



**VITERBO** UNIVERSITY

# **Viterbo University Undergraduate Catalog 2019-2020**

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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 registered with the Iowa College Student Aid Commission to offer programs via face-to-face and distance education delivery to Iowa residents.

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.

## General Information

### 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); 655 K Street NW, Suite 750; Washington DC, 20001; 202-887-6791; <http://www.ccneaccreditation.org>
- 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 19th 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/>
- 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).  
(<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:

- 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, 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
- Master of Science in Mental Health Counseling
- Master of Science in Nutrition Science
- Doctor of Education
- Doctor of Nursing Practice

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

[Mission, Vision, Identity – Core Values – History](#)

**Campus Facilities and Grounds**

**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.

**Undergraduate Admission**

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

**General 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**

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**

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.

### **Bachelor Completion Admission – 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 completion programs are offered in hybrid or online formats.

Bachelor completion students will be considered for admission as long as they have a cumulative GPA of at least 2.25 on a 4.0 scale. Students are admitted based on high school performance and/or life and work experiences. Students admitted to a bachelor completion program who wish to change to a traditional bachelor degree 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**

Re-entry student information can be found on the Re-entry Admissions web page.

## **International Student Admission**

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

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

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**

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.

<p><b>Student Life</b></p>	<p>Viterbo University’s Division of Student Affairs includes a wide range of departments, programs and services designed to facilitate students’ academic success, personal growth, leadership development, and social and community engagement. Please <a href="#">visit the Student Affairs web page</a> to access a full listing of Student Affairs departmental websites and other important resources.</p> <p><b>Security/Student Right-to-Know and Campus Security Act</b></p> <p>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.</p> <p><b>Annual Security Report and Fire Safety Report</b> can be found on the Student Services web page.</p> <p><b>Graduation rate</b> of first time freshman can be found on the Institutional Research web page.</p>
<p><b>Financial Aid and Tuition</b></p>	<p>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. <b>All expense items are subject to change.</b></p> <p><b>Business Office</b>  <b>Information about the following policies and information may be found on the Business Office Web page.</b></p> <ul style="list-style-type: none"> <li>• <b>Viterbo University Bookstore</b> -- Students are allowed to charge books to their account the first week of each semester, excluding summer session.</li> <li>• <b>Student Identification Card</b></li> <li>• Parking</li> <li>• <b>Payment Policy</b></li> <li>• <b>Federal Truth-in-Lending Act</b></li> <li>• <b>Refund Policy</b></li> </ul> <p><b>Financial Aid Office</b>  Information about the following policies and information may be found on the Financial Aid Office Web page.</p> <ul style="list-style-type: none"> <li>• Aid Eligibility</li> <li>• Types of Financial Aid</li> <li>• Financial Aid Tools</li> <li>• Scholarships</li> </ul>
<p><b>Academic Services</b></p>	<p>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.</p> <p>Viterbo University’s Academic Services includes a wide range of departments, programs and services including academic advising, academic early alert, academic resource center, career services, disability services, library services, technology support, and the help desk. Please visit these departmental websites to find many important resources.</p>
<p><b>Academic Regulations and Policies</b></p>	<p><b>Academic Calendar</b></p> <p><a href="http://www.viterbo.edu/registrar/academic-calendar">http://www.viterbo.edu/registrar/academic-calendar</a></p> <p>Regardless of delivery methods, the academic year is divided into two semesters, each 15 weeks in</p>

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.

### **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 adult learning.

### **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 six credits may be earned by portfolio by master's degree students and a maximum of 15 credits may be earned by portfolio by bachelor degree students.

To participate in the credit for prior learning (CLEP) program, a student must:

- Be currently enrolled.
- Meet with the program director/coordinator/advisor 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 of \$100 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/advisor. 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 for Academic Affairs (VPAA), the program director/coordinator/advisor will notify the student of the decision.
- Take the Application for Credit for Prior Learning to the Business Office and pay the current portfolio fees for each credit approved by the faculty reviewer. The tuition and fees schedule is located on the Business Office web page.
- 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 advisor, program director, or program coordinator. Not all 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 other instructors of known required absences at least two weeks prior to the event. The notification will be communicated through the office of the Vice President for Academic Affairs.

### **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.

### **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.

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

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 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:

**A** (4.0 grade points\*) - Superior work. This indicates not only high achievement, but also unusual degree of initiative

**AB** (3.5 grade points) - Between A and B

**B** (3.0 grade points) - Higher achievement than average

**BC** (2.5 grade points) - Between B and C

**C** (2.0 grade points) - Average and satisfactory work

**CD** (1.5 grade points) - Between C and D

**D** (1.0 grade points) - Work fulfilling minimum requirements

**F** (0.0 grade points) - Failure in the course

**U** (0.0 grade points) - Administrative F; awarded to students who do 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 and F would (zero grade points). It also may be replaced, per the repeat policy, as an F would.

**SU** (0.0 grade points) - 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.

**CR** - Credit Granted (C or better work)

**NC** - No Credit Granted

**AU** - Audit (no credit)

**I** - Incomplete; student has done passing work but must still meet certain requirements before the grade can be determined.

\*Grade points are for each credit

### **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.

1. 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.

1. 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 may begin to accrue hours after credits are registered for and the course has started. Internship hours may not be started prior to the course start date. 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.

- If the student returns after three full, consecutive semesters, including summer, they will come into the current catalog at the time of re-entry.
- 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.
- Financial payments to Viterbo University will be reimbursed on a prorated basis in accordance with University policy.
- The student is responsible for completing a Transfer Course Approval form if they decide to complete coursework at another institution during the leave of absence.

### **Medical Leave of Absence**

In the event that a student needs to leave campus for an extended period of medical treatment, either physical or psychological, the Vice President for Student Affairs (VPSA) may grant them a medical leave of absence that lasts for longer than a continuous year in accordance with the following guidelines.

- If the student returns after three full, consecutive semesters, including summer, they will come into the current catalog at the time of re-entry.
- 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.
- The request for medical leave must be submitted to the VPSA, the Director of Student Success, or the Director of the Academic Resource Center at or prior to the time the student is requesting the medical leave.
- Only the VPSA may grant medical leave, but they will consider the recommendation of the Director of Health Services, Director of Counseling Services, or other appropriate health care providers.
- 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.
- Financial payments to Viterbo University will be reimbursed in accordance with University policy.
- The student is responsible for completing a Transfer Course Approval form if they decide to complete coursework at another institution during the leave of absence.

In order to initiate reentry to Viterbo after medical leave a student must obtain the permission of the VPSA by:

- Receiving the necessary medical treatment.
- Providing medical documentation from the appropriate healthcare provider indicating that the student is fit to return to Viterbo.
- Consulting with the Director of Health Services for physical health conditions, or the Director of Counseling Services for mental health conditions.
- Submitting a request to return from medical leave of absence in writing to the VPSA, the Director for Student Success or the Director of the Academic Resource Center.

The VPSA will make the decision whether or not to approve the student to reenter Viterbo in consultation with either the Director of Health Services or the Director of Counseling Services, depending on the reasons for the leave. Viterbo reserves the right to require additional consultations between the student and appropriate health care professionals. Upon obtaining the approval of the VPSA, a student may formally apply for reentry according to guidelines specified below.

- 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.
- Upon readmission, if the student had been living in a residence hall prior to the leave, they will be granted a space for the following semester provided that on-campus living is not a recommended restriction by the appropriate health care provider.

### **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 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**

#### **RESOURCES AND SUPPORTS**

#### **Confidential Viterbo Support Resources**

LeeAnn Van Vreede  
Director of Counseling Services 4 Student Development Center 608-796-3808  
[levanvreede@viterbo.edu](mailto:levanvreede@viterbo.edu)

Sue Danielson  
Director of Health Services 3 Student Development Center 608-796-3806  
[scdanielson@viterbo.edu](mailto:scdanielson@viterbo.edu)

Fr. Conrad Targonski  
Dir. of Campus Ministry and University Chaplin 370 Murphy Center 608-796-3904  
[catargonski@viterbo.edu](mailto:catargonski@viterbo.edu)

*\*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 Bereavement Policy**

Viterbo University recognizes that a time of bereavement can be difficult for a student. Therefore, the university provides a Student Bereavement Policy for students facing the loss of a family member.

In the event that a student experiences a death of an immediate family member or relative as defined below, the student may be excused from class for funeral leave, subsequent bereavement, and/or travel considerations for up to 3 academic days, which need not be consecutive. If additional days of excused absence are needed, the student may submit this request to the Director of Student Success.

Students who opt to use the Bereavement Procedure may be granted up to 3 days of excused absence from class to mourn the loss of immediate family members or relatives. This could include:

- Spouse or Domestic Partner
- Parent, step-parent, or parent-in-law
- Guardian
- Child, Step-child
- Brother, step-brother or brother-in-law
- Sister, step-sister, or sister-in-law
- Aunt, Uncle
- Grandparents
- Grandchildren

In the event that a death occurs to a family member or friend that is not specifically covered by the policy, students can communicate the circumstances to the Director of Student Success to determine on a case by case basis if it is covered by this policy.

### **Process**

To request bereavement leave, a student must notify the Director of Student Success by email, phone or in person and, upon request, provide documentation. Upon approval, the Director or representative

from the Center for Student Success will contact the student's advisor, and faculty for each of the student's courses. Additionally, students are encouraged to contact their instructors prior to their absences.

### **Missed Academic Work**

Upon notification of the absence from the Director or representative of the Center for Student Success, each faculty member shall excuse the student from class according to this policy and provide an opportunity to complete missed exams, quizzes, and other required work. The student is responsible for all material covered in class and must work with each individual professor to complete any required work.

### **Leave of Absence Bereavement Procedure**

At any point during the student's original bereavement leave, the student may decide to request a leave of absence, withdraw from classes or seek incompletes for courses. Students are required to work with the Director of Student Success on any of these requests and each request is subject to university policy as defined in the Viterbo University Undergraduate Catalog.

### **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.

### **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/registrar/articulation-agreements>.

### **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, and these graduate credits are counted as part of the student's course load in determining full-time status.

### **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.

## **Core Curriculum**

### **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 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 (to 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: BIOL-397; CHEM-397; EDUC-207; ENGL 103, 104, 105, 195, 212, 215, 307; LBST-212; MGMT 300; NURS 340; OMGT 302; SOWK 240

**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: EDUC 302, ENGL 394, LASP 200, PHIL 365, SOCL 320, SOWK 328, VUSM 200, 201, 205, 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, 305, 325, 330, 340, 351, 380, 390, 392

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

Approved Courses: VUSM 400, 420, 430, 431, 432, 435, 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 208, 221, 233, 243, 253, 324, 325, 329, 336, 338, 342, 343, 344, 347,

350, 351, 352, 380, 385; SPAN 321; 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 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, 121, 160, 200, 203, 207, 216, 239; COMM 105, 115; DANC 100, 105; ENGL 211, 311, 312; MUSC 101, 109, 135, 136, 137, 139, 200, 335, 336, 337, 339; MUPI/MUVO 168, 171, 368, 371; THTR 100, 244, 260, 351, 355; VUSM 150, 151, 251, 351

**Theological Inquiry (three credits)**

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

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

Approved Courses: RLST 222, 261, 311, 317, 323, 331, 343, 345, 348, 352, 360, 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, 435

**Degree Requirements and Graduation**

**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.

**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.
- 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 adult learning may not concurrently double major or double degree in a major not offered by 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.

