum and mission seminars (32-52 credits)** – see core curriculum section of catalog
- **Major requirements (30 credits)** – 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).
- **Bachelor of Science requirement** – a minimum of 11 credits of natural science and/or mathematics
- **Final degree requirements** – a minimum of 120 college level credits, minimum of 40 credits at the 300/400 level

Transfer courses and waivers and/or substitutions could modify the required credit total in the core curriculum and major.

## **Engineering Major**

<http://www.viterbo.edu/engineering>

### **Program Learning Outcomes**

- Design Thinking: Students will demonstrate understanding of the design process
- Problem Solving: Students will apply knowledge of mathematics, science, and engineering to solve problems
- Communication: Students will present information clearly and logically via oral presentations and writing
- Data Analysis: Student will use modern engineering tools and knowledge to interpret data

- Ethics: Students will demonstrate ethical decision making

### Engineering Major (Bachelor of Science)

- **Core curriculum and mission seminars (32-52 credits)** – see core curriculum section of catalog
- **Major requirements (86 credits)** – ENGR 112, 130, 150, 230, 250, 280, 320, 350, 365, 370, 380, 489, 499, MATH 220, 221, 230, 320, 321, PHYS 260, 261, 270, 271, CHEM 120, 121, MGMT 203, 305
- **Bachelor of Science requirement** – a minimum of 11 credits of natural science and/or mathematics
- **Final degree requirements** – a minimum of 120 college level credits, minimum of 40 credits at the 300/400 level

Transfer courses and waivers and/or substitutions could modify the required credit total in the core curriculum and major.

### Engineering Minor

- ENGR 130, 150, six credits from ENGR 230, 250, 280, 320, 350, 370, 380
- Prerequisite courses may include MATH 220, 221, 320, 321, and PHYS 260

The total credits of the minor requirements are 12. Transfer course and waivers and/or substitutions could modify these credit totals.

## English Major

<http://www.viterbo.edu/english>

### Program Learning Outcomes

- Demonstrate the ability to read critically
- Demonstrate the ability to write effectively
- Demonstrate the ability to research and document proficiently
- Demonstrate the ability to understand literary classifications
- Demonstrate the ability to understand development of the English language
- Demonstrate the ability to transfer skills to work

### Policy

- Students majoring in English 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.
- All English majors write senior theses related to their concentration in writing or literature. In ENGL 481, Senior Thesis Seminar, Senior English majors propose and gain approval for the planned thesis and complete the senior thesis over the course of 2 semesters. Seniors defend the thesis in public panel presentations.

### English Major (Bachelor of Arts or Science)

- **Core curriculum and mission seminars (32-52 credits)** – see core curriculum section of catalog
- **Major requirement (48-52 credits)** – select one emphasis
  - **literature emphasis (BA only)** – ENGL 220, 221, 231, 232 or 233, 253, 255, 303 or 326, 320 or 321, 322 or 325, 328 or 338, 336, 396, 480, three credits of 481, three credits from 211, 307, 310, 311, 312, MGMT 300, three credits from 375, 380, 385
  - **writing emphasis (BA or BS)** – ENGL 211, 253, 255, 336, 396, 480, three credits of 481, 322 or 385, three courses from 220, 221, 231, 232, 233, three courses from 310, 311, 312, THTR 465, two courses from 303, 320, 321, 324, 325, 326, 328, 338, 346, 347, 370, 375, 380,

three credits from ARTS 107, 111, 112, 121, 122, 203, 207, 216, 228, 239, COMM 105, DANC 105, MUSC 101, 103, 135, 136, 137, 139, 335, 336, 337, 339, MUPI/MUVO 168, 368, THTR 230

- **School of Humanities requirement** – a minor, a year of language study, or study abroad experience (see degree requirement section of this catalog for details)
- **Bachelor of Arts requirement** – a minimum of three classes (nine credits minimum) of world language in preferably one, but not more than two languages **OR**
- **Bachelor of Science requirement** – a minimum of 11 credits of natural science and/or mathematics
- **Final degree requirements** – a minimum of 120 college level credits, minimum of 40 credits at the 300/400 level

Transfer courses and waivers and/or substitutions could modify the required credit total in the core curriculum and major.

## English Minor

### Policy

- It is recommended literature minors complete 220 and 221 or 231 and 232.

### English Literature Minor

- ENGL 253; two courses from 220, 221, 231, 232, or 233; six credits of 300-level literature ENGL 287/487 strongly recommended.

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

### English Writing Minor

- Fifteen credits from 211, 212, 213, 214, 215, 307, 310, 311, 312, 395, 396, 401, LBST 212, THTR 465 ENGL 287/487 strongly recommended.

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

## Environmental Biology Major

<http://www.viterbo.edu/environmental-biology>

### Program Learning Outcomes

- Scientific Concepts: Demonstrate knowledge of major concepts of a broad range of science disciplines (biology, sustainability, earth science, and chemistry), and understand the importance of interrelationships of these major scientific disciplines
- Primary Scientific Literature: Analyze current theory and research in environmental biology through primary scientific literature
- Application of Knowledge: In mid- and advanced-level courses, apply knowledge to practical, "hands on" field or laboratory situations, and the scientific method
- Field Experience (capstone research/internship): Demonstrate a working knowledge and application of issues related to environmental biology including experimental design and data analysis and/or active internship related to the discipline
- Ethical Analysis: Identify and critically evaluate ethical issues confronting environmental biology

### Environmental Biology Major (Bachelor of Science)

- **Core curriculum and mission seminars (32-52 credits)** – see core curriculum section of catalog
- **Major requirements (45-68 credits)** – BIOL 160, 161, 251, 397, 489 or 498, 499, ENVS 325, MATH 112, 130 or 230, SUST 210, 350, eight credits from CHEM, three courses from BIOL 303, 310, 317, 321, 340, CHEM 372, ESCI 103

- **Bachelor of Science requirement** – a minimum of 11 credits of natural science and/or mathematics
- **Final degree requirements** – a minimum of 120 college level credits, minimum of 40 credits at the 300/400 level

Transfer courses and waivers and/or substitutions could modify the required credit total in the core curriculum and major.

## Environmental Science Minor

### Policy

- A minimum of nine credits must be unduplicated from courses taken for the major or another minor.
- Environmental biology majors may not declare an environmental science minor.

### Environmental Science Minor

- ENV 325, minimum of 12 credits from BIOL 161, 251, 310, 321, 340, CHEM 101, 372, ENV 101, ESCI 101, PHYS 102, SUST 210, 350 (maximum nine credits per subject)

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

## Ethics Minor (see Philosophy)

## Family Studies Minor

### Family Studies Minor

- PSYC 220 or 310 or SOWK 331, four courses from CRMJ 364, NURS 323, PHIL 244, PSYC 421, SOCL 345, SOWK 210, 328, 333, 334, 341, 360, VUSM 281

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

## Finance Major

<http://www.viterbo.edu/finance>

### Program Learning Outcomes

- Apply principles of various business disciplines to solve complex issues using strategic and critical approaches to decision-making and problem solving.
- Apply an understanding of how the global economic environment functions to carry out financial operations and investing.
- Demonstrate sound ethical decision-making skills to fundraising, wealth management, financial analysis and capital budgeting.
- Communicate clearly and objectively and effectively convey financial information.
- Demonstrate an understanding of the legal and regulatory environment and the impact of changes in relevant requirements, constraints, and competitive practices.

### Policy

- 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 major requirement 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.
- 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.

### **Finance Major (Bachelor of Business Administration)**

- **Core curriculum and mission seminars (32-52 credits)** – see core curriculum section of catalog
- **Major requirements (74 credits)** – ACCT 211, 212, 415, BLAW 343, 450, ECON 101, 102, 400, FINA 304, 331, 332, 340, 355, 410, MATH 270, MGMT 101, 210, 230, 243, 300, 325, 341, 449, 492, MKTG 351, 356, four credits of FINA 481 or 487
- **Final degree requirements** – a minimum of 120 college level credits, minimum of 40 credits at the 300/400 level

Transfer courses and waivers and/or substitutions could modify the required credit total in the core curriculum and major.

### **Finance (transfer agreement) Major (Bachelor of Business Administration)**

The Associate of Applied Science (A.A.S.) degree must have been earned after May 2006 for Western Technical College (WTC) graduates. Students may not begin these specifically-articulated transfer 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. A student who did not complete the A.A.S. degree could instead complete the requirements of the general major, and any completed courses of the A.A.S. would count toward the major, but in order to come into this articulated transfer agreement program, the A.A.S. must be completed prior to transfer to Viterbo. The student cannot be dually enrolled.

- **Core curriculum and mission seminars (35-43 credits)** – see core curriculum section of catalog
- **Major requirements (26-42 credits)** – see below
- **Final degree requirements** – a minimum of 120 college level credits, minimum of 40 credits at the 300/400 level

Transfer courses and waivers and/or substitutions could modify the required credit total in the core curriculum and major.

<u>Technical College</u>	<u>Associate Degree Program</u>	<u>Major Requirements</u>
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Western TC	Financial Services	ACCT 415, BLAW 450, COMM 105, FINA 340, 355, 487, MGMT 341, 374, 449, 492, MKTG 351, 4 credits from ACCT, BLAW, COMM, ECON, FINA, HMGT, MGMT, MKTG, SPML
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### **Finance Minor**

- FINA 331, 12 credits from ACCT 311, ECON 400, or any FINA course.

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

### **Gerontology Minor**

#### **Gerontology Minor**

- SOCL 244, twelve credits from BIOL 104, 203, NURS 221, 301, 351, NUTR 280, 340, PHIL 321, PSYC 220, 320, SOWK 210, 332, 441, WMST 351

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

### **Health Care and Wellness Management Major**

<http://www.viterbo.edu/health-care-and-wellness-management>

#### **Program Learning Outcomes**

- Demonstrate mastery of management theories, principles, processes, and skills specific to the health care industry, to effectively lead and develop people in a health care setting.
- Apply principles of various business disciplines (including statistics, accounting, finance, quality improvement, and informatics) to address complex health care issues.

- Analyze health care policy and delivery systems that drive strategies toward affordability, access, and growth.
- Apply sound legal and ethical decision-making skills to effectively address issues that affect health care organizations.
- Demonstrate the use of health care informatics to support organizational efficiency, regulatory, compliance, and clinical managerial decision-making.
- Examine the current quality improvement tools that are used to improve patient care and increase patient satisfaction.

### Policy

- 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 major requirement 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.
- 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.

### Health Care and Wellness Management Major (Bachelor of Science)

- **Core curriculum and mission seminars (32-52 credits)** – see core curriculum section of catalog
- **Major requirements (60 credits)** – ACCT 211, ECON 102, HMGT 105, 306, 320, 330, 340, 350, 375, 445, MGMT 101, 230, 243, 300, 325, 342, 374, 449, 492, MKTG 351, SPSL 110, three credits of HMGT 481 or 487
- **Final degree requirements** – a minimum of 120 college level credits, minimum of 40 credits at the 300/400 level

Transfer courses and waivers and/or substitutions could modify the required credit total in the core curriculum and major.

### Health Care and Wellness Management (transfer agreement) Major (Bachelor of Science)

The Associate of Applied Science (A.A.S.) degree must have been earned after May 2006 for Western Technical College (WTC) graduates. Students may not begin these specifically-articulated transfer 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. A student who did not complete the A.A.S. degree could instead complete the requirements of the general major, and any completed courses of the A.A.S. would count toward the major, but in order to come into this articulated transfer agreement program, the A.A.S. must be completed prior to transfer to Viterbo. The student cannot be dually enrolled.

- **Core curriculum and mission seminars (35-43 credits)** – see core curriculum section of catalog
- **Major requirements (26-42 credits)** – see below
- **Final degree requirements** – a minimum of 120 college level credits, minimum of 40 credits at the 300/400 level

Transfer courses and waivers and/or substitutions could modify the required credit total in the core curriculum and major.

<u>Technical College</u>	<u>Associate Degree Program</u>	<u>Major Requirements</u>
Western TC	Health Information Technology	ACCT 211, COMM 105, HMGT 306, 320, 340, 350, three credits of 487, MGMT 342, 374, 449, 492, MKTG 351
Western TC	Medical Administrative Professional	ACCT 211, COMM 105, ECON 102, HMGT 310, 320, 340, 375, 445, MGMT 342, 374, 449, 492, MKTG 351

## Health Care Management Major

<http://www.viterbo.edu/health-care-management>

### Program Learning Outcomes

- Demonstrate mastery of management theories, principles, processes and skills, specific to the health care industry, to effectively lead and develop people in a health care setting.
- Apply principles of various business disciplines (including statistics, accounting, and finance) to address complex health care issues.
- Analyze the health care policy and delivery systems that drive strategies toward affordability, access and growth.
- Apply sound legal and ethical decision-making skills to effectively address issues that affect health care organizations.
- Demonstrate the use of health care informatics to support organizational efficiency, regulatory compliance, and clinical and managerial decision-making.
- Examine the current quality improvement tools that are used to improve patient care and increase patient satisfaction.

### Policy

- 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 major requirement 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.
- 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.
- 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.

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

- **Core curriculum and mission seminars (24-32 credits)** – see core curriculum section of catalog
- **Major requirements (39 credits)** – ECON 101 or 102, HMGT 306, 320, 330, 340, 375, 425, 445, OMGT 302, 305, 308, 309, 402
- **Final degree requirements** – a minimum of 120 college level credits, minimum of 40 credits at the 300/400 level

Transfer courses and waivers and/or substitutions could modify the required credit total in the core curriculum and major.

### Health Care Management (transfer agreement/degree completion) Major (Bachelor of Business Administration)

The Associate of Applied Science (A.A.S.) degree must have been earned after May 2006 for Western Technical College (WTC) graduates. Students may not begin these specifically-articulated transfer 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. A student who did not complete the A.A.S. degree could instead complete the requirements of the general major, and any completed courses of the A.A.S. would count toward the major, but in order to come into this articulated transfer agreement program, the A.A.S. must be completed prior to transfer to Viterbo. The student cannot be dually enrolled.

- **Core curriculum and mission seminars (24-32 credits)** – see core curriculum section of catalog
- **Major requirements (30 credits)** – see below
- **Final degree requirements** – a minimum of 120 college level credits, minimum of 40 credits at the 300/400 level

Transfer courses and waivers and/or substitutions could modify the required credit total in the core curriculum and major.



<u>Technical College</u>	<u>Associate Degree Program</u>	<u>Major Requirements</u>
Western TC	Health Information Technology	COMM 105, HMGT 306, 320, 340, 425, OMGT 308, 309, 402, four upper division credits from ACCT, BLAW, COMM, ECON, FINA, HMGT, MGMT, MKTG, SPML
Western TC	Medical Administrative Professional	COMM 105, HMGT 306, 320, 330, 340, 375, 425, 445, OMGT 308, 309, 400

## Health Care Management Minor

### Health Care Management Minor

- HMGT 306, 320, nine credits from HMGT 105, 330, 340, 350, 375, 425, 445, 487

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

## History Major

<http://www.viterbo.edu/history>

### Program Learning Outcomes

- Demonstrate the ability to understand the complexity of continuity and change in the chronology of human experiences
- Demonstrate the ability to develop historical perspective by relating subject matter to the broader historical context in which it occurred
- Demonstrate the ability to recognize the relationship between past and present by understanding history as provisional interpretations of the past by both the individual and society
- Demonstrate the ability to locate, evaluate, and interpret historical evidence from primary and secondary sources for establishing causation, context, and credibility
- Demonstrate the ability to 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.
- Students may not double major in broad field social studies and history.
- Thematic Categories
  - Multi-sited Histories – 105, 106, 220, 221, 304, 315, 342, 344, 349, 359, 370, 373
  - West and the World – 101, 102, 153, 308, 330, 335, 346, 351, 395
  - Historical Continuity and Change – 217, 218, 247, 254, 311, 347, 352, 353, 354, 355, 380, 385, SPSL 220

### History (Bachelor of Arts)

- **Core curriculum and mission seminars (32-52 credits)** – see core curriculum section of catalog
- **Major requirements (37 credits)** – HIST 100, 101 or 105, 102 or 106, 111, 112, three credits of 481, 21 credits of HIST, 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.
- **School of Humanities requirement** – a minor, a year of language study, or study abroad experience (see degree requirement section of this catalog for details)
- **Bachelor of Arts requirement** – a minimum of three classes (nine credits minimum) of world language in preferably one, but not more than two languages
- **Final degree requirements** – a minimum of 120 college level credits, minimum of 40 credits at the 300/400 level

Transfer courses and waivers and/or substitutions could modify the required credit total in the core curriculum and major.

## History Minor

### Policy

- Broad field social studies majors may not declare a history minor.

### History Minor

- 15 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 15. Transfer course, waivers and/or substitutions, and prerequisite courses could modify these credit totals.

## Human Resources Management Minor

### Human Resources Management Minor

- BLAW 344, MGMT 322, 342, six credits from MGMT 341, 374, 375, OMGT 402, PSYC 250, 270, 345 or 351.

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

## Interpreting Studies Minor

### 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.

## Latin American and Latino/a Studies Minor

### Latin American Studies Track

- HIST 153 or SPAN 310, six credits of Spanish language; nine credits chosen from ENGL 360, HIST 349, INTP 444, LASP 200, MGMT 490, PHIL 365, SOWK 328, SPAN 310, 311, 312, 316, 318, 336, 406, 410, 412, 456, 486, VUSM 140, 240, 292, 293

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

### Latino/a Track

- HIST 153 or SPAN 310, 12 credits chosen from HIST 349, INTP 444, LASP 200, 312, 316, 486, 487, 488, SPAN 310, 312, 316, 318, 406, 412, 486, VUSM 140, 240, 280, 281, 292, 293, or any Spanish language course (three to four credits) depending on placement

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

## Legal Studies Minor

### Policy

- No more than six credits may come from the courses required in the student's major or any one department.

### Legal Studies Minor

- BLAW 343, 344 or 450, PHIL 315, POSC 121; six credits (not previously taken) from BLAW 287, 344, 445, 450, 487, CRMJ 150, 320, 351, 370, ENGL 307, PHIL 105, 315, 320, POSC 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.

## Liberal Studies Major

<http://www.viterbo.edu/liberal-studies>

### Program Learning Outcomes

- Develop the ability to define goals and outcomes for themselves and pursue them to completion
- Integrate ideas and information from at least two liberal arts disciplines
- Acquire knowledge of two major areas in the liberal arts

### 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.

### Liberal Studies Major (Bachelor of Liberal Studies)

- **Core curriculum and mission seminars (32-52 credits)** – see core curriculum section of catalog
- **Major requirements (28-30 credits)** –
  - LBST 212, 340, 399, 499, UNST 310, one to three credits of EXPL 487
  - 12 upper division credits from two of the following disciplines – art, dance, English, history, mathematics, music, philosophy, political science, psychology, religious studies, science, sociology, theatre
  - six additional credits in a third liberal studies discipline or in approved liberal studies interdisciplinary courses (ARTS 254, ENGL 243, HIST 247, 254, PHIL 316, 317, 375, 381, RLST 317, THTR 343)
- **School of Humanities requirement** – a minor, a year of language study, or study abroad experience (see degree requirement section of this catalog for details)
- **Final degree requirements** – a minimum of 120 college level credits, minimum of 40 credits at the 300/400 level

Transfer courses and waivers and/or substitutions could modify the required credit total in the core curriculum and major.

## Management and Leadership Major

<http://www.viterbo.edu/management-and-leadership>

### Program Learning Outcomes

- Demonstrate an understanding of the planning, organizing, leading, and controlling processes of organizations.
- Apply principles of various disciplines to solve complex business issues.
- Demonstrate professional communication skills.
- Capability of ethically leading change through collaboration with diverse groups.

## Policy

- 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 major requirement 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.
- 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.

## Management and Leadership Major (Bachelor of Business Administration)

- **Core curriculum and mission seminars (32-52 credits)** – see core curriculum section of catalog
- **Major requirements (71 credits)** – ACCT 211, 212, BLAW 343, 344, ECON 101, 102, FINA 331, MATH 270, MGMT 101, 210, 230, 243, 300, 305, 325, 341, 342, 374, 375, 447, 449, 490, 492, MKTG 351, four credits of MGMT 481 or 487
- **Final degree requirements** – a minimum of 120 college level credits, minimum of 40 credits at the 300/400 level

Transfer courses and waivers and/or substitutions could modify the required credit total in the core curriculum and major.

## Management and Leadership (transfer agreement) Major (Bachelor of Business Administration)

The Associate of Applied Science (A.A.S.) degree must have been earned after May 2006 for Western Technical College (WTC) graduates. Students may not begin these specifically-articulated transfer 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. A student who did not complete the A.A.S. degree could instead complete the requirements of the general major, and any completed courses of the A.A.S. would count toward the major, but in order to come into this articulated transfer agreement program, the A.A.S. must be completed prior to transfer to Viterbo. The student cannot be dually enrolled.

- **Core curriculum and mission seminars (32-52 credits)** – see core curriculum section of catalog
- **Major requirements (24-56 credits)** – see below
- **Final degree requirements** – a minimum of 120 college level credits, minimum of 40 credits at the 300/400 level

Transfer courses and waivers and/or substitutions could modify the required credit total in the core curriculum and major.

<u>Technical College</u>	<u>Associate Degree Program</u>	<u>Major Requirements</u>
Western TC	Business Analyst	ACCT 211, BLAW 343, COMM 105, ECON 102, FINA 331, MGMT 341, 342, 374, 447, 449, 487, 490, 492, MKTG 351
Western TC	Business Management	ACCT 212, BLAW 344, COMM-105, FINA 331, MGMT 305, 374, 375, 449, 487, 490, 492
Western TC	Human Resource Management	ACCT 211, COMM 105, ECON 102, FINA 331, MGMT 305, 374, 375, 447, 449, 487, 492, MKTG 351
Western TC	Hospitality Management	ACCT 211, COMM 105, FINA 331, MGMT 305, 341, 374, 375, 447, 449, 481 or 487, 490, 492, MKTG 351
Western TC	Leadership Development	ACCT 211, COMM 105, MGMT 374, 447, 449, 487, 490, 492, MKTG 351

## Marketing Major

<http://www.viterbo.edu/marketing>

### Program Learning Outcomes

- Make strategic marketing decisions based on market research and environmental analysis.
- Analyze ethical implications of marketing messages presented to various audiences.
- Integrate the promotional mix variables into a comprehensive and consistent message.
- Implement the relationship selling model.
- Integrate all aspects of marketing to solve and manage a marketing related issue for a local business.

### Policy

- 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 major requirement 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.
- 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.

### Marketing Major (Bachelor of Business Administration)

- **Core curriculum and mission seminars (32-52 credits)** – see core curriculum section of catalog
- **Major requirements (67 credits)** – ACCT 211, BLAW 343, ECON 101, 102, FINA 331, MATH 270, MGMT 101, 210, 230, 243, 300, 325, 341, 374, 449, 492, MKTG 351, 353, 354, 356, 361, 362, 450, four credit of 481 or 487
- **Final degree requirements** – a minimum of 120 college level credits, minimum of 40 credits at the 300/400 level

Transfer courses and waivers and/or substitutions could modify the required credit total in the core curriculum and major.

### Marketing (transfer agreement) Major (Bachelor of Business Administration)

The Associate of Applied Science (A.A.S.) degree must have been earned after May 2006 for Western Technical College (WTC) graduates. Students may not begin these specifically-articulated transfer 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. A student who did not complete the A.A.S. degree could instead complete the requirements of the general major, and any completed courses of the A.A.S. would count toward the major, but in order to come into this articulated transfer agreement program, the A.A.S. must be completed prior to transfer to Viterbo. The student cannot be dually enrolled.

- **Core curriculum and mission seminars (32-52 credits)** – see core curriculum section of catalog
- **Major requirements (25-35 credits)** – see below
- **Final degree requirements** – a minimum of 120 college level credits, minimum of 40 credits at the 300/400 level

Transfer courses and waivers and/or substitutions could modify the required credit total in the core curriculum and major.

<u>Technical College</u>	<u>Associate Degree Program</u>	<u>Major Requirements</u>
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Western TC	Digital Marketing	ACCT 211, BLAW 343, FINA 331, MGMT 341, 374, 449, 492, MKTG 356, 361, 362, 450, three credits of 487
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Western TC	Digital Media Production	ACCT 211, BLAW 343, ECON 102, FINA 331, MGMT 341, 374, 449, 492, MKTG 351, 353, 361, 362, 450, four credits of 481 or 487
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<b>Western TC</b>	Graphic Design	ACCT 211, BLAW 343, ECON 102, MGMT 341, 374, 449, 492, MKTG 353, 354, 361, 362, 450, four credits of 481 or 487
<b>Western TC</b>	Marketing Management	ACCT 211, BLAW 343, COMM 105, FINA 331, MGMT 341, 374, 449, 492, MKTG 361, 362, 450, three credits of 487
<b>Western TC</b>	Sales Management	ACCT 211, COMM 105, MGMT 374, 449, 492, MKTG 353, 354, 361, 362, 450, four credits of 487

## Marketing Minor

### Marketing Minor

- MKTG 351, 361, nine credits from any MKTG courses or SPML 455

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

## Mathematics Major

<http://www.viterbo.edu/mathematics>

### Program Learning Outcomes

- Ability to reason deductively
- Demonstrate the ability to apply appropriate mathematical methods to novel or non-routine problems
- Demonstrate the basic ability to perform computational, graphical, and algebraic procedures using a calculator or computer
- Use the language of mathematics accurately and appropriately in oral presentations
- Use the language of mathematics accurately and appropriately in written form
- Demonstrate the ability to work creatively and independently

### Mathematics Major (Bachelor of Science)

- **Core curriculum and mission seminars (32-52 credits)** – see core curriculum section of catalog
- **Major requirements (48 credits)** – MATH 220, 221, 230, 260, 320, 321, 330, 340, 344, 365, 420, 450, 499, PHYS 260, 270 (PHIL 105, PHYS 261/271 strongly recommended)
- **Final degree requirements** – a minimum of 120 college level credits, minimum of 40 credits at the 300/400 level

Transfer courses and waivers and/or substitutions could modify the required credit total in the core curriculum and major.

## Mathematics Minor

### Policy

- A student may be required to take MATH 112 or 113 as preparation for 220, depending on their initial placement.

### Mathematics Minor

- MATH 220, 221, three courses from MATH 230, 260, 320, 321, 330, 340, 344, 365, 420, or 450.

The total credits of the minor requirements are 17-20. Transfer course, waivers and/or substitutions, and prerequisite courses could modify these credit totals.

### Mathematics Minor, Pure Mathematics track

- MATH 221, 260, eight credits from MATH 330, 344, 420, 450, 499

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

## Music Majors

<http://www.viterbo.edu/music-department>

The degrees Bachelor of Music in Performance, Bachelor of Music Education and Bachelor of Arts in Music are currently granted accreditation by the National Association of Schools of Music, 11250 Roger Bacon Drive, Suite 21, Reston, VA, 20190-5248; 703-437-0700; <http://nasm.arts-accredit.org>.

### Program Learning Outcomes

- Demonstrate performance skills requisite for artistic self-expression in voice or piano and proficiency in keyboard, sight reading, and conducting.
- Understand and employ the common elements and organizational patterns of music through analysis, arrangement, composition, and improvisation.
- Distinguish the major eras, composers and genres of music history and literature within broad historical, cultural, and stylistic contexts
- Apply knowledge of current teaching methods, materials, and technology to individual and group instruction in voice or piano.

### Policy (for all music majors in all programs)

- 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 music majors are required to register for MUSC 137/337 (Concert Choir) every semester in which they are enrolled as full time students except for the semester music education majors register for MUSC 425 and 429.
- All MUVO or MUPI 171/371 credits (applied lessons) required in Bachelor of Music and Bachelor of Arts degrees must be completed in the same major applied area, either piano or voice, except as noted for specific major requirements.
- All music majors must register for a piano class each semester until all packages are successfully completed. Music majors who have not completed all levels of Piano Proficiency by the end of their sixth semester of full time study in music must petition the music department to continue as a music major.
- Applied Music – Private Lessons
  - Music Majors - the 171 level is for freshman and sophomore standing and the 371 level is for junior and senior standing
  - Each credit of applied study is a 25-minute lesson per week with minimum of twelve lessons to satisfy the credit requirement. The consent of the instructor or music chairperson is required
  - For majors other than music the 168 level is for freshmen and sophomore standing and the 368 level is for junior or senior standing
  - An applied lesson fee is charged for each credit of applied lessons – see Tuition and Fees
  - All students giving a Full Recital (MUPI 490 or MUVO 490) are required to complete a Full Recital Permission Hearing for faculty in their major area (piano or voice) no less than three weeks before the recital. Consult the Department Handbook for details.

## Bachelor of Music (Education)

<http://www.viterbo.edu/music-department>

### Policy

- See the School of Education Web page for teacher education policies.

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

- **Core curriculum and mission seminars (32-52 credits)** – see core curriculum section of catalog  
Education majors are required to take specific general education courses to satisfy DPI licensure requirements. Students may take any course fulfilling the core curriculum requirement categories, with the exception of specific courses in the categories following: oral communication – EDUC 255; historical analysis – HIST 101, 102, 105, 106, 111, or 112; scientific reasoning in the natural sciences – ENVS 101; scientific reasoning in the social sciences/living in a diverse world – SOCL 320 or VUSM 280; integrating faith and practice – RLST 433.
- **Major requirements (46-50 credits)** – MUSC 105, 116, 117, 151, 152, 205, 206, 237, 238, 251, 252, 265, 327, 328, 353, 420, 453, MUPI 390 or MUVO 390, six credits of 171/371 (piano majors – applied music lessons should include at least two credits of voice), seven semesters of MUSC 137/337, six credits MUVO 172/372 (voice majors) or two credits of MUVO 172/372 (piano majors – taken concurrently with MUVO 171/371)
- **Education requirements (39 credits)** – EDUC 150, 215, 216, 255, 306, 330, 390, 482, 483, MUSC 340, 342, 425, 429
- **Final degree requirements** – a minimum of 120 college level credits, minimum of 40 credits at the 300/400 level

Transfer courses and waivers and/or substitutions could modify the required credit total in the core curriculum and major.

## Bachelor of Music (Performance)

<http://www.viterbo.edu/music-department>

### Policy

- Students pursuing a Bachelor of Music in Music Performance may 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 freshmen and underclass transfer students, the hearing should take place no later than the fourth semester of fulltime study as a music major. For upper class transfer students, no later than the second semester of fulltime 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 (32-52 credits)** – see core curriculum section of catalog
- **Major requirements (28 credits)** – MUSC 105, 116, 117, 151, 152, 205, 251, 252, 265, 327, 328, four credits of applied music lessons (171/371), eight semesters MUSC 137/337
- **Emphasis (audition required, see policies above)** – select one
  - **piano emphasis (23 credits)** – MUPI 390, 490, MUSC 206, 284, 308, 333, 353, 433, 453, four credits MUPI 171/371
  - **voice emphasis (51 credits)** – DANC 110, MUSC 206, 237, 238, 284, 332, 353, 420, 453, 465, MUVO 390, 490, MUTH 300, four credits MUVO 171/371, seven 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 (32 credits)** – MUPI 390, 490, MUSC 206, 284, 308, 333, 340, 353, 433, 453, four credits MUPI 481, four credits MUPI 171/371, PSYC 100
  - **vocal pedagogy emphasis (55 credits)** – MUSC 206, 237, 238, 284, 332, 342, 353, 420, 453, 465, MUVO 390, 490, four credits MUVO 481, four credits MUVO 171/371, seven



credits MUVO 172/372, 12 credits (minimum of six in each of two) world language selected from French, German, Italian, or Spanish, PSYC 100

- **Final degree requirements** – a minimum of 120 college level credits, minimum of 40 credits at the 300/400 level

Transfer courses and waivers and/or substitutions could modify the required credit total in the core curriculum and major.