### **Academic Distinction**

Viterbo Grade Point Average of 3.50 and minimum of 45 hours completed at Viterbo on a letter graded basis

### **Cum Laude**

Viterbo Grade Point Average of 3.50 and minimum of 60 hours completed at Viterbo on a letter graded basis

### **Magna Cum Laude**

Viterbo Grade Point Average of 3.70 and minimum of 60 hours completed at Viterbo on a letter graded basis

### **Summa Cum Laude**

Viterbo Grade Point Average of 3.90 and minimum of 60 hours completed at Viterbo on a letter graded basis

### **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.

<b>Bachelor Degree Programs</b>		
<b>Accounting (B.B.A. Degree Completion)</b>	<b>Program Information</b>	Viterbo's accounting degree completion program is an online program that allows students to complete a Bachelor of Business Administration degree following the completion of an associate degree in accounting or the completion of the required accounting prerequisite courses. Accounting represents the study of measurement, processing, and communication of financial information, allowing students to build upon their practical experience and skills while expanding upon knowledge in finance, management, and leadership.
	<b>Policy</b>	<ul style="list-style-type: none"> <li>• 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.</li> <li>• 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.</li> <li>• 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.</li> </ul>
	<b>Learning Outcomes</b>	<ul style="list-style-type: none"> <li>• Apply principles of various business disciplines to solve complex issues using strategic and critical approaches to decision-making and problem solving.</li> <li>• Demonstrate sound ethical decision-making skills to identify, analyze and resolve workplace issues in financial accounting, auditing, and taxation.</li> <li>• Communicate clearly and objectively and understand that these skills are critical in the accounting profession.</li> <li>• Demonstrate an understanding of the legal and regulatory environment and analyze the impact of changes in relevant requirements, constraints, and competitive practices.</li> </ul>
	<b>Core Curriculum</b>	Core curriculum and mission seminars (32-52 credits) – see core curriculum section of catalog
	<b>Final Requirements</b>	Complete a minimum of 120 college-level credits.
	<b>Final Requirements</b>	Complete a minimum of 40 upper division credits (300/400).
	<b>Accounting (degree Completion), Major Requirements</b>	ACCD 330, 340, ACCT 416, 418, 425, BLAW 450, OMGT 305, 306, 309, 318, 401. (33 credits)
	<b>Accounting (degree Completion), Major Requirements</b>	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.

**Accounting (B.B.A. Degree Completion)**

**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.

**Western TC - Accounting**

ACCD 330, 340, ACCT 416, 418, 425, BLAW 450, COMM 105, OMGT 306, 309, 318, 402

<b>Accounting (B.B.A.)</b>	<b>Program Information</b>	Viterbo's accounting program has an excellent reputation for developing students' technical and leadership skills in this exciting and ever-changing profession. Often described as the language of business, accounting is a lucrative field that is in high demand in the business world. Students will learn to keep pace with the latest trends in technology, increased government regulation, tax law changes, the globalization of business, and the ongoing restructuring of corporations.
	<b>Policy</b>	<ul style="list-style-type: none"> <li>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.</li> <li>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.</li> <li>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.</li> </ul>
	<b>Learning Outcomes</b>	<ul style="list-style-type: none"> <li>Apply principles of various business disciplines to solve complex issues using strategic and critical approaches to decision-making and problem solving.</li> <li>Demonstrate sound ethical decision-making skills to identify, analyze and resolve workplace issues in financial accounting, auditing, and taxation.</li> <li>Communicate clearly and objectively and understand that these skills are critical in the accounting profession.</li> <li>Demonstrate an understanding of the legal and regulatory environment and analyze the impact of changes in relevant requirements, constraints, and competitive practices.</li> </ul>
	<b>Core Curriculum</b>	Core curriculum and mission seminars (32-52 credits) – see core curriculum section of catalog
	<b>Final Requirements</b>	Complete a minimum of 120 college-level credits.
	<b>Final Requirements</b>	Complete a minimum of 40 upper division credits (300/400).
	<b>Accounting, Major Requirements</b>	ACCT 211, 311, 312, 313, 321, 415, 418, 425, three credits of 487, BLAW 343, 450, ECON 101, 102, FINA 331, MATH 270, MGMT 101, 230, 243, 300, 341, 447, 449, 492, MKTG 351. (66 credits)

<b>Accounting (B.B.A.)</b>		<p><b>Accounting (transfer agreements) Major (Bachelor of Business Administration)</b></p> <p>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.</p> <ul style="list-style-type: none"> <li>• <b>Core curriculum and mission seminars (32-52 credits)</b> – see core curriculum section of catalog</li> <li>• <b>Major requirements (28-48 credits)</b> – see below</li> <li>• <b>Final degree requirements</b> – a minimum of 120 college level credits, minimum of 40 credits at the 300/400 level</li> </ul> <p>Transfer courses and waivers and/or substitutions could modify the required credit total in the core curriculum and major.</p> <p><b>Western TC - Accounting</b></p> <p>ACCT 311, 312, 418, 425, BLAW 450, COMM 105, FINA 331, MGMT 341, 374, 492, MKTG 351</p> <p><b>Western TC - Financial Services</b></p> <p>ACCT 311, 312, 313, 321, 415, 418, 425, COMM 105, MGMT 341, 447, 449, 492</p>
<b>Accounting (Minor)</b>	<b>Program Information</b>	<p>Accounting minors get a foundation of financial and managerial expertise and then add additional emphasis in areas like cost accounting, federal tax, and nonprofit accounting. An accounting minor layers the language of business onto other programs that might use it every day in the workplace like arts administrators or nurse managers.</p>
	<b>Accounting, Minor Requirements</b>	<p>ACCT 211, 212, nine credits from ACCT 311, 312, 313, 415, 416, 418, 419, 420, BLAW 450. Eight credits must be unique to the minor.</p>

<b>Art (Minor)</b>	<b>Program Information</b>	Art is a timeless means of communicating human experience. Artistic, creative abilities help move our civilization forward. Students undertaking the art minor at Viterbo University learn what it means to recognize and create sound works of art, and to understand the art forms of cultures throughout history. The art minor provides students with meaningful opportunities to study and practice artistic methods, techniques, and media, embedded with intellectual inquiry and critical analysis. In this minor, students are mentored in their quest to answer relevant questions, like: How do I generate ideas and discern their strength? How do I turn my ideas into strong, original art forms? How do I craft them with my hands? How might I use art and my creative abilities to serve my community? Students majoring in all disciplines are encouraged to undertake an art minor to enhance their learning experience as they prepare for life beyond college. The minor consists of an 18-credit sequence of courses in studio art and art history. Students are required to take two Foundations courses, one course in art history, and nine credits in studio electives. Studio courses are offered in painting, drawing, sculpture, ceramics, printmaking, photography, and graphic design.
	<b>Policy</b>	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
	<b>Art, Minor Requirements</b>	ARTS 111, 112, 121, 122, 160. Three credits of studio of choice. Eight credits must be unique to the minor.
<b>Arts Management (Minor)</b>	<b>Program Information</b>	The Minor in Arts administrations provides students with the skills needed to help arts facilities to run smoothly so artists, production teams, and audiences have an exceptional experience at events. Art directors, creative services managers, and directors of development have a passion for the visual and performing arts enhanced by a strong foundation of business practices.
	<b>Arts Management (FA Major), Minor Requirements</b>	AADM 200, 300, three courses from ACCT 211, BLAW 343, MGMT 210, 320, MKTG 351. Eight credits must be unique to the minor.
	<b>Arts Management (Non FA Major), Minor Rqrmnts</b>	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, 320, MKTG 351. Eight credits must be unique to the minor.

<b>Biochemistry (B.S.)</b>	<b>Program Information</b>	Viterbo's biochemistry program offers students an interdisciplinary major between the fields of biology and chemistry through investigations of how life holds together at the cellular and molecular level. Students are led through curriculum that requires them to think critically, independently, and creatively. Through courses and labs, biochemistry majors will be prepared for an outstanding career or study in graduate, professional, or medical school.
	<b>Policy</b>	Because a biochemistry major program intrinsically contains significant work in both biology and chemistry, declared minors in biology and chemistry will not be granted.
	<b>Learning Outcomes</b>	<ul style="list-style-type: none"> <li>• Problem Solving: Apply theory, laws and experimental information to solve biochemical problems</li> <li>• Communication: Demonstrate effective written and oral scientific communication including situations requiring collaborative teamwork</li> <li>• Techniques: Demonstrate a basic understanding of the laboratory techniques used in biochemistry and related areas</li> <li>• Data Analysis: Correctly analyze and interpret scientific data based on sound scientific reasoning</li> <li>• Literature: Ability to understand and appreciate the primary literature in biochemistry and be able to extract the salient features and advances from journal articles</li> </ul>
	<b>Bachelor of Science Requirement</b>	Complete 11 credits of natural science and/or mathematics. (Courses that qualify for Scientific Reasoning in the Natural Sciences or Quantitative Literacy credit within the LIVE program may also count toward the total.)
	<b>Core Curriculum</b>	Core curriculum and mission seminars (32-52 credits) – see core curriculum section of catalog
	<b>Final Requirements</b>	Complete a minimum of 120 college-level credits.
	<b>Final Requirements</b>	Complete a minimum of 40 upper division credits (300/400).
	<b>Biochemistry, Major Requirements</b>	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. (64-65 credits)
		<p>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.</p> <p><b>American Chemical Society (ACS) Accredited Biochemistry Major (Bachelor of Science)</b></p> <p>The same as the above biochemistry major with the additional major requirement of CHEM 350, 362, 372 or 430.</p>

<b>Biology (B.S.)</b>	<b>Program Information</b>	Viterbo's biology program provides students with a breadth of knowledge within the biological sciences, including cellular and molecular biology, anatomy and physiology, ecology, behavior, and evolution; as well as the opportunity to gain a greater depth of knowledge in specialized areas of interest. The biology program at Viterbo offers a student-centered learning environment including hands-on experiences, career exploration, research, and internships within the curriculum.
	<b>Policy</b>	<ul style="list-style-type: none"> <li>• 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.</li> <li>• 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.</li> </ul>
	<b>Learning Outcomes</b>	<ul style="list-style-type: none"> <li>• Understand importance of interrelationships and unifying themes of major biological concepts</li> <li>• 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</li> <li>• Students should be familiar with the principles, operation, and problems of common laboratory procedures and instrumentation</li> <li>• Students should understand the complexity of ethical issues surrounding science</li> </ul>
	<b>Bachelor of Science Requirement</b>	Complete 11 credits of natural science and/or mathematics. (Courses that qualify for Scientific Reasoning in the Natural Sciences or Quantitative Literacy credit within the LIVE program may also count toward the total.)
	<b>Core Curriculum</b>	Core curriculum and mission seminars (32-52 credits) – see core curriculum section of catalog
	<b>Final Requirements</b>	Complete a minimum of 120 college-level credits.
	<b>Final Requirements</b>	Complete a minimum of 40 upper division credits (300/400).
	<b>Biology, Major Requirements</b>	BIOL 160, 161, 250, 251, 397, 489 or 498, 499, CHEM 120, 121, 140 or 240, 130 or 230, PHYS 250 and 270 or 260 and 270 or SUST 350, 17 credits of upper division from BIOL including one course from each area (three courses must include a lab): organismal biology - BIOL 317, 347, 426, 482, NEUR 353; 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. (56-65 credits)

<b>Biology (B.S.)</b>		<p><b>Viterbo University Degree in Three Program for Biology Majors</b></p> <p>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.</p>
<b>Biology (Minor)</b>	<b>Program Information</b>	The total credits of the minor requirements are 15–16 . Transfer course, waivers and/or substitutions, and prerequisite courses could modify these credit totals.
	<b>Policy</b>	Biology minors must maintain a biology grade point average (GPA) of 2.25 in biology courses. Biopsychology majors may not earn a biology minor.
	<b>Biology, Minor Requirements</b>	BIOL 251 or 348, A minimum of an additional 12 credits of BIOL (a minimum of three credits at the upper division level). Eight credits must be unique to the minor.
<b>Business Administration (B.B.A.)</b>	<b>Program Information</b>	Viterbo's business administration program is broad and flexible and provides students with a solid foundation in a variety of major business topics, including marketing, finance, management, ethics, and law. Students can design an academic program that concentrates on their areas of interest and prepares them for employment in today's rapidly evolving business world.
	<b>Policy</b>	<ul style="list-style-type: none"> <li>• 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.</li> <li>• 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.</li> </ul>
	<b>Learning Outcomes</b>	<ul style="list-style-type: none"> <li>• Apply principles of various disciplines to solve complex business issues.</li> <li>• Demonstrate sound ethical decision-making skills.</li> <li>• Demonstrate professional communication skills.</li> <li>• Demonstrate the ability to work collaboratively in teams.</li> <li>• 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.</li> </ul>
	<b>Core Curriculum</b>	Core curriculum and mission seminars (32-52 credits) – see core curriculum section of catalog
	<b>Final Requirements</b>	Complete a minimum of 120 college-level credits.
<b>Final Requirements</b>	Complete a minimum of 40 upper division credits (300/400).	