## Bachelor of Arts in Music

<http://www.viterbo.edu/music-department>

### Music Major (Bachelor of Arts)

- **Core curriculum and mission seminars (32-52 credits)** – see core curriculum section of catalog
- **Major requirements (39-43 credits)** – MUSC 105, 116, 117, 151, 152, 205, 237 (voice majors), 238 (voice majors), 251, 252, 265, 327, 328, four credits of applied music lessons in the same instrument (MUPI or MUVO 171/371), eight semesters of MUSC 137/337, MUPI 390 or MUVO 390, four credits MUVO 172/372 (voice majors), six credits MUSC electives
- **Bachelor of Arts requirement** – a minimum of three classes (nine credits minimum) of world language in preferably one, but not more than two languages
- **Final degree requirements** – a minimum of 120 college level credits, minimum of 40 credits at the 300/400 level

Transfer courses and waivers and/or substitutions could modify the required credit total in the core curriculum and major.

### Music Minor

- MUSC 105, 116, 117, 151, 152, 265, 327 or 328, two credits of applied music lessons; two semesters of ensembles

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

## Music Theatre Major

<http://www.viterbo.edu/theatre-music-theatre-department/majors-minors-and-courses>

### Program Learning Outcomes

- Demonstrate the ability to act, i.e., to project one's self believably in work and action into imaginary circumstances in roles in a wide variety of styles and formats
- Demonstrate a flexible, strong, and controlled voice with trained breath support; appropriate vocal range and freedom from vocal and postural tension in rehearsal and performance; the student will also demonstrate the ability to project the voice effectively in theatre spaces of varying sizes
- Demonstrate musicianship by learning accurate rhythm, pitch, phrasing, tempi, and appropriate vocal style that is consistent with performance practice in their vocal repertoire
- Demonstrate physical competence in dance and movement
- Demonstrate a knowledge and understanding of basic production elements, including a thorough command of make-up for a variety of characters
- Demonstrate knowledge of musical theatre repertory, the history of its development and the relationship of this history to styles of performance
- Demonstrate effective audition techniques

### Policy

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

- All students taking MUTH 171/371, private voice lessons are required to perform juries at the end of every semester and attend voice studio class when offered.
- 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.
- 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.
- Students must earn a grade of C or higher in any theatre course required for the major or emphasis. Earning lower than a C will require the student to retake the course.

### **Music Theatre Major (Bachelor of Fine Arts)**

- **Core curriculum and mission seminars (32-52 credits)** – see core curriculum section of catalog
- **Major requirements (74 credits)** – MUSC 105, 153, 154, MUTH 326, 336, 339, 490, THTR 107, 121, 147, 155, 160 or 175, 180, 207, 221 or 227, 307 or 327, 407, six credits from DANC 110, 214, 220, 230, 250, 270, 314, 330, 350, 370, 414, 430, MUSC 284, two credits of MUTH 170, four credits of MUTH 171, two credits of MUTH 370, four credits of MUTH 371, six credits from THTR 119, 319
- **Final degree requirements** – a minimum of 120 college level credits, minimum of 40 credits at the 300/400 level

Transfer courses and waivers and/or substitutions could modify the required credit total in the core curriculum and major.

## **Nursing Major**

### **Traditional Program**

<http://www.viterbo.edu/bachelor-science-nursing>

### **Program Learning Outcomes**

- Incorporate effective interpersonal and inter-professional communication and collaboration skills
- Articulate the direct and indirect relationship of healthcare policy, finance, and regulations
- Assimilate professional values of altruism, autonomy, human dignity, integrity, and social justice
- Integrate health promotion, disease prevention, and safety principles for individuals and populations
- Incorporate an evidence based practice approach to clinical decision making
- Integrate critical thinking processes in an increasingly complex healthcare environment

### **Policy**

#### **Admission to the Nursing Major (traditional BSN)**

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 (traditional BSN)

- Beginning in the 2016-2017 academic school year Viterbo will admit two cohorts into the professional nursing sequence (Fall and Spring).
- Viterbo students wishing to enter the professional nursing program at the sophomore level must complete a formal application for admission prior to the semester of desired entry. Fall semester application deadline is April 15 and Spring semester application deadline is November 15.
- Students must complete all prerequisites by the end of the 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. Late applications will not be accepted.
- 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 or 105 or 195, PSYC 171, BIOL 104 and 114 (with grades of C or better), CHEM 106 or 120 and 121 (with a grade of C or better), SOCL 125, cumulative grade point average (GPA) of 2.75 or above.
- A Viterbo nursing math competency test must be successfully completed prior to submitting the application. (scheduled through the Academic Resource Center)
- The Nursing Admission Committee will review student records after the posting of current semester grades. Letters of acceptance/denial will be mailed by mid-June for the fall cohort and January 1<sup>st</sup> for the spring cohort. 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 in the desired semester. Entrance is a competitive process.
- Current Viterbo students who qualify, but are not admitted to the cohort of their choice will be guaranteed a spot in the next cohort **if** they remain enrolled full time at Viterbo and maintain the academic criteria, such as cumulative GPA and prerequisite grade requirements.
- Students who do not qualify may submit an application for a subsequent cohort. 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.

## Transfer Policy (traditional BSN)

- Beginning in the 2016-2017 academic school year, Viterbo will admit two cohorts into the professional nursing sequence (Fall and Spring). In addition, transfer students will have the option to apply for direct entry into the professional nursing sequence if they meet all the qualifications. The size of each cohort will be limited, with the priority given to current Viterbo students. Each fall cohort will allow the top 5 non-Viterbo transfer students into the program based on their cumulative transfer GPA. Additional transfer students may be considered if space allows. The spring cohort will allow the top 25 non-Viterbo transfer students into the program based on their cumulative transfer GPA. Additional transfer students may be considered if space allows.
- Transfer students need to first apply and be accepted into Viterbo University as a nursing major. In order to be a nursing major, students must meet the following requirements:
  - Submit high school transcript or equivalency which includes high school rank data
  - Submit transcripts from all previous post-secondary schools attended
  - Submit ACT data, if the test was taken, with results indicating a composite score of 20.
    - Applicants with a composite ACT score below 20 must be reviewed by the Viterbo admissions committee
    - If no ACT data is available, placement testing in math, reading, writing, and an interview, may be requested prior to acceptance.
  - Completion of one year of high school chemistry, or equivalent, with grade of “C” or better
  - Completion of two years of high school algebra, or equivalent, with grade of “C” or better

- Cumulative GPA of 2.75 on transfer credits (total earned points divided by number of credits)
- Once admitted to the university as a nursing major, transfer students may then submit a separate application to the professional nursing sequence if they meet all of the following academic criteria:
  - Cumulative GPA 2.75 or greater
  - Grade of “C” or higher in BIOL 104, BIOL 114 and CHEM 106 (or equivalent courses)
  - Grade of “C” or higher in all prerequisite courses
    - ENGL 103 or ENGL 105 or ENGL 195
    - PSYC 171
    - SOCL 125
- The priority deadline for the fall cohort is April 15, with late applications only accepted if space allows. The priority deadline for the spring cohort is November 15, with late applications only accepted if space allows. Student transcripts will be reviewed after publication of the corresponding semester grade reports. Fall cohort students will be notified mid-June. Spring Cohort students will be notified by January 1<sup>st</sup> contingent on final grades in prerequisite courses.
- The school may find it necessary to deny admission to a qualified applicant because of enrollment limits in a cohort. Depending on the number of qualified applicants, meeting the minimum criteria for admission may not be sufficient to be admitted to the chosen cohort. Current Viterbo students who qualify, but are not admitted to the cohort of their choice will be guaranteed a spot in the next cohort if they remain enrolled full time at Viterbo and maintain the academic criteria, such as cumulative GPA and prerequisite grade requirements.
- Students who do not qualify may submit an application for a subsequent cohort. 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.
- Additional requirements once admitted into the program are:
  - Current State Certified Nurse Assistant;
  - Current CPR for health professionals (American Heart Association);
  - Nursing Math test (administered at Viterbo);
  - Verified Credentials check (health physical, immunizations and titers, criminal background check, and liability insurance)

The deadline to complete these additional requirements is prior to the first day of classes for the desired cohort.

- Clinical Requirements (traditional BSN) ALL STUDENTS
  - Prior to starting the professional nursing sequence, students must show completion of the following: state 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. Failure to have these documents on file by the first day of classes may result in being dropped from the professional sequence.
  - 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.
- Students will be required to purchase their own liability insurance for any clinical experiences occurring outside of the university semester dates.
- Additional requirements related to the professional program can be found in the current B.S.N. student handbook (traditional program) <http://www.viterbo.edu/bachelor-science-nursing/student-handbook>.
- Progression in the Professional Nursing Sequence (traditional BSN)
  - In order to progress in the professional nursing sequence, 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. Failure to do so will result in being dropped from the program until the 2.5 GPA is reestablished.
- Readmission Policy (traditional BSN)
  - An individual previously dismissed from the School of Nursing seeking readmission shall be required to complete a readmission packet. The guidelines shall be obtained from the BSN Program Coordinator. The completed readmission packet will be evaluated on an individual basis by the BSN Program Coordinator and a readmission board.

### **BSN Completion Program**

<http://www.viterbo.edu/bsn-completion>

### **Program Learning Outcomes**

- Incorporate effective interpersonal and inter-professional communication and collaboration skills
- Articulate the direct and indirect relationship of healthcare policy, finance, and regulations
- Assimilate professional values of altruism, autonomy, human dignity, integrity, and social justice
- Integrate health promotion, disease prevention, and safety principles for individuals and populations
- Incorporate an evidence based practice approach to clinical decision making
- Integrate critical thinking processes in an increasingly complex healthcare environment

### **Policy**

#### **Admission to Professional Pathways**

- Professional Pathways is designed for students waiting to start nursing core courses at a Wisconsin Technical School. The program allows opportunities for students to build in core curriculum bachelor degree requirements, prior to completing their associate degree in nursing. Students will be eligible to apply for financial aid at Viterbo University, so long as the student is not taking courses at any other institution and has not applied for aid elsewhere.
- The following enrollment requirements must be completed and an application must be approved by the Associate Dean of the student's respective nursing program:
  - Submit all transcripts from the Technical School and all other colleges/universities, with a minimum 3.0 GPA.
  - Complete Anatomy and Physiology and either Advanced Anatomy and Physiology or Microbiology, with a minimum grade of C in each course.
  - Complete 15 credits of general education requirements, to include: Written Communication, Speech, Sociology, Psychology, and Developmental Psychology, with a minimum 3.0 GPA.

### **Admission (BSN completion)**

- 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.

### **Policy (BSN completion)**

- Up to 38 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 must take a minimum of 13 credits of nursing courses through Viterbo's B.S.N. Completion program. All nursing courses transferred, are subject to a review of the syllabus and approval of the program chair. The courses are those completed after the ADN or a Registered Nurse Diploma program from a regionally accredited college or technical school.
- 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 – 25 nursing credits required for the major; three of these may come from a support course; 40 upper division credits; and all other requirements in the core curriculum.
- A student who does not maintain a 2.5 cumulative grade point average in nursing courses 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.
- As with nurses educated in the United States (U.S.), nurses who have received their education in a country outside of the U.S. will have their educational transcripts reviewed on an individual basis. This transcript review will determine direct course-to-course transfer credits, as well as general transfer credits, including those transfer credits which may meet university core curriculum requirements. Once transfer credits are determined, each student's respective advisor will meet with the student to develop and discuss an individual curricular plan.
- Additional requirements related to the program can be found in the BSN Completion program handbook.

### **Clinical Requirements (BSN completion)**

- Students must meet both university (health history and immunization profile) and clinical agency personnel requirements (up-to-date immunization records and background checks) as specified for prescribed coursework and clinical 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 by the state of Wisconsin or others 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. Individuals whose background check identifies bars to the provision of care in contracted agencies or places restrictions of client contact will not be allowed to progress in the program.
- Students must have the ability to collect appropriate subjective and objective data associated with obtaining a nursing history and performing a physical assessment. The emphasis is on knowing normal findings and normal variations in the healthy adult, well child, and the well elder person as demonstrated by one of the following:
  - Currently completing health histories and physical assessments in the students' nursing practice.

- Graduate after 1990 from an ADN program.
- A course must be completed prior to registering for NURS-451 if the student does not meet one of the above criteria.

### **Readmission Policy (BSN completion)**

- 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 (Bachelor of Science in Nursing)**

- **Core curriculum and mission seminars (32-52 credits)** – see core curriculum section of catalog
- **Major requirements (86-91 credits)** – BIOL 104, 114, 296, CHEM 106 or 120 and 121, MATH 130 or 230, NURS 221, 230, 240, 290, 323, 324, 342, 349, 365, 372, 382, 422, 432, 452, 465, 482, NUTR 280, PSYC 171, 220, SOCL 125
- **Bachelor of Science requirement** – a minimum of 11 credits of natural science and/or mathematics
- **Final degree requirements** – a minimum of 120 college level credits, minimum of 40 credits at the 300/400 level

Transfer courses and waivers and/or substitutions could modify the required credit total in the core curriculum and major.

### **Nursing Major (degree completion) (Bachelor of Science in Nursing)**

- **Core curriculum and mission seminars (24-32 credits)** – see core curriculum section of catalog
- **Major requirements (26 credits)** – NURS 315 or MATH 130, NURS 340, 353, 408, 450, 451, 462, 472, 481
- **Bachelor of Science requirement** – a minimum of 11 credits of natural science and/or mathematics
- **Final degree requirements** – a minimum of 120 college level credits, minimum of 40 credits at the 300/400 level

Transfer courses and waivers and/or substitutions could modify the required credit total in the core curriculum and major.

## **Nutrition and Dietetics Major**

<http://www.viterbo.edu/nutrition-and-dietetics>

### **Program Learning Outcomes**

- Scientific and Evidence Base of Practice: Integrate scientific information and translation of research into practice.
- Professional Practice Expectations: Demonstrate beliefs, values, attitudes and behaviors for the professional dietitian nutritionist level of practice.
- Clinical and Customer Services: Develop and deliver information, products and services to individuals, groups and populations.
- Practice Management and Use of Resources: Strategically apply principles of management and systems in the provision of services to individuals and organizations.
- Provide nutrition education to community groups for health promotion and disease prevention using a variety of technology
- Develop and conduct community nutrition research
- Participate in physical assessment screenings at community health events

## Policy

- To become eligible to write the Registration Exam for Dietitians, both classroom and supervised practice components must be completed.
- Admission
  - Applicants with an ACT 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 3.00, 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) along with input from the student's academic advisor. 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.
- To remain in the program, junior- and senior-level students must maintain a cumulative grade point average (GPA) of at least 3.00, and a minimum grade of B in each of the following courses, NUTR 351, 352, 370, 372, 400, 470, 472, 476, and must receive a passing grade in all CR/NC supervised practice courses. Students who do not meet these grade requirements will be placed on academic probation within the program for a maximum of two semesters. Students may not repeat a course more than once (maximum two times a course is taken) to achieve the minimum grade requirement.

## Dietetics Major (Bachelor of Science in Community-Medical Dietetics)

- **Core curriculum and mission seminars (32-52 credits)** – see core curriculum section of catalog
- **Major requirements (89-106 credits)** – BIOL 104, 114, 296, 305, CHEM 106 or 120 and 121, 140 or 240, MATH 130 or 230, NUTR 173, 273, 340, 341, 351, 352, 355, 368, 370, 371, 372, 373, 400, 401, 470, 471, 472, 473, 476, PSYC 171, 424
- **Bachelor of Science requirement** – a minimum of 11 credits of natural science and/or mathematics
- **Final degree requirements** – a minimum of 120 college level credits, minimum of 40 credits at the 300/400 level

Transfer courses and waivers and/or substitutions could modify the required credit total in the core curriculum and major.



## Organizational Management Major

<http://www.viterbo.edu/organizational-management>

### Program Learning Outcomes

- Comprehend and apply concepts of human resource planning, personnel selection, motivation, and performance evaluation.
- Demonstrate an understanding of how individuals and groups influence organizational behavior, and demonstrate the ability to work in teams.
- Demonstrate the ability to apply communication skills in a variety of interpersonal and organizational settings.
- Apply principles of various business disciplines (such as statistics, accounting, and finance) to solve complex problems.
- Demonstrate sound ethical decision-making skills to solve ethical problems in organizations.
- Understand and demonstrate mastery of management theories, principles, processes, and skills.

### Policy

- 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 major requirement 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.
- 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.
- 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.

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

- **Core curriculum and mission seminars (24-32 credits)** – see core curriculum section of catalog
- **Major requirements (39 credits)** – BLAW 343, ECON 101 or 102, INFO 200, OMGT 302, 305, 306, 308, 309, 318, 400, 401, 402, 410
- **Final degree requirements** – a minimum of 120 college level credits, minimum of 40 credits at the 300/400 level

Transfer courses and waivers and/or substitutions could modify the required credit total in the core curriculum and major.

### Organizational Management (transfer agreement/degree completion) Major (Bachelor of Business Administration)

The Associate of Applied Science (A.A.S.) degree must have been earned after May 2006 for Western Technical College (WTC) graduates. Students may not begin these specifically-articulated transfer 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. A student who did not complete the A.A.S. degree could instead complete the requirements of the general major, and any completed courses of the A.A.S. would count toward the major, but in order to come into this articulated transfer agreement program, the A.A.S. must be completed prior to transfer to Viterbo. The student cannot be dually enrolled.

- **core curriculum and mission seminars (24-32 credits)** – see core curriculum section of catalog
- **major requirements (21-39 credits)** – see below
- **Final degree requirements** – a minimum of 120 college level credits, minimum of 40 credits at the 300/400 level

Transfer courses and waivers and/or substitutions could modify the required credit total in the core curriculum and major.

<b><u>Technical College</u></b>	<b><u>Associate Degree Program</u></b>	<b><u>Major Requirements</u></b>
Western TC	Administrative Professional	COMM 105, BLAW 343, OMGT 306, 308, 309, 318, 400, 401, 402, 410, seven credits from OMGT or SVLD
Western TC	Business Analyst	COMM 105, BLAW 343, ECON 102, OMGT 305, 306, 308, 309, 318, 400, 402, 410, five credits from ACCT, BLAW, COMM, ECON, FINA, HMGT, MGMT, MKTG, SPML, SVLD
Western TC	Business Management	COMM 105, OMGT 305, 308, 318, 401, 402, 403, nine upper division credits from ACCT, BLAW, COMM, ECON, FINA, HMGT, MGMT, MKTG, SPML, SVLD
Western TC	Digital Marketing	BLAW 343, OMGT 305, 306, 308, 318, 400, 401, 402, 410
Western TC	Digital Media Production	BLAW 343, ECON 102, OMGT 305, 306, 308, 309, 318, 400, 401, 402, 410
Western TC	Financial Services	COMM 105, OMGT 305, 306, 308, 309, 400, 401, 402, 410, five upper division credits from ACCT, BLAW, COMM, ECON, FINA, HMGT, MGMT, MKTG, SPML, SVLD
Western TC	Graphic Design	BLAW 343, ECON 102, OMGT 305, 306, 308, 318, 400, 401, 402, 410
Western TC	Hospitality Management	COMM 105, OMGT 305, 308, 309, 318, 401, 402, 410, six credits of upper division credits from ACCT, BLAW, COMM, ECON, FINA, HMGT, MGMT, MKTG, SPML, SVLD
Western TC	Human Resource Management	BLAW 343, COMM 105, ECON 102, OMGT 305, 306, 308, 309, 318, 401, 402, 410
Western TC	Leadership Development	COMM 105, OMGT 305, 308, 309, 401, 402, 410
Western TC	Marketing Management	BLAW 343, COMM 105, OMGT 305, 306, 308, 318, 400, 401, 402, 410, five credits from OMGT or SVLD
Western TC	Paralegal	COMM 105, ECON 102, OMGT 305, 306, 308, 309, 318, 400, 401, 402, 410, two credits from OMGT or SVLD
Western TC	Sales Management	COMM 105, OMGT 305, 308, 400, 401, 402, 410, seven upper division credits from ACCT, BLAW, COMM, ECON, FINA, HMGT, MGMT, MKTG, SPML, SVLD

## **Philosophy Major**

<http://www.viterbo.edu/philosophy>

### **Program Learning Outcomes**

- Identify, evaluate and construct good philosophical arguments using a variety of different methods and strategies
- Evaluate moral beliefs/claims comprehensively and discuss them effectively
- Analyze complex philosophical problems and understand their relevancy

## Philosophy Major (Bachelor of Arts or Science)

- **Core curriculum and mission seminars (32-52 credits)** – see core curriculum section of catalog
- **Major requirements (30 credits)** – PHIL 100 or 101 or 105, three credits of PHIL-481, two courses from PHIL 320, 340, or 370, two courses from PHIL 311, 312, 313, or 333, 12 credits from PHIL 244, 286, 302, 310, 315, 316, 317, 321, 346, 360, 365, 375, 381, 486, 488
- **School of Humanities requirement** – a minor, a year of language study, or study abroad experience (see degree requirement section of this catalog for details)
- **Bachelor of Arts requirement** – a minimum of three classes (nine credits minimum) of world language in preferably one, but not more than two languages **OR**
- **Bachelor of Science requirement** – a minimum of 11 credits of natural science and/or math
- **Final degree requirements** – a minimum of 120 college level credits, minimum of 40 credits at the 300/400 level

Transfer courses and waivers and/or substitutions could modify the required credit total in the core curriculum and major.

## Philosophy Minor

### Philosophy Minor

- PHIL 100 or 101, 15 credits of PHIL

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

### Ethics Minor

- PHIL 100, one course at the VUSM 100 or VUSM 300 level (must be approved as any Ways of Thinking category), one course at the VUSM 400 level or PHIL-488, two courses from PHIL 302, 315, 321, 322, 360, 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, PSYC 250, 374, RLST 465, SOCL 333, SOWK 333, 341, SPML 320

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

## Physics Minor

### 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, waivers and/or substitutions, and prerequisite courses could modify these credit totals.

## Political Science Minor

### Political Science Minor

- POSC 121, HIST 308, 315, one course from PHIL 315, 346, 360, one course from COMM 414, HIST 247, SOCL 354, SPAN 456

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

## Professional Studies Major

<http://www.viterbo.edu/professional-studies>

### Program Learning Outcomes

- Comprehensively explore issues, ideas, artifacts, and events before accepting or formulating an opinion or conclusion.
- Demonstrate sound ethical decision-making skills.

### Policy

- Fifteen of the credits in focus and support areas must be upper division.

### Professional Studies (degree completion) Major (Bachelor of Science)

- **Core curriculum and mission seminars (24-32 credits)** – see core curriculum section of catalog
- **Major requirements (30 credits)** –
  - OMGT 402, ORST 495
  - 24 credits in a single discipline **or** 15 credits in one discipline and nine credits in a second discipline from the following: arts in culture (courses from the Ways of Thinking artistic awareness category), business, English, ethics, history, legal studies, philosophy, psychology, religious studies, natural science, servant leadership, sociology; or women's studies.
- **Final degree requirements** – a minimum of 120 college level credits, minimum of 40 credits at the 300/400 level

Transfer courses and waivers and/or substitutions could modify the required credit total in the core curriculum and major.

## Psychology Major

<http://www.viterbo.edu/psychology>

### Program Learning Outcomes

- Demonstrate knowledge of key concepts, principles, and theories in primary content domains of psychology
- Employ scientific reasoning and critical thinking when evaluating and conducting psychological research
- Explain and apply ethical principles and standards in the evaluation of psychology science and practice
- Demonstrate effective interpersonal, oral, and written communication skills as they relate to psychological science and practice
- Identify their interests and strengths in order to determine realistic and meaningful career options

### Psychology Major (Bachelor of Science)

- **Core curriculum and mission seminars (32-52 credits)** – see core curriculum section of catalog
- **Major requirements (38-47 credits)** – BIOP 261 or PSYC 261 or 305, MATH 130 or 230 or PSYC 223 or SOCL 223, PSYC 171, 205, 230, 250, 270, 330, 335, 340, 499, PSYC 220 or 310 or 320, PSYC 481 or 487 or 489, one course from 351, 365, 421, 422, 424
- **Bachelor of Science requirement** – a minimum of 11 credits of natural science and/or math
- **Final degree requirements** – a minimum of 120 college level credits, minimum of 40 credits at the 300/400 level

Transfer courses and waivers and/or substitutions could modify the required credit total in the core curriculum and major.

### Psychology (transfer agreement) Major (Bachelor of Science)

Students with an earned A.A.S. degree in human services from Western Technical College may earn a Bachelor of Science with a major in psychology. The degree must have been earned May 2016 or later. Students may not begin this program or be considered a student in this program 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. Students must fulfill all requirements for the Core Curriculum, mission seminars, major requirements, Bachelor of Science requirements and final degree requirements. Transfer courses and waivers and/or substitutions could modify the credit total in the core curriculum and major.

### **Psychology (transfer agreement) Major (Bachelor of Science)**

This degree program provides an opportunity for students to complete one year of coursework at Western Technical College and complete a Bachelor of Science degree with a major in psychology in three additional years. Students must fulfill all requirements for the Core Curriculum, mission seminars, major requirements, Bachelor of Science requirements and final degree requirements. Transfer courses and waivers and/or substitutions could modify the credit total in the core curriculum and major.

### **Undergraduate Student Enrollment in Master of Science in Mental Health Counseling**

Exceptional undergraduate students seeking a bachelor degree in psychology can apply to the Master of Science in Mental Health Counseling (MSMDC) program for provisional admittance. Students must meet the following requirements:

- 2<sup>nd</sup> semester of junior year
- GPA of 3.25 or higher
- Prerequisites of PSYC 171, 340 and a research methods course

Students would complete all admission requirements for the MSMHC program with the exception of the Miller Analogies Test (MAT) and submission of their final undergraduate transcript; these will be required upon completion of their bachelor degree program. Provisionally admitted students could enroll in a maximum of nine graduate credits (provided availability of seats). Refer to the Undergraduate Student Enrollment in Graduate Course policy in this catalog. Students interested in this opportunity should contact the MSMHC Program Director.

## **Psychology Minor**

### **Policy**

- Students seeking the psychology minor should confer with department faculty on course selection.

### **Psychology Minor**

• PSYC 171, 12 credits from any PSYC course except 223. Six credits must be upper division level. The total credits of the minor requirements are 15. Transfer course, waivers and/or substitutions, and prerequisite courses could modify these credit totals.

## **Religious Studies Major**

<http://www.viterbo.edu/religious-studies>

### **Program Learning Outcomes**

- Students will analyze practices of faith found in sacred and foundational texts, demonstrating how various people practice their faith
- Students will demonstrate knowledge of faith perspectives through history, practices, and sacred, foundational texts, connecting them to doctrinal practices.
- Students will demonstrate knowledge of the theological values of Francis and Clare of Assisi and Rose of Viterbo and the importance of those values in contemporary life.
- Students will demonstrate learned leadership skill for functioning as ethical and just leaders in our diverse, contemporary world.
- Students will articulate the Christian concept of the common good and its application to contemporary issues.

## Religious Studies (Bachelor of Arts)

- **core curriculum and mission seminars (32-52 credits)** – see core curriculum section of catalog
- **major requirements (43-44 credits)** – PHIL 310, RLST 160, 222, 331, 343, 348, 425, 433, 450, 465, 481, six credits of PHIL, six credits of RLST electives. PHIL 312 highly recommended.
- **School of Humanities requirement** – a minor, a year of language study, or study abroad experience (see degree requirement section of this catalog for details)
- **Bachelor of Arts requirement** – a minimum of three classes (nine credits minimum) of world language in preferably one, but not more than two languages
- **Final degree requirements** – a minimum of 120 college level credits, minimum of 40 credits at the 300/400 level

Transfer courses and waivers and/or substitutions could modify the required credit total in the core curriculum and major.

## Religious Studies Minor

### Religious Studies Minor

- RLST 160 or 342 or VUSM-120, nine credits RLST electives numbered 300 or higher, three credits PHIL electives numbered 300 or higher.

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

## Sacred Music Minor

### Policy

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

### Sacred Music Minor

- MUSC 105, 116, 117, 151, 152, 205, 251, 252, 265, 327, 328, 342, 354, 355, 356 or 420, 453, four credits of 171/371 (up to two applied credits may be in organ for piano emphasis students), eight semesters MUSC 137/337 (music core), four credits from MUSC 481

The total credits of the minor requirements are 15-16, not including the music core. Transfer course and waivers and/or substitutions could modify these credit totals.

## Servant Leadership Minor

### Servant Leadership Minor

- SVLD 260, 450, nine credits from MGMT 375, NURS 301, 465, RLST 262, 343, SOCL 370, SVLD 287, 310, 320, 356, 415, 418, 420, 475, 487, 495, MSCI 201, 202, 302, 401, any Serving the Common Good course

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

## Social Work Major

<http://www.viterbo.edu/social-work>

### Program Learning Outcomes

- Demonstrate ethical and professional behavior
- Engage diversity and difference in practice
- Advance human rights and social, economic, and environmental justice
- Engage in practice-informed research and research-informed practice
- Engage in policy practice
- Engage with individuals, families, groups, organizations, and communities

- Assess individuals, families, groups, organizations, and communities
- Intervene with individuals, families, groups, organizations, and communities
- Evaluate practice with individuals, families, groups, organizations, and communities

## Policy

- 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 30 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. 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 240, 280, 321, 331, 340, 341, 351, 441, 451, 479, and 482, receive a minimum grade of C or better in SOWK 240, 275, 280, 321, 331, 340, 341, 351, 441, 451, 479, 482, receive a grade of CR (credit) in SOWK 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 and all support courses for the major, 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.

## Social Work Major (Bachelor of Arts or Science)

- **core curriculum and mission seminars (32-52 credits)** – see core curriculum section of catalog
- **pre-professional curriculum requirements (26-32 credits)** – BIOL 104 and 114 or 203, ENGL 103 and 104 or 105 or 195, POSC 121, PSYC 171, SOCL 125, SOWK 210, 240, 275
- **major requirements (46 credits)** – MATH 130 or PSYC 223 or SOCL 223, PSYC 340 or SOWK 366, SOCL 320, SOWK 280, 321, 331, 340, 341, 351, 441, 451, 479, 480, 482

- **Bachelor of Arts requirement** – a minimum of three classes (nine credits minimum) of world language in preferably one, but not more than two languages **OR**
- **Bachelor of Science requirement** – a minimum of 11 credits of natural science and/or mathematics
- **Final degree requirements** – a minimum of 120 college level credits, minimum of 40 credits at the 300/400 level

Transfer courses and waivers and/or substitutions could modify the required credit total in the core curriculum and major.

### **Social Work (transfer agreement) Major (Bachelor of Science)**

Students with an earned A.A.S. degree in human services from Western Technical College may earn a Bachelor of Science with a major in social work. The degree must have been earned May 2014 or later. Students may not begin this program or be considered a student in this program 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. Students must fulfill all requirements for the Core Curriculum, mission seminars, major requirements, Bachelor of Science requirements and final degree requirements. Transfer courses and waivers and/or substitutions could modify the credit total in the core curriculum and major.

### **Social Work (transfer agreement) Major (Bachelor of Science)**

This degree program provides an opportunity for students to complete one year of coursework at Western Technical College and complete a Bachelor of Science degree with a major in social work in three additional years. Students must fulfill all requirements for the Core Curriculum, mission seminars, major requirements, Bachelor of Science requirements and final degree requirements. Transfer courses and waivers and/or substitutions could modify the credit total in the core curriculum and major.

### **Undergraduate Student Enrollment in Master of Science in Mental Health Counseling**

Exceptional undergraduate students seeking a bachelor degree in social work can apply to the Master of Science in Mental Health Counseling (MSMDC) program for provisional admittance. Students must meet the following requirements:

- 2<sup>nd</sup> semester of junior year
- GPA of 3.25 or higher
- Prerequisites of PSYC 171, 340 and a research methods course

Students would complete all admission requirements for the MSMHC program with the exception of the Miller Analogies Test (MAT) and submission of their final undergraduate transcript; these will be required upon completion of their bachelor degree program. Provisionally admitted students could enroll in a maximum of nine graduate credits (provided availability of seats). Refer to the Undergraduate Student Enrollment in Graduate Course policy in this catalog. Students interested in this opportunity should contact the MSMHC Program Director.