<b>Business Administration (B.B.A.)</b>	<b>Business Administration, Major Requirements</b>	ACCT 211, 212, BLAW 343, ECON 101, 102, FINA 331, MATH 270, MGMT 101, 210, 230, 243, 250, 300, 341, 374, 447, 449, 492, MKTG 351, four credits from ACCT 487 or FINA 487 or HMGT 487 or MGMT 487 or MKTG 487 or SPML 487, 15 credits from ACCT, BLAW, COMM, FINA, HMGT, MGMT, MKTG, or SPML. (70 credits)
		<p><b>Business Administration (transfer agreement) Major (Bachelor of Business Administration)</b></p> <p>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.</p> <ul style="list-style-type: none"> <li>• <b>Core curriculum and mission seminars (35-43 credits)</b> – see core curriculum section of catalog</li> <li>• <b>Major requirements (26-42 credits)</b> – see below</li> <li>• <b>Final degree requirements</b> – a minimum of 120 college level credits, minimum of 40 credits at the 300/400 level</li> </ul> <p>Transfer courses and waivers and/or substitutions could modify the required credit total in the core curriculum and major.</p> <p><b>Western TC - Administrative Professional</b></p> <p>ACCT 211, BLAW 343, COMM 105, FINA 331, MGMT 341, 374, 447, 449, four credits from ACCT 487, FINA 481 or 487, MGMT 481 or 487, MKTG 481 or 487 or SPML 481 or 487, 492, MKTG 351, five credits from ACCT, BLAW, COMM, ECON, FINA, HMGT, MGMT, MKTG, SPML, SVLD</p> <p><b>Western TC - Business Analyst</b></p> <p>ACCT 211, BLAW 343, COMM 105, ECON 102, FINA 331, MGMT 341, 374, 447, 449, 492, MKTG 351, four 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</p> <p><b>Western TC - Digital Media Production</b></p> <p>ACCT 211, BLAW 343, COMM 105, ECON 102, FINA 331, MGMT 341, 374, 447, 449, four credits from ACCT 487, FINA 481 or 487, MGMT 481 or 487, MKTG 481 or 487 or SPML 481 or 487, 492, MKTG 351, three credits from ACCT, BLAW, COMM, ECON, FINA, HMGT, MGMT, MKTG, SPML, SVLD</p> <p><b>Western TC - Financial Services</b></p> <p>COMM 105, MGMT 341, 374, 447, 449, four credits from ACCT 487, FINA 481 or 487, MGMT 481 or 487, MKTG 481 or 487 or SPML 481 or 487, 492, MKTG 351, nine credits of upper division from ACCT, BLAW, COMM, ECON, FINA, HMGT, MGMT, MKTG, SPML, SVLD, six general electives</p>

		<p><b>Western TC - Graphic Design</b></p> <p>ACCT 211, BLAW 343, ECON 102, FINA 331, MGMT 341, 374, 447, 449, four 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, three general elective credits</p> <p><b>Western TC - Computer Support Specialist</b></p> <p>ACCT 211, BLAW 343, COMM 105, ECON 102, FINA 331, MGMT 305, 341, 374, 447, 449, 487, 492, MKTG 351, four credits from ACCT 487, FINA 481 or 487, MGMT 481 or 487, MKTG 481 or 487 or SPML 481 or 487, three credits of upper division from ACCT, BLAW, COMM, ECON, FINA, HMGT, MGMT, MKTG, SPML, SVLD</p> <p><b>Western TC - Human Resource Management</b></p> <p>ACCT 211, BLAW 343, COMM 105, ECON 102, FINA 331, MGMT 374, 447, 449, four credits of 487, 492, MKTG 351, three credits of upper division from ACCT, BLAW, COMM, ECON, FINA, HMGT, MGMT, MKTG, SPML, SVLD</p> <p><b>Western TC - Network Systems Administration</b></p> <p>ACCT 211, BLAW 343, COMM 105, ECON 102, FINA 331, MGMT 305, 341, 374, 447, 449, three credits of 487, 492, MKTG 351</p> <p><b>Western TC - Paralegal</b></p> <p>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</p> <p><b>Western TC - Web and Software Developer</b></p> <p>ACCT 211, 212, BLAW 343, COMM 105, FINA 331, MGMT 305, 341, 374, 447, 449, four credits of 487, 492, MKTG 351</p>
<p><b>Business Administration (Minor)</b></p>	<p><b>Program Information</b></p>	<p>The business administration minor is designed for non-business majors. It provides the foundation business knowledge that will prepare students to work in the business world or pursue graduate business education. It complements pre-health majors very well. This minor requires a minimum of 15 credits.</p>
	<p><b>Policy</b></p>	<p>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.</p>
	<p><b>Business Administration, Minor Requirements</b></p>	<p>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. Eight credits must be unique to the minor.</p>

<b>Chemistry (Minor)</b>	<b>Program Information</b>	Minors at Viterbo University generally require between 15–25 credits upon completion. Transfer course and waivers and/or substitutions could modify these credit totals.
	<b>Chemistry, Minor Requirements</b>	CHEM 120, 121, three courses from 240, 330, 350, 360, or 370. Eight credits must be unique to the minor.
<b>Community Interpreting Certificate</b>	<b>Program Information</b>	This certificate program is a total of 13 credits and takes one academic year to complete (August-May). The four required courses are taught in an online format, with a face-to-face option for local students. There is also a one credit internship to be completed in spring semester.
	<b>Policy</b>	<p><b>Eligibility</b></p> <ul style="list-style-type: none"> <li>• Students of language programs.</li> <li>• Individuals working in the field with no previous training in interpreting.</li> <li>• Bilingual professionals working in fields not related to interpreting.</li> </ul> <p>Acceptance is based on a successful application/interview/entrance exam.</p>
	<b>Community Interpreting Certificate</b>	INTP 301, 444, 452, 456, 481.

<b>Criminal and Community Justice (B.A.)</b>	<b>Program Information</b>	Viterbo's criminal and community justice program provides students with exposure to many aspects of the legal system and careers in corrections, the courts, law enforcement, and victim services. Viterbo students will not only gain knowledge of the structure and function of the criminal justice system, but develop awareness of social issues; ethics; and the role of class, race, and gender in their profession. The major focuses on the importance of communities in addressing and finding solutions for delinquent and criminal behavior.
	<b>Policy</b>	<ul style="list-style-type: none"> <li>• Due to the interdisciplinary nature of the criminal and community justice major, students may not minor in sociology unless they take an additional nine credits in sociology, outside those required by the criminal and community justice major.</li> </ul>
	<b>Learning Outcomes</b>	<ul style="list-style-type: none"> <li>• Demonstrate an understanding of the structure and function of the components of the criminal and community justice system</li> <li>• Demonstrate an understanding of major criminological theories and an ability to apply them to practical examples</li> <li>• Employ scientific reasoning and critical thinking when evaluating and conducting social science research about criminal justice issues and policies</li> <li>• Demonstrate an understanding of the roles that class, race, and gender play in the workings of the criminal justice system</li> <li>• Effectively communicate their ideas orally and in writing</li> <li>• Demonstrate an understanding of the professional code of ethics and an ability to make decisions consistent with those standards</li> </ul>
	<b>Bachelor of Arts Requirement</b>	Complete three classes (nine credits minimum) of world language in preferably one, but not more than two languages.
	<b>Core Curriculum</b>	Core curriculum and mission seminars (32-52 credits) – see core curriculum section of catalog
	<b>Final Requirements</b>	Complete a minimum of 120 college-level credits.
	<b>Final Requirements</b>	Complete a minimum of 40 upper division credits (300/400).
	<b>Criminal and Community Justice, Major Requirements</b>	CRMJ 150, 203, 320, 351 or SOCL 351, 364 or SOCL 364, 370, 375, 380, 410, 470 or PHIL 315, MATH 130 or PSYC 223 or SOCL 223, PSYC 205 or CRMJ 240, PSYC 270 or SOWK 280, PSYC 340 or SOWK 366, SOCL 125, 320, choose one of the following three sequences: CRMJ 265 and SOCL 338, PSYC 230 and PSYC 330, SOWK 240 and SOWK 340, six credits of CRMJ 487. (57 credits)

**Criminal and Community Justice (B.A.)**

**Criminal and Community 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 and community 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 (30 credits)** – CRMJ 351, 375, 410, PHIL 315 (recommended), PSYC 270 or SOWK 280, PSYC 340 or SOWK 366, MATH 130 or PSYC 223 or SOCL 223, six credits of CRMJ 487, choose one of the following sequences: CRMJ 265 and SOCL 338, PSYC 230 and 330, SOWK 240 and 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.

<b>Criminal and Community Justice (B.S.)</b>	<b>Program Information</b>	Viterbo's criminal and community justice program provides students with exposure to many aspects of the legal system and careers in corrections, the courts, law enforcement, and victim services. Viterbo students will not only gain knowledge of the structure and function of the criminal justice system, but develop awareness of social issues; ethics; and the role of class, race, and gender in their profession. The major focuses on the importance of communities in addressing and finding solutions for delinquent and criminal behavior.
	<b>Policy</b>	<ul style="list-style-type: none"> <li>• Due to the interdisciplinary nature of the criminal and community justice major, students may not minor in sociology unless they take an additional nine credits in sociology, outside those required by the criminal and community justice major.</li> </ul>
	<b>Learning Outcomes</b>	<ul style="list-style-type: none"> <li>• Demonstrate an understanding of the structure and function of the components of the criminal and community justice system</li> <li>• Demonstrate an understanding of major criminological theories and an ability to apply them to practical examples</li> <li>• Employ scientific reasoning and critical thinking when evaluating and conducting social science research about criminal justice issues and policies</li> <li>• Demonstrate an understanding of the roles that class, race, and gender play in the workings of the criminal justice system</li> <li>• Effectively communicate their ideas orally and in writing</li> <li>• Demonstrate an understanding of the professional code of ethics and an ability to make decisions consistent with those standards</li> </ul>
	<b>Bachelor of Science Requirement</b>	Complete 11 credits of natural science and/or mathematics. (Courses that qualify for Scientific Reasoning in the Natural Sciences or Quantitative Literacy credit within the LIVE program may also count toward the total.)
	<b>Core Curriculum</b>	Core curriculum and mission seminars (32-52 credits) – see core curriculum section of catalog
	<b>Final Requirements</b>	Complete a minimum of 120 college-level credits.
	<b>Final Requirements</b>	Complete a minimum of 40 upper division credits (300/400).
	<b>Criminal and Community Justice, Major Requirements</b>	CRMJ 150, 203, 320, 351 or SOCL 351, 364 or SOCL 364, 370, 375, 380, 410, 470 or PHIL 315, MATH 130 or PSYC 223 or SOCL 223, PSYC 205 or CRMJ 240, PSYC 270 or SOWK 280, PSYC 340 or SOWK 366, SOCL 125, 320, choose one of the following three sequences: CRMJ 265 and SOCL 338, PSYC 230 and PSYC 330, SOWK 240 and SOWK 340, six credits of CRMJ 487. (57 credits)

<p><b>Criminal and Community Justice (B.S.)</b></p>		<p><b>Criminal and Community Justice (transfer agreement) Major (Bachelor of Arts or Science)</b></p> <p>Students with an earned A.A.S. degree from any Wisconsin technical college may earn a Bachelor of Science with a major in criminal and community 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.</p> <p><i>(Available to Wisconsin Technical College graduates with an earned Associate of Applied Science degree in criminal justice.)</i></p> <ul style="list-style-type: none"> <li>• <b>Core curriculum and mission seminars (32-52 credits)</b> – see core curriculum section of catalog</li> <li>• <b>Major requirements (30 credits)</b> – CRMJ 351, 375, 410, PHIL 315 (recommended), PSYC 270 or SOWK 280, PSYC 340 or SOWK 366, MATH 130 or PSYC 223 or SOCL 223, six credits of CRMJ 487, choose one of the following sequences: CRMJ 265 and SOCL 338, PSYC 230 and 330, SOWK 240 and 340</li> <li>• <b>Bachelor of Arts requirement</b> – a minimum of three classes (nine credits minimum) of world language in preferably one, but not more than two languages <b>OR</b></li> <li>• <b>Bachelor of Science requirement</b> – a minimum of 11 credits of natural science and/or mathematics</li> <li>• <b>Final degree requirements</b> – a minimum of 120 college level credits, minimum of 40 credits at the 300/400 level</li> </ul> <p>Transfer courses and waivers and/or substitutions could modify the required credit total in the core curriculum and major.</p> <p><b>Criminal and Community Justice (transfer agreement) Major (Bachelor of Science)</b></p> <p>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 and community 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.</p>
<p><b>Criminal and Community Justice (Minor)</b></p>	<p><b>Program Information</b></p>	<p>Minors at Viterbo University generally require between 15–25 credits upon completion. Transfer course and waivers and/or substitutions could modify these credit totals.</p>
	<p><b>Criminal and Community Justice, Minor Requirements</b></p>	<p>CRMJ 150, 12 credits of CRMJ (a minimum of six at the upper division level). Students may choose one of the following courses to count for the minor: PHIL 315, PSYC 205, 340, or SOWK 366. Eight credits must be unique to the minor.</p>

<b>Cross-Categorical Special Education (Elementary Education Minor)</b>	<b>Program Information</b>	The cross-categorical special education minor prepares teachers to strengthen their instructional practices, increase achievement for all students, and become educational leaders. Students who are following the path of earning a B.S. in education and wish to become special education instructors are perfect for this minor. The special education minor at also provides students with the cross-categorical special education license. The special education license obtained upon graduation is based on the students major. If the student is an elementary education major, then their special education license will be for grades K–8, for example. Transfer course and waivers and/or substitutions could modify these credit totals.
	<b>Minor, Cross Cat Spec Ed, Requirements</b>	EDUC-203, 290, 370, 374, 385. Eight credits must be unique to the minor.
<b>Dance (Minor)</b>	<b>Program Information</b>	Make your love of dance part of your college degree, at Viterbo University! Students can minor in dance, where dance and some music courses are offered in order to reach the credit requirement. Students with an artistic inclination, motivation for career advancement, and verification of a commitment to dance are all great candidates for pursuing a minor in dance at Viterbo University. The total credits required of the minor is 14. Transfer course and waivers and/or substitutions could modify these credit totals. A qualifying audition is offered for students who wish to test out of DANC 110 and/or other lower division dance courses, although the total credit requirement remains the same.
	<b>Policy</b>	<ul style="list-style-type: none"> <li>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.</li> </ul>
	<b>Dance, Minor Requirements</b>	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. Eight credits must be unique to the minor.
<b>Dentistry</b>	<b>Program Information</b>	Dentistry is devoted to maintaining the health of the teeth, gums, and other hard and soft tissues of the oral cavity. Most dentists engage in general practice, bringing skills in oral diagnosis, prevention, and rehabilitation directly to the patient.
	<b>Core Curriculum</b>	Core curriculum and mission seminars (32-52 credits) – see core curriculum section of catalog
	<b>Final Requirements</b>	Complete a minimum of 120 college-level credits.
	<b>Final Requirements</b>	Complete a minimum of 40 upper division credits (300/400).

<b>Dentistry</b>	<b>Incomplete Degree Audit</b>	The degree audit will contain ONLY the requirements for the core curriculum and final degree requirements. Upon declaration of a major or major emphasis, major requirements will be listed. You may need to satisfy additional final degree requirements should a Bachelor of Arts degree or Bachelor of Science degree program be chosen.
		Viterbo University offers pre-health advising programs with majors in biology, biochemistry, and neuroscience. These three majors have been determined to best satisfy the pre-health professional admission requirements of most professional schools in a four-year major curriculum. See the <a href="#">Pre-Professional Handbook</a> for more specific information about each pre-professional program.
<b>Dietetic Internship</b>	<b>Program Information</b>	Viterbos Dietetic Internship is open to students who have completed the knowledge requirements as defined by the 2017 Accreditation Council for Education in Nutrition and Dietetics Standards of Education as part of a DPD program and who have completed a bachelors degree.  <a href="#">Gainful Employment Information</a>

<b>Dietetic Internship</b>	<b>Policy</b>	<p>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.</p> <p><b>Admission</b>  <b>The applicant must satisfy the following criteria:</b></p> <ul style="list-style-type: none"> <li>• hold a bachelor’s degree from an accredited institution;</li> <li>• completed the Academy of Nutrition and Dietetics approved minimum academic requirements, as evidenced through a Verification Statement from a Didactic Program in Dietetics;</li> <li>• have a 3.0 (on a 4.0 scale) cumulative undergraduate grade point average (GPA)</li> </ul> <p>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.</p>
	<b>Learning Outcomes</b>	<ul style="list-style-type: none"> <li>• Scientific and Evidence Base of Practice: Integrate scientific information and translation of research into practice.</li> <li>• Professional Practice Expectations: Demonstrate beliefs, values, attitudes and behaviors for the professional dietitian nutritionist level of practice.</li> <li>• Clinical and Customer Services: Develop and deliver information, products and services to individuals, groups and populations.</li> <li>• Practice Management and Use of Resources: Strategically apply principles of management and systems in the provision of services to individuals and organizations.</li> <li>• Provide nutrition education to community groups for health promotion and disease prevention using a variety of technology</li> <li>• Develop and conduct community nutrition research</li> <li>• Participate in physical assessment screenings at community health events</li> </ul>
<b>Dietetic Internship</b>		NUTR 367, 482, 483, 484.

<b>Dietetic Internship</b>		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.
<b>Early Childhood Education (Elementary Education Minor)</b>	<b>Program Information</b>	Early childhood education is an important aspect of building contributing members of society. These early years of development play a significant role in shaping who individuals will become. With an early childhood education minor at, students can graduate into the field and make an impact. The minor also works well as a supplement for social work, elementary education, and psychology majors—any degree where the students career outlook may involve specializing in working with children. The early childhood education minor also offers the knowledge required to be a preschool teacher or childcare administrator.
	<b>Early Childhood Education, Minor Requirements</b>	EDUC-237, 271, 290, 400, 401. Eight credits must be unique to the minor.
<b>Elementary Education (B.S.Ed.)</b>	<b>Program Information</b>	Viterbo’s education program has a rich history of training teachers to become ethical leaders and exceptional educators. Viterbo elementary education majors log over 100 hours of field experience prior to student teaching and receive extensive training in their content area, teaching theory, and teaching practice. Viterbo’s education faculty are caring and approachable and have extensive experience in the classroom.
	<b>Policy</b>	<ul style="list-style-type: none"> <li>• See the School of Education Web page for teacher education policy.</li> </ul>

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.

<b>Elementary Education (B.S.Ed.)</b>	<b>Bachelor of Science Requirement</b>	Complete 11 credits of natural science and/or mathematics. (Courses that qualify for Scientific Reasoning in the Natural Sciences or Quantitative Literacy credit within the LIVE program may also count toward the total.)
	<b>Core Curriculum</b>	Core curriculum and mission seminars (32-52 credits) – see core curriculum section of catalog
	<b>Final Requirements</b>	Complete a minimum of 120 college-level credits.
	<b>Final Requirements</b>	Complete a minimum of 40 upper division credits (300/400).
	<b>Elementary Education, Major Requirements</b>	EDUC 150, 207, 215, 243, 255, 280, 290, 302, 306 (or 203), 308, 311, 316, 319, 323, 355, 403, 405, 407, 413, 441 or 442, 482, 483, MATH 155, 255, BIOL 100, ENVS 101 or PHYS 102. (69-71 credits)
	<p><b>Elementary Education (transfer agreement) Major (Bachelor of Science in Education)</b></p> <p>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.</p> <ul style="list-style-type: none"> <li>• <b>Core curriculum and mission seminars (32-52 credits)</b> – 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.</li> <li>• <b>Major requirements (36 credits)</b> – EDUC 302, 308, 311, 323, 355, 403, 405, 407, 413, 441 or 442 or 443, 482, 483</li> <li>• <b>Certifiable minor (9-41 credits)</b> – 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.</li> <li>• <b>Bachelor of Science requirement</b> – a minimum of 11 credits of natural science and/or mathematics</li> <li>• <b>Final degree requirements</b> – a minimum of 120 college level credits, minimum of 40 credits at the 300/400 level</li> </ul> <p>Transfer courses and waivers and/or substitutions could modify the required credit total in the core curriculum and major.</p>	

<b>Engineering (B.S.)</b>	<b>Program Information</b>	Viterbo's engineering program was created in response to the need for engineers and at the request of employers. We work with local industry leaders to provide technical curriculum that establishes a solid foundation of engineering skills while developing students' communication and leadership skills through a liberal arts education and Viterbo University's core values.
	<b>Learning Outcomes</b>	<ul style="list-style-type: none"> <li>• Design Thinking: Students will demonstrate understanding of the design process</li> <li>• Problem Solving: Students will apply knowledge of mathematics, science, and engineering to solve problems</li> <li>• Communication: Students will present information clearly and logically via oral presentations and writing</li> <li>• Data Analysis: Student will use modern engineering tools and knowledge to interpret data</li> <li>• Ethics: Students will demonstrate ethical decision making</li> </ul>
	<b>Bachelor of Science Requirement</b>	Complete 11 credits of natural science and/or mathematics. (Courses that qualify for Scientific Reasoning in the Natural Sciences or Quantitative Literacy credit within the LIVE program may also count toward the total.)
	<b>Core Curriculum</b>	Core curriculum and mission seminars (32-52 credits) – see core curriculum section of catalog
	<b>Final Requirements</b>	Complete a minimum of 120 college-level credits.
	<b>Final Requirements</b>	Complete a minimum of 40 upper division credits (300/400).
	<b>Engineering, Major Requirements</b>	ENGR 112, 130, 150, 230, 250, 280, 320, 350, 365, 370, 380, six credits of 489, 499, MATH 220, 221, 230, 320, 321, PHYS 260, 261, 270, 271, CHEM 120, 121, MGMT 203, 305. (86 credits)
		<p>Engineering (transfer agreement) Major (Bachelor of Science) Students completing courses in the <b>Liberal Studies</b> pathway from Western Technical College may earn a Bachelor of Science with a major in engineering.</p> <p>Engineering (transfer agreement) Major (Bachelor of Science) Students with an earned A.A.S. degree in <b>Mechanical Design Tech</b> from Western Technical College may earn a Bachelor of Science with a major in engineering. The degree must have been earned May 2018 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.</p>