## **Sociology Minor**

### **Policy**

- 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.

### **Sociology minor**

- SOCL 125, 12 credits of SOCL, at least six credits at the 300 level or above

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



## Spanish Major

<http://www.viterbo.edu/spanish>

### Program Learning Outcomes

- Communicate effectively in more than one language in order to function in a variety of situations and for multiple purposes
- Interact with cultural competence and understanding
- Connect with other disciplines and acquire information and diverse perspectives in order to use the language to function in academic and career-related situations
- Develop insight into the nature of language and culture in order to interact with cultural competence
- Communicate and interact with cultural competence in order to participate in multilingual communities at home and around the world
- Read and understand a variety of texts
- Translate a variety of texts

### Policy

- A target proficiency at the Advanced-Low level (ACTFL guidelines) in listening, speaking, reading, and writing as evidenced through course assessment and a course-embedded capstone project
- 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 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

### Spanish Major (Bachelor of Arts)

- **Core curriculum and mission seminars (32-52 credits)** – see core curriculum section of catalog
- **Major requirements (36 credits)** – SPAN 305, 306, 405, 406, 415 or 416, six credits from SPAN 307, 310, 312, 410, 456, six credits from SPAN 308, 314, 316, 318, nine credits from SPAN
- **School of Humanities requirement** – a minor, a year of language study, or study abroad experience (see degree requirement section of this catalog for details)
- **Bachelor of Arts requirement** – a minimum of three classes (nine credits minimum) of world language in preferably one, but not more than two languages
- **Final degree requirements** – a minimum of 120 college level credits, minimum of 40 credits at the 300/400 level

Transfer courses and waivers and/or substitutions could modify the required credit total in the core curriculum and major.

## Spanish Minor

### Spanish Minor

- SPAN 101, 102, 250, 251, 305, 306, six credits SPAN electives
- proficiency of Intermediate-High (ACTFL guidelines) in speaking, listening, reading and writing assessed through course work
- knowledge of Spanish-speaking countries and cultures assessed through course work

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

## Sport Leadership Minor

### Sport Leadership Minor

- SPML 320, SPSL 110, nine credits from BIOL 331, 338, PSYC 344, RLST 326, SOCL 245, SPML 330, 340, 350, 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.

## Sport Management and Leadership Major

<http://www.viterbo.edu/sport-management-and-leadership>

### Program Learning Outcomes

- Understand and appreciate the influence that cultural traditions, social values, psychosocial and international experiences have on sport managers.
- Apply managerial and leadership theories and techniques as they relate to the sport industry.
- Analyze ethical issues to develop a personal philosophy regarding social responsibility in the sport management setting.
- Apply marketing concepts related to the sport industry to create effective internal and external communications.
- Apply principles of finance and budgeting within sport-related agencies with various organizational structures, functions, and authority.
- Apply legal concepts as they relate to the sport management and leadership environment.

### Policy

- 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 major requirement 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.
- 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.

### Sport Management and Leadership Major (Bachelor of Business Administration)

- **Core curriculum and mission seminars (32-52 credits)** – see core curriculum section of catalog
- **Major requirements (72 credits)** – ACCT 211, 212, ECON 101, 102, FINA 331, MATH 270, MGMT 101, 210, 230, 243, 300, 325, 341, 447, 449, 492, MKTG 351, SPML 320, 330, 340, 350, 455, 490, four credits of SPML 481 or 487, six credits from BIOL 203, MKTG 356, PSYC 344, SOCL 245 or SPML 220
- **Final degree requirements** – a minimum of 120 college level credits, minimum of 40 credits at the 300/400 level

Transfer courses and waivers and/or substitutions could modify the required credit total in the core curriculum and major.

## Sport Science Minor

### Policy

- Students majoring in sport management and leadership or sport science and leadership may not declare a sport science minor.

### Sport Science Minor

- A minimum of nine credits of SPSL; six credits from NUTR 260, PSYC 344, SOCL 245

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

## Sport Science and Leadership Major

<http://www.viterbo.edu/sport-science-and-leadership>

### Program Learning Outcomes

- Cultural / International: Tradition Understand and appreciate the influence that cultural traditions, social values, psychosocial and international experiences have on sport managers
- Managerial and Leadership Theory / Techniques: Apply managerial and leadership theories and techniques as they relate to the sport industry
- Ethical and Social Responsibility: Analyze ethical issues to develop a personal philosophy regarding social responsibility in the sport science and leadership setting
- Understand the Human Body: Apply the science of human movement to physical activity, exercise, and sports including body mechanics and physiological changes
- Promote Health and Well-being: Utilize sport science knowledge to design, develop, and implement effective fitness / health / wellness programs

### Sport Science and Leadership Major (Bachelor of Science)

- **Core curriculum and mission seminars (32-52 credits)** – see core curriculum section of catalog
- **Major requirements (69-70 credits)** – BIOL 104 and 114 or 347 and 482, 160, 161, MATH 113, 130 or 230 or MGMT 230 or PSYC 223 or SOCL 223, NUTR 260, PHYS 250 and 270 or 260 and 270, SPML 320, 350, 481, 490, SPSL 100, 110, 331, 338 or BIOL 338, 430, six credits from PSYC 344, SOCL 245, SPSL 200, 220, 286, eight credits CHEM
- **Bachelor of Science requirement** – a minimum of 11 credits of natural science and/or mathematics
- **Final degree requirements** – a minimum of 120 college level credits, minimum of 40 credits at the 300/400 level

Transfer courses and waivers and/or substitutions could modify the required credit total in the core curriculum and major.

## Substance Abuse Counseling Major

<http://www.viterbo.edu/substance-abuse-counseling>

### Program Learning Outcomes

- Describe key concepts, principles, and theories relevant to substance abuse counseling using the following approaches: developmental, multicultural, biopsychosocial, and counseling
- Employ scientific reasoning and critical thinking when evaluating and conducting substance abuse counseling research and evidence-based practice
- Explain and apply ethical principles and standards in the evaluation of substance abuse counseling research and practice
- Demonstrate effective interpersonal, oral, and written communication skills as they relate to substance abuse counseling research and practice (e.g., diagnostic assessments, treatment plans, discharge summaries, case review, staffing, verbal counseling skills, client education)
- Identify their interests and strengths in order to determine realistic and meaningful career options in the field of substance abuse counseling

### Policy

- Students who have previously earned a degree with a major in psychology must complete a minimum of 18 unduplicated credits in substance abuse counseling to be awarded the second major of substance abuse counseling.
- Substance abuse counseling 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.
- Per Wisconsin state regulations, students who wish to obtain a Wisconsin state Substance Abuse Counselor certification must complete both 360 hours of classroom education and 4,000 hours of

patient counseling experience. The requirements of the Substance Abuse Counseling major meet the 360 hours of classroom education requirement. Substance abuse counseling majors are not required to complete counseling experience hours, but are strongly encouraged to do so by completing ADCT-481. (The state of Wisconsin allows for completed educational hours to satisfy part of the experience requirement. Please refer to the Wisconsin Department of Safety and Professional Services for further information.)

- 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.
- Substance abuse counseling majors may not declare a psychology minor.

### **Substance Abuse Counseling (degree completion) Major (Bachelor of Arts or Science)**

- **Core curriculum and mission seminars (24-32 credits)** – see core curriculum section of catalog
- **Major requirements (33 credits)** – ADCT 330, 423, 427, 440, 445, 464, PSYC 171, 205, 270, 305, 340
- **Bachelor of Arts requirement** – a minimum of three classes (nine credits minimum) of world language in preferably one, but not more than two languages **OR**
- **Bachelor of Science requirement** – a minimum of 11 credits of natural science and/or mathematics
- **Final degree requirements** – a minimum of 120 college level credits, minimum of 40 credits at the 300/400 level

Transfer courses and waivers and/or substitutions could modify the required credit total in the core curriculum and major.

### **Substance Abuse Counseling (transfer agreement) Major (Bachelor of Arts or Science)**

Students with an earned A.A.S. degree in human services from Western Technical College may earn a Bachelor of Arts or Bachelor of Science with a major in substance abuse counseling. The degree must have been earned May 2016 or later. Students may not begin this program or be considered a student in this program 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. Students must fulfill all requirements for the Core Curriculum, mission seminars, major requirements, Bachelor of Arts or Bachelor of Science requirements and final degree requirements. Transfer courses and waivers and/or substitutions could modify the credit total in the core curriculum and major.

### **Undergraduate Student Enrollment in Master of Science in Mental Health Counseling**

Exceptional undergraduate students seeking a bachelor degree in substance abuse counseling can apply to the Master of Science in Mental Health Counseling (MSMHC) program for provisional admittance. Students must meet the following requirements:

- 2<sup>nd</sup> semester junior year
- GPA of 3.25
- Prerequisites of PSYC 171, 340 and a research methods course

Students would complete all admission requirements for the MSMHC program with the exception of the Miller Analogies Test (MAT) and submission of their final undergraduate transcript; these will be required upon completion of the bachelor degree program. Provisionally admitted students could enroll in a maximum of nine graduate credits (provided availability of seats). Refer to the Undergraduate Student Enrollment in Graduate Course policy in this catalog. Students interested in this opportunity should contact the MSMHC Program Director.

## **Substance Abuse Counseling Minor**

### **Policy**

- Students majoring in psychology must complete one additional course from ADCT 440, 445, CRMJ 150, 351, PSYC 261, 342, 351, 365, 421, 422, 424, SOCL 150, 351, SOWK 332, 333, 334. This course may not be used as requirements for the psychology major.

### Substance Abuse Counseling Minor

- ADCT 423, 427, PSYC 205, 270 or SOWK 280, 305, 340

The total credits of the minor requirements are 18-21. Transfer course, waivers and/or substitutions, and prerequisite courses could modify these credit totals.

### Sustainability Minor

#### Sustainability Minor

- SUST 210, six credits from ENGL 225, MGMT 374, OGMT 330, SUST 350, six credits from COMM 328, ECON 300, ENGL 204, ENVS 101, 325, ESCI 103, HIST 354, RLST 380, VUSM 170

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

### Theatre Major

<http://www.viterbo.edu/theatre-music-theatre-department/majors-minors-and-courses>

#### Program Learning Outcomes

- Read and analyze a variety of texts for the purpose and intent of production.
- Demonstrate familiarity with the history and traditions of theatre practice.
- Make connections between academic training, classroom and studio experience, and production with the goal of a professional experience.
- Demonstrate proficiency in the use of research for a variety of theatrical practices.

#### Policy

- Students wishing to major in theatre or music theatre must audition and interview with a faculty committee.
- 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.
- Students in the BFA program: of the eight total credits 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.
- Students must earn a grade of C or higher in any theatre course required for the major or emphasis. Earning lower than a C will require the student to retake the course.

#### Theatre Major (Bachelor of Arts)

- **Core curriculum and mission seminars (32-52 credits)** – see core curriculum section of catalog
- **Major requirements (47 credits)** – THTR 107, 155, 160, 175, 180, 225, 230, 250, 281, 291, 301, 320, 440, 490, eight credits of THTR 119/319
- **Bachelor of Arts requirement** – a minimum of three classes (nine credits minimum) of world language in preferably one, but not more than two languages
- **Final degree requirements** – a minimum of 120 college level credits, minimum of 40 credits at the 300/400 level

Transfer courses and waivers and/or substitutions could modify the required credit total in the core curriculum and major.

### Theatre Major (Bachelor of Fine Arts)

- **Core curriculum and mission seminars (32-52 credits)** – see core curriculum section of catalog
- **Major requirements (34 credits)** – THTR 107, 155, 160, 175, 180, 225, 230, 281, 291, 301, four credits of THTR 119
- **Emphasis** – select one
  - **acting emphasis (47-49 credits)** – DANC 110 (or appropriate level), THTR 121, 147, 207, 217, 221, 227, 250, 276 (two credits), 307, 327, 407, 476 (two credits), 490, four credits from THTR 119, 319, one course from DANC, four credits from MUVO 168, 368
  - **design/technical emphasis (42 credits)** – THTR 250, 260, 265, 342, 344, 346, 351, 490, nine credits from 354, 355 or 368, 361, 365, 375, one credit from THTR 156, two credits each 256, 356, 456; four credits from THTR 119, 319
  - **stage management emphasis (44 credits)** – THTR 250, 260, 300, 318 (seven credits), 354, 357, 424, 440, 490, two credits from DANC, four credits from THTR 119, 319
    - six credits from the following areas –
      - acting/playwriting – THTR 147, 465
      - dramatic literature – THTR 320
      - internship – THTR 487 (limit three credits applicable to major)
      - music theatre – MUTH 339
      - technical production – THTR 265, 351, 355, 361, 368, 375
      - theatrical design – THTR 342, 344, 346
- **Final degree requirements** – a minimum of 120 college level credits, minimum of 40 credits at the 300/400 level

Transfer courses and waivers and/or substitutions could modify the required credit total in the core curriculum and major.

### Theatre Minor

#### Theatre Minor

- THTR 155, 244, two credits from THTR 119, 319, nine credits from THTR 107, 160, 175, 230, 250, 260, 300

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

### Women's Studies Minor

<http://www.viterbo.edu/womens-studies-minor>

#### Women's Study Minor

- WMST 100 or VUSM 290, twelve credits from ARTS 200, CRMJ 345, ENGL 346, 347, HIST 352, 353, NURS 351, RLST 352, SOCL 310, 345, VUSM 240, 252, 280; see Student Planning for course rotation information

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

# Other Undergraduate Academic Programs

## Applied Music Lessons

Music majors should see the policy section in the Bachelor Degree Programs section of this catalog. The information below is only for non-music majors and non-music minors.

### Policy

- The 168 level is for freshman and sophomore standing and the 368 level is for junior and senior standing. The junior/senior level is only available to students who have accumulated at least two credits of the 168 level and requires the consent of the instructor.
- An applied lesson fee is charged for each credit of applied lessons - see Tuition and Fees on the Business Office Web page.
- The consent of the instructor or music chairperson is required.
- Each .5 credit of applied study is a 25-minute lesson per week with minimum of twelve lessons to satisfy the credit requirement.

## Art Therapy, Pre-professional Program

The Viterbo University pre-art therapy program provides students with a strong foundation at the baccalaureate level that helps them prepare for graduate studies in art therapy and art in communities. Students in the pre-art therapy program declare an undergraduate major in art, and after the first semester of their sophomore year, apply to the BFA program in Studio Art with a concentration in pre-art therapy. The pre-art therapy program at Viterbo University has three philosophic purposes: to mentor students in art theory and practice; to prepare students to make meaningful choices concerning their career path in art therapy and art in community settings; and to prepare students academically for successful entry into an accredited art therapy program. Entry into an art therapy program requires students to have completed specific course requirements and a studio portfolio. The following courses of study are recommended for students who wish to pursue graduate studies and certification in art therapy:

- Studio Art (64 credits) - ARTS 111, 112, 121, 122, 160, 203, 205, 207, 216, 228, 239, 300, 308, 350, 351, 490, 21 credits of art studio (minimum of nine credits in a media concentration)
- Art Education (six credits) - ARTS 206, 361
- Psychology (12 credits) - PSYC 171, 220, 340, and one course from PSYC 310 or 320

## 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.

### Program Learning Outcomes

- Scientific and Evidence Base of Practice: Integrate scientific information and translation of research into practice.
- Professional Practice Expectations: Demonstrate beliefs, values, attitudes and behaviors for the professional dietitian nutritionist level of practice.
- Clinical and Customer Services: Develop and deliver information, products and services to individuals, groups and populations.
- Practice Management and Use of Resources: Strategically apply principles of management and systems in the provision of services to individuals and organizations.

- Provide nutrition education to community groups for health promotion and disease prevention using a variety of technology
- Develop and conduct community nutrition research
- Participate in physical assessment screenings at community health events

### **Policy**

The DI program is only open to students who have completed the Academy of Nutrition and Dietetics (AND) foundation knowledge and skills in previous undergraduate work. The DI allows for the mastery of practitioner competencies set forth by ACEND for entry level dietitians through approximately 1230 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.

### Admission

The applicant must satisfy the following criteria:

- hold a bachelor's degree from an accredited institution;
- completed the Academy of Nutrition and Dietetics approved minimum academic requirements, as evidenced through a Verification Statement from a Didactic Program in Dietetics;
- have a 3.0 (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 online application process and 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 367, 482, 483, 484

## **Community Interpreting, Post-professional Program**

### **Policy**

#### 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.

### **Community Interpreting Program**

- INTP 301, 444, 452, 456, 481

## **Exploring (Undecided) Major Program**

Students can find information about the exploring major program on the Academic Majors Web page.

<http://www.viterbo.edu/academics/majors>

## **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.

## Honors Program

Students can find information about the honors program honors program Web page.

<http://www.viterbo.edu/honors-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)
  - complete the “Exploring Leadership” program, including serving as facilitator for the freshman fall retreat (freshmen, sophomores, juniors only, 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.
  - Franciscan Values and Traditions (offered as an Honors section every fall including a required retreat experience)
  - Living in a Changing, Diverse World (offered as an Honors section in the spring semester)
  - The Common Good (offered as an Honors section in the fall to allow connection to the Humanities Symposium theme)
  - 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)

## Internships

Students can find information about internships on the Career Services Web page

<http://www.viterbo.edu/career-services>. See the Academic Regulations section for policy regarding internship credit.

## Pre-Health Advising, Pre-professional Program

Viterbo University offers a pre-health advising program for health related professional including but not limited to dentistry, medicine, occupational therapy, optometry, pathologists’ assistant, pharmacy, physical therapy, physician assistant, podiatry, and veterinary medicine. Pre-health advising 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.

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, biopsychology, and chemistry that satisfy the pre-professional admission requirements of most schools in a four-year major curriculum.

**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 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, CHEM 240, 340, MATH 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 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-Occupational Therapy**

Admission to most OT programs requires a bachelor's degree. Science and non-science courses required by most OT programs:

- BIOL 347, 482, MATH 130 or 230, PHYS 250/270 or 260/270, PSYC 220, 310, 320, 340, one SOCL course

The Graduate Record Examination (GRE) is required before acceptance by many but not all OT programs.

**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 376, CHEM 240, MATH 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-Pathologists' Assistant**

Admission to Pathologists' Assistant programs is competitive, with only 12 programs in the nation.

Admission requires a bachelor's degree. Science and non-science courses required by most Pathologists' Assistant programs:

- BIOL 347, 376, 430, 482, CHEM 370, MATH 130 or 230

The Graduate Record Examination (GRE) or Medical College Admission Test (MCAT) may be required before acceptance by some 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 347, 370, 482, CHEM 240, 340, 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 250, 347, 482, PHYS 250, 251, 270, 271, CHEM 120, 121

Pre-physical therapy students should keep up to date on school specific prerequisite requirements.

**Pre-Physician Assistant**

Admission into physician assistant programs is very competitive and requirements vary. Most physician assistant programs require the following science courses:

- BIOL 347, 370, 376, 430, 482, CHEM 240, MATH 113, 230

Pre-physician assistant students should keep up to date on school specific prerequisite requirements. The Graduate Record Examination (GRE) may be required before acceptance by some physician assistant programs.

**Pre-Podiatry**

Admission to Podiatry programs is competitive, with only 9 schools in the nation. Although the minimum requirements for admission to most podiatric medical schools is still three years of undergraduate work, almost all students admitted have bachelor's degrees. Science courses required by most podiatric medical schools:

- BIOL 160, 161, CHEM 240, 340, 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 podiatric medicine and is usually taken in the junior year.

**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, CHEM 240, 340, MATH 113, 230, 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.

**Pre-Law Program**

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.

### **Reserve Officers' Training Corps (ROTC)**

Students can find information about the ROTC program on the University of Wisconsin-La Crosse Web page. <http://www.goarmy.com/rotc/schools/university-of-wisconsin-la-crosse.html>

### **Study Abroad/Global Studies**

Students can find information about study abroad and global studies on the global education Web page. <http://www.viterbo.edu/global-education>

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# 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. 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. See registrar's office current class schedules Web page for current semester descriptions.

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.

### **287, Internship**

Introductory internship experience. Internship sites are usually off campus, generally part-time, and often without pay. This introductory level experience provides the opportunity for freshmen and sophomores to gain internship experience in an area directly related to their major, explore career options, and earn academic credit for the experience. See the office of Career Services three to six months prior to the time an internship is planned. Requires a 2.0 GPA. Students must register for credit prior to the start date of the internship. Restricted to students with freshman or sophomore standing. Graded CR/NC.

### **487, Internship**

Advanced level internship experience. Internship sites are usually off campus, generally part-time, and often without pay. This advanced level experience provides the opportunity for juniors and seniors to gain valuable internship experience in an area directly related to their major, explore career options, and earn academic credit for the experience. See the office of Career Services three to six months prior to the time an internship is planned. Requires a 2.3 GPA. Students must register for credit prior to the start date of the internship. Restricted to students with junior or senior standing. Graded CR/NC.

### **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. Restricted to students with freshman or sophomore standing (288) or restricted to students with junior standing or higher (488.) May be repeated for credit.

## 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, 3 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.

***286—Special Topics***—see page 99 for description.

***287—Internship***—see page 99 for description.

***288—Independent Study***—see page 99 for description.

### ***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, 3 Cr.**

Interpretation and use of accounting data for planning, controlling and decision making by accountants. Topics include job order, process and activities-based costing, routine and non-routine decisions, policy decisions, long-range planning, standard cost systems, and quality improvement concepts. Prerequisite: 211.

**321—Accounting Information Systems, 3 Cr.**

This course examines the nature of accounting information systems. It looks at the integration of accounting systems, inventory systems, sales analysis systems, and internal control in the financial operations of a business. Prerequisite: 311.

**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 or ACCD 330.

**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 or ACCD 340. Restricted to students with senior standing.

**486—Special Topics**—see page 99 for description.

**487—Internship**—see page 99 for description.

**488—Independent Study**—see page 99 for description.

## **Addiction Studies (ADCT)**

**286—Special Topics**—see page 99 for description.

**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.

***423—Alcohol and Drug Abuse Professional Issues, 3 Cr.***

Students in this course 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-related problems. Prerequisites: 205, 270. (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.)

***440—Contemporary Issues in Substance Abuse, 3 Cr.***

The foundation of this course will focus on the importance of cultural competency and evidence based treatment for the professional substance abuse counselor. The application of evidence based practice for individuals presenting with co-occurring disorders will be emphasized. Prerequisite: PSYC 205.

***445—Special Populations in Substance Abuse Counseling, 3 Cr.***

This course presents the use of the Multidimensional Contextual Practice foundation that will prepare students to address substance abuse counseling issues with three populations: adolescents, women, and older adults. Prerequisite: PSYC 205.

***464—Essential Counseling Theories for Substance Abuse Professionals, 3 Cr.***

This course will explore all major psychotherapy major theories essential for the substance abuse counselor. Special emphasis will be placed on Cognitive Behavioral, Motivational Interviewing, and Relapse Prevention models, as well as the use of group dynamics to address client change. Humanistic and cognitive behavioral theories will provide the foundation for this course. Prerequisite: 205, 270 or SOWK 280. (Equivalent to PSYC 464.)

***481—Addiction Studies Practicum, 2-4 Cr.***

Non-classroom experiences in the field of addiction studies plus one hour of class per week. 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. Experience hours may satisfy some of the patient counseling experience hours required for Wisconsin state Substance Abuse Counselor certification. 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.

***486—Special Topics—see page 99 for description.***

***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.



## 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. AE

### ***105—Introduction to Art, 3 Cr.***

An introduction to art including lectures and discussions. AE

### ***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. AE

### ***111—Foundations: Drawing I, 3 Cr.***

Introduction to drawing, with the primary emphasis on perception and description. AE

### ***112—Foundations: Design I, 3 Cr.***

An introduction to two- and three-dimensional design. AE

### ***121—Foundations: Drawing II, 3 Cr.***

A continuation of Foundations: Drawing I. Emphasis will also be placed on personal artistic goals and development. Prerequisites: 111, 112. AE

### ***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. Prerequisites: 111, 112. AE

### ***160—Foundations: Art History, 3 Cr.***

Chronological survey of art from prehistoric times to the present, focusing on major monuments of world art. AE

### ***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. AE

### ***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. AE

### ***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. AE

**216—Painting, 3 Cr.**

An introduction to painting processes with emphases on acrylic and oil paint. AE

**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—Intermediate Design, 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. AE

**286—Special Topics**—see page 99 for description.

**287—Internship**—see page 99 for description.

**288—Independent Study**—see page 99 for description.

**300—Figure Drawing, 3 Cr.**

Figure drawing and figure composition. Work from the live model, from studies, and from art historical precedents. May be repeated for credit.

**305—Advanced Ceramics, 3 Cr.**

Further exploration of ceramics processes and techniques. Prerequisites: 203. 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: 207. May be repeated for credit.

**320—Sculpture, 3 Cr.**

Exploration of sculptural processes and approaches. May be repeated for credit.

**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.

**339—Advanced Design, 3 Cr.**

This course is a continuation of the intermediate level course of design. 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 art where feasible. Prerequisites: 160, ENGL 104 or 105 or 195. WCII, OC

**351—Art History: Late Modernism, 3 Cr.**

A history of Modern Art from the 1930s or 1940s to the present. The course will also include study of the antecedents in Modernism in early Western art, and also seek to explore connections with non-Western art where feasible. Prerequisites: 160, ENGL 104 or 105 or 195. WCII, OC

**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.

**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. Permission of instructor required.

**463—Student Teaching: Elementary/ Middle (K–9), 4.5 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), 4.5 Cr.**

Observation and supervised teaching at the secondary level. Prerequisites: admission to the teacher education program; admission to student teaching; passing Praxis II score.

**486—Special Topics**—see page 99 for description.

**487—Internship**—see page 99 for description.

**488—Independent Study**—see page 99 for description.

**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. 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. OC

***286—Special Topics***—see page 99 for description.

***287—Internship***—see page 99 for description.

***288—Independent Study***—see page 99 for description.

### ***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 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.

***486—Special Topics***—see page 99 for description.

***487—Internship***—see page 99 for description.

***488—Independent Study***—see page 99 for description.

## 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. NS

### ***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, environmental biology, sports science and leadership, 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. Topics include reading for learning; working with study teams; managing time; managing stress; coping with pressure and even failure; setting goals; exploring university resources including research and internship opportunities; and talking with upper class students about adjusting and career choices. Restricted to and required of every freshman biology, biochemistry, biopsychology, chemistry, environmental biology, and sports leadership and science major. Graded CR/NC. (Equivalent to CHEM 112, MATH 105.)

### ***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, and an evolutionary survey of vertebrates with a focus on mammalian body systems. This is an introductory course for science majors. NS

### ***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, genetics, energetics, 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. NS

### ***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. NS

**206—Medical Program Entrance Exam Review, 2 Cr.**

This course will assist students in preparation for entrance exams for graduate medical programs such as the MCAT, 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.

**212—Careers in the Sciences, 1 Cr.**

One hour lecture per week.

Introduction to diverse careers in the sciences, including healthcare professions. This includes learning about graduate school, pre-professional programs (like medical school), and area businesses/organizations that hire scientists. Students will participate in job shadowing experiences, spend time learning about application processes (of all types), and complete an individual assessment of what is required to achieve career goals. Restricted to students with sophomore or junior standing. (Equal to CHEM-212.)

**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 structure and function of animal, plant, and prokaryotic cells with an emphasis on DNA/RNA structure and function, control of gene expression, cell signaling, cell cycle, cell organelles and cell division. Laboratory is a multi-week project based on gene cloning and expression. Prerequisites: grade of C or higher in 160, 161; grade of C or higher in four credits of CHEM or concurrent. OC

**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. WCII

**286—Special Topics**—see page 99 for description.

**288—Independent Study**—see page 99 for description.

**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 microbial control and chemotherapy; introduction of host-parasite relations including the immune response; microorganisms of medical importance to humankind. Prerequisites: grade of C or higher in 114; four credits of CHEM. NS

***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. (Equivalent to CHEM 305.)

***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. Prerequisite: grade of C or higher in 104 or 160, 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 proximate and ultimate explanations of behavior. Topics studied include foraging; antipredator defenses; mating systems and sexual selection; social behavior; communication; parental care; kin selection and recognition; learning; and territoriality. Laboratory exercises will complement topics in lectures and emphasize the observation, statistical analysis and interpretation of behavior in a variety of animal species. Independent student research projects will be conducted in the laboratory throughout the semester. Prerequisite: grade of C or higher in 251.

**347—Human Physiology, 4 Cr.**

Three hours of lecture/three 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. 251 is highly recommended. 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—Fundamental Neuroscience, 3 Cr.**

Fundamental Neuroscience explores central concepts of neural structure and function with an emphasis on how mammalian nervous systems receive, process, and output information. Content coverage includes neurophysiology, synaptic communication, brain development, sensation and perception, learning and memory, and more. Concepts are related to normal and abnormal human behavior. Prerequisites: four credits of BIOL numbered 200 or higher, four credits of CHEM. Restricted to students with junior standing or higher. (Equivalent to BIOP 353.)

**370—Biochemistry, 4 Cr.**

Three hours of lecture/four hours of lab per week.

This course will explore the roles of essential biological molecules and seeks to analyze the structures, properties, and functions of proteins, carbohydrates, and lipids while providing a biological application of general and organic chemistry principles. Students will explore the structure of proteins, their function, their



binding properties and the methodologies for the purification and characterization of proteins. Enzymes and their kinetics will also be investigated and placed into a metabolic pathway context where thermodynamic and regulatory perspectives will be studied. This course provides the linkage between the inanimate world of chemistry and the living world of biology. Prerequisites: grade of C or higher in 250; grade of C or higher in CHEM 240.

**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. II

**402—Biology Curriculum Project, 1 Cr.**

Classroom experience in biology in grades 4-8. Students will design a Teacher Work Sample and teach a unit in life science, including laboratory activities, under the supervision of a teacher in a local school. Prerequisites: EDUC 323, 12 credits of science courses.

**426—Immunology, 3 Cr.**

Three hours lecture 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. Focuses include: classical genetic theory, control of gene expression, chromosome structure, evolutionary and population genetics, and applications of genetic technology. Prerequisites: 250; grade of C or higher in CHEM 120; 251 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/three hours of 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.

**486—Special Topics**—see page 99 for description.

**487—Experiential Learning: Internships**—see page 99 for description.

**488—Independent Study**—see page 99 for description.

**489—Biology Field Experience, 1-4 Cr.**

Advanced non-classroom experiences in the field of biology. Placements are off-campus, and may be full- or part-time, and with or without pay. Credit for experiences must be sought prior to occurrence from academic advisor and approved by department. Learning contracts must be submitted before the end of the first week of the semester. Prerequisite: 397. Restricted to students with junior standing or higher. May be repeated for credit.

**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: grade of C or higher in 397. May be repeated for credit to a maximum of six credits.

**499—Senior Seminar, 1 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. Prerequisite: 489 or 498. Restricted to students with senior standing.

## **Biopsychology (BIOP)**

**261—Brain and Behavior, 3 Cr.**

Three hours of lecture per week.

This course surveys the biological foundations of behavior (actions, thoughts, and emotions) with an emphasis on central nervous system structure and function. Lecture topics include learning and memory, emotion, cognition, psychological disorders, and more. Prerequisite: three credits of PSYC. (Equivalent to PSYC 261.)

**288—Independent Study**—see page 99 for description.

**353—Fundamental Neuroscience, 3 Cr.**

Fundamental Neuroscience explores central concepts of neural structure and function with an emphasis on how mammalian nervous systems receive, process, and output information. Content coverage includes neurophysiology, synaptic communication, brain development, sensation and perception, learning and memory, and more. Concepts are related to normal and abnormal human behavior. Prerequisites: four credits of BIOL numbered 200 or higher, four credits of CHEM. Restricted to students with junior standing or higher. (Equivalent to BIOL 353.)