<b>Engineering (Minor)</b>	<b>Program Information</b>	Minors at Viterbo University generally require between 15–25 credits upon completion. Transfer course and waivers and/or substitutions could modify these credit totals.
	<b>Engineering, Minor Requirements</b>	ENGR 130 ENGR 150, six credits from ENGR 230, 250, 280, 350, 370, 380. Eight credits must be unique to the minor.
<b>English (B.A.)</b>	<b>Program Information</b>	Viterbo’s English program allows students to explore the power of words and language, while discovering and refining their own voice in a rapidly communicating world. With both writing and literature emphases, Viterbo students have the opportunity to study the styles of accomplished storytellers while developing core creative writing, editing, critical thinking, research, and communication skills that employers seek.
	<b>Policy</b>	<ul style="list-style-type: none"> <li>• 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.</li> <li>• A student who fails ENGL 255 twice will be dismissed from the English major.</li> <li>• All English majors write senior theses. Senior English majors propose and gain approval for their planned theses, complete senior theses in ENGL 481, and defend the thesis in public panel presentations. For the last English major student learning outcome, transferring skills to work, a reflective essay, up-to-date resume, and other materials will be required.</li> </ul>
	<b>Learning Outcomes</b>	<ul style="list-style-type: none"> <li>• Demonstrate the ability to read analytically <ul style="list-style-type: none"> <li>◦ Lit. texts—genre, context</li> <li>◦ Expository texts</li> <li>◦ Multi-modal texts</li> </ul> </li> <li>• Demonstrate the ability to write effectively—2 out of 3 <ul style="list-style-type: none"> <li>◦ Creative texts</li> <li>◦ Expository texts</li> <li>◦ Multi-modal texts</li> </ul> </li> <li>• Demonstrate the ability to research and document proficiently</li> <li>• Demonstrate the ability to transfer skills to work</li> </ul>
	<b>Bachelor of Arts Requirement</b>	Complete three classes (nine credits minimum) of world language in preferably one, but not more than two languages.
	<b>Core Curriculum</b>	Core curriculum and mission seminars (32-52 credits) – see core curriculum section of catalog
	<b>Final Requirements</b>	Complete a minimum of 120 college-level credits.
	<b>Final Requirements</b>	Complete a minimum of 40 upper division credits (300/400).

<b>English (B.A.)</b>	<b>English, Major Requirements</b>	ENGL-112, 211, 218, 219, 253, 255, 273, 336, 401, 481, eighteen ENGL elective credits including two courses from 329, 350, 351, 352, 342, 343, 344, two courses from 213, 214, 307, 311, 312, 317, 318, 332, 334, MKTG-361. Complete a minimum of 24 upper division credits. (40 credits)
	<b>School of Humanities Graduation Requirement</b>	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, a year of study in the same language, a study abroad or immersion experience. Please see the university catalog or your advisor for more details. Certain circumstances may warrant a modification of the above and your advisor can explain those circumstances.
<b>English Language Arts (Minor)</b>	<b>Program Information</b>	English and language arts are two of the most widely taught subjects in American schools. The English language arts minor at Viterbo helps prepare students for a career in English education. This minor is an excellent choice for educators at all levels. Having a language arts background greatly impacts the effectiveness of elementary school teachers, and it boosts the resumes of prospective middle and high school English teachers.
	<b>Cert Engl Lang Arts, Ear Chld-Adol, Minor Req</b>	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. Eight credits must be unique to the minor.
<b>English Literature (Minor)</b>	<b>Program Information</b>	Minors at Viterbo University generally require between 15–25 credits upon completion. Transfer course and waivers and/or substitutions could modify these credit totals.
	<b>English Literature Minor</b>	ENGL 253, 329, 336, one course from 342, 343, 344, one course from 350, 351, 352. Eight credits must be unique to the minor.
<b>English Writing (Minor)</b>	<b>Program Information</b>	Minors at Viterbo University generally require between 15–25 credits upon completion. Transfer course and waivers and/or substitutions could modify these credit totals.
	<b>English Writing, Minor Requirements</b>	ENGL 211, 273, three credits from 112, 218, 219, 401, six credits from 213, 214, 307, 311, 312, 317, 318, 334. ENGL 255 is recommended. Eight credits must be unique to the minor.

<b>Environmental Science (Minor)</b>	<b>Program Information</b>	Humans are inescapably connected to the environment—from food and medicine to the services the environment provides (clean air and water for example). For students concerned about the human impact on the environment and how to improve the world, an environmental biology minor is an excellent choice. The environmental biology minor at Viterbo University helps connect students to the natural world through a flexible program with a broad-based background in biology, chemistry, environmental science, and sustainability courses. This minor takes an integrated approach to environmental studies with a systems-level view of how organisms interact with the environment, helping graduates in a variety of careers.
	<b>Policy</b>	<ul style="list-style-type: none"> <li>• A minimum of nine credits must be unduplicated from courses taken for the major or another minor.</li> <li>• Environmental biology majors may not declare the environmental science minor.</li> </ul>
	<b>Environmental Science, Minor Requirements</b>	ENVS 325, minimum of 12 credits from BIOL 161, 251, 310, 321, 340, CHEM 101, 372, ENVS 101, ESCI 101, PHYS 102, SUST 210, 350 (maximum nine credits per subject). Eight credits must be unique to the minor.
<b>Ethics (Minor)</b>	<b>Program Information</b>	Employers state that moral decision-making is one of the most important skills that employees can have, yet this area of study is rarely recognized on transcripts and degrees as an area of competency. The ethics minor at Viterbo University teaches students both the interdisciplinary nature of many moral problems as well as the value of ethical reasoning and ethical theory. Having a minor in ethics is a great way to be prepared to deal with the complexity of the real world.
	<b>Ethics, Minor Requirements</b>	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, OMT 379, 402, PHIL 316, 340, PSYC 250, 374, RLST 465, SOCL 333, SOWK 333, 341, SPML 320. Eight credits must be unique to the minor.
<b>Exploring (Undeclared)</b>	<b>Program Information</b>	Students do not need to have a major when they start at Viterbo University. Those who are unsure of what their future holds can be classified as "exploring" and in the process, can take a variety of courses to discover what field fits them best. Using a variety of resources, including one-on-one advising, interest inventory testing, and skills and strengths tools, the faculty and staff at Viterbo will do their best to help discover the major and career field that is right for each and every student.
	<b>Core Curriculum</b>	Core curriculum and mission seminars (32-52 credits) – see core curriculum section of catalog
	<b>Final Requirements</b>	Complete a minimum of 120 college-level credits.

<b>Exploring (Undeclared)</b>	<b>Final Requirements</b>	Complete a minimum of 40 upper division credits (300/400).
	<b>Incomplete Degree Audit</b>	The degree audit will contain ONLY the requirements for the core curriculum and final degree requirements. Upon declaration of a major or major emphasis, major requirements will be listed. You may need to satisfy additional final degree requirements should a Bachelor of Arts degree or Bachelor of Science degree program be chosen.
<b>Family Studies (Minor)</b>	<b>Program Information</b>	The Family Studies minor is an interdisciplinary program which focuses on human development within the family context. The two primary focuses of the minor are on nature of family interactions and family issues, and family interactions within broader social institutions. Students take mainly a mixture of social work and psychology courses, helped with options in nursing, philosophy and criminal justice classes, in order to fulfill the requirements laid out to become a family studies minor. The minor is beneficial to all students and supports work in a variety of fields including health care, social services, counseling, youth services, teaching, ministry, family law, and business.
	<b>Family Studies Minor Requirements</b>	PSYC 220 or 310 or 320 or SOWK 331, four courses from CRMJ 364, NURS 301, 323, PHIL 244, PSYC 110, 421, SOCL 345, SOWK 210, 328, 333, 334, 341, 360, VUSM 281. Eight credits must be unique to the minor.

<b>Finance (B.B.A.)</b>	<b>Program Information</b>	Viterbo's finance program provides students with in-depth financial knowledge and strong analytical, communication, leadership, and decision-making skills for success in today's always-expanding financial environment. Students in this program benefit from Viterbo's Charles D. Gelatt Finance Simulation Laboratory, faculty with years of finance experience, and courses grounded in ethical decision-making for business professionals.
	<b>Policy</b>	<ul style="list-style-type: none"> <li>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.</li> <li>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.</li> </ul>
	<b>Learning Outcomes</b>	<ul style="list-style-type: none"> <li>Apply principles of various business disciplines to solve complex issues using strategic and critical approaches to decision-making and problem solving.</li> <li>Apply an understanding of how the global economic environment functions to carry out financial operations and investing.</li> <li>Demonstrate sound ethical decision-making skills to fundraising, wealth management, financial analysis and capital budgeting.</li> <li>Communicate clearly and objectively and effectively convey financial information.</li> <li>Demonstrate an understanding of the legal and regulatory environment and the impact of changes in relevant requirements, constraints, and competitive practices.</li> </ul>
	<b>Core Curriculum</b>	Core curriculum and mission seminars (32-52 credits) – see core curriculum section of catalog
	<b>Final Requirements</b>	Complete a minimum of 120 college-level credits.
	<b>Final Requirements</b>	Complete a minimum of 40 upper division credits (300/400).
	<b>Finance, Major Requirements</b>	ACCT 211, 212, 415, BLAW 343, ECON 101, 102, 400, FINA 304, 331, 332, 355, 410, MATH 270, MGMT 101, 210, 230, 243, 250, 300, 341, 449, 492, MKTG 351, 356, four credits of FINA 487. (68 credits)

<b>Finance (B.B.A.)</b>		<p><b>Finance (transfer agreement) Major (Bachelor of Business Administration)</b></p> <p>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.</p> <ul style="list-style-type: none"> <li>• <b>Core curriculum and mission seminars (35-43 credits)</b> – see core curriculum section of catalog</li> <li>• <b>Major requirements (26-42 credits)</b> – see below</li> <li>• <b>Final degree requirements</b> – a minimum of 120 college level credits, minimum of 40 credits at the 300/400 level</li> </ul> <p>Transfer courses and waivers and/or substitutions could modify the required credit total in the core curriculum and major.</p> <p><b>Western TC - Financial Services</b></p> <p>ACCT 415, BLAW 450, COMM 105, FINA 304, 355, four credits of 487, MGMT 341, 374, 449, 492, MKTG 351, 356, three credits from ACCT, BLAW, COMM, ECON, FINA, HMGT, MGMT, MKTG, SPML</p>
<b>Finance (Minor)</b>	<b>Program Information</b>	<p>Finance minors have a one course introduction to finance and then tailor their study to the areas of finance, personal economics, and financial accounting that interest them. Finance minors bring analytical skill to other careers that benefit from “run the numbers” decision-making and analytical thinking.</p>
	<b>Finance, Minor Requirements</b>	<p>FINA 331, 12 credits from ACCT 311, ECON 400, or any FINA course. Eight credits must be unique to the minor.</p>

<b>Gerontology (Minor)</b>	<b>Program Information</b>	<p>The Viterbo University gerontology minor serves the purpose of broadening the student's understanding of the aging process. This multidisciplinary minor examines the biological, psychological, and social aspects of aging. Gerontology includes courses in nursing, sociology, social work, nutrition and dietetics, psychology, religious studies, biology, and philosophy. The population is aging- in this region, the United States, and the rest of the world. The number of people over the age of 65 is expected to increase from 37.9 million in 2007, to 71.5 million in 2030. Worldwide, there is an expected increase of 140 percent by 2030, representing a global challenge. A minor in gerontology from Viterbo University is an effective way to obtain secondary knowledge that will be extremely transferrable onto the job market, in careers ranging from nursing to social work. The total credits of the minor requirements are 15. Transfer course, waivers and/or substitutions, and prerequisite courses could modify these credit totals.</p>
	<b>Gerontology Minor Requirements</b>	<p>SOCL 244 and twelve credits from BIOL 104, 203 ENGL 243, HMGD 330, NURS 221, 301, 351, NUTR 280, 340, PHIL 321, PSYC 220, 320, SOWK 210, 332, 441, WMST 351. Eight credits must be unique to the minor.</p>