**430—Behavioral Neuroscience, 3 Cr.**

Students in Behavioral Neuroscience explore a variety of advanced issues in biopsychology related to both normal and abnormal expressions of behavior through current primary scientific literature. In this seminar-style course, each student works with the instructor to select an appropriate topic of interest and leads the class discussion on this topic and corresponding journal article(s). Example general topic areas include

neuroenhancement, neurotoxicology, and CNS disorders. Prerequisite: 261 or BIOL 353 or PSYC 261. Restricted to students with junior standing or higher. (Equivalent to PSYC 430.)

**488—Independent Study**—see page 99 for description.

**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.

## **Business Law (BLAW)**

**286—Special Topics**—see page 99 for description.

**287—Internship**—see page 99 for description.

**288—Independent Study**—see page 99 for description.

**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.

**450—Legal Aspects of Financial and 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.

**486—Special Topics**—see page 99 for description.

**487—Internship**—see page 99 for description.

**488—Independent Study**—see page 99 for description.

## Council for Adult and Experiential Learning (CAEL)

### ***100—Credit for Prior Learning Portfolio Preparation, 3 Cr.***

In this course, students will identify areas of their own learning from numerous settings such as training, work, community volunteering, and self-study. They will build a deep understanding of their lifelong learning, discuss and apply experiential learning theory, models, and concepts, and apply critical reflection to consider the nature and value of their lifelong learning from experience. Students will demonstrate an appropriate balance of practical and theoretical understanding, and prepare learning narratives that demonstrate learning comparable to college-level courses. The end result will be a demonstration of their ability to gather, organize, and write documentation that supports their learning in order to build a learning portfolio.

## Chemistry (CHEM)

### ***101—Introduction to Chemistry, 4 Cr.***

Three hours lecture/two hours lab per week.

An introduction to the scientific process and major conceptual schemes of chemistry. The course is designed specifically for those students who have had little or no chemistry. Topics covered include: 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. NS

### ***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. NS

### ***112—Science Success, 1 Cr.***

Designed for new students intending a course of study in biology, chemistry, biochemistry, biopsychology, environmental biology, sports science and leadership, 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. Topics include reading for learning; working with study teams; managing time; managing stress; coping with pressure and even failure; setting goals; exploring university resources including research and internship opportunities; and talking with upper class students about adjusting and career choices. Restricted to and required of every freshman biology, biochemistry, biopsychology, chemistry, environmental biology, and sports leadership and science major. Graded CR/NC. (Equivalent to BIOL 112, MATH 105.)

### ***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. NS

### ***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. 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.

**212—Careers in the Sciences, 1 Cr.**

One hour lecture per week.

Introduction to diverse careers in the sciences, including healthcare professions. This includes learning about graduate school, pre-professional programs (like medical school), and area businesses/organizations that hire scientists. Students will participate in job shadowing experiences, spend time learning about application processes (of all types), and complete an individual assessment of what is required to achieve career goals. Restricted to students with sophomore or junior standing. (Equal to BIOL-212.)

**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. Topics consist of reaction mechanisms including regioselectivity, conformational analysis, stereochemistry, and spectroscopy of organic molecules. The laboratory emphasizes best practices in notebook writing. Prerequisite: grade of C or higher in 121.

**286—Special Topics**—see page 99 for description.

**288—Independent Study**—see page 99 for description.

**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 296 and CHEM 140; or C or higher in CHEM 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.

A continuation of CHEM 240. Topics include reaction mechanisms including regio- and stereoselectivity, total synthesis, and retrosynthetic analysis. 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. Prerequisite: C or higher in 121.

***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 220, PHYS 251 or 261; MATH 221 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, 4 Cr.***

Three hours of lecture/four hours of lab per week.

This course will explore the roles of essential biological molecules and seeks to analyze the structures, properties, and functions of proteins, carbohydrates, and lipids while providing a biological application of general and organic chemistry principles. Students will explore the structure of proteins, their function, their binding properties and the methodologies for the purification and characterization of proteins. Enzymes and their kinetics will also be investigated and placed into a metabolic pathway context where thermodynamic and regulatory perspectives will be studied. This course provides the linkage between the inanimate world of chemistry and the living world of biology. Restricted to chemistry majors. Prerequisites: grade of C or higher in 240 and BIOL 160.

***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. Prerequisite: 240.

***373—Chemistry of the Environment Laboratory, 1 Cr.***

Four hours lab per week.

This laboratory component to CHEM 372 will reinforce and enhance certain lecture topics, including air, water, soil, and computer modeling studies. Spectroscopic and chromatographic analyses will be performed. Must be taken concurrently with CHEM 372.

***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 240. IL

***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 through primary literature. Topics may include retrosynthetic analysis, medicinal chemistry, reaction mechanisms, regio- and stereoselective reactions via auxiliaries or catalysis. Prerequisites: grade of C or higher in 340.

***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: 370 or BIOL-370.

***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.

***486—Special Topics***—see page 99 for description.

***487—Internship***—see page 99 for description.

***488—Independent Study***—see page 99 for description.

***489—Chemistry Field Experience, 1-4 Cr.***

Students will participate in an off-campus chemistry internship that involves research and/or data analysis. Internship placements may be with or without pay, and must be established prior to enrollment in this course in consultation with career services office and/or a science faculty member. May be repeated for credit.

***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. May be repeated for a maximum of six credits.

***499—Senior Seminar, 1 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. Offered each spring. Prerequisite: 489 or 498. Restricted to students with senior standing.

## Communication Studies (COMM)

### ***105—Digital Imaging, 3 Cr.***

This course considers the aesthetic, technical, and conceptual practices associated with producing digital images. Students will use basic digital cameras and mobile devices to make digital images and refine and manipulate images. The course provides an introduction to communication theory and the development of photographic-based digital imagery. Aesthetic, technical, historical, and conceptual issues will be addressed through lectures, demonstrations, exercise, projects, and readings. AE

### ***115—Introduction to Visual Communication, 3 Cr.***

Students will learn the basics of design and layout, typography, video production, motion graphics, animation and web design. Students learn concept generation techniques and explore design methodologies, as well as develop production and pre-visualization techniques that support the visual expression of ideas. AE

### ***140—Principles of Visual Communication, 3 Cr.***

This course is designed to provide an overview of the principles of design and the theories of visual messages including human perception and symbology, as well as, the application of those theories to visual communication. Students learn concept generation techniques and explore design methodologies, as well as, develop typographic 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. OC

### ***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 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. QL

### ***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.

### ***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. SS



***231—Video, Film and Animation, 3 Cr.***

This course focuses on time-based media such as film, video, and animation. Students will learn the techniques and tools for creating and evaluating moving visual media. This course will help students develop a more sophisticated understanding of temporal media and develop skills for evaluating and critiquing our visual world. The course will also include the basics of film study.

***286—Special Topics***—see page 99 for description.

***287—Internship***—see page 99 for description.

***288—Independent Study***—see page 99 for description.

***321—Digital Video and Film Production, 3 Cr.***

This course will explore concepts and processes in contemporary video and film production. The emphasis on the entire process of production from concept to post-production, combining theory with hands on production skills. This course also includes film study designed to build the students' skills as not only producers, but critics and consumers of film.

***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 and Infographic, 3 Cr.***

This course is designed to gain experience in creating digital imagery for the visual expression of ideas. Students will expand their visual repertoire by exploring diverse illustration styles and techniques. Students will further explore creative problem-solving methods by designing and visualizing data and processes.

***332—Advertising Design, 3 Cr.***

This course is designed to develop strategic, conceptual, creative and collaboration skills. 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. Prerequisites: 331 or MKTG 351 or 352.

***335—3D Design, 3 Cr.***

This course will explore basic 3D modeling and animation concepts. Students will engage in product visualization through virtual package design and 3D printing. Prerequisite: 331 or 332.

***336—Web Design and Analytics, 3 Cr.***

This course examines technical and aesthetic issues in contemporary Web design. Students will learn the principles of design as well as usability considerations and interface design. Students will also learn the basics of Web analytics and search engine optimization as a tool for collection and measurement of Web data to drive improvement of the customers' online experience.

***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. Prerequisites: 118, 331.

***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: 205. 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.

***442—Advanced Motion Media, 3 Cr.***

This course will aid students in mastering motion media, such as film, video, 2D and 3D animation with an emphasis on understanding and demonstrating basic design aesthetics and principles. Includes experiential learning in film, video, 3D and 2D modeling, motion graphics, and digital image manipulation.

***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. Restricted to students with senior standing.

***486—Special Topics***—see page 99 for description.

***487—Internship***—see page 99 for description.

***488—Independent Study***—see page 99 for description.

***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.

## **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.

***265—Seminar I, 3 Cr.***

The primary purpose of this course is to assist students with the development of written and oral communication skills for an academic audience. Emphasis is placed on conducting a scholarly literature review that will result in a written paper and oral presentation. A secondary goal of this course is to assist students with career preparation in the fields of criminal justice and sociology. Students will explore career options in their

chosen field, plan for the required internship experience, draft a professional resume and cover letter, practice professional interview skills, and learn about graduate school options. (Equivalent to SOCL 265.) WCII, OC

***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.

***286—Special Topics***—see page 99 for description.

***288—Independent Study***—see page 99 for description.

***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. Prerequisite: 150 or SOCL 150 or junior standing.

***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 or junior standing. (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 on 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—Criminal Law and the Courts, 3 Cr.***

This course provides a basic overview of the American judicial system including types of law used in our judicial system, the actors in the courts and court procedures. Federal and state courts and the appellate process will be examined. The nature, variety and sources of criminal laws will be considered in relationship to theories of punishment and control including the creation, organization, and content of criminal law. Prerequisite: 150 or SOCL 150 or junior standing.

***410—Best Practices in Criminal Justice, 3 Cr.***

This course will explore “best practices” used by criminal justice professionals and give students a strong foundation in offender rehabilitation and examine current knowledge in promoting offender change. The course will examine evidence based practices used in correctional settings and within the community. In addition, students will also examine successful approaches to working with offenders and victims by using a strength based perspective. Pre-requisite: 150 or SOCL 150 or junior standing.

**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. Prerequisite: 150 or junior standing or higher.

**486—Special Topics**—see page 99 for description.

**487—Internship**—see page 99 for description.

**488—Independent Study**—see page 99 for description.

## **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. AE

**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. AE

**110—Fundamentals of Dance, 1 Cr.**

A course introducing students to styles of jazz, ballet, and tap dance for music theatre, theatre, and music majors and dance, theatre, and music theatre minors, beginning the development of strength, flexibility, coordination, and correct use of the body. Restricted to arts administration, music, music theatre, and theatre majors and dance, music, music theatre, and theatre minors.

**214—Ballet I, 1 Cr.**

A course for the student interested in deepening her or his ballet experience. The course will introduce ballet vocabulary and technical principles so that the student can begin to perform more complex movement combinations. Prerequisite: 105 or 110. Restricted to arts administration, music, music theatre, and theatre majors and dance, music, music theatre, and theatre minors. May be repeated for credit.

**220—Modern Dance I, 1 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 arts administration, music, music theatre, and theatre majors and dance, music, music theatre, and theatre minors. May be repeated for credit.

**230—Tap Dance I, 1 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 arts administration, music, music theatre, and theatre majors and dance, music, music theatre, and theatre minors. May be repeated for credit.

**250—Jazz Dance I, 1 Cr.**

A continuing course in this distinctly American dance form with emphasis on use of the body as a rhythmic instrument. Prerequisite: 105 or 110. Restricted to arts administration, music, music theatre, and theatre majors and dance, music, music theatre, and theatre minors. May be repeated for credit.

**270—Musical Theatre Dance I, 1 Cr.**

The technique and style of dances required for the musical theatre stage and storytelling through dance. Dance combinations will include various musical theatre styles. For the advanced beginning and intermediate dancer. Prerequisite: 105 or 110. Restricted to arts administration, music, music theatre, and theatre majors and dance, music, music theatre, and theatre minors. May be repeated for credit.

**286—Special Topics**—see page 99 for description.

**287—Internship**—see page 99 for description.

**288—Independent Study**—see page 99 for description.

**314—Ballet II, 1 Cr.**

Intermediate studio practice in classical ballet technique with emphasis on ballet as a performing art. Prerequisite: 214. Restricted to arts administration, music, music theatre, and theatre majors and dance, music, music theatre, and theatre minors. May be repeated for credit.

**320—Modern Dance II, 1 Cr.**

The techniques and principles of modern dance styles from the early 1900s to the present will be explored and further developed. Prerequisite: 220. Restricted to arts administration, music, music theatre, and theatre majors and dance, music, music theatre, and theatre minors. May be repeated for credit.

**330—Tap Dance II, 1 Cr.**

A continuing course for the intermediate level tap dancer, including more complex tap movements 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.**

Intermediate studio practice of jazz dance technique and style, including more complex exercises and 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, 1 Cr.**

A continuation of the study of the technique and style of dances required for the musical theatre stage and storytelling through dance. 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.

**414—Ballet III, 1 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, 1 Cr.**

An advanced level tap course focusing on complex movements and 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.

**486—Special Topics**—see page 99 for description.

**487—Internship**—see page 99 for description.

**488—Independent Study**—see page 99 for description.

**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. 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. NS

**288—Independent Study**—see page 99 for description.

**488—Independent Study**—see page 99 for description.

## **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.

**286—Special Topics**—see page 99 for description.

**287—Internship**—see page 99 for description.

**288—Independent Study**—see page 99 for description.

**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, 2 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.

***486—Special Topics***—see page 99 for description.

***487—Internship***—see page 99 for description.

***488—Independent Study***—see page 99 for description.

## **Education (EDUC)**

***150—Introduction to Education, 2 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.

***203—Foundations of Special Education, 3 Cr.***

This introductory course examines special education practices in contemporary schools and provides an introduction and overview of the field of special education. The perspective for the course content includes a belief that the field of Special Education is often in transition by virtue of philosophical, legislative and programmatic changes. This course includes a broad overview of the expectations associated with the identification, characteristics, and education of students with disabilities. The content of the course is designed to assist the development of professional special and general educators who are developing skills in planning, implementing, and assessing individualized programs for children and adolescents with disabilities. Students enrolled in the class will develop skills and understanding of the laws pertaining to students with disabilities, write individualized instructional plans, learn about inclusion, collaboration and school-based team membership, and become familiar with the adaptation and modifications of instruction. Students will also develop their personal philosophy of special education and a profile of their role as a team member in the special education process.

***207—Applied Argumentative Writing, 3 Cr.***

Continuing from 100 level written communication courses, this course examines the formal elements of argument: claims, warrants, support, induction, deduction, logical fallacies, and classical argumentative structures. Through writing, this course allows students to explore relevant issues in their field of interest including but not limited to, education, mathematics, and natural and social sciences. Prerequisite: C or higher in 104, 105 or 195. WCII, IL

***215—Educational Psychology and Human Development, 3 Cr.***

Theories of learning and development and their application, critical thinking, motivation, classroom management, measurement and evaluation. Ten hours of field experience required. Prerequisite: 150.

**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.

**243—Family Community Partnerships and Leadership, 2 Cr.**

This course focuses on the teacher as a leader in building partnerships with families, colleagues, and school and the community at large 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, parent-teacher conferences, and effective communication. The role of the family in classroom management for early childhood and elementary programs will also be addressed. As a result of this course, students will have a clear understanding of the critical importance of school-community relations, and the role of parents, teachers, administration and community in building successful schools. Prerequisite: 215.

**255—Curriculum, Instruction, and Assessment, 3 Cr.**

Emphasis on introduction to best educational practices related to curriculum, instruction, and assessment. This course includes lesson planning, lesson presentations, and lesson reflection and analysis. Emphasis on writing, speaking and listening. Students will complete ten hours of field experience. Prerequisites: 150, 215 or concurrent; 30 completed credits. OC

**271—Curriculum and Assessment – Birth to Age Six, 4 Cr.**

A study of developmentally appropriate curriculum and assessment practices (theoretical and published), from birth to age six, 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, state early learning and academic standards, and focus on integrated approaches to teaching and assessment in social studies, science, literacy, mathematics, and the arts. Includes 20 hours of field experience. Prerequisite: 215.

**280—Child and Adolescent Literature, 3 Cr.**

Survey of many genres of literature; principles of selection and evaluation; the rich role of literature in today's classroom; planning a literature-based reading program; literacy analysis of social issues, culture and diversity that can be taught using a wide assortment of compelling literature to create deeper understandings of best practices to prepare children for today's world. LA

**286—Special Topics**—see page 99 for description.

**288—Independent Study**—see page 99 for description.

**290—Positive Classroom Environment K-5, 2 Cr.**

This course is designed to provide teacher candidates with a foundational knowledge in creating and maintaining a positive classroom climate, as well as utilizing behavioral intervention strategies for students with mild/moderate behavioral challenges. The course content will: (a) provide knowledge of behavioral technologies to support classroom teaching with diverse groups of individual students, including those with special needs; (b) detail research-based prevention and intervention strategies, as required by RtI; (c) provide an overview of behavioral assessments; and (d) present strategies that promote attitudes for supporting and fostering the acceptance of all students. Students in this course will complete 10 field experience hours.

**300—Techniques of Secondary Methodology, 3 Cr.**

Emphasis on secondary curriculum, instruction and assessment. Investigation and implementation of instructional resources, classroom climate strategies and research related to best practices in specific content areas. 30 field hours required. Prerequisites: 150, 215, 255, admission to the teacher education program.



***302—Meeting the Needs of Diverse Learners in K-12, 3 Cr.***

As we become increasingly aware of the value and strength of diversity in our world, teachers must be prepared to meet the needs of all students. This course explores research-based strategies to increase achievement in diverse student populations in the schools. Topics include poverty, trauma, mental health needs, diverse cultural and social groups, English language learners, and promoting social justice. Students will be required to think critically and reflectively regarding meeting the academic, social, cultural, and emotional needs of a diverse range of students. Included in the requirements for this course is the completion of 20 field experience hours with logs and reflections. Prerequisites: 215, 255, admission to the teacher education program.

***306—The Inclusive Classroom, 3 Cr.***

A study of developmentally appropriate curriculum and assessment practices (theoretical and published) to support the three main objectives of this course: 1) Impacts on children's learning and development (poverty, cultural, dual language learners, abuse, neglect, disabilities, abilities, etc. 2) Understanding the laws – ADA, 1973 405, FERPA, IDEA, etc. Understanding of structures in licensing, the legal aspects of what is happening and the federal laws. 3) Frameworks, structures and teaching strategies will be presented and modeled so that classroom teachers can meet the needs of all learners especially those with special abilities, disabilities and/or developmental differences. Prerequisite: 215, 255.

***308—Emergent Literacy (PK-3<sup>rd</sup> Grade), 2 Cr.***

The focus of this course is the literacy development of the pre-K-3 child. The course covers the developmental process of literacy acquisition and the use of appropriate methods, models, and strategies for encouraging literacy growth. Early literacy concepts of phonemic awareness, word identification, phonics, vocabulary, fluency, comprehension cultural and linguistic diversity, and language differences and delays are examined. The role of parents, community, and assessment tools will be explored. Additional emphasis will be placed on the effects of poverty, culture, diversity, nutrition, language development and hearing issues. Prerequisite: 255.

***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, 255, 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 an experience with teacher productivity tools; explore ethical and legal issues surrounding use of technology in Pre-K-12 learning environments, including school technologies policies. Prerequisite: 215, 255.

***319—Teaching Literacy in the Elementary/Middle School, 1–9, 3 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 (RtI) will be incorporated into lesson designs. Research based literacy trends and issues will be examined while participating in authentic classroom literacy practices. Twenty hours of field experience required. Prerequisites: 203 or 306, 215, 255, 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. Restricted to students with junior standing or higher.

***330—Secondary Disciplinary Literacy Practices, 3 Cr.***

Emphasis on content and disciplinary practices that produce 6-12 content knowledge. Topics such as academic language, reading, writing, thinking, speaking, and listening in the content classroom. This course includes planning, instruction, and assessment as they relate to literacy practices. Twenty hours of field experience required. Prerequisites: 215, 203 or 306 or concurrent, admission to the teacher education program.

***335—Math Curriculum and Methods of Elementary and Middle School, 3 Cr.***

Principles, goals, methods and strategies for teaching mathematics in elementary and middle school. Topics include: integrating math with literacy, differentiation, knowledge and implementation of curriculum, lesson planning, and assessment. Fifty hours of field experience will be required (in conjunction with EDUC 413) during the clinical block experience. Prerequisites: 255, MATH 255 with C or better, admission to the teacher education program.

***370—Speech and Language Development and Disorders for Young Children, 2 Cr.***

This course focuses primarily on the acquisition of speech and language by children including phonology, semantics, syntax, morphology, and pragmatics. Students enrolled in this course will investigate the theories of language development and understand the theories in relation to the young child with or without exceptional needs. Students will be exposed to a comprehensive base of information in the areas of speech and language development that provide a strong foundation for general growth and development in the young child as it relates to social factors and emergent literacy skills. Prerequisites: 203, 215, admission to teacher education program.

***374—Assessment of Students with Special Needs, 3 Cr.***

Assessment serves as a cornerstone of special education, both in terms of eligibility determination and instructional planning. This course will focus on the wide array of assessment methods available for identifying students with disabilities and evaluating their responsiveness to instruction, including norm-referenced tests, criterion-references assessment tasks, curriculum-based assessments and measures, and dynamic assessment. Prerequisites: 203 or 306, 215, 255.

***385—Planning and Implementing Effective Teaching Strategies for Students with Exceptional Educational Needs, 4 Cr.***

In this methods course, students will plan and implement instruction for diverse learners. These strategies are meant to be used in both general and special educational classrooms to improve the learning and academic performance of students who qualify for special education services. Students who enroll in this course will learn to design and differentiate content in ways that it meets the diverse needs of students across a multitude of exceptionalities. The course content will include: (a) instructional design, instructional and assessment techniques; (b) strategies to establish and maintain case records; (c) the use of assessment data to design goals and objectives for learning; (d) information needed in the development of Individualized Learning Plans; and curriculum and instruction to accommodate individual student needs. Students in this course will complete 15 field experience hours. Prerequisites: 203, 290, 370, 374 or concurrent.

***390—Positive Classroom Environment 6-12, 2 Cr.***

This course is designed to provide teacher candidates a foundational knowledge in creating and maintaining a positive classroom climate in the middle and high school level. In this course, students will explore PBIS, conflict management, and other management theories and methodology. Includes 10 hours of field experience. Prerequisites: 150, 215, 255, 203 or 306 or concurrent, 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. Prerequisite: 255.

***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: 255, 237, 271, 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.

***403—Teaching Writing in the Language Arts Classroom, 2 Cr.***

Recognizing the relationship between reading and writing in building student literacy skills, this writing course prepares teacher candidates to attend to the other half of literacy: writing. Participants will learn how to incorporate writing in their planning, instructing, and evaluating that builds K-9 learners' capacity to think and to share their thinking through writing. Students will not only explore different writing genres but also writing fundamentals and processes. In addition, this course explores different research supported feedback techniques and teaching programs. Emphasis is placed on the writing process, writing in the content areas, and specific techniques that the teacher candidate will use in the classroom. Prerequisites: 215, 255, 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, 255, 280, 319; admission to the teacher education program. Restricted to students with junior or higher standing.

***407—Senior Clinical, 1 Cr.***

Intensive field experience in the K-12 environment. Integrates prior education coursework through the preparation of integrated lessons and units designed and taught in classroom environment. Students complete a practice edTPA in this course. Prerequisite: admission to the teacher education program. Corequisites: 300 or 355, 405, 413.

***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 50 hours of field experience (in conjunction with EDUC 355). Prerequisites: 255, 319; admission to the teacher education program.

***425—Technical Education Internship and Capstone Project, 2 Cr.***

In this experience, students will explore technological education issues in a technology classroom environment and create a capstone assessment project. Prerequisite: admission to the teacher education program. Restricted to technology education majors.

***441—Student Teaching: Early Childhood through Middle Childhood (EC-MC, grades PK-6), 9 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: Middle Childhood through Early Adolescence (MC-EA, grades 1-8), 9 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.

***443—Student Teaching in Special Education, 4 Cr.***

The six week cross-categorical student teaching experience will be embedded within the required semester long student teaching placement. Pre-service students will ideally be placed in schools that offer an inclusive arrangement for the entire semester. In this way, the candidates will optimally be mentored by general education/special education teams for the duration of the semester.

***444—Professional Practices and Collaborative Teaching in Special Education, 2 Cr.***

In this final course before the Special Education Student Teaching, students will prepare for the professional role of a special educator in today's schools. Four questions will guide the content of the course, including: (a) what are appropriate professional and ethical practices related to special education, (b) how can we assure that our students with disabilities receive an appropriate education in the least restrictive environment, (c) how can we help parents be meaningfully involved in their child's education, and (d) what are the legal foundations for professional and ethical behavior? Students will explore collaborative practices, Individualized Education Program (IEP) development and implementation, behavioral interventions and discipline of students with disabilities. Finally, participants will examine ethical instructional and assessment practices. Prerequisites: 203, 290, 370, 374, 385.

***459—Student Teaching: Early Adolescence through Adolescence (EA-A, grades 5-12), 6–12, 9 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: Early Childhood through Adolescence (EC-A, ages birth-21, grades PK-12), 9 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.

***483—Professional Portfolio Development, 1 Cr.***

The professional portfolio is the capstone project of an education major and is part of the Wisconsin licensure process. This course includes designing a learning segment, teaching and video recording lessons in a K-12 student teaching placement, assessment of student learning, and extensive reflection on the teaching and learning process. This course must be taken during student teaching. Prerequisite: all previous education coursework. Graded CR/NC.

**486—Special Topics**—see page 99 for description.

**487—Internship**—see page 99 for description.

**488—Independent Study**—see page 99 for description.

## **Engineering (ENGR)**

### **112—Engineering Success, 3 Cr.**

Explore engineering career options through tours of local engineering companies and guest speakers. Sharpen mathematic and technical skills essential to higher level courses. Learn the fundamentals of free-hand sketching and basic drafting instruments, and gain exposure to computer-aided drafting. Prepare for internships and careers by creating a resume and becoming familiar with Viterbo University's career services.

### **130—First-Year Design, 3 Cr.**

Practice innovation by designing and building solutions subject to physical constraints. Explore the creative side of problem solving, learn the fundamentals of the design process, and strengthen solutions by working in teams. Sharpen real-world presentation skills by giving pitches to “customers”.

### **150—Design Graphics and Programming, 4 Cr.**

Learn the fundamentals of drafting communication and the visualization of scientific data. Explore the capabilities of computer-aided drafting through the creation and detailing of 2-D drawings and 3-D solid models conforming to engineering drafting standards, and learn to interpret standard engineering drawings. Develop a basic understanding of programming to manipulate data sets and generate presentation-quality plots. Prerequisite: 112.

### **230—Circuits, 3 Cr.**

Learn basic electrical circuit concepts including voltage, current, and resistance. Use Ohm's Law and Kirchhoff's Laws to evaluate series and parallel combinations of RLC circuits. Analyze direct current and alternating current circuits analytically and experimentally.

### **250—Statics, 3 Cr.**

Investigate loads acting on a physical system that do not result in acceleration. Use vectors and free body diagrams to analyze systems in equilibrium. Evaluate the internal forces of trusses, frames, and machines. Calculate equivalent forces and moments of a force system, centroids, and area moments of inertia. Reinforce concepts through hands-on experiments. Prerequisite: grade of C or higher in MATH 221 and PHYS 260.

### **280—Dynamics, 3 Cr.**

Study the motion and systems of forces acting on particles and rigid bodies in three dimensions. Learn about virtual displacements and virtual work, free and force vibrations, degrees of freedom and how to apply constraints to motion. Prerequisite: grade of C or higher in MATH 221 and PHYS 260.

### **289—Internship, 1-3 Cr.**

Students will participate in an off-campus engineering internship, applying course knowledge and skills to problems within a work environment. Internship placements must be established prior to enrollment in this course in consultation with careers office and/or science/engineering faculty member. May be repeated for credit. Permission of instructor required.

### **320—Thermodynamics, 3 Cr.**

Study the interactions of energy and matter. Learn and apply the 0<sup>th</sup>, 1<sup>st</sup>, and 2<sup>nd</sup> laws of thermodynamics, work and heat, free energy, entropy, enthalpy. Learn how equations of state relate quantities such as temperature, pressure, volume, and internal energy for ideal gases and more complex systems. Prerequisite: grade of C or higher in PHYS 260.

***350—Materials, 3 Cr.***

Learn about fundamental crystal structures, elastic constants, stress and strain due to mechanical deformation and thermal expansion, and plastic deformation. Use the Schmid factor to determine active slip systems. Learn how to model viscoelasticity and select optimal materials using Ashby plots. Prerequisite: grade of C or higher in 250.

***365—Computational Modeling, 3 Cr.***

Students learn basic procedural programming skills in a program such as Matlab, and study various mathematical models along with their applications to engineering. Various deterministic, stochastic, and simulation models are covered. Requirements include modeling projects with written reports and class presentations. Prerequisite: acceptable placement score or grade of C or higher in MATH 221. (Equivalent to MATH 365).

***370—Systems Engineering, 3 Cr.***

Learn about the development and implementation of complex systems and effective management strategies to complete projects. Apply estimation, planning, tracking to optimize systems. Learn to verify and validate designs, manage risk, and formulate technical reviews. Prerequisite: grade of C or higher in MATH 221, 230.

***380—Fluid Mechanics, 3 Cr.***

Study, analyze, and design fluid systems. Apply the concepts of mass conservation and momentum conservation to moving fluids. Learn about buoyancy, pressure, hydrostatics, lift and drag. Prerequisite: grade of C or higher in MATH 321, PHYS 260.

***489—Capstone Internship, 3 Cr.***

Students will participate in an off-campus engineering internship, applying course knowledge and skills to problems within a work environment. Internship placements must be established prior to enrollment in this course in consultation with careers office and/or science/engineering faculty member. May be repeated for credit. Permission of instructor required.

***499—Engineering Capstone, 3 Cr.***

Work with a team to solve a realistic and complex problem. Carry out and document design exploration, design refinement, and prototyping. Restricted to engineering majors with senior standing. Prerequisite: grade of C or higher in 489.

## **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. WCI, IL

***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. WCI, IL

***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. WCI, IL

***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. WCI, IL

***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. LA

***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. LA

***211—Introduction to Creative Writing, 3 Cr.***

Through course readings and writing exercises this course engages students in the conventions of three literary genres – the short story, poetry, and creative nonfiction – from the perspective of writers. Students explore the creative process and 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 a portfolio of successful works in all three genres. Students who qualify for ENGL 105 or 195 may enroll in this course concurrently; otherwise, completion of 104 is required. AE

***212—Writing in the Liberal Arts, 3 Cr.***

Taking up where ENGL-103/104/105/195 leaves off, this sophomore-level writing course extends students' ability to read, analyze, research, and develop argument. Students analyze arguments and create their own original essays. Additionally, this course serves as an introductory level liberal studies course. The course will draw on liberal studies disciplines in its examination of a theme or issue. Satisfies both WCII and Information Literacy requirements. (Equivalent to LBST 212.) WCII, IL

***213—Writing, Rhetoric and New Media, 3 Cr.***

The course builds on foundational theories in rhetoric and multimodal composition to develop student proficiencies in the analysis and writing for professional, scientific, and public audiences. Rhetorical theories will provide the framework for analyzing and producing multimodal compositions in three areas. Prerequisite: 104 or 105 or 195. WCII

***214—Professional Writing and Technical Communication, 3 Cr.***

The study and practice of professional and technical writing with an emphasis on writing in the sciences, health sciences, and professional programs. Readings will focus on theories and practical applications of scientific and professional communications. In addition to exploring traditional conventions of professional writing and scientific discourse, students will develop strategies for the effective use of document design, editing, video, infographics, and layout. Students will also explore effective uses of new media in professional practice as a way to develop their own multimodal, professional compositions. Prerequisite: 104 or 105 or 195. WCII

***215—Advanced Composition, 3 Cr.***

Taking up where English 103/104/105/195 leaves off, this sophomore-level writing course extends students' abilities to read, analyze, research, and develop argument. Students analyze arguments and create their own original essays. Satisfies both WCII and Information Literacy requirement. Prerequisite: 104 or 105 or 195. WCII, IL

***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. LA

***221—Survey of American Literature II, 3 Cr.***

General overview of American fiction, poetry, and drama from 1865 to the present by such authors as Mark Twain, Henry James, Stephen Crane, Robert Frost, Wallace Stevens, William Carols Williams, Langston Hughes, James Baldwin, Zora Neale Hurston, Arthur Miller, Sylvia Plath, Louise Erdrich, Junot Diaz, and August Wilson. Prerequisite: 104 or C or higher in 105 or C or higher in 195. LA

***231—Survey of British Literature I, 3 Cr.***

Overview of important British poetry, drama, and prose from the Middle Ages through the English Civil War. May include works such as Beowulf and Sir Gawain and Green Knight, as well as works by Geoffrey Chaucer, William Shakespeare, John Donne, George Herbert, John Milton, and Christopher Marlowe. Prerequisite: 104 or C or higher in 105 or C or higher in 195. LA

***232—Survey of British Literature II, 3 Cr.***

Overview of important Restoration, eighteenth-century, Romantic, and Victorian British literature including such authors as John Dryden, Alexander Pope, Daniel Defoe, William Blake, S. T. Coleridge, William Wordsworth, Percy Bysshe Shelley, John Keats, Alfred Lord Tennyson, Robert Browning, Matthew Arnold, Emily and Charlotte Bronte, Dante Gabriel and Christina Rossetti, Gerard Manley Hopkins, Oscar Wilde, Thomas Hardy. Prerequisite: 104 or C or higher in 105 or C or higher in 195. LA

***233—Survey of British Literature III, 3 Cr.***

A general overview of British poetry, drama, and prose from the 20<sup>th</sup> and 21<sup>st</sup> century, this survey pays particular attention to British Modernism and the many ways in which the rise and fall of the British Empire continues to shape the late British literary canon. This survey includes works by such authors as Joseph Conrad, G. B. Shaw, James Joyce, Virginia Woolf, T. S. Eliot, George Orwell, Philip Larkin, Samuel Beckett, and Salman Rushdie among others. Prerequisite: 104 or C or higher in 105 or C or higher in 195. LA

***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. LA

**253—*Genre Matters: Poetry, Fiction, Drama, and the Essay, 3 Cr.***

Required for all English majors, ENGL 253 studies poetry, fiction, drama, and the essay through the lens of genre. Students learn the conventions of genre in literature and apply them to research and write literary-critical arguments. Note: students placing out of ENGL-104 or into ENGL-105 or 195 may take 253 in the fall term of their first semester. Prerequisite: 104 or C or higher in 105 or C or higher in 195. Students who qualify for ENGL 105 or 195 may enroll in this course concurrently. LA

**255—*Introduction to Literary Studies, 3 Cr.***

English majors analyze narrative poetry, build research skills specific to literary analysis, practice integrating literary criticism, and apply a contemporary literary theory to literary analysis. Students also discuss English-related careers and hone presentation skills. Students 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. WCII, OC

**286—*Special Topics***—see page 99 for description.

**287—*Internship***—see page 99 for description.

**288—*Independent Study***—see page 99 for description.

**303—*The Modern British Novel, 3 Cr.***

This course provides a focused and intensive study of major British novels written since 1900 by such authors as James Joyce, Virginia Woolf, E. M. Forster, George Orwell, Kazuo Ishiguro, and Zadie Smith. The particular theme of this course may vary; however, in all iterations this course will situate literary movements such as modernism and post-modernism in the historical and cultural context of the 20<sup>th</sup> and 21<sup>st</sup> centuries. This course may survey multiple authors or focus on the works of one or two. Prerequisite: 104 or C or higher in 105 or C or higher in 195. LA

**307—*Argumentative Writing, 3 Cr.***

Students in this course analyze and construct arguments using the rhetorical appeals of ethos, pathos, and logos but also read and write arguments according to the conventions of particular genres such as op-ed pieces, scholarly articles, film reviews, blog posts, and advertisements. Students write rhetorical analyses of published arguments and write two longer arguments with sources before remixing one arguments into a different genre. Recommended for pre-law program. Prerequisite: 104 or C or higher in 105 or C or higher in 195. WCII, IL

**309—*World Literature, 3 Cr.***

Study of literary texts from around the world – Africa, Asia, Central/South American, Australia, New Zealand, Canada. All regions/nations except the United States, Great Britain, Ireland and continental Europe. The course may survey multiple writers from several regions or concentrate on a single writer or region, including works by such authors as Achebe, Gordimer (Africa), Garcia Marquez (Colombia), Rushdie (India), Naipaul (Trinidad), Atwood (Canada), Mishima (Japan). Prerequisite: 104 or C or higher in 105 or C or higher in 195. LA

**310—*Creative Non-Fiction Workshop, 3 Cr.***

This advanced creative writing course focuses on the genre of creative nonfiction. Students read widely in the tradition of the essay including examples of memoir, the personal essay, the collage essay, the portrait, and the lyric among others. Students read with an emphasis on craft, intention, style, and effect. Students practice artistic observation, description, exposition, narrative, primary and secondary research, and process as they build a portfolio of creative nonfiction that reflects various shapes, styles, and approaches to the genre.

Students participate effectively in a workshop setting by responding orally and in writing to the work of their peers. Prerequisite: 211. May be repeated once for credit.

***311—Fiction Workshop, 3 Cr.***

This advanced creative writing course focuses on the genre of fiction. Students read widely with an emphasis on craft, intention, and effect. Students practice artistic observation, description, exposition, and narrative as they build a portfolio of short stories that reflect various shapes, styles, and approaches to the genre. Students participate effectively in a workshop setting by responding orally and in writing to the work of their peers. Prerequisite: 211. May be repeated once for credit. AE

***312—Poetry Workshop, 3 Cr.***

This advanced creative writing course focuses on the genre of poetry. Students read a wide variety of poetry with an emphasis on craft, intention, effect, and varieties of meaning and technique. Students practice artistic observation, description, figurative language, and the craft of poetic structures as they build a portfolio that reflect various shapes, styles, and approaches to the genre. Students participate effectively in a workshop setting by responding orally and in writing to the work of their peers. Prerequisite: 211. May be repeated once for credit. AE

***320—Poetry and the American Renaissance, 3 Cr.***

Intensive study of 19<sup>th</sup> century American poetry and its contribution to the literary, cultural and social movements of the American Renaissance. This course will focus on writers who have traditionally been associated with the rise of American poetry and the American Renaissance including Walt Whitman, Emily Dickinson, and Henry Wordsworth Longfellow, as well as writers whose works expand the subjects and forms of American poetry during the 19<sup>th</sup> century such as Lydia Howard Huntley Sigourney, Paul Laurence Dunbar, Emily Lazarus, and Amy Lowell. Prerequisite: 104 or C or higher in 105 or C or higher in 195. LA

***321—American Masterpieces, 3 Cr.***

Representative fiction, poetry, drama, and/or essays and their relationship to historical and cultural background. Prerequisite: 104 or C or higher in 105 or C or higher in 195. LA

***322—American Fiction since 1945, 3 Cr.***

This course will examine 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 Flannery O'Connor, Thomas Pynchon, Joyce Carol Oates, Toni Morrison, Lorrie Moore, Raymond Carver, Don DeLillo, and Junot Diaz. Prerequisite: 104 or C or higher in 105 or C or higher in 195. LA

***324—The American Novel to 1900, 3 Cr.***

Intensive study of major American novels and narratives before 1900 from such authors as Mary Rowlandson, Charles Brockden Brown, James Fennimore Cooper, Nathaniel Hawthorne, Herman Melville, Frederick Douglass, Harriet Beecher Stowe, Mark Twain, William Dean Howells, Henry James, and Stephen Crane. This course will situate historically such literary movements such as Romanticism, psychological and social realism, naturalism, and regionalism. The course may survey multiple authors or focus on the work of one or two. Prerequisite: 104 or C or higher in 105 or C or higher in 195. LA

***325—The American Novel, 1900-1945, 3 Cr.***

Intensive study of major American narratives of the first half of the 20<sup>th</sup> century by such authors as Henry James, Theodore Dreiser, William Faulkner, Willa Cather, and Zora Neale Hurston. This course will historically situate literary movements such as naturalism, Harlem Renaissance, and modernism in the cultural historical context of the 20<sup>th</sup> century. The course may survey multiple authors or focus on the work of one or two. Prerequisite: 104 or C or higher in 105 or C or higher in 195. LA

***326—The English Novel to 1900, 3 Cr.***

Intensive study of representative eighteenth-century and/or nineteenth-century British novels including such writers as Daniel Defoe, Samuel Richardson, Henry Fielding, Laurence Sterne, Fanny Burney, Jane Austen, Mary Shelley, Charles Dickens, Emily Bronte, Charlotte Bronte, George Eliot, R. L. Stevenson, Bram Stoker,

Oscar Wilde, Thomas Hardy, H. G. Wells. The course covers the Enlightenment, Romantic, and/or Victorian eras and may focus on a subgenre of the novel such as the picaresque, the social-problem, or the gothic novel. Prerequisite: 104 or C or higher in 105 or C or higher in 195. LA

**328—Chaucer and His Age, 3 Cr.**

Through readings in Middle English of *The Canterbury Tales*, other works by Geoffrey Chaucer, and consideration of other important medieval authors such as Thomas Malory and the Gawain poet, the course focuses on the narrative and genre conventions and historical contexts of important medieval literary texts. Prerequisite: 104 or C or higher in 105 or C or higher in 195. LA

**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. LA

**338—Renaissance and 17<sup>th</sup> 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 Elizabeth I, Ben Jonson, Aemilia Lanyer, Christopher Marlowe, John Milton, Philip Sidney, Edmund Spenser, Mary Wroth, and more. Prerequisite: 104 or C or higher in 105 or C or higher in 195. LA

**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. LA

**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, Aphra Behn, Margaret Cavendish, Katherine Phillips, Mary Wroth, and others, as well as their contemporary male writers for comparison. Prerequisite: 104 or C or higher in 105 or C or higher in 195. LA

**347—Women Writers after 1700, 3 Cr.**

Intensive study of prose and/or poetry by English and American women after 1700 including such authors as Charlotte Lennox, Clara Reeve, Fanny Burney, Anne Radcliffe, Jane Austen, Louisa May Alcott, Emily Dickinson, Elizabeth Barrett Browning, Willa Carter, Kate Chopin, Virginia Woolf, Sylvia Plath, Toni Morrison, Adrienne Rich, Alice Walker, Angela Carter, Julia Alvarez, Amy Tan, Sandra Cisneros, Maxine Hong Kingston, Paule Marshall, Leslie Marmon Silko. Attention to gender, race, and class situated in a historical context, and brief consideration of feminist literacy theory. May also include focus on genre, for example, the Female *Bildungsroman*. Prerequisite: 104 or C or higher in 105 or C or higher in 195. LA

**354—Western Masterpieces, 3 Cr.**

Study of major European writers from the Medieval, Renaissance, Enlightenment, Romantic, and Realist eras including masterpieces of fiction, poetry, and drama by such authors as Dante Alighieri, Moliere, Voltaire, Miguel de Cervantes Saavedra, Johann Wolfgang von Goethe, Charles Baudelaire, Gustave Flaubert, Fyodor Dostoyevsky, Henrik Ibsen. Prerequisite: 104 or C or higher in 105 or C or higher in 195. LA

**360—Latin American Fiction Around the Boom, 3 Cr.**

This course concentrates on the Latin American Boom of the 1950s and 1960s. In the fiction of Julio Cortázar, Carlos Fuentes, Mario Vargas Llosa, and Gabriel Garcia Marquez, students will explore postmodernist narrative techniques. 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 genre of magical realism. The course will also sample representative women writers of the period, such as Isabelle Allende and Rosario Ferré. Prerequisite: 104 or C or higher in 105 or C or higher in 195. LA

**370—18<sup>th</sup> 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. May include works by Alexander Pope, Olaudah Equiano, Mary Wollstonecraft, Jonathon Swift, Daniel Defoe, Samuel Richardson, Samuel Johnson, Lawrence Sterne, and Henry Fielding. 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. LA

**375—British Romantic Literature, 3 Cr.**

Intensive study of British literature written between 1785 and 1832. Emphasis on the major poets of the period, William Blake, S. T. Coleridge, William Wordsworth, George Gordon, Lord Byron, Percy Bysshe Shelley, and John Keats. Also examines non-fiction prose, non-canonical poetry, and at least two novels including such authors as Thomas Paine, Mary Wollstonecraft, William Cobbett, Edmund Burke, Mary Lamb, Charlotte Smith, Anna Laetitia Barbauld, Mary Shelley, Sir Walter Scott, Jane Austen. Prerequisite: 104 or C or higher in 105 or C or higher in 195. LA

**380—Victorian Literature, 3 Cr.**

Intensive study of British literature written between 1827 and 1901 including such writers as Charles Dickens, Alfred Lord Tennyson, Robert and Elizabeth Barrett Browning, Matthew Arnold, Dante Gabriel and Christina Rossetti, George Eliot, Elizabeth Gaskell, Gerard Manley Hopkins, Oscar Wilde, and Thomas Hardy. Examines Victorian poetry, non-fiction prose, drama, and at least two novels in their sociohistorical contexts. Prerequisite: 104 or C or higher in 105 or C or higher in 195. LA

**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. LA

**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. LA

**394—Young Adult Literature in a Diverse World, 3 Cr.**

An analysis of selected prose and poetry especially suitable for students of middle and high school age and reflecting diverse backgrounds and viewpoints. Prerequisite: 104 or C or higher in 105 or C or higher in 195, any 100-level VUSM course or transfer student placement. LDW

**395—English Grammars, 3 Cr.**

Different methods of describing the grammar of the English language: its morphology, syntax, and semantics, including traditional and structural. Prerequisite: 104 or 105 or 195.

**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.

***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: 255.

***481—Senior Thesis Seminar, 1-2 Cr.***

Preparation and public defense of a senior thesis appropriate to the student's concentration. Weekly seminar meetings and workshops. Typically, one credit of the course in the fall involves developing a proposal with an annotated bibliography and beginning drafting of the project, under the mentorship of two faculty members in the department. Typically, two credits of the course in the spring involve drafting, revising, and presenting the project in a public forum. May be repeated for credit.

***486—Special Topics***—see page 99 for description.

***487—Internship***—see page 99 for description.

***488—Independent Study***—see page 99 for description.

## **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. NS

**286—Special Topics**—see page 99 for description.

**287—Internship**—see page 99 for description.

**288—Independent Study**—see page 99 for description.

**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.

**486—Special Topics**—see page 99 for description.

**487—Internship**—see page 99 for description.

**488—Independent Study**—see page 99 for description.

## **Ethics (ETHL)**

**486—Special Topics**—see page 99 for description.

## **Finance (FINA)**

**286—Special Topics**—see page 99 for description.

**287—Internship**—see page 99 for description.

**288—Independent Study**—see page 99 for description.

**304—Banking, Financial Institutions, and Monetary Policy, 3 Cr.**

The study of how financial institutions function within a system where monetary policy is formulated and carried out by the Federal Reserve, acting on congressional initiatives to minimize unemployment and control inflation. 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. Prerequisite: ACCT-211.

**332—Investments, 3 Cr.**

The study of investment alternatives, portfolio creation and analysis (by sector, industry, economy, and company), asset allocation strategies, securities markets and market indices. This course covers the content included on the Securities Industry Essentials (SIE) exam. Prerequisites: 331 or OMGT-318.

***340—Retail and Commercial Banking Operations, 3 Cr.***

The study of how banks operate, including retail operations for deposit and loan accounts, as well as commercial banking operations.

***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

***410—Financial Planning/Wealth Management, 3 Cr.***

The study of professional financial planning and analysis. Students will be required to perform a comprehensive financial analysis and create a financial plan. The plan will include analysis of economic conditions, investment allocation, investment return, planning for estate taxes and insurance, and retirement planning. This course covers content included on the Certified Professional Planner (CFP) exam. The course also includes a focus on ethical considerations when working with clients and sensitive information. Students will be required to complete an ethics exam similar to the ethics portion of the CFP exam. Restricted to students with senior standing.

***481—Finance Field Practicum, 1-12 Cr.***

Students gain practical experience, enhance skills learned in the classroom, and acquire contacts with management professionals. This course combines several hours per week of on-site field experience with one hour of class time weekly. (Amount of time in the field depends on number of credits being earned). Students are placed with organizations which permit the student to interact with finance professionals in their workplace. Selecting a site is a shared responsibility between the student and the instructor. Students may be required to attend information sessions during the semester prior to the start of their practicum. Permission of instructor required.

***486—Special Topics***—see page 99 for description.

***487—Internship***—see page 99 for description.

***488—Independent Study***—see page 99 for description.

## **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)**

***186, 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. SS

***286—Special Topics***—see page 99 for description.

*288—Independent Study*—see page 99 for description.

*486—Special Topics*—see page 99 for description.

*488—Independent Study*—see page 99 for description.

## **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.

*288—Independent Study*—see page 99 for description.

### *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.

*488—Independent Study*—see page 99 for description.

## **Health Care Management (HMG T)**

### *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.

### *105—Introduction to Health Care and Wellness Management, 3 Cr.*

This course will introduce students to the various career opportunities in the health care and wellness professions. The ethical, legal, cultural and professional considerations involved in health care and wellness occupations will be explored as well as the competencies for health professionals. Students will examine the seven dimension of health: physical, social, intellectual, emotional, occupational, spiritual, and environmental. Local health care and wellness managers will be invited to share their career choices.

*286—Special Topics*—see page 99 for description.

*288—Independent Study*—see page 99 for description.

### *306—Principles of Management in Health Care, 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 (including talent management, human resource management, and succession management). 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.

***350—Developing and Leading Wellness Programs, 3 Cr.***

This course will focus on the development of the knowledge and skills necessary to develop and lead wellness programs to effectively meet the health care needs of an organization. Issues of interest to health and wellness professionals such as: cost containment, goal setting, assessing organizational needs, program evaluation, and marketing programs are explored.

***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.

***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.

***481—Health Care Management Field Practicum, 1-12 Cr.***

Students gain practical experience, enhance skills learned in the classroom, and acquire contacts with management professionals. This course combines several hours per week of on-site field experience with one hour of class time weekly. (Amount of time in the field depends on number of credits being earned). Students are placed with organizations which permit the student to interact with health care and wellness management professionals in their workplace. Selecting a site is a shared responsibility between the student and the instructor. Students may be required to attend information sessions during the semester prior to the start of their practicum. Permission of instructor required.

**486—Special Topics**—see page 99 for description.

**487—Internship**—see page 99 for description.

**488—Independent Study**—see page 99 for description.

**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. Restricted to students with freshman and sophomore standing. HA

**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. Restricted to students with freshman and sophomore standing. HA

**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. Restricted to students with freshman and sophomore standing. HA

**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. Restricted to students with freshman and sophomore standing. HA

**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. Restricted to students with freshman and sophomore standing. HA

**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. Restricted to students with freshman and sophomore standing. HA

**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. HA

**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. HA

**218—Christianity in the Ancient World, 3 Cr.**

Same as 217 without the travel and study abroad. HA

**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. HA

**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. HA

**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. HA

**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 historical and cultural texts. HA

**286—Special Topics**—see page 99 for description.

**288—Independent Study**—see page 99 for description.

**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. HA

**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. HA

***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. HA

***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. HA

***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. HA

***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. HA

***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. HA

***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. HA

***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. HA

***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. HA

**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. HA

**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. HA

**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. HA

**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. HA

**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. HA

**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. HA

**359—*The 20th Century, 3 Cr.***

A study of selected themes and topics in the history of the 20th century. HA

**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. HA

**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. HA

**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. HA

**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. HA

**395—*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. HA

**481—*Senior Thesis Seminar, 1-2 Cr.***

Capstone research and writing in a collective humanities setting. Students will enroll for one credit in the first semester and two credits in the second semester.

**486—*Special Topics***—see page 99 for description.

**487—*Internship***—see page 99 for description.

**488—*Independent Study***—see page 99 for description.

## **Honors (HONR)**

**286—*Special Topics***—see page 99 for description.

**288—*Independent Study***—see page 99 for description.

**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.

**486—*Special Topics***—see page 99 for description.

**488—*Independent Study***—see page 99 for description.

**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)**

**288—Independent Study**—see page 99 for description.

### ***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.

**488—Independent Study**—see page 99 for description.

## **Information Systems (INFO)**

### ***103—Spreadsheet Fundamentals, 1 Cr.***

This course provides students a comprehensive foundation in spreadsheet usage. Basic and intermediate spreadsheet skills will be developed through examples and hands on application. Heavy emphasis will be placed on Excel usage, and other spreadsheet programs will also be examined. Basic computer skills, including file management, are needed to participate in this course.

### ***150—Integrated Software Applications, 3 Cr.***

This course focuses on the development of competency in the use of a current integrated software suite. Students complete lab assignments in commonly used applications including word processing, spreadsheets, databases, and graphics presentations applications.

### ***200—Management Information Systems Concepts, and Applications, 3 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 information-rich, networked world of business and introduces students to a variety of technical applications used for business communication and problem solving. Learners will research current topics pertinent in today's information technology revolution.

### ***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.

**286—Special Topics**—see page 99 for description.

**287—Internship**—see page 99 for description.

**288—Independent Study**—see page 99 for description.

***303—Advanced Excel, 1 Cr.***

Effective use of Excel's advanced features allows for powerful data analysis. In this course, students develop skills in using advanced techniques including scenarios and data tables, consolidating and importing external data, conditional formatting, pivot tables, and custom controls.

***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.

***486—Special Topics***—see page 99 for description.

***487—Internship***—see page 99 for description.

***488—Independent Study***—see page 99 for description.

## **Integrated Studies (INST)**

***288—Independent Study***—see page 99 for description.

***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.

**488—Independent Study**—see page 99 for description.

## Interpreting Studies (INTP)

**288—Independent Study**—see page 99 for description.

### **301—Interpreting Principles, 3 Cr.**

This course integrates the 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 SPAN-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 Interpreting in Business and Legal Settings, 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, businesses, 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 for Interpreting in Healthcare and Social Settings, 3 Cr.**

This is an intensive, highly student-directed hybrid seminar in medical interpreting and social settings. 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, providing a panoramic overview of biomedical culture in the U.S., U.S. health care systems, body systems and anatomy, and terminology. Prerequisite: 301 or admission to interpretation certificate program.

### **481—Interpretation Practicum, 1 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.

**488—Independent Study**—see page 99 for description.

## 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. Prerequisite: any 100-level VUSM course or transfer student placement. LDW

***287—Internship***—see page 99 for description.

### ***312—U.S. Hispanic Cultures, 3 Cr.***

Life and culture of the Spanish-speaking populations in the U.S. This course focus is on the social, economic, political, historical, and religious issues that these populations confront within themselves and in relation to other cultural groups. Taught in English. Students may not receive credit for both LASP 312 and SPAN 312.

### ***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. This course will focus on the poetry, prose, fiction, and non-fiction writings reflecting the current cultural realities of these groups. Taught in English. Students may not receive credit for both LASP 316 and SPAN 316.

### ***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.

***487—Internship***—see page 99 for description.

## Liberal Studies (LBST)

### ***212—Writing in the Liberal Arts, 3 Cr.***

Taking up where ENGL-103/104/105/195 leaves off, this sophomore-level writing course extends students' ability to read, analyze, research, and develop argument. Students analyze arguments and create their own original essays. Additionally, this course serves as an introductory level liberal studies course. The course will draw on liberal studies disciplines in its examination of a theme or issue. Satisfies both WCII and Information Literacy requirements. (Equivalent to ENGL 212.) WCII, IL

***286—Special Topics***—see page 99 for description.

***288—Independent Study***—see page 99 for description.

### ***340—Interdisciplinary Perspectives, 3 Cr.***

An intentionally interdisciplinary course taught using two liberal studies disciplines that models interdisciplinary work at an intermediate level of interdisciplinary writing and research.

### ***399—Thesis Proposal, 1 Cr.***

Intermediate level interdisciplinary writing and research methods class designed to help liberal studies majors develop a thesis proposal.

***486—Special Topics***—see page 99 for description.

***488—Independent Study***—see page 99 for description.

### ***499—Liberal Studies Capstone, 2 Cr.***

The purpose of the course is to assist students in completing a senior capstone project that integrates the two major areas of study in their BLS degree program. In addition to the written paper, an oral presentation or poster presentation at the Seven Rivers Undergraduate Research Symposium in the fall semester or Scholar's Day in the spring semester is required.

## Management (MGMT)

### ***101—Introduction to Business: Viterbo Style, 1 Cr.***

This seminar course introduces students to basic business theories and applications. Broad topics will include: what to expect as a student in the Dahl School of Business, how to be successful as a business student, professionalism, servant leadership, mission, vision, and values. Time will be spent exploring and developing academic and career goals, hearing from industry leaders, as well as attending community lectures and workshops. This course may be waived for transfer students with more than 30 credits.

### ***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. OC

### ***203—Professional Communication, 2 Cr.***

This course provides students with the theory and practice of oral communication skills that are essential for entry-level positions as well as advancement in today's business and professional careers. Content includes presenting to a business or professional audience as well as leading and participating in meetings and

discussions. Students will work with a variety of audio/visual aids, including flip charts, computer graphics, and video. Presentations may be video-recorded for reviewing and critiquing. OC

***204—Professional Communication and Business Terminology, 3 Cr.***

This course provides students with the theory and practice of oral communication skills, as well as an introduction to business terminology, that are essential for entry-level positions as well as advancement in today's business and professional careers. Content includes presenting to a business or professional audience as well as leading and participating in meetings and discussions. Students will work with a variety of audio/visual aids, including flip charts, computer graphics, and video. Presentations may be video-recorded for reviewing and critiquing.

***210—Management Systems Concepts and Applications, 3 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. Prerequisite: ENGL 103 or 105 or 195.

***225—Enactus Project, 1 Cr.***

This course will integrate theory and practice from the fields of Social Entrepreneurship, Intrepreneurship and Project Management. Social Entrepreneurship is a developing field of business in which entrepreneurs are using business methods to help solve social and environmental challenges. The field also includes social intrepreneurship, where existing organizations are developing new income opportunities for their firms by addressing social and environmental challenges. This course will also provide students with an opportunity to learn how to apply project management practices and tools, as part of an entrepreneurial project. Through guest speakers, case discussion, lecture, student research, project planning, and presentations, this course will focus on the intersection of social entrepreneurial idea generation and project implementation. The Socratic style of discussion will be used and a premium will be placed on creative, limit-pushing thought and dialog by students. May be repeated for credit. Graded as credit/no credit.

***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. QL

***243—Interpersonal Management Skills, 3 Cr.***

This course focuses on development of interpersonal management and communication skills necessary for leadership success. Designed to prepare students for effective collaboration on teams, the course format provides ample opportunities to practice skill building in a safe learning environment. Topics include the theory and practical application of: leadership, effective communication, listening, feedback, coaching persuading, goal setting, resolving conflict, and time and stress management.

***286—Special Topics***—see page 99 for description.

***287—Internship***—see page 99 for description.

***288—Independent Study***—see page 99 for description.

***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. WCII, IL

***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.

***322—Talent Management, 3 Cr.***

This course will examine the strategies and tools that human resource professionals use to achieve an organization's strategic objectives by identifying and retaining a high quality, diverse talent pool. It will look at strategies to recruit talent, develop a talent pipeline through succession planning, and build leadership bench strength through a professional development system. This course will also explore promotion and cross-functional systems that will strengthen the organization as well as retention strategies to promote and reward high quality talent. Students will engage in various activities intended to illustrate and practice the skills involved in implementing talent management systems.

***325—Professional and Personal Branding, 1 Cr.***

This branding course focuses on branding YOU. It will be delivered in an experiential seminar format that uses directed discussion and cooperative learning to define a student's personal brand and develop clarity for those who do not have college or career objectives. It is a skills based course that includes topics such as identifying strengths, networking skills, learning to be a good mentee, communication skills, dressing for success, personal health, and managing your career. Students will develop a personal marketing plan which will include the development of a personal brand, resume, and networking strategy.

***341—Principles of Management and Organizational Behavior, 3 Cr.***

The focus of this course is to develop a strong understanding of managerial planning, organizing, implementing, and controlling as well as principles of organizational behavior. Topics include management theory and practice, motivation, personality, individual and group behavior, and organizational culture.

***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.

***363—Nonprofit Organizations, 3 Cr.***

The purpose of this course is to provide an introduction to and overview of nonprofit organizations and of the environments in which these organizations operate. It includes an examination of nonprofit leadership and the skills required for effective nonprofit management.

***374—Systems Thinking and Leadership Seminar, 3 Cr.***

This seminar is designed to build knowledge relating to systems thinking, diversity (cultural and demographic), and leadership in the context of complex systems change. Students will apply systems concepts and leadership theories related to emerging issues currently affecting organizations. Further, students will engage in activities designed to foster the common good while reflecting on their values and practices of community, service and collaboration. Students must complete 25 hours or 10 instances of service in this full-semester course. SCG

***375—Leadership, Power, and Influence, 3 Cr.***

This course develops leadership skills through exploration of various theories on leadership analyzed through the use of power and influence in each. Students examine ethical influence processes in organizations to develop effective techniques for influencing others. Prerequisite: 341 or AADM 300.

***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.

***396—Diversity in the Workplace, 3 Cr.***

We live in a world that grows more diverse every day. 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.

***447—Production and Operations Management, 3 Cr.***

This course analyzes operating decisions commonly encountered in the production process. A study of quantitative scientific management techniques, including decision tree analysis and linear programming, with a strong orientation towards application. Topics include forecasting, inventory planning, aggregate planning and scheduling, plant layout, quality improvement, waste reduction, methods analysis, and work measurement. Case studies and projects are employed to provide practical applications of the topics discussed. 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.

***449—Global 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 or HMGT 340 or SPML 330. Restricted to students with senior standing.

***481—Management Field Practicum, 1-12 Cr.***

Students gain practical experience, enhance skills learned in the classroom, and acquire contacts with management professionals. This course combines several hours per week of on-site field experience with one hour of class time weekly. (Amount of time in the field depends on number of credits being earned). Students are placed with organizations which permit the student to interact with management professionals in their workplace. Selecting a site is a shared responsibility between the student and the instructor. Students may be required to attend information sessions during the semester prior to the start of their practicum. Consent of the instructor required.

**486—Special Topics**—see page 99 for description.

**487—Internship**—see page 99 for description.

**488—Independent Study**—see page 99 for description.

**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, and 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.

**492—Dahl School Comprehensive Capstone, 1 Cr.**

This course will look back at all of the business professional core topics studied while a student in the Dahl School of Business. Content from the full business core will be reviewed together and assessed on a comprehensive evaluation. Course should be taken in senior year, preferably in the student's final semester of study.

## **Marketing (MKTG)**

**286—Special Topics**—see page 99 for description.

**287—Internship**—see page 99 for description.

**288—Independent Study**—see page 99 for description.

**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.

**353—Market Research, 3 Cr.**

In this application-based course, students investigate the role of research in the marketing decision making process. Topics include designing, conducting, and evaluating primary and secondary research using quantitative and qualitative methodologies.

**354—Social Media and Innovative Marketing, 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—Professional Selling, 3 Cr.**

This course provides an introduction to the principles of professional selling and the roles and responsibilities of the professional salesperson. Using a skills-based approach to selling and relationship building, the course emphasizes effective interpersonal communication skills, including written proposals and oral presentations, throughout the sales process. The skills developed in this course are keys to success for students pursuing any major or career. Prerequisite: 351.