<b>Health Care and Wellness Management (B.S.)</b>	<b>Program Information</b>	Viterbo's health care and wellness management program provides students with the perfect blend of real-life health care practice and in-depth health care and wellness management knowledge. Students in this program benefit from faculty with leadership experience in health care settings, partnerships with leading health care providers, and courses grounded in ethical decision-making for business professionals.
	<b>Policy</b>	<ul style="list-style-type: none"> <li>All students pursuing the B.S. in Health Care and Wellness Management 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.</li> <li>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.</li> </ul>
	<b>Learning Outcomes</b>	<ul style="list-style-type: none"> <li>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.</li> <li>Apply principles of various business disciplines (including statistics, accounting, finance, quality improvement, and informatics) to address complex health care issues.</li> <li>Analyze health care policy and delivery systems that drive strategies toward affordability, access, and growth.</li> <li>Apply sound legal and ethical decision-making skills to effectively address issues that affect health care organizations.</li> <li>Demonstrate the use of health care informatics to support organizational efficiency, regulatory, compliance, and clinical managerial decision-making.</li> <li>Examine the current quality improvement tools that are used to improve patient care and increase patient satisfaction.</li> </ul>
	<b>Bachelor of Science Requirement</b>	Complete 11 credits of natural science and/or mathematics. (Courses that qualify for Scientific Reasoning in the Natural Sciences or Quantitative Literacy credit within the LIVE program may also count toward the total.)
	<b>Core Curriculum</b>	Core curriculum and mission seminars (32-52 credits) – see core curriculum section of catalog
	<b>Final Requirements</b>	Complete a minimum of 120 college-level credits.
	<b>Final Requirements</b>	Complete a minimum of 40 upper division credits (300/400).
	<b>Health Care and Wellness Mgmt, Major Requirements</b>	ACCT 211, ECON 102, HMG 105, 306, 320, 330, 340, 350, 375, 445, MGMT 101, 230, 243, 250, 300, 342, 374, 449, 492, MKTG 351, SPSL 110, three credits of HMG 487. (60 credits)

**Health Care and Wellness Management (B.S.)**

**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.

**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 105, 320, 340, 375, 445, MGMT 342, 374, 449, 492, MKTG 351

<b>Health Care Management (B.B.A. Degree Completion)</b>	<b>Program Information</b>	Viterbo's health care management degree completion program is an online program that allows students to complete a Bachelor of Business Administration degree using previously earned college credit, military credit, or credit for prior learning. Most students enter this program with 30+ prior college credits in business or health care disciplines. Health care management represents the study of business in health care settings, allowing students to build upon their practical experience and skills while expanding upon knowledge in legal and ethical issues, quality improvement, marketing and economic aspects of health care.
	<b>Policy</b>	<ul style="list-style-type: none"> <li>• 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.</li> <li>• 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.</li> <li>• 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.</li> </ul>
	<b>Learning Outcomes</b>	<ul style="list-style-type: none"> <li>• 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.</li> <li>• Apply principles of various business disciplines (including statistics, accounting, and finance) to address complex health care issues.</li> <li>• Analyze the health care policy and delivery systems that drive strategies toward affordability, access and growth.</li> <li>• Apply sound legal and ethical decision-making skills to effectively address issues that affect health care organizations.</li> <li>• Demonstrate the use of health care informatics to support organizational efficiency, regulatory compliance, and clinical and managerial decision-making.</li> <li>• Examine the current quality improvement tools that are used to improve patient care and increase patient satisfaction.</li> </ul> <p><a href="#">Gainful Employment Information</a></p>
	<b>Core Curriculum</b>	Core curriculum and mission seminars (32-52 credits) – see core curriculum section of catalog
	<b>Final Requirements</b>	Complete a minimum of 120 college-level credits.
	<b>Final Requirements</b>	Complete a minimum of 40 upper division credits (300/400).
	<b>Health Care Mgmt (Degree Compltn), Majr Reqrmnts</b>	ECON 101 or 102, HMG 306, 320, 330, 340, 375, 425, 445, OMGT 302, 305, 308, 309, 402. (39 credits)

<b>Health Care Management (B.B.A. Degree Completion)</b>		<p><b>Health Care Management (transfer agreement/degree completion) Major (Bachelor of Business Administration)</b></p> <p>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.</p> <ul style="list-style-type: none"> <li>• <b>Core curriculum and mission seminars (24-32 credits)</b> – see core curriculum section of catalog</li> <li>• <b>Major requirements (30 credits)</b> – see below</li> <li>• <b>Final degree requirements</b> – a minimum of 120 college level credits, minimum of 40 credits at the 300/400 level</li> </ul> <p>Transfer courses and waivers and/or substitutions could modify the required credit total in the core curriculum and major.</p> <p><b>Western TC - Health Information Technology</b></p> <p>COMM 105, HMGT 306, 320, 340, 425, OMGT 308, 309, 402, six upper division credits from ACCT, BLAW, COMM, ECON, FINA, HMGT, MGMT, MKTG, OMGT, SPML</p> <p><b>Western TC - Medical Administrative Professional</b></p> <p>COMM 105, HMGT 306, 320, 330, 340, 375, 425, 445, OMGT 308, 309, 402</p>
<b>Health Care Management (Minor)</b>	<b>Program Information</b>	<p>Minors at Viterbo University generally require between 15-25 credits upon completion. Transfer course and waivers and/or substitutions could modify these credit totals.</p>
	<b>Health Care Management, Minor Requirements</b>	<p>HMGT 306, 320, nine credits from HMGT 105, 330, 340, 350, 375, 425, 445, 487. Eight credits must be unique to the minor.</p>

<b>History (Minor)</b>	<b>Program Information</b>	Studying history prepares students with a wealth of world knowledge--both past and present. Encouraging curiosity and mindfulness of the events that shape civilization throughout world history defines the choice of this minor. History gives access to all areas of the globe, and the ability to connect ideas across cultures serves students well in their education and career. Studying history grants students a unique opportunity to supplement their skills in written and oral communication, while also learning to be informed citizens of the world.
	<b>Cert Hist, Early Adol-Adol, Minor Rqrmnts</b>	
	<b>Cert Hist, Mid Chld-Early Adol, Minor Rqrmnts</b>	
	<b>History, Minor Requirements</b>	Fifteen credits including at least six credits in number 300 or above; at least three credits in each of the following areas - Multi-sited Histories, West and World, Historical Continuity and Change. Eight credits must be unique to the minor. One course from Category I: Multi-Sited Histories (HIST-105, 106, 220, 221, 245, 304, 315, 342, 344, 349, 359, 370, 373). One course from Category II: West and the World (HIST-101, 102, 153, 295, 308, 330, 335, 346, 351.) One course from Category III: Historical Continuity and Change (HIST-217, 218, 247, 254, 311, 347, 352, 353, 354, 355, 380, 385.)
<b>Human Resources Management (Minor)</b>	<b>Program Information</b>	Most successful companies regard people as their biggest asset, and the quality management of human resources as central to their business strategy. HR professionals now find themselves in more and more leadership roles, which has led to an increase in HR positions both nationally and internationally. This minor combines business and management courses with psychology classes, which give students a better understanding of the skills needed to work in a human resources department. This minor is great for students who wish to go into HR after graduation, or simply wish to strengthen their personal and business skills.  The total credits of the minor requirements are 15. Transfer course, waivers and/or substitutions, and prerequisite courses could modify these credit totals.
	<b>Human Resources Management, Minor Requirements</b>	BLAW 344, MGMT 322, 342, six credits from MGMT 341, 374, 375, OMGT 402, PSYC 250, 270, 345 or 351. Eight credits must be unique to the minor.

<b>Interpreting Studies (Minor)</b>	<b>Program Information</b>	The interpreting studies minor is aimed at helping bilingual speakers become qualified interpreters, and is usable with all languages. It is a great choice for those who intend on having language interpreting as an aspect of their future careers- which, with this minor at Viterbo University, can be in medical, educational, legal, business, and social settings.
	<b>Interpreting Studies, Minor Requirements</b>	INTP 301, 444, 452 or 456, SPAN 305, 361 or 364 or 367. Eight credits must be unique to the minor.
<b>K-12 Art Education (B.A.Ed.)</b>	<b>Program Information</b>	

<p><b>K–12 Art Education (B.A.Ed.)</b></p>	<p><b>Learning Outcomes</b></p>	<p>Developed by the Interstate Teacher Assessment and Support Consortium (InTASC) and adopted by Wisconsin Department of Public Instruction (DPI)</p> <ul style="list-style-type: none"> <li>• <b>LEARNER DEVELOPMENT</b> – 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.</li> <li>• <b>LEARNING DIFFERENCES</b> – 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.</li> <li>• <b>LEARNING ENVIRONMENTS</b> – 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.</li> <li>• <b>CONTENT KNOWLEDGE</b> – 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.</li> <li>• <b>APPLICATION OF CONTENT</b> – 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.</li> <li>• <b>ASSESSMENT</b> – 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.</li> <li>• <b>PLANNING FOR INSTRUCTION</b> – 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.</li> <li>• <b>INSTRUCTIONAL STRATEGIES</b> – 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.</li> <li>• <b>PROFESSIONAL LEARNING AND ETHICAL PRACTICE</b> – 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.</li> <li>• <b>LEADERSHIP AND COLLABORATION</b> – 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.</li> <li>• <b>VITERBO STANDARD</b> – The teacher demonstrates personal qualities and values which reflect the Franciscan values identified in the Viterbo University teacher education conceptual framework.</li> </ul>
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<b>K-12 Art Education (B.A.Ed.)</b>	<b>Core Curriculum</b>	Core curriculum and mission seminars (32-52 credits) – see core curriculum section of catalog
	<b>Final Requirements</b>	Complete a minimum of 120 college-level credits.
	<b>Final Requirements</b>	Complete a minimum of 40 upper division credits (300/400).
	<b>Art Education, Major Requirements</b>	ARTS 111, 116, 121, 160, 203, 206, 207 or 216, 361, 362, nine upper division credits from the studio area of concentration. (39 credits)
	<b>Art Education, Major Requirements</b>	EDUC-150, 215, 255, 300, 302, 306, 330, 390, 459 or 463, 482, 483. (36 credits)
<b>K-12 Business Education (B.S.)</b>	<b>Program Information</b>	The Viterbo University business education major prepares students to become business teachers at the middle and secondary levels. Through a combination of courses from the Dahl School of Business and the School of Education, a strong liberal arts foundation is provided, setting students up to enter the sought after field of business education. This foundation, paired with education courses taken through the School of Education, prepares students for a teaching career in public or private schools.