***361—Web Design and Analytics, 3 Cr.***

This course examines technical and aesthetic issues in contemporary Web design. Students will learn the principles of design as well as usability, writing for Web, and interface design. Students will also learn the basics of Web analytics and search engine optimization as a tool for collection and measurement of Web data to drive marketing decisions and improvement of the customers' online experience. This is a hands-on course where students will create functional websites and analyze their effectiveness.

***362—New Media Marketing, 3 Cr.***

This course covers tools and techniques in media production and development for marketing in the 21<sup>st</sup> century. Students will produce media deliverables for print, Web, social media, and television. Attention will be paid to the rhetorical nature of media, advertising, and visual communication. The course will explore both the aesthetic and technical aspects of media, creating a variety of projects that include print layout, video, Web design, and motion graphics.

***420—Advanced Professional Selling, 3 Cr.***

This course further develops the topics introduced in the first professional selling course. Through case studies and role playing, students will explore theory and practice skills necessary for understanding and managing relationships, building credibility and trust, managing personal productivity, and preparing for and executing negotiations. Prerequisite: 356.

***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 by working with an area business to help with its marketing related needs. Prerequisite: 351.

***481—Marketing Practicum, 1-12 Cr.***

Students gain practical experience, enhance skills learned in the classroom, and acquire contacts with marketing professionals. This course combines several hours per week of on-site field experience with on hour of class time weekly. (Amount of time in the field depends on number of credits being earned). Students are placed with organizations which permit the student to interact with marketing professionals in their workplace. Selecting a site is a shared responsibility between the student and the instructor. Students may be required to attend information sessions during the semester prior to the start of their practicum. Permission of instructor required.

***486—Special Topics***—see page 99 for description.

***487—Internship***—see page 99 for description.

***488—Independent Study***—see page 99 for description.

## **Mathematics (MATH)**

***081—Just In Time Algebra Lab, 1 Cr.***

This course is designed to provide additional support for students enrolled in MATH 111 whose placement score indicates they would benefit from extra support. The course will meet in a laboratory environment for one hour per week and will look in detail at topics as they are coming up in MATH 111. Graded credit/no credit. Credits not applicable toward graduation.

***083—Just In Time Statistics Lab, 1 Cr.***

This course is designed to provide additional support for students enrolled in MATH 130 whose placement score indicates they would benefit from extra support. The course will meet in a laboratory environment for one hour per week and will look in detail at topics as they are coming up in MATH 130. Graded credit/no credit. Credits not applicable toward graduation.



***091—Elementary Algebra, 3 Cr.***

Math study skills. Introduction to statistics. Pre-algebra topics. Solving linear and multivariable equations. Graphing linear equations and inequalities. Ratio, rate, and proportion. Real number system, properties, and order of operations. Area and perimeter of rectangles, areas, and circles. Algebraic problem solving. Exponents and radicals. Factoring polynomials, algebra of rational expressions, solving equations by factoring. Credits not applicable toward graduation. Graded CR/NC on the Viterbo campus.

***105—Math and Science Success, 1 Cr.***

Designed for new students intending a course of study in math or science. The emphasis will be on development of effective learning skills. Topics include reading for learning; working with study teams; managing time; managing stress; coping with pressure and even failure; setting goals; exploring university resources including research and internship opportunities; and talking with upper class students about adjusting and career choices. Restricted to freshman mathematics and mathematics education majors. Graded CR/NC. (Equivalent to BIOL 112, CHEM 112.)

***111—Intermediate Algebra, 3 Cr.***

Review of basic algebra, linear equations and inequalities, functions and graphs, systems of linear equations, polynomials, factoring, quadratic equations, exponential and logarithmic functions. Prerequisite: acceptable placement score or successful completion of 091. QL

***112—College Algebra, 3 Cr.***

Linear equations and functions, systems of equations, quadratic equations and functions, functions and graphs, polynomial and rational functions, exponentials and logarithmic functions, and conic sections. Prerequisite: acceptable placement score or successful completion of 091. QL

***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 or 112. QL

***130—Introductory Statistics, 3 Cr.***

An introductory course with an emphasis on interpreting results and drawing conclusions from real life data. Topics include summarizing and plotting data, surveys, bias, probability, random variables, sampling distributions, hypothesis testing and confidence intervals for proportions and means, chi-square tests, and linear regression. Prerequisite: acceptable placement score or successful completion of 091. QL

***155—Mathematics: A Way of Thinking, 3 Cr.***

An investigation of topics such as the history of mathematics, number systems, the mathematics of voting, graph theory, geometry, logic, probability, and statistics. There is an emphasis on problem-solving. Prerequisite: acceptable placement score or successful completion of 091. QL

***220—Calculus I, 4 Cr.***

Limits, continuity, derivatives, applications, and an introduction to the integral. Differentiation of polynomial, rational, trigonometric, logarithmic and exponential functions. 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 113. QL

***221—Calculus II, 4 Cr.***

Integration techniques including substitution, by parts, and approximate integration. Applications of integration including area, volume, arc length, surface area, center of mass, and probability. The course also covers differential equations, direction fields, growth models, sequences, and infinite series. Prerequisite: C or higher in 220. QL

**230—Elements of Statistics, 4 Cr.**

Descriptive statistics, probability, random variables, estimation of parameters, and tests of hypotheses. Inference using bootstrap and randomization distributions as well as the normal, T, chi-square and F distributions. Includes regression, analysis of variance, and multiple regression. Computers are heavily used for data analysis. Prerequisite: acceptable placement score or grade of C or higher in MATH 112. QL

**255—Mathematics for Elementary and Middle School Teachers, 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. QL

**260—Introduction to Abstract Mathematics, 4 Cr.**

An introduction to proof techniques and independent research. Topics include logic, axiomatic systems, set theory, the real number system, and others as chosen by the instructor. Prerequisite: acceptable placement score or grade of C or higher in 112. QL

**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 111. QL

**286—Special Topics**—see page 99 for description.

**287—Internship**—see page 99 for description.

**288—Independent Study**—see page 99 for description.

**320—Calculus III, 4 Cr.**

Multivariate calculus: three-dimensional coordinate system, vectors functions, partial differentiation, multiple integration, integration in vector fields, and applications. Prerequisite: C or higher in 221. QL

**321—Differential Equations, 3 Cr.**

First order equations, second order linear equations, linear systems of equations, numerical methods, nonlinear systems and phase place analysis, Laplace transforms, and applications. Prerequisite: grade of C or higher in 221. QL

**330—Probability Theory and Statistics, 3 Cr.**

Random variables, probability theory, application, and simulation. The binomial, Poisson, geometric, normal, gamma, and chi-square distributions are studied. Additional topics covered as determined by the instructor. Prerequisite: grade of C or higher in 220; grade of C or higher in 130 or 230. QL

**340—Linear Algebra, 3 Cr.**

Matrices and linear systems, matrix operations, determinants, linear transformations, vector spaces, eigenvalues and eigenvectors. Prerequisite: grade of C or higher in 220. QL

**344—Abstract Algebra, 4 Cr.**

Study of elementary number theory, groups, rings, and fields. Specific examples and additional topics selected by instructor. Prerequisite: grade of C or higher in 260. QL

**365—Mathematical Modeling, 3 Cr.**

An introduction to mathematical modeling, computer simulation, and procedural programming. Various deterministic, stochastic, and simulation models are covered, with applications to engineering, physics, biology, chemistry, business, and other areas. Requirements include modeling projects with written reports and class

presentations. Prerequisite: acceptable placement score or grade of C or higher in 220. (Equivalent to ENGR 365). QL

**420—Real Analysis, 4 Cr.**

An introduction to the analysis of the real number system. Topics include continuity, differential calculus, integral calculus, sequences and series. Prerequisite: grade of C or higher in 221 and 260. QL

**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. QL

**486—Special Topics**—see page 99 for description.

**487—Internship**—see page 99 for description.

**488—Independent Study**—see page 99 for description.

**498—Directed Research Experience, 1 or 2 Cr.**

A student-driven research experience under the supervision of a faculty mentor. 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. Restricted to students with junior standing or higher. Permission of department required. May be repeated for credit to a maximum of six credits.

**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. AE

**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. AE

**105—Piano Proficiency I, 1 Cr.**

Keyboard skill development is foundational to the study of music. The Piano Proficiency I course is the first of three levels designed to provide developing musicians with basic keyboard competency. Specifically, students will develop piano technique and music theory through keyboard patterns including all major and minor penta-

scales, major and minor arpeggios (one octave, hands separately) and scales (two octaves, hands separately), major and minor chord progressions – primary chords in root position (right hand) with left hand roots, sight-reading at the elementary level, simple play-by-ear folk melodies (transposed to any key), and selected solo performance repertoire. Students will be required to prepare an elementary-level accompaniment and demonstrate the ability to read a two-part open score. The Piano Proficiency I Exam is held during finals week. Target completion date of this exam is spring semester of the freshman year. 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. AE

***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, 0 or 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. AE

***136—Platinum Edition, 0 or 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. Enrollment by audition. Restricted to students with freshman and sophomore standing. May be repeated for credit. AE

***137—Concert Choir, 0 or 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. Emphasis on excellence in musicianship and performance. Enrollment by audition. Restricted to students with freshman and sophomore standing. May be repeated for credit. AE

***139—9th Street Singers, 0 or 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. Enrollment by audition. Restricted to students with freshman and sophomore standing. May be repeated for credit. AE

***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.

**153—Music Theory I for MUTH Majors, 3 Cr.**

This course covers the basic materials in music including musical terms and symbols and how to read and write pitches, rhythms and scales. Emphasis is placed on developing aural and sight-singing skills. Class activities will include extensive work at the piano. Restricted to music theatre majors.

**154—Music Theory II for MUTH Majors, 3 Cr.**

This course continues the introduction to basic musicianship and structural elements begun in Theory I. Emphasis is placed on developing aural and sight-singing skills. Class activities will include extensive work at the piano. Students will work on visual and aural analysis of music from the Broadway, Folk, Pop and Rock repertoire. Prerequisite: 153. Restricted to music theatre majors.

**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. AE

**205—Piano Proficiency II, 1 Cr.**

Keyboard skill development is foundational to the study of music. The Piano Proficiency II course is the second of three levels designed to provide developing musicians with basic keyboard competency. Specifically, students will develop piano technique and music theory through keyboard patterns including: three vocalises, major and minor scales (two octaves, hands together, white keys only), and chord progressions (inversions + ii chord), still with left hand roots. Sight-reading and repertoire will be at a level higher than that of Piano Proficiency I. Simple play-by-ear folk melodies (transposed to any key) will add a left hand blocked-chord accompaniment. Students will be required to prepare a “middle school” level accompaniment and demonstrate the ability to read a three-part open score (SAB). The Piano Proficiency II Exam is held during finals week and determines whether or not students can pass to the next level. Target completion date of this exam is fall semester of sophomore year. Graded CR/NC.

**206—Piano Proficiency III, 1 Cr.**

Keyboard skill development is foundational to the study of music. The Piano Proficiency III course is the final package of three designed to provide developing musicians with basic keyboard competency. Specifically, students will develop piano technique and music theory through keyboard patterns including: three vocalises, major and minor scales (hands together, 2 octaves, black keys only), and chord progressions (inversions + ii chord), still with left hand roots. Sight-reading and repertoire will be at a higher level than that of Piano Proficiency II. Simple play-by-ear folk melodies (transposed to any key) adding a more elaborate, improvised accompaniment. Students will be required to prepare a “high school” level accompaniment and demonstrate the ability to read a four-part open score (SATB). The Piano Proficiency III Exam is held during finals week and determines whether or not students can pass to the next level. Target completion date of this exam is spring semester of sophomore year. Graded CR/NC.

**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.**

Designed to introduce students to theoretical elements as they unfold from antiquity through the end of the Common Practice Period (mid-19<sup>th</sup> century); students will transcribe Gregorian chant, calculate intervals and identify modes in 16<sup>th</sup> century polyphony, understand contrapuntal principles in both the 16<sup>th</sup> and 18<sup>th</sup> centuries, and develop their understanding of chromaticism through further study of secondary chords and modulation. In addition to standard course work, students will compose music – working on an original piece that connects them to a project with global learning potential. Sight singing, aural and rhythmic dictation, as well as recognition and notation of intervals, chords, and scales comprise the AURAL SKILLS component of the course. Prerequisites: 152.

**252—Theory IV, 3 Cr.**

Theory IV is a continuation of the historical-analytical work of MUSC 251, focusing on study of chromatic harmony, as well as an introduction to form and analysis and 20<sup>th</sup> century musical structures. Specifically, application of chromatically altered chords (Neapolitan, borrowed, and augmented sixth chords) is followed by a study of binary, ternary, rondo, variation and sonata forms; student will be introduced to atonal and serial constructs of the 20<sup>th</sup> century. Required course work include analysis, aural skills training, sight singing, composition, and use of FINALE software. Prerequisite: 251.

**265—Conducting, 2 Cr.**

Development of basic conducting skills with emphasis on beat patterns, baton technique, conducting gestures, score preparation and musical styles.

**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.

**286—Special Topics—**see page 99 for description.

**288—Independent Study—**see page 99 for description.

**308—Piano and Harpsichord Accompanying, 2 Cr.**

Study and development of the skills associated with piano and harpsichord accompanying and collaboration. Students are required to prepare and perform representative literature for piano and other instruments or voices. Activities include directed readings, score examination and analysis, textual analysis, listening, coaching, and performing. Students will also survey the history and construction of the harpsichord, apply aspects of Baroque interpretation and technique, and apply knowledge of figured bass as part of the accompanying component in the course. Prerequisite: 152, 205, MUPI-171.

**327—Music History I, 3 Cr.**

Music History I is a study of western music history from the Medieval through Baroque periods. This survey of prominent composers, styles, genres, and forms will be contextualized by the influence of social, religious, and political trends. Directed reading, listening, score examination, analysis, and performance are offered in diverse and engaging modes of learning. Projects and assignments are designed to fulfill the General Education-Oral Communication requirement for music majors and/or minors. Prerequisite: 152. OC

**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. Exposure to available music research and reference materials is explored in both printed and electronic formats. Projects and assignments are designed to fulfill the General Education-Written Communication II requirement for music majors and/or minors. Prerequisite: 327, ENGL 104 or 105 or 195. WCII

***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, 0 or 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. AE

***336—Platinum Edition, 0 or 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 junior standing or higher. Enrollment by audition only. May be repeated for credit. AE

***337—Concert Choir, 0 or 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. Emphasis on excellence in musicianship and performance. Enrollment by audition. Restricted to students with junior standing or higher. May be repeated for credit. AE

***339—9th Street Singers, 0 or 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. Enrollment by audition. Restricted to students with junior standing or higher. May be repeated for credit. AE

***340—General Music Methods in the Elementary and Middle/Junior High School, 3 Cr.***

A class designed for the music education major. The study of teaching general music in the elementary and middle/junior high school with an emphasis on the physical, psychological, and emotional development of children and adolescents. 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 and adolescents. Prerequisites: EDUC 150, 215, admission to teacher education program (music education majors).

***342—Choral Methods in Middle School/Junior High and High School, 3 Cr.***

The study of teaching choral music and directing techniques for middle/junior high and senior high school. Topics include rehearsal techniques, repertoire, voicing, curriculum design, classroom management, learning styles, teaching strategies, the changing voice, and philosophy. Emphasis on the total year's program in perspective with performances and understanding the non-musical responsibilities of a middle/junior high and 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. Offered every third semester. Prerequisites: 265, EDUC 150, 215; admission to the teacher education program (music education majors).

**353—Form and Analysis, 3 Cr.**

A study of the structural elements in music and their organization into small and large forms, this course also includes an introduction to Schenkerian analysis. 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. Prerequisites: 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.

**382—Opera Production, 0 Cr.**

This course is for students who audition for and are cast in a major or minor role in an opera production. This performance course encompasses learning an operatic score and staging the work. Chamber operas have minimal costuming and set, and they are performed in the Recital Hall. Full length operas are performed with full costuming and set with orchestra in the Main Theatre. Opera productions rehearse three hours per night and five nights per week for a period of seven weeks. May be repeated.

**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, 4.5 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, 4.5 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.

***481—Sacred Music Practicum, 2 Cr.***

Practicum experience of the sacred music minor. The practicum includes liturgical planning regular and special worship services, creation of service aides, scheduling and implementation of rehearsals, cantoring and/or accompanying services and rehearsals and participation in choral activities of worship. Permission of department chair required. Prerequisites: 354, 355, 356.

***487—Internship***—see page 99 for description.

Permission of the department chair required.

## **Applied Music (MUPI, Piano) (MUVO, Voice)**

***168—Applied Lessons for Non-music Majors, .5 or 1 Cr.***

MUPI – The study of piano will begin with a level commensurate with the skill level of the student. It will include the study of healthy keyboard techniques and pedagogy and artistic expression. Restricted to non-music majors. Restricted to students with freshman or sophomore standing. May be repeated for credit. AE

MUVO – Students will study healthy vocal technique and pedagogy utilizing a supported, balanced tone. Repertoire will consist of a combination of music literature including music theatre and art songs in English and other lyric languages of interest to the student (i.e. Spanish, Italian, Latin, French, German, etc.) Restricted to non-music majors. Restricted to students with freshman or sophomore standing. May be repeated for credit. AE

***171—Applied Lessons, .5 or 1 Cr.***

MUPI – The study of piano will begin with a level comparable to the Bach Two-Part Inventions, classical sonata movements of Haydn, Mozart, and Beethoven, Chopin Waltzes, and Bartók Mikrokosmos Vol. IV. Restricted to music majors and minors. Restricted to students with freshman and sophomore standing. May be repeated for credit. AE

MUVO – The study of applied voice will include vocal techniques and pedagogy, balanced natural tone, correct pitches and rhythms, and accurate phrasing. Repertoire consisting of art songs and arias in representative style periods and languages, including but not limited to Italian, French, English, and German. Music theater literature may be included, at the discretion of the instructor. Restricted to music majors and minors. Restricted to students with freshman and sophomore standing. May be repeated for credit. AE

***172—Applied Vocal Coaching, .5 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.

***368—Applied Lessons for Non-music Majors, .5 or 1 Cr.***

MUPI – The study of piano will begin with a level commensurate with the skill level of the student. It will include the study of healthy keyboard techniques and pedagogy and artistic expression. Restricted to non-music majors. Restricted to students with junior standing or higher. May be repeated for credit. AE

MUVO – Students will study healthy vocal technique and pedagogy utilizing a supported, balanced tone. Repertoire will consist of a combination of music literature including music theatre and art songs in English and other lyric languages of interest to the student (i.e. Spanish, Italian, Latin, French, German, etc.) Restricted to non-music majors. Restricted to students with junior standing or higher. May be repeated for credit. AE

***371—Applied Lessons, .5 or 1 Cr.***

MUPI – The study of piano will continue with advanced technique and pedagogy with instruction tailored to the needs of the student and preparation of a public performance of a solo recital. Restricted to music majors and minors. Restricted to students with junior standing or higher. May be repeated for credit. AE

MUVO – The study of applied voice will continue with advanced technique and pedagogy with instruction tailored to the needs of the student and the preparation of a public performance of a solo recital. Restricted to music majors and minors. Restricted to students with junior standing or higher. May be repeated for credit. AE

***372—Applied Vocal Coaching, .5 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 junior standing or higher. May be repeated for credit.

***390—Half Recital, 1 Cr.***

The half-recital consists of a public performance of 20-25 minutes of memorized music from representative styles and periods.

MUPI – repertoire piano music of contrasting styles and different periods and composers.

MUVO – repertoire shall be art songs and arias in three representative style periods and languages, including but not limited to Italian, French, English, and German.

***481—Practicum, 2 Cr.***

MUPI – practicum experience of the piano pedagogy emphasis in the piano performance program. The practicum includes observation, teaching, recording, and journaling of applied lessons. A pedagogy contract must be submitted to the supervising faculty, department chair and the college dean before the end of the first week of the semester. Restricted to music majors accepted into the performance program by passing a hearing. Restricted to students with junior standing or higher. Permission of department chair required. Prerequisite MUSC 206, 420.

MUVO – practicum experience of the vocal pedagogy emphasis in the vocal performance program. The practicum includes observation, teaching, recording, and journaling of applied lessons. A pedagogy contract must be submitted to the supervising faculty, department chair and the college dean before the end of the first week of the semester. Restricted to music majors accepted into the performance program by passing a hearing. Restricted to students with junior standing or higher. Permission of department chair required. Prerequisite MUSC 206, 420.

***490—Full Recital, 2 Cr.***

A full recital consists of a public performance of 40-45 minutes in length of memorized music from representative styles and periods.

MUPI – repertoire shall be piano music of contrasting styles and different periods and composers. Prerequisite: 390.

MUVO – repertoire shall be art songs and arias in three representative style periods and languages, including but not limited to Italian, French, English, and German. Prerequisite: 390.

## Music Theatre (MUTH)

### ***170—Music Theatre Laboratory, 1 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, .5 or 1 Cr.***

Private voice instruction. Restricted to music theatre and theatre majors. Restricted to students with freshman or sophomore standing. May be repeated for credit.

***286—Special Topics***—see page 99 for description.

***287—Internship***—see page 99 for description.

***288—Independent Study***—see page 99 for description.

### ***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 I, 3 Cr.***

This course surveys musical theatre scenes from 1910-1970. With particular focus on character development for the musical theatre performer and building upon the acting, voice, and dance foundations presented in THTR 107, 121, 147, 155 and 207, dance courses, and MUTH 170 and 171. Students will work to address the acting and stylistic requirements of the period genres and the requirements of the ear-specific musical scores. Prerequisites: THTR 307, two credits from 170 (music theatre majors) or THTR 207 (theatre majors). Restricted to music theatre and theatre majors. Restricted to students with junior standing or higher.

### ***336—Music Theatre Scene Study II, 3 Cr.***

This course surveys musical theatre scenes from 1970- present. With particular focus on character development for the musical theatre performer and building upon the acting, voice, and dance foundations presented in THTR 107, 121, 147, 155 and 207, dance courses, and MUTH 170 and 171. Students will work to address the acting and stylistic requirements of the period genres and the requirements of the ear-specific musical scores. Prerequisites: 326, two credits 170 (music theatre majors); or THTR 207 (theatre majors). Restricted to music theatre and theatre majors and music majors by consent of instructor. Restricted to students with junior standing or higher.

### ***339—Music Theatre History and Literature, 3 Cr.***

A survey of music theatre history and literature from 1866 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 or 105.

### ***370—Music Theatre Laboratory, 1 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, .5 or 1 Cr.**

Private voice instruction. Restricted to music theatre and theatre majors. Restricted to students with junior or senior standing. May be repeated for credit.

**486—Special Topics**—see page 99 for description.

**487—Internship**—see page 99 for description.

**488—Independent Study**—see page 99 for description.

**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 relates 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 a variety of settings and in the community with older adults. Prerequisites: 230, 290, 342, BIOL 296, complete immunization and health record on file in the university health services office, C.N.A. certification; CPR certification, caregiver background check, admission to professional nursing sequence.

**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. Must be taken concurrently with 290, 342. Prerequisites: BIOL 114, CHEM 106 or 121, PSYC 171, SOCL 125, admission to professional nursing sequence.

**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, admission to professional nursing sequence. OC

**290—Professional Nursing Concepts, 3 Cr.**

The course is designed to introduce beginning nursing students to the philosophy and conceptual framework of the School of Nursing and core professional nursing concepts. Students are introduced to historical foundations of nursing, selected nursing theories, ethical decision making, evidence based practice and the nursing process. Prerequisites: BIOL 114, CHEM 106 or 121, PSYC 171; SOCL 125, admission to professional nursing sequence.

**286—Special Topics**—see page 99 for description.

**288—Independent Study**—see page 99 for description.

**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. Restricted to students with junior standing or higher.

**315—Applied Statistics for Healthcare Professionals, 3 Cr.**

This course focuses on scientific research as it applies to disciplines in healthcare. Students will learn about the statistical techniques associated with collecting and analyzing data, to make informed decisions based on

current evidence. Students will learn to interpret tables and charts, descriptive statistics, basic and discrete probability distributions, and hypothesis testing. Students will also learn statistical techniques and the most appropriate statistical methods used in research.

***323—Family Care Nursing: Concepts, 3 Cr.***

A family centered approach to health promotion and health alterations in childbearing women, children, and families. Emphasis is placed on growth and development, safety, and education utilizing the nursing process. Prerequisites: 221, 230, 240, 290, 342, 349; PSYC 220, NURS 324 or concurrent.

***324—Family Care Nursing: Clinical Applications, 3 Cr.***

Application of the nursing process in the care of childbearing women, children and families. Concepts from NURS-323 will be applied in a variety of on and off campus clinical environments. Prerequisites: 221, 230, 240, 290, 342, 349; PSYC 220, NURS 323 or concurrent.

***340—Expanding Roles and Exploring Values, 3 Cr.***

Students' professional experiences are integrated to expand the knowledge and skills, including an understanding of evidence based practice to advance the profession. Concepts of computer literacy are included to find and analyze appropriate resources. Students will also learn about the development of a professional portfolio. Prerequisite: ENGL 103. IL

***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 230, 290, BIOL 296. Prerequisites: BIOL 114, CHEM 106 or 121, admission to professional nursing sequence.

***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, 290, 342; BIOL 114, 296; CHEM 106 or 121, admission to professional nursing sequence.

***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.)

***353—Contemporary Issues and Emerging Trends, 3 Cr.***

Contemporary issues and emerging trends in health care are examined as they relate to the increasingly complex health care system and practice. Further exploration of concepts and theory integral to the profession of nursing are examined for application to nursing practice. History and image are correlated with the evolution of nursing as a profession. Prerequisite: 340 and RN License.

***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.

***422—Adult Health Nursing: Advanced Concepts and Clinical Application, 4 Cr.***

This course continues adult health nursing theory and clinical applications in a variety of higher acuity inpatient settings. Students learn to apply theory to the care of adults needing complex restorative and maintenance health interventions. Clinical decision making in critical scenarios is strengthened through weekly simulation sessions. Prerequisites: 323, 324, 365, 372, 382.

***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. Students analyze the nursing process as it relates to the impact mental health and mental illness have on individuals, families, communities, and the health care system. Prerequisites: 323, 324, 365, 372, 382.

***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 and legal 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. Prerequisites: 340 or senior standing, successful completion of pre-course quiz.

***447—Environmental Health in Nursing, 2 or 3 Cr.***

Environmental health as it relates to the 21<sup>st</sup> century practice of nursing is studied, with a particular emphasis on the interaction of ecology, human health, and toxicology. The impact of toxicants on human health from pre-conception and pre-natal exposure, as well as disease in children and adults related to environmental hazards are examined. Laws and regulations related to environmental health are investigated. The role of the nurse in promoting environmentally healthy communities, workplaces, and practice environments is explored. The role of the nurse as advocate for the protection of the environment, as well as advocate for vulnerable and at-risk populations is also emphasized. Prerequisites: 340 or senior standing.

***450—Public Health Nursing and Population Health, 3 Cr.***

The interrelationship among public health theory, population health, disease and injury prevention, and evidence based practices are studied and applied to individuals, families, groups, and communities across the life span. Grounded in social justice, students will explore the role of advocacy with a commitment to serve diverse populations and promote sustainable healthy environments. Prerequisites: 340.

***451—Clinical Applications in Public Health Nursing, 1 Cr.***

Clinical experiences in a variety of settings will provide opportunities to learn the role and function of public health nursing practice, including interprofessional collaboration. Public health theory and the nursing process are applied in relation to individuals, families, groups, and communities. Prerequisites: 450.

***452—Public Health Nursing: Concepts and Clinical Applications, 4 Cr.***

The interrelationship among public health theory, health promotion, disease and injury prevention, and evidence-based practices are studied and applied to public health nursing practice for individuals, families, communities, and populations across the life span. Environmental health, epidemiology, health care systems, and regulations, policy development, economics, and emergency preparedness are examined. Grounded in social justice, students will explore the role of advocacy with a commitment to health and safety of vulnerable populations locally, nationally, and worldwide. Public health concepts will be applied in a variety of clinical settings to introduce the student to public health nursing practice. Opportunities for experiences in inter- and intraprofessional communication and collaboration, population-focused assessment and interventions, health promotion and clinical prevention, care delivery, and health teaching are offered. Prerequisites: 323, 324, 365, 372, 382.

***462—Nursing Research Supporting Evidence Based Practice, 3 Cr.***

The influence and application of EBP is explored with emphases on critical appraisal of research studies. Nurses' role in contributing to best practice is also examined with an understanding for application to professional nursing practice. Students will explore evidence of interprofessional collaboration to improve patient outcomes in the healthcare system. In addition, students will examine the unique ethical considerations related to research. Prerequisite: 340 or concurrent.

***465—Leadership in Professional Nursing Practice, 3 Cr.***

General concepts of nursing leadership are explored to improve patient outcomes and effectively manage resources. The professional nursing leadership roles and responsibilities in a rapidly changing, complex healthcare system are analyzed. Prerequisites: 323, 324, 365, 372, 382.

***472—Transforming Nursing Leadership, 3 Cr.***

Concepts of transforming nursing leadership are introduced through an ethical perspective to influence collaboration in practice. The professional nursing leadership roles and responsibilities in a rapidly changing, complex healthcare system are analyzed. 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.

***476—Organizational Systems in Nursing Practice, 3 Cr.***

Care delivery models are explored in relation to care coordination and workforce dynamics. Characteristics of organizational systems are examined to develop an understanding of the complexity and uniqueness of an organization, including effective management of resources. Prerequisite: 340 and RN License.

***481—Professional Nursing Capstone, 3 Cr.***

The portfolio process recognizes the contribution of RN experiences through reflection to demonstrate learning with a final capstone project. Building on the concepts, skills, and values acquired through a liberal arts education, students have the opportunity to realize the impact on advancing professional development and lifelong learning. Prerequisites: 340, 353, 462 or 458 and 459.

***482—Professional Nursing: Clinical Capstone, 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. Prerequisites: 422, 432, 452, 465 or concurrent.

**483—Introduction to NCLEX Preparation, 1 Cr.**

This course is designed to give the senior nursing student an overview of approaches to studying for the NCLEX. A variety of approaches and strategies for studying will be incorporated. The course is not intended to replace a professional review course for the licensure exam. Prerequisites: 323, 324, 365, 372, 382. Restricted to senior year nursing students only.

**486—Special Topics**—see page 99 for description.

**488—Independent Study**—see page 99 for description.

## **Nutrition and Dietetics (NUTR)**

**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.

**173—Basic Foods, 2 Cr.**

Introduction to food preparation skills, including food safety, knife skills, measuring techniques, and cooking methods for fruits and vegetables, grains, dairy products, meat, fish, and poultry.

**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, 2 Cr.**

An experimental approach to food preparation, with an emphasis on changes in the structure, appearance and flavor of food components in response to exposure to heat, cold, changes in pH, and exposure to oxygen.

**280—Nutritional Foundations for Nursing, 3 Cr.**

Study of nutritional needs and nutritional therapy across the lifespan defining the nurse's role in nutrition, wellness, and health promotion. Prerequisites: BIOL 114, CHEM 106 or 121.

**286—Special Topics**—see page 99 for description.

**288—Independent Study**—see page 99 for description.

**340—Human Nutrition, 4 Cr.**

Four 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 along with discussion and analysis of current controversies in nutrition. Prerequisites: BIOL 104, CHEM 106 or 121. BIOL 114 or 161 may be taken concurrently. WCII

**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, 2 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.

***367—MNT and Health Assessment, 6 Cr.***

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 diagnostic assessment of health and nutrition status. A review of MNT along with developing skills necessary for nutritional assessment and nutritional care of individuals throughout the life cycle. Graded CR/NC. This course is for dietetic internship students only.

***368—Health Assessment, 2 Cr.***

Three and a half supervised practice hours per week for CMD 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 the CMD 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 the 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. 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.

Introduction to human resource management, leadership models, and management theory, with application to foodservice organizations. Prerequisite: 352.

***401—Supervised Practice in Foodservice Management, 2 Cr.***

Seven hours supervised practice per week.

Supervised practice with a program director or department manager in a non-commercial foodservice operation or food-related business. Students will be engaged in management projects. Coordinated with 400 for CMD students. Prerequisite: 355. 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.

***473—Supervised Practice in Research in Community Nutrition, 3 Cr.***

Eighteen hours per week for seven weeks for CMD students; Students complete a community-based research project related to nutrition problems and needs of a sub-population group. Includes data collection and evaluation, development of a program plan and associated marketing strategies. Coordinated with 472 for CMD students. Graded CR/NC.

***476—Leadership in Community-Medical Dietetics, 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 involves two six week rotations; one in a clinical of MNT setting and one in a community setting. This course is 14 credits. Includes presentation of one evidence analysis seminar and participation in online discussions along with assignments in the community and clinical rotations. Prerequisite: 471.

***482—Dietetic Internship Rotation 1, 14 Cr.***

***483—Dietetic Internship Rotation 2, 13 Cr.***

During the program, learning experiences allow the intern to:

- Assess the nutritional status of patients with complex medical conditions; diagnose nutrition problems; plan and implement nutrition interventions; and monitor and evaluate problems, etiologies, signs and symptoms, and the impact of nutrition interventions
- Establish collaborative relationships with patients, caregivers and health professionals
- Use effective education and counseling skills to facilitate behavior change
- Develop time management and critical-thinking skills

- Function as the clinical staff dietitian in various areas to assess nutritional status and to develop and implement an appropriate care plan for each client
- Develop and demonstrate professional characteristics expected of a dietitian
- Develop, conduct, supervise and evaluate a community nutrition intervention project
- Provide nutritional care for individuals and groups in community-based settings
- Develop and provide food and nutrition services in a health care setting
- Perform management functions related to safety, security and sanitation that affect employees, customers, patients and food
- Demonstrate and promote responsible use of resources, including employees, money, time, food and disposable goods

***484—Leadership in Nutrition and Dietetics, 2 Cr.***

Entry level practice/management of the nutrition component of health care on either the community or clinical nutrition setting. Students will assume entry level responsibility in the nutrition setting, functioning equivalent to a full-time staff member and following the schedule of an RD at the facility. Prerequisite: 483. Graded CR/NC.

***486—Special Topics***—see page 99 for description.

***488—Independent Study***—see page 99 for description.

## **Organizational Management (OMGT)**

***286—Special Topics***—see page 99 for description.

***287—Internship***—see page 99 for description.

***288—Independent Study***—see page 99 for description.

***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. WCII, IL

***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—Applied Business Statistics, 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. QL

***306—Managing and Leading in Organizations, 3 Cr.***

The focus of this course is to develop an understanding of managerial planning, organizing, implementing, and controlling as well as principles of organizational behavior. Topics include management theory and practice, motivation, personality, individual and group behavior, and organizational culture.

***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.

***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.

***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.

***401—Global Strategic Management, 3 Cr.***

This course examines various techniques used to assess complex business problems and opportunities (including those resulting from the globalization of business), 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. PMI

***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—Operations 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 methodologies associated with quality management, project management, continuous improvement and benchmarking.

**486—Special Topics**—see page 99 for description.

**487—Internship**—see page 99 for description.

**488—Independent Study**—see page 99 for description.

## **Organizational Studies (ORST)**

### **495—Organizational Studies Capstone, 3 Cr.**

The purpose of the course is to assist students in designing and completing a research project that integrated the focus and support areas of their organizational 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, execute an original research project, and disseminate the results in a presentation. Prerequisite: COMM 211.

## **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. Restricted to students with freshman and sophomore standing. PMI

### **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. Restricted to students with freshman and sophomore standing. PMI

### **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. PMI

### **244—Philosophy of Education and the Role of Philosophy for Children, 3 Cr.**

This course will explore the philosophical assumptions behind different theories and methods of education, paying close attention to how views of education have developed and changed over the last few centuries. In addition to exploring fundamental questions surrounding the nature and purpose of education, the course will also examine the potential value of philosophy for K-12 education. The last few weeks of the course are dedicated to understanding some of the current debates surrounding education, and takes up issues like who should decide the school curriculum, should values be taught in schools, what kind of testing works best for student learning, and similar contentious issues to do with school reform. OC, PMI

**286—Special Topics**—see page 99 for description.

**288—Independent Study**—see page 99 for description.

### **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. PMI

***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: RLST 160, 342, VUSM 126, or 127. PMI

***311—Ancient (Greco-Roman) Philosophy and its Relevancy, 3 Cr.***

This course introduces students to the revolutionary conceptual accomplishments of the ancient Greek and Roman civilizations. Starting with the pre-Socratic philosophers, the class traces out the development of philosophy through Socrates, Plato, and Aristotle, up to the Roman Stoics and ending with the Neo-Platonism of Plotinus. Students will not only learn about the development of philosophy in ancient Greece and Rome but also the fertile interaction and tension between philosophy and the birth of the natural sciences, mathematics, democracy and the arts. A primary goal of the course is to show students that although we are historically separated from Greco-Roman philosophy by 2000 years, many of its leading concepts are more relevant now than ever before. PMI

***312—Philosophical Readings—Medieval, 3 Cr.***

This course is an introduction to medieval philosophy. As an introduction, we will examine some of the principle philosophers and philosophical issues and movements of the medieval period. Special attention is given to Augustine, Aquinas, and William of Ockham. We will give particular attention to the continuities and discontinuities between ancient and medieval philosophy. We will also examine how late medieval philosophy provided some impetus for the Renaissance, the religious Reformation and also for the future scientific Modern age. PMI

***313—Modern Philosophy and the Revolution of Modernity, 3 Cr.***

This course introduces students to some of the questions and themes that marked the time period of Modern Philosophy, but which are still very much of interest today. Questions regarding the basis of ethics, the appropriate sources and limitations of knowledge, the nature of the interaction between mind and body, whether human beings have free will or are determined, as well as the relationship between faith, skepticism, and reason will be explored in this course. Modern philosophy is characterized as the time period from the 16<sup>th</sup> through the early 19<sup>th</sup> Century. Some of the main philosophers discussed in this course include, but are not limited to: René Descartes, David Hume, John Locke, Gottfried Wilhelm Leibniz, Benedict de Spinoza, Immanuel Kant, and Freidrich Nietzsche. PMI

***314—20<sup>th</sup> Century Philosophy and the Contemporary World, 3 Cr.***

This course examines the major themes and divisions in the development of philosophy from the late 19<sup>th</sup> century to the present. In exploring different positions on problems like the nature of language, the mind, and concerns over technology, the class shows students how many of the defining philosophical issues of the 20<sup>th</sup> century continue to influence, both directly and indirectly, how we understand and shape the world. PMI

***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. PMI

***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. PMI

***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. PMI

***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. PMI

***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. PMI

***322—Business Ethics, 3 Cr.***

This course examines the major ethical and social responsibilities managers and business organizations face regarding owners, managers, non-management employees, local communities, the natural environment, and other important stakeholders. A clear understanding of what constitutes proper and ethical business practices will be employed to case studies and contemporary business operations. Areas of study will include but not be limited to: sexual harassment, affirmative action, outsourcing, employee privacy, and employer obligation to workers and local communities. PMI

***340—Philosophy of the Human Person, 3 Cr.***

Philosophical examination of the nature, development, and destiny of the human person. PMI

***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. PMI

**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. LDW, PMI

**370—Philosophy of Art and Beauty, 3 Cr.**

The purpose of this class is to introduce students to the field of ‘aesthetics,’ which is a branch of philosophy that deals with questions concerning the nature of art. We will explore such questions as: What is beauty and why are human beings interested in it? What is the nature/purpose of art? Is there an exemplary type of aesthetic experience? What distinguishes a work of art from other cultural products, such as furniture or velvet Elvis paintings? Can a work’s aesthetic value remain independent of its moral and political message? In what way is natural beauty different from artistic beauty? Students will reflect on these and related issues through examining many of the most influential writes on aesthetics; for example: Plato, Kant, Hegel, Nietzsche, Dewey, and Danto. The overall goal of the class is to introduce students to the depth and range of artistic activities, help student recognize the various ways in which art appeals to human beings, and show students the larger implications that questions about art and beauty can have for understanding human nature. PMI

**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. PMI

**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. PMI

**481—Capstone, 1-3 Cr.**

Capstone research and writing in a collective humanities setting. Students will enroll for one credit in the first semester and two credits in the second semester.

**486—Special Topics**—see page 99 for description.

**488—Independent Study**—see page 99 for description.

**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 astronomy, earth science, chemistry, and physics. Students will learn about current events that relate to these topics and how to think critically about scientific information as an informed citizen. NS

### ***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. NS

### ***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. NS

### ***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. NS

### ***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.

***286—Special Topics***—see page 99 for description.

***288—Independent Study***—see page 99 for description.

### ***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. Prerequisite: grade of C or higher in 250 and 270 or 260 and 270, BIOL 104 or 160. (Equivalent to BIOL 338.)

***360—Thermodynamics, 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: 251 or 261, grade of C or higher in CHEM 121, MATH 220; MATH 221 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.

***486—Special Topics***—see page 99 for description.

***488—Independent Study***—see page 99 for description.

***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)**

***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. SS

*286—Special Topics*—see page 99 for description.

*287—Internship*—see page 99 for description.

*288—Independent Study*—see page 99 for description.

*486—Special Topics*—see page 99 for description.

*487—Internship*—see page 99 for description.

*488—Independent Study*—see page 99 for description.

## **Psychology (PSYC)**

### ***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. SS

### ***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. SS

### ***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: 171.

### ***223—Applied Statistics for the Social Sciences, 3 Cr.***

Applied Statistics prepares students to understand and conduct data analysis 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, hypothesis testing, effect size, and confidence intervals. Particular emphasis will be placed on statistical tests in the general linear model (e.g., t-tests, correlation and regression, and ANOVA.) 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.) QL

### ***230—Research Methods I, 3 Cr.***

Research Methods focuses on the application of the scientific method in psychological research to empirically and systematically evaluate behavior and mental processes. An emphasis is placed on becoming critical consumers of research. Students develop skills related to validating claims, understanding journal articles, designing simple studies, and presenting research projects in poster format. Prerequisite: 171.

### ***250—Social Psychology, 3 Cr.***

Social psychology is a scientific area in the discipline of psychology that seeks an understanding of how people think, feel, and behave in social situations. This course will focus on gaining an understanding of social

psychological explanations for social influence and to improve understanding of common research methodologies utilized in social psychological research. Topics of study may include social cognition, attitudes and persuasion, errors of everyday human judgment, social influence, obedience and conformity, romantic attraction, morality and pro-social behavior, aggression, intergroup relations and prejudice, and group processes. Prerequisite: 171.

***261—Brain and Behavior, 3 Cr.***

Three hours of lecture per week.

This course surveys the biological foundations of behavior (actions, thoughts, and emotions) with an emphasis on central nervous system structure and function. Lecture topics include learning and memory, emotion, cognition, psychological disorders, and more. Prerequisite: three credits of PSYC. (Equivalent to BOIP 261.)

***270—Interviewing and the Helping Relationship, 3 Cr.***

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. OC

***286—Special Topics***—see page 99 for description.

***287—Internship***—see page 99 for description.

***288—Independent Study***—see page 99 for description.

***305—Psychopharmacology, 3 Cr.***

Psychopharmacology examines the major categories of restricted, 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. Prerequisite: 171. Restricted to students with junior standing or higher.

***310—Child and Adolescent Development, 3 Cr.***

This course involves an advanced, in-depth study of influential theories, research methods, and research findings concerning child and adolescent 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: 171.

***320—Psychology of Adult Development and Aging, 3 Cr.***

This course involves an advanced, in-depth study of influential theories, research methods, and research findings concerning adult development and aging. 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 and optimal aging. Prerequisite: 171.

***330—Research Methods II, 3 Cr.***

In this course, students refine and extend the knowledge and skills relating to reading and evaluating empirical psychology articles; research methods, design, and ethics; professional writing; and APA Style. The major assignment is a comprehensive research project that requires students to identify an area for research, conduct a literature review, design and implement a research study, analyze data, and prepare a final research paper and presentation. Throughout the semester, students receive instructor or student feedback on drafts of written work and their progress in completing other project requirements. Prerequisite: MATH 130 or 230 or PSYC 223 or concurrent, 230.

***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: 171. Restricted to students with junior standing or higher.

***340—Behavior Disorders, 3 Cr.***

This course introduces students to a range of behavior disorders including anxiety disorders, depressive and bipolar disorders, trauma- and stressor-related disorders, substance-related disorders, schizophrenia spectrum disorders, and personality disorders. The course reviews modern conceptualizations of these disorders based on the *Diagnostic and Statistical Manual of Mental Disorders, 5<sup>th</sup> Edition* (DSM-5), emphasizing three areas: (1) assessment, classification, and symptom features; (2) potential causes and risk factors; and (3) evidence-based treatments and interventions to prevent disorders and symptom recurrence. Prerequisite: 171. Restricted to students with junior standing or higher.

***342—Health Psychology, 3 Cr.***

Health psychology is an exciting interdisciplinary field of study that explores the complex bi-directional relationship between psychological and physical health. This course examines the interactions between chronic medical conditions and psychological factors, such as stress, psychological states, and personality. Students will also learn about strategies for coping with stress and improving health and well-being, as well as the benefits of stress. Prerequisite: 171.

***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: 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.

***351—Psychological Testing, 3 Cr.***

Psychological Testing explores the history, theory, and methods of measuring human behavior. Students will receive exposure to a variety of representative tests of intelligence, personality, neuropsychological functioning, and more. Strongly recommended for students interested in counseling, clinical, and industrial organization psychology. Prerequisite: 171. Restricted to students with junior standing or higher.

***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, 340.

***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.

***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. Prerequisite: 270. Restricted to students with junior standing or higher.

***422—Theories of Counseling, 3 Cr.***

This course provides an overview of the major theories in the field of counseling and the historical perspectives and philosophies upon which they are based. This includes supervised laboratory experience with role-playing practice to understand the client and counselor roles in treatment strategies and techniques used in psychotherapy. Prerequisites: 270, 340, or concurrent.

***423—Alcohol and Drug Abuse Professional Issues, 3 Cr.***

Students in this course 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-related problems. Prerequisites: 205, 270. (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: 171, 270 or NUTR 371.

***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—Behavioral Neuroscience, 3 Cr.***

Students in Behavioral Neuroscience explore a variety of advanced issues in biopsychology related to both normal and abnormal expressions of behavior through current primary scientific literature. In this seminar-style course, each student works with the instructor to select an appropriate topic of interest and leads the class discussion on this topic and corresponding journal article(s). Example general topic areas include neuroenhancement, neurotoxicology, and CNS disorders. Prerequisite: 261 or BIOP 261 or BIOL 353. Restricted to students with junior standing or higher. (Equivalent to BIOP 430.)

***464—Essential Counseling Theories for Substance Abuse Professionals, 3 Cr.***

This course will explore all major psychotherapy major theories essential for the substance abuse counselor. Special emphasis will be placed on Cognitive Behavioral, Motivational Interviewing, and Relapse Prevention models, as well as the use of group dynamics to address client change. Humanistic and cognitive behavioral theories will provide the foundation for this course. Prerequisite: 205, 270 or SOWK 280. (Equivalent to ADCT 464.)

***486—Special Topics***—see page 99 for description.

***487—Internship***—see page 99 for description.

***488—Independent Study***—see page 99 for description.

***489—Advanced Research, 1-4 Cr.***

Students will engage in mentored research with a faculty member in the department. Students may either serve as a research assistant for a project conducted by the faculty mentor or carry out a project of their own design. Responsibilities may include conducting a literature review, developing a research proposal, designing study materials, data collection and analysis, or preparing research for presentation or publication. Students will also

be required to meet regularly with the faculty mentor. Prerequisite: 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 reflect on their learning in their major and identify their future goals. Students prepare a formal report in APA style of their internship, practicum, or advanced research experience, and present it to a scholarly audience. Students also explore career and graduate study options, and develop materials (e.g., C.V., cover letter) to assist them in their search for employment or graduate school opportunities. Restricted to students with junior standing or higher. Prerequisite: 481 or 487 or 489.

## **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. Restricted to students with freshman and sophomore standing. May not also take RLST-342. TI

***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, or VUSM 120. IFP

***261—Assisi Pilgrimage and Theological Foundations of Franciscan Leadership, 3 Cr.***

This course is designed for the traditional undergraduate student. Students will participate in a pilgrimage/immersion experience in Rome and Assisi with the intention of deepening the overall learning experience. Franciscan Leadership is a course designed to prepare students to be sound Christian leaders in the world. The Franciscan leader is defined as one who leads as Francis did, whose model for leadership was Jesus Christ in the gospels. The course will use scriptural understandings of leadership, and the writings of Francis and the Franciscans, to show a distinctive kind of selfless leadership. Students will be required to complete the study abroad application process and be accepted to the study abroad program prior to registration. Travel dates and costs will be announced. Concepts that students will come away with include: leadership as service; the common good; acceptance and empathy; moral leadership; community. Prerequisites: 160, 342, or VUSM 120. IFP

***262—Theology of Franciscan Leadership, 3 Cr.***

This course is designed for the online learner. Franciscan leadership is defined as leading as Francis did, whose

model for leadership was Jesus Christ in the gospels. The course will use scriptural understandings of leadership, and the writings of Francis and the Franciscans, to show a distinctive kind of selfless leadership. Concepts that students will come away with include: leadership as service; the common good; acceptance and empathy; moral leadership; community. Prerequisite: 160, 305, 342, or VUSM 120. IFP

**286—*Special Topics***—see page 99 for description.

**287—*Internship***—see page 99 for description.

**288—*Independent Study***—see page 99 for description.

**305—*Theology for the Adult Learner, 3 Cr.***

Designed specifically for the adult student, this course is an examination of critical Christian doctrines and theological concepts, that ground the Catholic, Franciscan, and liberal arts identity of Viterbo University. This course will explore the life of Francis of Assisi as a unique way of considering how theology influences the Christian worldview. TI

**311—*The Gospels, 3 Cr.***

A comprehensive exploration and study of the canonical Gospels and their place within Christianity. Prerequisite: 160, 342, or VUSM 120. IFP

**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, or VUSM 120. IFP

**323—*Health, Healing, and Christian Spirituality, 3 Cr.***

This course delves into foundational materials for developing a personal spirituality based on Christian principles for spiritual development. It will promote and understanding of the influence that spirituality, beliefs, and values have on human health and healing. The student will apply course content in developing a personal holistic approach in the care of self, patients, clients, families, and communities. Prerequisite: 160, 342, or VUSM 120. IFP

**331—*Church History, 3 Cr.***

A survey of the history of the Christian Church: its leaders, conflicts and development from the age of the Apostles to contemporary times. Prerequisite: 160, 342, or VUSM 120. IFP

**342—*Foundations for 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. May not also take RLST-160. TI

**343—*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, or VUSM 120. IFP



**345—Catholic Ecclesiology, 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, or VUSM 120. IFP

**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 Ockham. Prerequisite: 160, 342, or VUSM 120. IFP

**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, or VUSM 120. IFP

**360—Theology of Pastoral Leadership, 3 Cr.**

A historical overview of ministry and leadership in the Church. An exploration of ordained and non-ordained ministry and the emergence of ecclesial ministers in the Church today. Special attention will be given to ministries on the laity including religious educators and youth ministers. Prerequisite: 160, 342, or VUSM 120.

**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, or VUSM 120. IFP

**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, or VUSM 120. IFP

**433—Faith and Practice of World Religions, 3 Cr.**

Faith and Practice in World Religions is a course introducing students to diverse religious traditions. Coursework will review various faith practices in their contemporary applications. Students will explore the academic study of religion, reviewing the hallowed stories of sacred writings, aesthetic symbols, rites of passages, and ethical standards of popular and ancient religious traditions. This course of study will provide students a framework within which to reflect on their own experiences. Religions introduced include Judaism, Christianity, Old Order Amish, Latter Day Saints, Jehovah's Witnesses, Hinduism, Buddhism, Islam, Taoism, Wicca, Native American spirituality, and American-created cults and aberrations. Prerequisite: 160, 305, 342, or VUSM 120. Restricted to students with junior standing or higher. IFP

**450—The Christian Sacraments, 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, or VUSM 120. IFP

**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, or VUSM 120. IFP

**481—Senior Thesis Seminar, 1–2 Cr.**

This two semester course requires the student to work closely with two religious studies professors writing a major research paper that integrates historical, practical, exegetical, and systematic theology in a paper presented in a public arena. Student will enroll for one credit in the first semester and two credits in the second semester. This course is designed for religious studies majors and minors. Prerequisite: 160, 342, or VUSM 120. May be repeated for credit.

**486—Special Topics**—see page 99 for description.

**487—Internship**—see page 99 for description.

**488—Independent Study**—see page 99 for description.

## **Servant Leadership (SVLD)**

**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 one of the examples of servant leadership.

**286—Special Topics**—see page 99 for description.

**287—Internship**—see page 99 for description.

**288—Independent Study**—see page 99 for description.

**310—Foundations of Servant Leadership, 3 Cr.**

The foundations of the servant leadership movement originated in the writings of Robert K. Greenleaf. The ideas are both ancient and contemporary. Servant Leadership is meaningful, ethical, and practical, in its theory and practice.

**320—Resource Management and Stewardship, 3 Cr.**

This survey course explores the major theories and concepts related to fundraising, grant writing, resource management/allocation as well as stewardship practices. The course also provides a comprehensive overview of the philanthropic landscape in the United States. Selected topics of study include: developing and communicating the case for support, various forms of fundraising, campaign planning and management, benefactor stewardship and retention, prospect research and analytics, and volunteer engagement.

**350—Contemplative Leadership, 3 Cr.**

All leaders need to be able to create space for reflection and contemplation. These are skills and disciplines which can be taught and learned to create self-awareness, focus, and clarity.

**356—Servant Leadership in Applied Settings, 3 Cr.**

Servant leadership is not just a theory; it is a practice. To understand the practice, this course focuses on case studies of servant leadership. In addition to their examination of existing cases, students develop their own case study through participation in and/or research on an organization or community working to integrate servant leadership into their practice.

**415—Social Entrepreneurship: How to Change the World, 3 Cr.**

There is a new development in social change integrated with good organizational practice and business plans. This integration of business and social change is social entrepreneurship. This course will focus on providing hope and opportunity for individuals, organizations, and communities.

**418—*Franciscan Servant Leadership, 3 Cr.***

St. Francis and St. Clare of Assisi were ordinary people who became extraordinary leaders in their community, their church, and their world through lives of prayer and service. We will use their lives as a prism to examine our communities, churches and world through the practice of servant leadership, personal pilgrimage, and a commitment to the common good. This course includes a week-long study abroad experience in Assisi, Italy. The trip is generally taken during Spring Break. Enrollment in the course requires an accepted global education application form as well as course fees to cover the cost of the trip.

**420—*Servant Leadership as a Path to an Ethical Life, 3 Cr.***

This particular section of *The Ethical Life* prepares students for taking on the ethical challenges that come with assuming a leadership role in a profession, organization, or community. Students will examine Servant Leadership, and learn how it is grounded in an ethical approach to life, and then discover ways in which servant leaders create ethical cultures and resolve ethical problems in real life situations.

**450—*Creating Community, 3 Cr.***

Servant leaders understand that their primary role is to help develop and maintain health relationships within their social groups and/or organizations. This course will examine the principle characteristics of health groups, such as trust, joy, and collaboration, as well as the human characteristics that then to enhance or detract from health relationships, such as power, fear, collaboration, honesty, and forgiveness. Ways of measuring the well-being of groups, such as happiness indexes and social capital, will also be studied.

**475—*Researching Servant Leadership, 3 Cr.***

This course provides an introduction to the best social science evidence in the field of servant leadership. The curriculum emphasizes the importance of systematically integrating evidence into a theory of servant leadership. Students will learn to identify and evaluate qualitative and quantitative studies related to servant leadership in organizations as well as communities.

**486—*Special Topics***—see page 99 for description.

**487—*Internship***—see page 99 for description.

**488—*Independent Study***—see page 99 for description.

**495—*Building a Servant Led Culture, 3 Cr.***

A sustainable servant led culture can be studied, analyzed, and created through the study of artifacts, the stories, and the ritual celebrations of the organization or community. Servant leaders are ritual leaders in their organizations.

## **Social Work (SOWK)**

**210—*Introduction to Social Work, 3 Cr.***

This course introduces students to the profession of social work within contemporary society including the historical, social, economic, and political context of social work practice. Students develop an understanding of the connection between social work practice and social welfare policy. Social work values and ethics, including the profession's commitment to social justice and valuing of diversity, will be emphasized. Students are introduced to the social service delivery system, the person-in-environment perspective, and generalist social work practice. The course will help students consider the social work profession as a career choice. SS

**240—*Introduction to Research and Analytical Writing, 3 Cr.***

This sophomore level writing emphasis course introduces social work students to the research process, critical thinking, and analytic writing. 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. Restricted to social work majors. WCII, IL

***275—Introduction to Professional Practice, 3 Cr.***

Usually taken in the sophomore year, this course explores the diverse field of social work practice in and outside the classroom through service in a social service agency. Generalist social work is introduced including strength and empowerment based practice. Students examine the congruence of personal values with professional values, study social work ethics and learn about professional boundaries. Diversity and underserved client populations encountered in social work are discussed. Students will develop an awareness of professional identity, expectations, and practice that integrates the knowledge, values and skills of a social worker. Prerequisite: 210 or concurrent enrollment. OC

***280—Interview Skills for Social Work, 3 Cr.***

Students will learn essential interviewing skills for empowering and strengths-based social work practice. Motivational and solution-focused skills necessary for ethical practice in using the planned change process are defined, modeled, rehearsed, and evaluated. Emphasis is placed in developing cross-cultural practice skills sensitive to the needs of diverse and vulnerable populations. The course includes a structured lab with recorded interviews, instructor, and peer evaluations. Prerequisites: 210, admission to the social work program.

***286—Special Topics***—see page 99 for description.

***288—Independent Study***—see page 99 for description.

***321—Social Work Practice I: Individuals and Families, 3 Cr.***

This course will provide students with knowledge and skills of generalist social work practice with individuals and families. Students will develop interviewing and practice skills in relation to working with clients of diverse racial, cultural, class, and religious backgrounds, as well as address social work values and ethics. 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 learn and respect cultural diversity through the study of the complex relationship between Mexico and the U. S. 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 Mexicans in the US. Prerequisite: any 100-level VUSM course or transfer student placement. LDW

***331—Human Behavior in the Social Environment, 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: BIOL 203, PSYC 171, SOCL 125, admission to the social work program.

***332—Professional Practice with the Elderly, 3 Cr.***

With a focus on inter-professional practice, students will gain an understanding of long living individuals in contemporary society and learn the diverse needs of aging adults and appreciate the issues impacting gerontological practice. Students will gain elder assessment skills and learn tools to screen for spiritual needs, depression, substance abuse, suicide and physical abuse or neglect. Students will learn how to practice in multi-disciplinary teams to serve older adults in a wide range of settings, from hospitals to community centers. Prerequisite: 210 or SOCL 125 or PSYC 171.

***333—Child Welfare, 3 Cr.***

This course surveys the field of child welfare. Students will acquire an understanding of the issues that impact the welfare of children in our society, including poverty, substance abuse, violence, and mental health concerns, the relationship between these issues and child abuse and neglect. Students will examine the issues involved in providing services to children affected by child abuse and neglect, unplanned pregnancy, foster care, and institutional care. 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. Prerequisite: 210 or SOCL 125 or PSYC 171. Restricted to students with sophomore standing or higher.

***334—Interdisciplinary Work with Today's Families, 3 Cr.***

This course explores issues that impact families in today's society such as resiliency, trauma, family violence, mental illness, poverty, hunger, homelessness, autism, and bullying. Evidence based methods for prevention and intervention will be explored in relation to these issues with an emphasis on interdisciplinary approaches. Prerequisite: 210 or PSYC 171 or SOCL 125. 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. Diversity and ethical issues are examined in all phases of the research process. Prerequisite: 240, admission to the social work program.

***341—Social Welfare Policy I, 3 Cr.***

This course provides students with an understanding of basic, universal human rights and social welfare policy as a potential instrument to promote social justice. The historical, social, cultural, economic, environmental, and global influence on social welfare and the vulnerability of women, children, and people of color to experience poverty and human rights violations nationally and globally will be examined. Special emphasis is placed on the structural components of economic injustice and poverty, welfare programs, and welfare reform. Students will learn about the major social welfare programs that address financial and basic human needs. Prerequisite: POSC 120 or 121, admission to the social work program.

***351—Social Work Theory and Practice with Communities, 3 Cr.***

This course focuses on the theory, knowledge, and practice skills needed to understand and engage with communities from a macro level generalist practice perspective. Emphasis will be placed on viewing human behavior and social problems as multi-casual. The planned change process for addressing community challenges and assets will be stressed with an emphasis on evidence based community intervention. Students will develop an understanding of how human diversity and ethics impacts the functioning of communities with particular focus on race, environmental justice, ethnicity, and social economic class. Prerequisite: 280, 331, 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, PSYC 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 PSYC 171 or SOCL 125. Restricted to students with sophomore standing or higher.

***441—Social Welfare Policy II, 3 Cr.***

Students examine the process of policy formulation at the state and federal levels and develop competencies to advocate for human rights, social and economic justice and engage in policy practice. Policies and programs associated with civil rights, aging, health and mental health are examined. The impact of these policies and programs on the well-being of racial and ethnic groups and populations at risk is addressed. Students develop skills in articulating a policy position and analyzing the adequacy and effectiveness of social welfare policy. Prerequisites: 341, POSC 120 or 121, admission to the social work program.

***451—Social Work Theory and Practice with Groups, 3 Cr.***

This course focuses on the theory, knowledge and practice skills needed to understand and work within groups in mezzo level generalist practice. Emphasis will be placed on viewing and assessing human behavior and social problems within group work practice. The planned change process will be applied to group processes with focus on strengths and empowerment practice. Students will develop an understanding of how human diversity and ethics impacts group functioning with focus on race, ethnicity, gender and social economic class. Prerequisite: 280, 321, 331, admission to the social work program.

***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. Graded CR/NC.

***479—Competent Practice for Field Education, 3 Cr.***

This course prepares students for the field education experience, focusing on the work required to obtain an approved education placement. Content and procedures regarding admission to field education, placement process, and agency interviews are covered, cumulating in an approved field placement. Course content includes an overview of field education, expectations of field education, the field learning contract, and the Senior Capstone course. Aspects of field education including court work, mandated reporting, interprofessional practice, and the NASW Code of Ethics, will be emphasized. Pre-requisites: concurrent enrollment or completion of social work professional courses except for SOWK 480 and 482. Restricted to students with senior standing.

***480—Field Education, 9 Cr.***

In this agency-based practicum students practice with the knowledge, values, and skills developed throughout the social work curricula. Students engage in a structured, individualized, educational experience in a community agency setting. Viterbo University faculty liaisons, agency instructors and students collaborate to facilitate the transition from classroom to generalist social work practice. During the semester student provide social work services 30 hours per week, for a minimum of 450 hours, in an agency setting approved by the Viterbo University social work field director. A learning contract describes the EPAS Core Competencies and corresponding behaviors that the students will learn and demonstrate in their agency practicum. Prerequisite: admission to social work field education, 366 or PSYC 340, MATH 130 or PSYC 223 or SOCL 223. Must be taken concurrently with 482. Graded CR/NC.

***482—Senior Capstone, 3 Cr.***

The capstone course supports students in their transition from academia to generalist social work practice in the agency setting. Course outcomes emphasize the connection between theory and practice. Course content includes organizational theory, ethics in agency settings, supervision, organizational functions and client systems. Information on credentialing, licensure and career development further the students' identification as a professional social worker. Must be taken concurrently with 480. Prerequisite: 366 or PSYC 340, MATH 130 or PSYC 223 or SOCL 223.