<p><b>K–12 Business Education (B.S.)</b></p>	<p><b>Learning Outcomes</b></p>	<p>Developed by the Interstate Teacher Assessment and Support Consortium (InTASC) and adopted by Wisconsin Department of Public Instruction (DPI)</p> <ul style="list-style-type: none"> <li>• <b>LEARNER DEVELOPMENT</b> – 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.</li> <li>• <b>LEARNING DIFFERENCES</b> – 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.</li> <li>• <b>LEARNING ENVIRONMENTS</b> – 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.</li> <li>• <b>CONTENT KNOWLEDGE</b> – 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.</li> <li>• <b>APPLICATION OF CONTENT</b> – 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.</li> <li>• <b>ASSESSMENT</b> – 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.</li> <li>• <b>PLANNING FOR INSTRUCTION</b> – 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.</li> <li>• <b>INSTRUCTIONAL STRATEGIES</b> – 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.</li> <li>• <b>PROFESSIONAL LEARNING AND ETHICAL PRACTICE</b> – 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.</li> <li>• <b>LEADERSHIP AND COLLABORATION</b> – 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.</li> <li>• <b>VITERBO STANDARD</b> – The teacher demonstrates personal qualities and values which reflect the Franciscan values identified in the Viterbo University teacher education conceptual framework.</li> </ul>
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<b>K–12 Business Education (B.S.)</b>	<b>Bachelor of Science Requirement</b>	Complete 11 credits of natural science and/or mathematics. (Courses that qualify for Scientific Reasoning in the Natural Sciences or Quantitative Literacy credit within the LIVE program may also count toward the total.)
	<b>Core Curriculum</b>	Core curriculum and mission seminars (32-52 credits) – see core curriculum section of catalog
	<b>Final Requirements</b>	Complete a minimum of 120 college-level credits.
	<b>Final Requirements</b>	Complete a minimum of 40 upper division credits (300/400).
	<b>Business Education, Major Requirements</b>	ACCT 211, 212, BLAW 343, ECON 101, 102, ECON 400 or FINA 331, EDUC 316, MGMT 210, 243, 300, 320, 341, 481, MKTG 351. (43 credits)
	<b>Business Education, Major Requirements</b>	EDUC 150, 215, 255, 300, 302, 306, 330, 390, 459 or 463, 482, 483. (36 credits)
<b>K–12 Spanish Education (B.A.)</b>	<b>Program Information</b>	With the Spanish language being spoken more and more across the country, the need for Spanish teachers continues to rise. Students majoring in Spanish education take a combination of Spanish courses in the School of Humanities, and classes from the School of Education, where students learn the ins and outs of leading a classroom and being an effective teacher. Study abroad opportunities are abundant for those in the Spanish program, and students are given the opportunity to explore the culture of Latin America and Latinos with a focus on social justice. Viterbo University's Spanish program provides the language and cultural skills that prepare students for a future as a Spanish teacher, and the education program effectively ensures that all graduates are ready to pass knowledge onto the next generations.
	<b>Policy</b>	<ul style="list-style-type: none"> <li>• For K-12 Spanish, a period of residency of at least one month in a country where the target language is spoken is required.</li> <li>• The requirements below must be met before student teaching: <ul style="list-style-type: none"> <li>◦ 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</li> <li>◦ A proficiency level of Intermediate-High in speaking assessed through a standardized oral exam (Oral Proficiency Interview)</li> <li>◦ A demonstrated cultural knowledge in two of the three areas of the Spanish-speaking world as evidenced through department assessment</li> </ul> </li> </ul>

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.

<b>K–12 Spanish Education (B.A.)</b>	<b>Bachelor of Arts Requirement</b>	Complete three classes (nine credits minimum) of world language in preferably one, but not more than two languages.
	<b>Core Curriculum</b>	Core curriculum and mission seminars (32-52 credits) – see core curriculum section of catalog
	<b>Final Requirements</b>	Complete a minimum of 120 college-level credits.
	<b>Final Requirements</b>	Complete a minimum of 40 upper division credits (300/400).
	<b>Spanish Education, Major Requirements</b>	EDUC 150, 215, 255, 300, 302, 306, 330, 390, 459 or 463, 482, 483. (36 credits)
	<b>Spanish Education, Major Requirements</b>	EDUC-316, SPAN-250, 251, 305, 306, 321, 322 or 323, 362 or 385, 400, 405, 406, 417, 481. (39 credits)
<b>Latin American and Latino/a Studies (Minor)</b>	<b>Program Information</b>	The Spanish language is ever-growing in popularity, and now almost 15% of Americans speak it. Having an enriched knowledge of Latin culture and the Spanish language is a valuable trait in modern America. The Latin American Studies minor at Viterbo University is a great route for improving the competency skills of students, which helps enrich a skill set that is valuable in the health care, education, business, social work, and communication fields, among others. This minor promotes two significant outcomes. The first is to raise awareness of social justice issues related to Latin America populations, and Latinos in the United States. The other is to encourage local, national and international engagement and advocacy toward social justice issues in Latin America, and Latinos in the United States.
	<b>Latin American Studies, Minor Requirements</b>	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 240, 292, 293 (VUSM 140 may be substituted in the Registrar's Office). Eight credits must be unique to the minor.
	<b>Latino/a Studies, Minor Requirements</b>	HIST 153, 12 credits from HIST 349, INTP 444, LASP 200, 312, 316, 486, 487, 488, SPAN 312, 316, 318, 406, 412, 486, VUSM 240, 280, 281, 292, 293, or any Spanish language course (three to four credits) depending on placement. VUSM 140 may be substituted by notifying the Registrar's Office. Eight credits must be unique to the minor.

<b>Legal Studies (Minor)</b>	<b>Program Information</b>	The legal studies minor is an interdisciplinary minor that gives students the opportunity to explore legal issues in a variety of ways. Some students may be interested in applying to law school upon graduation and wish to gain an intellectual base in legal studies at the undergraduate level. Others, however, have an interest in the law and, therefore, pursue the minor in order to further their interests in the subject and to complement their major—generally one in the humanities. Through a combination of business law, philosophy, and criminal justice courses, students can complete the legal studies minor. The total credits of the minor requirements are 18. Transfer course and waivers and/or substitutions could modify these credit totals.
	<b>Policy</b>	No more than six credits may come from the courses required in the students major or any one department.
	<b>Legal Studies, Minor Requirements</b>	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. Eight credits must be unique to the minor.
<b>Liberal Studies</b>	<b>Program Information</b>	Liberal Studies is a multidisciplinary degree that takes in aspects of many fields within the humanities. A degree in liberal studies can be used for a wide variety of post-graduate paths, and is great for those who have an interest in primarily studying history or philosophy in college. Liberal arts majors consistently perform well in the workplace and in admittance into law and business school, as well as graduate programs. Liberal Studies teaches research, evidence evaluation, communication, and problem solving. Those following this path oftentimes follow a history or philosophy tract, allowing for a more specialized focus of study.
	<b>Policy</b>	<ul style="list-style-type: none"> <li>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.</li> </ul>
	<b>Learning Outcomes</b>	<ul style="list-style-type: none"> <li>Develop the ability to define goals and outcomes for themselves and pursue them to completion</li> <li>Integrate ideas and information from at least two liberal arts disciplines</li> <li>Acquire knowledge of two major areas in the liberal arts</li> </ul>
	<b>Core Curriculum</b>	Core curriculum and mission seminars (32-52 credits) – see core curriculum section of catalog
	<b>Final Requirements</b>	Complete a minimum of 120 college-level credits.
	<b>Final Requirements</b>	Complete a minimum of 40 upper division credits (300/400).

<b>Liberal Studies</b>	<b>Liberal Studies - Incomplete Degree Audit</b>	LBST 212, 340, 399, 499, UNST 310, one to three credits of EXPL 487. The degree audit contains ONLY the requirements for the core curriculum and final degree requirements. Additional requirements for the liberal studies major are: Requirement II - 12 credits from each of two of the following disciplines - art, dance, English, history, mathematics, music, philosophy, political science, psychology, religious studies, science, sociology, theatre. Requirement III - 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). The requirement II and III courses are not listed on the degree audit until your advisor notifies the Office of the Registrar of your completion.
	<b>School of Humanites Graduation Requirmnt</b>	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, a year of study in the same language, a study abroad or immersion experience. Please see the university catalog or your advisor for more details. Certain circumstances may warrant a modification of the above and your advisor can explain those circumstances.
<b>Management and Leadership (B.B.A.)</b>	<b>Program Information</b>	Viterbo's management and leadership program prepares students for success by instilling the important leadership skills that employers seek. In addition to business concepts and theories, Viterbo students learn skills in communication, project management, problem-solving, and ethical decision-making. Viterbo graduates have an excellent reputation with area employers.
	<b>Policy</b>	<ul style="list-style-type: none"> <li>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.</li> <li>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.</li> </ul>
	<b>Learning Outcomes</b>	<ul style="list-style-type: none"> <li>Demonstrate an understanding of the planning, organizing, leading, and controlling processes of organizations.</li> <li>Apply principles of various disciplines to solve complex business issues.</li> <li>Demonstrate professional communication skills.</li> <li>Capability of ethically leading change through collaboration with diverse groups.</li> </ul>
	<b>Core Curriculum</b>	Core curriculum and mission seminars (32-52 credits) – see core curriculum section of catalog
	<b>Final Requirements</b>	Complete a minimum of 120 college-level credits.
	<b>Final Requirements</b>	Complete a minimum of 40 upper division credits (300/400).

<b>Management and Leadership (B.B.A.)</b>	<b>Mngmnt and Leadership, Major Requirements</b>	<p>ACCT 211, 212, BLAW 343, 344, ECON 101, 102, FINA 331, MATH 270, MGMT 101, 210, 230, 243, 250, 300, 305, 341, 342, 374, 375, 447, 449, 490, 492, MKTG 351, four credits of 487. (71 credits)</p> <p><b>Management and Leadership (transfer agreement) Major (Bachelor of Business Administration)</b></p> <p>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.</p> <ul style="list-style-type: none"> <li>• <b>Core curriculum and mission seminars (32-52 credits)</b> – see core curriculum section of catalog</li> <li>• <b>Major requirements (24-56 credits)</b> – see below</li> <li>• <b>Final degree requirements</b> – a minimum of 120 college level credits, minimum of 40 credits at the 300/400 level</li> </ul> <p>Transfer courses and waivers and/or substitutions could modify the required credit total in the core curriculum and major.</p> <p><b>Western TC - Business Analyst</b></p> <p>ACCT 211, BLAW 343, COMM 105, ECON 102, FINA 331, MGMT 341, 374, 447, 449, four credits of 487, 490, 492, MKTG 351</p> <p><b>Western TC - Business Management</b></p> <p>ACCT 212, BLAW 344, COMM-105, FINA 331, MGMT 305, 374, 375, 449, four credits of 487, 490, 492</p> <p><b>Western TC - Human Resource Management</b></p> <p>ACCT 211, COMM 105, ECON 102, FINA 331, MGMT 305, 374, 375, 447, 449, four credits of 487, 492, MKTG 351</p> <p><b>Western TC - Hospitality Management</b></p> <p>ACCT 211, COMM 105, FINA 331, MGMT 305, 341, 374, 375, 447, 449, four credits of 487, 490, 492, MKTG 351</p> <p><b>Western TC - Leadership Development</b></p> <p>ACCT 211, COMM 105, MGMT 374, 447, 449, four credits of 487, 490, 492, MKTG 351</p>
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<b>Marketing (B.B.A.)</b>	<b>Program Information</b>	Viterbo's marketing program prepares students for creating, communicating, and delivering messages of value in a rapidly evolving business world. Viterbo's marketing students benefit from a project-based curriculum that applies marketing theory in serving actual regional businesses, which provides students with real world experiences that employers seek. Classes are also taught by faculty members who bring their own unique business experiences to the classroom.
	<b>Policy</b>	<ul style="list-style-type: none"> <li>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.</li> <li>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.</li> </ul>
	<b>Learning Outcomes</b>	<ul style="list-style-type: none"> <li>Make strategic marketing decisions based on market research and environmental analysis.</li> <li>Analyze ethical implications of marketing messages presented to various audiences.</li> <li>Integrate the promotional mix variables into a comprehensive and consistent message.</li> <li>Implement the relationship selling model.</li> <li>Integrate all aspects of marketing to solve and manage a marketing related issue for a local business.</li> </ul>
	<b>Core Curriculum</b>	Core curriculum and mission seminars (32-52 credits) – see core curriculum section of catalog
	<b>Final Requirements</b>	Complete a minimum of 120 college-level credits.
	<b>Final Requirements</b>	Complete a minimum of 40 upper division credits (300/400).
	<b>Marketing, Major Requirements</b>	ACCT 211, BLAW 343, ECON 101, 102, FINA 331, MATH 270, MGMT 101, 210, 230, 243, 250, 300, 341, 374, 449, 492, MKTG 351, 353, 354, 356, 361, 362, 450, four credits of 487. (67 credits)