**486—Special Topics**—see page 99 for description.

**488—Independent Study**—see page 99 for description.

## **Sociology (SOCL)**

### **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. SS

### **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. 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.)

### **223—Applied Statistics for the Social Sciences, 3 Cr.**

Applied Statistics prepares students to understand and conduct data analysis 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, hypothesis testing, effect size, and confidence intervals. Particular emphasis will be placed on statistical tests in the general linear model (e.g., t-tests, correlation and regression, and ANOVA.) 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.) QL

### **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.

### **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. Graded CR/NC.

### **265—Seminar I, 3 Cr.**

The primary purpose of this course is to assist students with the development of written and oral communication skills for an academic audience. Emphasis is placed on conducting a scholarly literature review

that will result in a written paper and oral presentation. A secondary goal of this course is to assist students with career preparation in the fields of criminal justice and sociology. Students will explore career options in their chosen field, plan for the required internship experience, draft a professional resume and cover letter, practice professional interview skills, and learn about graduate school options. (Equivalent to CRMJ 265.) WCII, OC

**286—Special Topics**—see page 99 for description.

**288—Independent Study**—see page 99 for description.

**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. SS

**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. Prerequisite: any 100-level VUSM course or transfer student placement. LDW, SS

**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. SS

**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.

**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. SS

**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. 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 or junior standing. (Equivalent to CRMJ 351.) SS

**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.) SCG

**359—*Environmental Sociology, 3 Cr.***

This course will examine various environmental issues connected with contemporary society. It will address the connections, relationships and interactions between society and the environment. The major theoretical perspectives and methods used by sociologists to understand environmental issues will be explored. It will examine large social structures and organizations and how individuals affect nature and the environment. The impact of globalization on the environment, and its influence on diverse peoples will be discussed. Other topics may include population growth, sustainability, environmental justice and racism, social policy, humans' relationship with the natural environment, and activism related to environmental movements.

**364—*Juvenile Justice, 3 Cr.***

This course is designed to give students an introduction to the field of juvenile justice. It will focus on 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.)

**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.

**486—*Special Topics***—see page 99 for description.

**487—*Internship***—see page 99 for description.

**488—*Independent Study***—see page 99 for description.

## **Spanish (SPAN)**

**100—*Language Study in the Spanish Speaking World, 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. Placement is by assessment; registration for course number is according to this placement. (See SPAN 200, 300, 400.)

**101, 102—*Elementary Spanish, 3 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 the Spanish-speaking World, 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. 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.

**286—Special Topics**—see page 99 for description.

**288—Independent Study**—see page 99 for description.

**300—Language Study in the Spanish-speaking World, 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. Placement is by assessment; registration for course number is according to this placement. (See SPAN 100, 200, 400.)

**301—Cultural Studies in the Spanish-speaking World, 3 Cr.**

A four-week, in-country summer course of study designed to explore the realities and cultures of the peoples of a particular area of the Spanish speaking world. This course will provide the students an opportunity to learn about social, political, historical, religious, and economic realities through visits to historic and contemporary sites, and interactions with the people.

**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. OC

**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 305.

**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 305. LA

**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 305.

**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 305.

**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 305. SPAN 307 recommended. LA

**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: 305. SPAN 310 recommended. LA

***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 305. SPAN 310 recommended. LA

***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 20<sup>th</sup> century, neoliberal reforms, social movements, and immigration. Prerequisite: grade of BC or higher in 305. SPAN 310 and HIST 100 or 153 recommended. (Equivalent to LASP 336.)

***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 the Spanish-speaking World, 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. 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 305.

***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..

***415—Phonetics and Phonology, 3 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 305. SPAN 306 is recommended.

***416—Morphology and Syntax, 3 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 305.

***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: 305.

***486—Special Topics***—see page 99 for description.

***487—Internship***—see page 99 for description.

***488—Independent Study***—see page 99 for description.

## **Sport Management and Leadership (SPML)**

***220—History of Sport, 3 Cr.***

The course provides an introductory description and interpretation of the historical development of sport from ancient civilizations to the present. 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. HA

***286—Special Topics***—see page 99 for description.

***287—Internship***—see page 99 for description.

***288—Independent Study***—see page 99 for description.

***320—Introduction to Sport Leadership, 3 Cr.***

This course introduces students to the various functional areas of the sport management profession. Current trends and issues in the sport management industry are explored as well as the concepts, models and techniques leaders in the sport and leisure industry use to deal with ethical issues.

**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.

**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.

**350—Event and Facilities Management, 3 Cr.**

This course provides students fundamental knowledge and skills in designing and managing sport and recreational events and facilities. The 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, and equipment management, with attention to issues of liability and risk management. Students will explore the business development and the sales process of running an event, and planning principles learned can be applied to many different areas, including corporate and social events.

**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, including the use of social media and other technologies, 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, 1-12 Cr.**

Students gain practical experience, enhance skills learned in the classroom, and acquire contacts with sport management professionals. This course combines several hours per week of on-site field experience with one hour of class time weekly. (Amount of time in the field depends on number of credits being earned). Students are placed with organizations which permit the student to interact with sport management professionals in their workplace. Selecting a site is a shared responsibility between the student and the instructor. Students may be required to attend information sessions during the semester prior to the start of their practicum. Permission of instructor required.

**486—Special Topics**—see page 99 for description.

**487—Internship**—see page 99 for description.

**488—Independent Study**—see page 99 for description.

**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.

***286—Special Topics***—see page 99 for description.

***288—Independent Study***—see page 99 for description.

### ***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 or 160, PHYS 250 and 270 or 260 and 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.

***486—Special Topics***—see page 99 for description.

***488—Independent Study***—see page 99 for description.

## 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.

**287—Internship**—see page 99 for description.

**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 BIOL 161 or ENVS 101, MATH 130 or 230.

**487—Internship**—see page 99 for description.

**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)

**103—Fundamentals of Woodworking, 2 Cr.**

(WTC course 409311) This course introduces students to concepts that include wood identification, stationary and portable woodworking equipment operations and safety, the lumber milling process, joinery used in woodworking and general safety operations.

**128—Residential Cabinetmaking, 5 cr.**

(WTC course 409323) This course introduces students to design concepts and construction methods used in residential cabinetmaking. The application of manufactured wood products, hardware, cabinet case, drawer and door construction, and assembly of residential cabinetry will be applied.

**129—Basic Electrical Systems, 3 Cr.**

(WTC course 404304) Diagnose, test, repair and replace basic automotive electrical system components. Includes an introduction to tools and equipment, automobile and shop safety, and safety sheets are signed. Adequate shop time is provided for practical application.

**151—Intro to Auto Technology, 3 Cr.**

(WTC course 404302) This course includes three areas: 1. Automotive shop and environmental safety practices are introduced and safety sheets are signed. 2. Parts room procedures to introduce the functions of the parts sector in relation to the automotive technology field including parts systems, parts research and online parts catalogs. 3. Automotive related instruction which includes gas metal arc welding and oxy fuel cutting and heating.

**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.

**162—Fundamentals of Building Construction, 1 Cr.**

(WTC course 410303) Students will be introduced to portable power tools, various hand tools, measuring and layout procedures, and site development using surveying equipment. Concrete as a building material, foundation walls and footings, and below grade foundation preparation will be studied as well.

**203—Machining for Maintenance, 3 Cr.**

(WTC course 420105) This course is a basic introduction to machining and machine tool concepts for industrial maintenance personnel. Fundamental lathe, mill and drill processes will be covered along with layout skills and tool usage in a hands-on lab environment.

**204—Welding for Maintenance, 3 Cr.**

(WTC course 442109) This course is a basic introduction to welding concepts for industrial maintenance personnel in a hands-on lab environment. MIG welding will be the main emphasis of the course along with an introduction to Stick and TIG processes. Plasma cutting and Torch skills will also be included.

**210—Renewable Energy Overview, 3 Cr.**

(WTC course 480101) Students investigate the need for renewable energy systems and emerging careers in renewable energy. Students examine the basic design, function, cost and other considerations associated with various “green” energy systems, including solar photovoltaic, solar thermal, wind, geothermal and biomass. Students will also explore the production and use of alternative transportation fuels.

**211—Intro to Energy Effic & Mgmt, 3 Cr.**

(WTC course 481100) Students in this course will be introduced to the principles of energy management and the energy industry. Students will learn about the history of energy production and costs, the dynamics of worldwide energy consumption and growth, the principle methods by which energy is used, and its environmental and financial impacts and consequences. Objectives and components of an effective energy management program are explored. In addition, students will be introduced to the use of building diagnostic tools commonly employed in industry.

**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.

**244—Archi CAD 3D, 3 Cr.**

(WTC course 614106) Introduction of Architectural CAD commands and drafting techniques used to produce architectural drawings. Drawings are created using basic through advanced commands, settings, editing, dimensioning and plotting methods. Techniques include the creation of the building information model, families usage and sheet layouts.

**260—Photovoltaic Design & Installation 1, 3 Cr.**

(WTC course 480111) Students learn the details involved in the mechanical and electrical integration of a PV system. Topics include the mechanical and electrical specifications, product integration, racking system design capabilities and limits, system diagramming, configurations, safety, common design mistakes and solutions, installation techniques. This course will involve students in the installation of a photovoltaic system.

**271—Sketching and AutoCAD Level 1, 2 Cr.**

(WTC course 606137) 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 made 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.

**272—Sketching and AutoCAD Level 2, 2 Cr.**

(WTC course 606147) Students will build upon their basic knowledge of design intent of a product/process through sketching and other technical communication skills. The course further develops 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 continue to build upon the concepts, commands and techniques used to create two-dimensional drawings using



AutoCAD software. Further 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.

## **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. AE

### ***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, 1 Cr.***

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 30-35 hours over the course of the semester. Graded CR/NC.

### ***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. Restricted to theatre and music theatre majors.

### ***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.

### ***156—Design and Production Studio, .5 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. May be repeated once for credit. Graded CR/NC.

**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.

**286—Special Topics**—see page 99 for description.

**287—Internship**—see page 99 for description.

**288—Independent Study**—see page 99 for description.

**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.

**244—*Survey of Western 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. WCII, AE

**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. Restricted to students with sophomore standing or higher. May be repeated once for credit. Graded CR/NC.

**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. AE

**265—*Graphics for Entertainment Design, 3 Cr.***

This course is intended to give students comprehensive training in technical drafting for the theatre. Students will gain skills in hand drafting as well as various computer graphics programs such as Auto CAD, Vectorworks, and Photoshop. This course will focus on communicating through graphics utilizing drawings in the scenic, properties and lighting disciplines.

**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. Prerequisite: ENGL 104 or 105 or 195. WCII

**286—*Special Topics*—see page 99 for description.**

**287—*Internship*—see page 99 for description.**

**288—Independent Study**—see page 99 for description.

**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. OC

**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, 1 Cr.**

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). Graded CR/NC.

**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. LA

**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.

***342—Theatrical Design: Collaboration and Story Telling, 3 Cr.***

This course will provide students an opportunity to explore theatrical design with special emphasis on the collaborative development of design solutions and the support that design elements provide to the theatrical narratives. Students will build skills in visual and verbal communication, design visualization, script analysis and creative idea development. Assigned projects will include activity in a multiple traditional fields of design (scenery, costumes, lighting, properties and/or sound). Prerequisites: 230. May be repeated once for credit with permission.

***344—Theatrical Design: Form and Movement, 3 Cr.***

This course will provide students an opportunity to explore theatrical design with special emphasis on the elements of form and movement. Students will explore the relationship between design and the work of the performer while building skills in visual and verbal communication, design visualization, script analysis and creative idea development. Assigned projects will include activity in a multiple traditional fields of design (scenery, costumes, lighting, properties and/or sound.) Prerequisite: 230. May be repeated once for credit with permission.

***346—Theatrical Design: Aesthetics and Style, 3 Cr.***

This course will provide students an opportunity to explore theatrical design with special emphasis on literary, performance and visual style. Students will build skills in visual and verbal communication, design visualization, script analysis and creative idea development. Assigned projects will include activity in a multiple traditional fields of design (scenery, costumes, lighting, properties and/or sound.) Prerequisite: 230. May be repeated once for credit with permission.

***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 Studio for Live Performance, 3 Cr.***

This course covers the basics of sound use in live performance venues. 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. AE

***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.

***357—Stage Combat Styles, 1 Cr.***

This course addresses a practical and introductory approach to stage combat styles. Students will safely explore the craft of stage violence through the skills of unarmed and armed combat. Styles may include (dependent on

rotation): hand-to-hand, small –sword, rapier & dagger, broadsword, or quarterstaff. Prerequisites: 121, 207. Restricted to students with junior standing or higher. May be repeated for credit.

***361—Advanced Construction Techniques: Scenic, 3 Cr.***

This will explore advanced construction techniques used in theatrical scenery construction. Topics related to scenery construction that will be addressed are budgeting, structural design, construction of more complex scenic elements and metal working. May be repeated for credit.

***365—Graphics for Entertainment Design, 3 Cr.***

This course is intended to give students comprehensive training in technical drafting for the theatre. Students will gain skills in hand drafting as well as various computer graphics programs such as Auto CAD, Vectorworks, and Photoshop. This course will focus on communicating through graphics utilizing drawings in the scenic, properties and lighting disciplines. Advanced projects will be given. May be repeated for credit.

***368—Properties and Costume Craft, 3 Cr.***

This course encompasses the area of research, design, construction and painting as it relates to properties and costume craft. The student will involve himself/herself in a variety of prop-related/costume projects such as casting, upholstery, carving, hats and masks. Prerequisite: 230.

***375—Advanced Construction Techniques: Costume, 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—Audition Techniques and Business of Theatre, 2 Cr.***

This course prepares students to enter the industry with an understanding of how to make one's self a "show-business person" and addresses the practical issues of beginning an acting career. Students will develop an extensive repertoire of audition monologues and songs, learn basic stage and camera audition techniques, research career opportunities, graduate schools, hone their resumes and increase their understanding of what it takes to live and work as a professional actor. Restricted to students with junior standing or higher Restricted to music theatre and theatre (acting) majors. Prerequisite: one credit of 476 or one credit of MUTH 370.

***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. Prerequisites: ENGL-104 or 105 or 195, LDW course.  
LA

**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.

**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.

**486—*Special Topics***—see page 99 for description.

**487—*Internship***—see page 99 for description.

**488—*Independent Study***—see page 99 for description.

**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.

**105—Success Strategies for Pre-Nursing, 2 Cr.**

This course is designed to help prepare students who wish to petition to enter the nursing major. The course will further develop the skills necessary for success in the college learning environment and beyond, with a particular focus on the demands of the nursing program. Restricted to students in the pre-nursing preparation program.

**110—Major Exploration, 1 Cr.**

This course is designed to facilitate life and career decision making. Students will be involved in activities that encourage examination of personality characteristics and interest, 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 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.

**286—Special Topics**—see page 99 for description.

**287—Internship**—see page 99 for description.

**288—Independent Study**—see page 99 for description.

**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. IL

**310—Career and Professional Development Seminar, 1 Cr.**

This course is designed for upper division students who wish to further refine their career goals and begin preparation for activities to pursue those goals. Students will investigate possible career paths and research the feasibility of internships, graduate school, and other career enhancing activities, as well as develop application materials, place search strategies, and practice interview skills to prepare for the next steps in their career development.

**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.

**486—Special Topics**—see page 99 for description.

**487—Internship**—see page 99 for description.

**488—Independent Study**—see page 99 for description.



## 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. Students may not earn credit for more than one VUSM course at the 100 level. FVT

### ***101—Leading by Serving, 3 Cr.***

Students will learn the principles of Servant Leadership, examine Franciscan values, and participate in leadership experiences, which build a foundation for leadership in any career. Students may not earn credit for more than one VUSM course at the 100 level. FVT

### ***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. Students may not earn credit for more than one VUSM course at the 100 level. FVT

### ***120—The Franciscan Tradition and Christian Theology, 3 Cr.***

Students will explore how the values that the university community holds are found in the lives of Francis, Clare, and Rose of Viterbo. Students will also trace these values back to Scripture, the source of 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. Includes units on Scripture, Christology, ecclesiology, morality and spirituality. Students will learn how theological concepts were significant for Francis and Clare. Students may not earn credit for more than one VUSM course at the 100 level. TI, FVT

### ***125—Choosing, Changing, or Confirming Your Calling, 3 Cr.***

This course 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. Students will examine values as they apply to vocation and will hear presentations from local business, Church, and community leaders on their vocational choices. Students may not earn credit for more than one VUSM course at the 100 level. FVT

### ***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. Students may not earn credit for more than one VUSM course at the 100 level. FVT

### ***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 distinct ways in which they live(d) out Franciscan values. Students will consider how these models might mirror their own lives and faith journeys. . Students may not earn credit for more than one VUSM course at the 100 level. FVT

### ***140—Bartolomé de las Casas Legacy: a Search for Peace and Justice in the 21st 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-depth conversation using an ample range of materials—articles, books, films, and others—and also will encourage students to look for additional peer-reviewed materials. Students may not earn credit for more than one VUSM course at the 100 level. FVT, HA

### ***150—Music and More, 3 Cr.***

This course will explore the life of Francis through an integrated approach that melds classical music with Viterbo University's 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 Leaper; 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 project throughout the semester. Students may not earn credit for more than one VUSM course at the 100 level. FVT, AE

***151—Beauty and Art in the Franciscan Tradition, 3 Cr.***

Students will study St. Francis and his love of beauty and the relationship of beauty to concept of art. This course asks students to understand how art is defined, and specifically how the theatrical arts reflect the Franciscan tradition of celebrating beauty in art. Students may not earn credit for more than one VUSM course at the 100 level. FVT, AE

***170—Franciscan Sustainability Praxis, 4 Cr.***

In this course students will explore the Franciscan perspective and traditions of caring for creation, a sustainability praxis. Students will examine the tensions and synergy between science/technology and theology/spirituality in the context of local, national, and global sustainability issues. Students will engage in laboratory activities to understand the origin and limitations of scientific knowledge. Through class activities, media, readings, discussion and nature experiences, students will learn to articulate a personal worldview and sense of place. Students will learn how worldview differences, held beliefs, and lack of scientific knowledge cause sustainability conflicts and hinder successful solutions. Five hours lecture/lab per week. Students may not earn credit for more than one VUSM course at the 100 level. FVT, NS

***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 work toward social change and social justice. In the process, it will examine the Franciscan values that ask us to create a peaceful and socially just world, develop compassion for the poor, display hospitality and service, and advocate 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. Students may not earn credit for more than on VUSM course at the 100 level. FVT, SS

***200—Living in a Diverse World, 3 Cr.***

This seminar 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). Students will build skills for becoming responsible citizens and advocates for cultural competency. Prerequisite: any 100-level VUSM course or transfer student placement. LDW

***201—Cultural Diversity in Global Business, 3 Cr.***

This course examines cultural diversity and its value in a global business environment. Students will examine the interactive effects of demographic, historical, socio-cultural, political/legal, economic and technological forces as they relate to resolving dilemmas; all cultures have the same dilemmas to solve, but the approach to solving the dilemmas depends on one's culture. Through analyzing cultural differences, students will become more self-aware and learn how to leverage differences to effectively reconcile dilemmas. Additionally, they will understand how privilege and oppression might vary in different cultures. Prerequisite: any 100-level VUSM course or transfer student placement. LDW, SS

***226—Diversity in Religious Perspectives, 3 Cr.***

One great challenge facing our society is the diversity within the country's borders, diversity that includes races, religions, persuasions, and worldviews. We're challenged to overcome the biases and prejudices that are deeply rooted within us. This course will approach racial, economic, age, sexual orientation, and religious diversity through the lens of the Judeo-Christian tradition. The course will also provide students opportunities to model leadership in a diverse culture. Prerequisite: any 100-level VUSM course or transfer student placement. LDW, IFP

**240—*Caribbean Women Writers, 3 Cr.***

The content of this course focuses on novels written between 1983 and 2004 by women who identify as Caribbean even though they may not live or have been born in that part of the world. All but one of the novels used in the course were originally written in English. *I, Tituba* was written in French and translated into English. The novels to be read are set in several different countries (Haiti, the Dominican Republic, Barbados, Antigua, Cuba); but as Caribbean women's fiction, they share common themes and ways of perceiving the world. Our goal this semester is to try to see through the eyes of Caribbean women writers in order to understand a world recovering from slavery and colonialism and responding to sexism and the Western world. Prerequisite: any 100-level VUSM course or transfer student placement. LDW, LA

**251—*Global Music in a Diverse World, 3 Cr.***

Global Music in a Diverse World raises critical consciousness of diverse populations through the exploration of various musical and cultural traditions from around the world. Examples include Indonesia, Puerto Rico, Ghana, Argentina, Jazz, Gospel and other traditions. These cultures will be studied within the broader context of rituals, memory, migration, politics, transmission, identity and life-cycle events. Students will learn through directed reading, listening, online group discussion, giving online presentations and attending live performances. Through this seminar course, students will become advocates for cultural competency and responsible citizens in our diverse and changing world. Prerequisite: any 100-level VUSM course or transfer student placement. LDW, AE

**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. The course 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. The course also addresses how these changes impact the role of men in American society. Prerequisite: any 100-level VUSM course or transfer student placement. LDW, LA

**253—*Diversity in the Mass Media, 3 Cr.***

In this course we'll examine how diverse population have been represented in news and popular programming on radio and television, as well as in newspapers, from early America to 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. LDW

**260—*Multicultural American Literature, 3 Cr.***

Multicultural America Literature addresses questions of cultural difference through analysis of contemporary hyphenated-American narratives by authors such as Toni Morrison and Jhumpa Lahiri. Students will examine how character choices and options are culturally shaped and socially bordered. Against the background of dominant white culture, students will explore the common ground among these cultures—conflicts between genders and generations as well as assimilation pressure. 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. LDW, LA

**280—*Diversity and Social Justice, 3 Cr.***

This course will examine the background, structures and effects of bias, prejudice, and discrimination in society. Students will consider social and cultural differences related to race and ethnicity (e.g., Hmong, Native Tribes of Wisconsin), social class, religion, sex, sexuality, ableism, age, and their intersections. Students will begin to develop servant leader characteristics and explore how institutional and societal. This course will also introduce a model of cultural competence. Prerequisite: any 100-level VUSM course or transfer student placement. LDW, SS

***281—Understanding Mexicans Living and Working in the U.S., 3 Cr.***

This course studies the complex relationship between Mexico and the U.S. through the experience of Mexican people living 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. Prerequisite: any 100-level VUSM course or transfer student placement. LDW

***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. Cross-listed with WMST 100. Prerequisite: any 100-level VUSM course or transfer student placement. LDW

***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 sustains attitudes, values, and beliefs that separate individuals and impede understanding and communication. Students will also investigate how the media, politicians, and the educational system institutionalize intolerant discourse. The course also teaches students to identify strategies to overcome the existing barriers to effective communication. Prerequisite: any 100-level VUSM course or transfer student placement. LDW, SS

***292—Awareness through Experience in the Spanish-speaking World, 3 Cr.***

This course develops student awareness of the cultures and peoples in the Spanish-speaking world through an immersion experience abroad. The experience includes opportunities to interact with people in rural and urban communities to learn about political, social, religious, and economic realities. Prerequisite: any 100-level VUSM course or transfer student placement. LDW

***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, students will examine the region beyond a descriptive approach by looking into its socio-historical formation. Among other topics, students will examine class, race, and gender as well as political tradition and intellectual history. Cross-listed with LASP 200. Prerequisite: any 100-level VUSM course or transfer student placement. LDW

***300—Serving the Common Good, 3 Cr.***

Following in the Franciscan tradition and Viterbo's value of service, this seminar asks students to actively participate in civic engagement and connect course content to those experiences. Students will engage in activities designed to foster the common good while reflecting on their values and practices of community, service, and collaboration. Collaborations with community partners will allow students to demonstrate community engagement and responsibility. Students must complete 25 hours or 10 instances of service in the full-semester version of the course. Prerequisite: any 100-level VUSM course or transfer student placement. SCG

***325—The Common Good in the Life of a Christian, 3 Cr.***

The notion of "The common good" originated over two thousand years ago in Plato, Aristotle, and Cicero. Vatican II defined 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 will examine the environments that establish and enhance the common good. Using philosophical principles, ethical theories, and religious traditions, students will learn the utilitarian aspects of the common good while pursuing a just, compassionate, and virtuous worldview. Students must complete 25 hours or 10 instances of service. Prerequisite: any 100-level VUSM course or transfer student placement. IFP, SCG

**330—Classical Conceptions of the Common Good, 3 Cr.**

This course introduces 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,” Socrates, Aristotle, Cicero, and Marcus Aurelius provided the foundation for many later Christian notions of the common good. The class will contrast 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 (that of John Rawls). Philosophy for Children uses philosophy to empower children to be respectful, tolerant, and morally responsible. Students must complete 25 hours or 10 instances of service. Prerequisite: any 100-level VUSM course or transfer student placement. PMI, SCG

**340—Serving the Common Good: The Lakota of the Great Plains, 3 Cr.**

This seminar examines 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 common good, the reading will cover 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. Students must complete 25 hours or 10 instances of service. Prerequisite: any 100-level VUSM course or transfer student placement. SCG, HA

**341—Diversity in U.S. History, 3 Cr.**

This course examines the significance of diversity in U.S. history from Civil War to the present. Using primary sources, historians’ interpretations, and film, we will study the interplay of cultural ideas, laws, government policies, industrial capitalism, changing demographics, and social activism in shaping access to freedom, wealth, equality, and “the good life” in American society, past and present. Why have some groups generally enjoyed privileges and power, while others have faced varying degrees of oppression? We will look to the past to better understand the roots of contemporary inequalities, attitudes, policies, and conflicts, especially as they relate to gender, ethnicity, race, and class. LDW, HA

**380—Serving the Common Good: Working toward Equity and Social Justice, 3 Cr.**

In order to truly serve the common good, a deep understanding of Social Justice is required. Social Justice includes the view that everyone deserves equal economic, political and social rights and opportunities. Servant Leaders aim to open the doors of access and opportunity for every human being, particularly those in greatest need by building positive relationships and communities that promote a better future. Therefore, this course will examine the background, structures and effects of bias, prejudice, and discrimination in society. Students will consider social and cultural differences related to race and ethnicity (e.g. Hmong, Hispanic, and Native Tribes of Wisconsin), social class, religion, sex, sexuality, ableism, age and their intersections. Students will begin to develop servant leader characteristics through authentic field experiences that will represent “the greatest good for the greatest possible number of individuals”. Prerequisite: any 100-level VUSM course or transfer student placement. SCG, SS

**390—Religion, Politics, and Servant Leadership in U.S. Politics, 3 Cr.**

This mission seminar will focus on the U.S. elections as a lens for examining what it might mean to live lives of “faithful service and ethical leadership” in public office. Students will draw on a variety of fields (e.g., sociology of religion, political science, philosophy, history, and leadership studies) to locate elections in the complex and contentious debates about the relationships among religion, politics, and public leadership in the U.S. Through engagement with readings, the real-time events of campaigns, and participation in service, students will learn to evaluate the limits and possibilities for servant-led communities. In addition to scholarly work on the subject, readings may include candidate auto/biographies, newspapers, and blogs. Students must complete 25 hours or 10 instances of service. Prerequisite: any 100-level VUSM course or transfer student placement. SCG

**392—Half the Sky: Turning Oppression into Opportunity for Women Worldwide, 3 Cr.**

Based on the widely acclaimed book by Nicholas Kristof and Sheryl WuDunn, this course explores the issues underlying and resulting from oppression of women. Their stories illustrate the economic progress that lies in unleashing women’s potential. Across the globe, courageous individuals are confronting oppression and developing real, meaningful solutions through health care, education, and economic empowerment for women and girls. The linked problems of human trafficking, forced prostitution, gender-based violence, and maternal

mortality present a critical opportunity to change the world. Students must complete 25 hours or 10 instances of service. Prerequisite: any 100-level VUSM course or transfer student placement. SCG

**400—*The Ethical Life, 3 Cr.***

The Ethical Life builds upon students' ethical reasoning to examine moral values and explore real world dilemmas. Students will examine virtue ethics, deontological ethics, and utilitarianism. By the end of the course, students should be able to identify and analyze their own ethical values and should be able to apply to use ethical principles to clarify a range of issues. Students may not earn credit for more than one VUSM course at the 400 level. Prerequisite: any LDW and SCG course or transfer student placement, WCII course. TEL

**420—*Media Ethics, 3 Cr.***

This course concentrates on exploring the different kinds of moral problems that arise in relation to the creation, distribution, communication and consumption of different types of information and forms of entertainment. New forms of media over the last sixty years have changed how we access information, learn about the world, and pursue entertainment. This course investigates problems of manipulation, coercion and deception in relation to advertisement, entertainment, and journalism, exploring the complicated issue of how we might assess questions of moral responsibility within various types of media. Students may not earn credit for more than one VUSM course at the 400 level. Prerequisite: any LDW and SCG course or transfer student placement, WCII course. TEL

**430—*Ethical Reasoning and Moral Wisdom, 3 Cr.***

In this seminar students will consider ethical values, both their own and those of others, in multiple contexts to assess the values involved in living a good life. Students will learn about the practice of moral analysis, examine many influential moral theories, look at many contemporary moral debates in applied ethics, and consider the relevancy of ethics across disciplines. Students may not earn credit for more than one VUSM course at the 400 level. Prerequisite: any LDW and SCG course or transfer student placement, WCII course. TEL

**431—*The Ethical Life From the New Testament Gospels, 3 Cr.***

The question "What did Jesus do?" remains the hallmark of the Christian Church's message and identity. "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? How do the narratives of the four gospels offer people an ethical foundation? How can we understand Jesus' ethics in relation to ideas of truth, consequences, fairness, and character? Students may not earn credit for more than one VUSM course at the 400 level. Prerequisite: any LDW and SCG course or transfer student placement, WCII course. IFP, TEL

**432—*Moral Psychology, 3 Cr.***

This course introduces students to recent debates surrounding the nature of psychological investigation in relation to morality. Some of the questions the course will address are as follows: What is distinctive about moral motivation? Is morality an instinct? How does a psychological understanding of moral behavior differ from a philosophical one? Can morality be adequately explained as an evolutionary adaptation? What is the nature of moral emotions, such as shame and guilt? The final third of the course explores some of the moral debates that arise from the psychological explanation of, and therapeutic approach to, morality. Students may not earn credit for more than one VUSM course at the 400 level. Prerequisite: any LDW and SCG course or transfer student placement, WCII course. TEL

## **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.

**286—*Special Topics***—see page 99 for description.

**288—*Independent Study***—see page 99 for description.

***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 NURS 351.)

***486—Special Topics***—see page 99 for description.

***488—Independent Study***—see page 99 for description.

# Directory

## Administrative Officers

### **Glena Temple**

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# Academic Calendar

	2018-2019	2019-2020	2020-2021	2021-2022
<b>SEMESTER I</b>				
Classes Begin	August 27	August 26	August 31	August 30
Labor Day	September 3	September 2	September 7	September 6
Mid-semester Break	October 19	October 18	October 23	October 22
Thanksgiving Break	November 21-25	Nov 27-Dec 1	November 25-29	November 24-28
Final Exams	December 10-14	December 9-13	December 14-18	December 13-17
Commencement	December 15	December 14	December 19	December 18
<b>SEMESTER II</b>				
Classes Begin	January 14	January 13	January 18	January 17
Spring Break	March 11-15	March 9-13	March 15-19	March 14-18
Easter Break	April 18-22	April 9-13	April 1-5	April 14-18
Final Exams	May 6-10	May 4-8	May 10-14	May 9-13
Commencement	May 11	May 9	May 15	May 14
<b>SUMMER</b>				
	May 13-June 28	May 11-June 26	May 17-July 2	May 16-July 1
	July 1-August 16	June 29-August 14	July 5-August 20	July 4-August 19

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