<b>Marketing (B.B.A.)</b>		<p><b>Marketing (transfer agreement) Major (Bachelor of Business Administration)</b></p> <p>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.</p> <ul style="list-style-type: none"> <li>• <b>Core curriculum and mission seminars (32-52 credits)</b> – see core curriculum section of catalog</li> <li>• <b>Major requirements (25-35 credits)</b> – see below</li> <li>• <b>Final degree requirements</b> – a minimum of 120 college level credits, minimum of 40 credits at the 300/400 level</li> </ul> <p>Transfer courses and waivers and/or substitutions could modify the required credit total in the core curriculum and major.</p> <p><b>Western TC - Digital Marketing</b></p> <p>ACCT 211, BLAW 343, FINA 331, MGMT 341, 374, 449, 492, MKTG 356, 361, 362, 450, four credits of 487</p> <p><b>Western TC - Digital Media Production</b></p> <p>ACCT 211, BLAW 343, ECON 102, FINA 331, MGMT 341, 374, 449, 492, MKTG 351, 353, 361, 362, 450</p> <p><b>Western TC - Marketing Management</b></p> <p>ACCT 211, BLAW 343, COMM 105, FINA 331, MGMT 341, 374, 449, 492, MKTG 361, 362, 450, three credits of 487</p> <p><b>Western TC - Sales Management</b></p> <p>ACCT 211, COMM 105, MGMT 374, 449, 492, MKTG 353, 354, 361, 362, 450, four credits of 487, six credits upper division electives</p>
<b>Marketing (Minor)</b>	<b>Program Information</b>	<p>Minors at Viterbo University generally require between 15-25 credits upon completion. Transfer course and waivers and/or substitutions could modify these credit totals.</p>
	<b>Marketing, Minor Requirements</b>	<p>MKTG 351, 361, nine credits from any MKTG courses or SPML 455. Eight credits must be unique to the minor.</p>

<b>Mathematics (B.S.)</b>	<b>Program Information</b>	Viterbo's mathematics program provides students with a foundation for quantitative and logical thinking, along with problem-solving skills that are highly valuable amongst employers. Students who enjoy thinking about how things work, like solving complex problems, and appreciate logic-based arguments thrive in this program and find satisfying careers within a variety of disciplines.
	<b>Learning Outcomes</b>	<ul style="list-style-type: none"> <li>• Ability to reason deductively</li> <li>• Demonstrate the ability to apply appropriate mathematical methods to novel or non-routine problems</li> <li>• Demonstrate the basic ability to perform computational, graphical, and algebraic procedures using a calculator or computer</li> <li>• Use the language of mathematics accurately and appropriately in oral presentations</li> <li>• Use the language of mathematics accurately and appropriately in written form</li> <li>• Demonstrate the ability to work creatively and independently</li> </ul>
	<b>Bachelor of Science Requirement</b>	Complete 11 credits of natural science and/or mathematics. (Courses that qualify for Scientific Reasoning in the Natural Sciences or Quantitative Literacy credit within the LIVE program may also count toward the total.)
	<b>Core Curriculum</b>	Core curriculum and mission seminars (32-52 credits) – see core curriculum section of catalog
	<b>Final Requirements</b>	Complete a minimum of 120 college-level credits.
	<b>Final Requirements</b>	Complete a minimum of 40 upper division credits (300/400).
	<b>Mathematics, Major Requirements</b>	MATH 220, 221, 230, 260, 320, 340, 344, 354, 420, 450, 499, PHYS 260, 270, (PHIL 105, PHYS 261/271 highly recommended). (48 credits)
<b>Mathematics (Minor)</b>	<b>Program Information</b>	Minors at Viterbo University generally require between 15–25 credits upon completion. Transfer course and waivers and/or substitutions could modify these credit totals.
	<b>Policy</b>	A student may be required to take MATH 112 or 113 as preparation for 220, depending on their initial placement.
	<b>Cert Math, Early Adol-Adolscnc, Minor Rqrmnts</b>	MATH 220, 221, 230, 260, 450. Eight credits must be unique to the minor.
	<b>Cert Math, Mid Chld-Early Adol, Minor Rqrmnts</b>	MATH 220, 230, 260, and 221 or 450. Eight credits must be unique to the minor.
	<b>Mathematics (pure), Minor Requirements</b>	MATH 221, 260, eight credits from MATH 330, 344, 420, 450, 499. Eight credits must be unique to the minor.
	<b>Mathematics, Minor Requirements</b>	MATH 220, 221, three courses from MATH 230, 260, 320, 321, 330, 340, 344, 365, 420, or 450. Eight credits must be unique to the minor.

<b>Music (B.A.)</b>	<b>Program Information</b>	Music has been referred to as the language of the universe. It has the power to inspire people to look at the world around them in new and critical ways. The music department at Viterbo University is flexible for students, and has experienced faculty that provide personalized attention, all in Viterbos state-of-the-art facilities. This major is great for those with a passion for music, and a desire to continue on into a professional setting as a performer, composer, or a business-owner.
	<b>Policy</b>	<ul style="list-style-type: none"> <li>• 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.</li> <li>• 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.</li> <li>• 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.</li> <li>• 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.</li> <li>• Applied Music – Private Lessons <ul style="list-style-type: none"> <li>◦ Music Majors - the 171 level is for freshman and sophomore standing and the 371 level is for junior and senior standing</li> <li>◦ 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</li> <li>◦ For majors other than music the 168 level is for freshmen and sophomore standing and the 368 level is for junior or senior standing</li> <li>◦ An applied lesson fee is charged for each credit of applied lessons – see Tuition and Fees</li> <li>◦ 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.</li> </ul> </li> </ul>
	<b>Learning Outcomes</b>	<ul style="list-style-type: none"> <li>• Demonstrate performance skills requisite for artistic self-expression in voice or piano and proficiency in keyboard, sight reading, and conducting.</li> <li>• Understand and employ the common elements and organizational patterns of music through analysis, arrangement, composition, and improvisation.</li> <li>• Distinguish the major eras, composers and genres of music history and literature within broad historical, cultural, and stylistic contexts</li> <li>• Apply knowledge of current teaching methods, materials, and technology to individual and group instruction in voice or piano.</li> </ul>
	<b>Bachelor of Arts Requirement</b>	Complete three classes (nine credits minimum) of world language in preferably one, but not more than two languages.

<b>Music (B.A.)</b>	<b>Core Curriculum</b>	Core curriculum and mission seminars (32-52 credits) – see core curriculum section of catalog
	<b>Final Requirements</b>	Complete a minimum of 120 college-level credits.
	<b>Final Requirements</b>	Complete a minimum of 40 upper division credits (300/400).
	<b>Music, Major Requirements</b>	MUSC 105, 116, 117, 151, 152, 205, 237 (voice), 238 (voice), 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 of MUVO 172/372 (voice), six credits MUSC electives. MUSC-237, 238, and MUVO-172/372 are for voice majors, piano majors should see the registrar's office for these to be waived in their degree audit. (39-43 credits)
		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; <a href="https://nasm.arts-accredit.org/">https://nasm.arts-accredit.org/</a>
<b>Music (Minor)</b>	<b>Program Information</b>	Minors at Viterbo University generally require between 15–25 credits upon completion. Transfer course and waivers and/or substitutions could modify these credit totals.
	<b>Music, Minor Requirements</b>	MUSC 105, 116, 117, 151, 152, 265, 327 or 328, two credits of applied music lessons; two semesters of ensembles. Eight credits must be unique to the minor.
<b>Music Education (B.M.)</b>	<b>Program Information</b>	Students who complete the music education program are qualified to apply for K–12 general/6–12 choral music certification through the Wisconsin Department of Public Instruction. Viterbos program has a strong reputation for producing caring and competent teachers, and has a high job placement rate for graduates. Viterbo has active student chapters of Music Educators National Association and American Choral Directors Association. This foundation, paired with education courses taken through the School of Education, prepares students for a teaching career in public or private schools.

<b>Music Education (B.M.)</b>	<b>Policy</b>	<ul style="list-style-type: none"> <li>• 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.</li> <li>• 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.</li> <li>• 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.</li> <li>• 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.</li> <li>• Applied Music – Private Lessons <ul style="list-style-type: none"> <li>◦ Music Majors - the 171 level is for freshman and sophomore standing and the 371 level is for junior and senior standing</li> <li>◦ 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</li> <li>◦ For majors other than music the 168 level is for freshmen and sophomore standing and the 368 level is for junior or senior standing</li> <li>◦ An applied lesson fee is charged for each credit of applied lessons – see Tuition and Fees</li> <li>◦ 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.</li> </ul> </li> </ul>
	<b>Learning Outcomes</b>	<ul style="list-style-type: none"> <li>• Demonstrate performance skills requisite for artistic self-expression in voice or piano and proficiency in keyboard, sight reading, and conducting.</li> <li>• Understand and employ the common elements and organizational patterns of music through analysis, arrangement, composition, and improvisation.</li> <li>• Distinguish the major eras, composers and genres of music history and literature within broad historical, cultural, and stylistic contexts</li> <li>• Apply knowledge of current teaching methods, materials, and technology to individual and group instruction in voice or piano.</li> </ul>
	<b>Core Curriculum</b>	Core curriculum and mission seminars (32-52 credits) – see core curriculum section of catalog
	<b>Final Requirements</b>	Complete a minimum of 120 college-level credits.
	<b>Final Requirements</b>	Complete a minimum of 40 upper division credits (300/400).
	<b>Music Education, Major Requirements</b>	Complete core curriculum course with a 2.75 GPA. Co-counting mission seminars may need to be substituted.

<b>Music Education (B.M.)</b>	<b>Music Education, Major Requirements</b>	EDUC 150, 215, 216, 255, 306, 330, 390, 482, 483, MUSC 340, 342, 425, 429. (39 credits)
	<b>Music Education, Major Requirements</b>	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. (46-50 credits)
		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; <a href="https://nasm.arts-accredit.org/">https://nasm.arts-accredit.org/</a> .
<b>Music Performance (B.M.)</b>	<b>Program Information</b>	Performing on stage is an exhilarating experience. Professional performers have the unique ability to exhibit the energy of a particular song, scene, or character and inspire the audience. The music performance program at Viterbo—which is accredited by the National Association of Schools of Music—works with nationally and internationally recognized artists/faculty in voice, piano, theory, and education. Students learn specific musical techniques, develop their own signature sound, perfect their skills as musicians, and learn to get into character for performances.

<b>Music Performance (B.M.)</b>	<b>Policy</b>	<ul style="list-style-type: none"> <li>• 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.</li> <li>• 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.</li> <li>• 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.</li> <li>• 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.</li> <li>• Applied Music – Private Lessons <ul style="list-style-type: none"> <li>◦ Music Majors - the 171 level is for freshman and sophomore standing and the 371 level is for junior and senior standing</li> <li>◦ 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</li> <li>◦ For majors other than music the 168 level is for freshmen and sophomore standing and the 368 level is for junior or senior standing</li> <li>◦ An applied lesson fee is charged for each credit of applied lessons – see Tuition and Fees</li> <li>◦ 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.</li> </ul> </li> <li>• Students pursuing a Bachelor of Music in Music Performance choose an emphasis in voice. 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.</li> </ul>
	<b>Learning Outcomes</b>	<ul style="list-style-type: none"> <li>• Demonstrate performance skills requisite for artistic self-expression in voice or piano and proficiency in keyboard, sight reading, and conducting.</li> <li>• Understand and employ the common elements and organizational patterns of music through analysis, arrangement, composition, and improvisation.</li> <li>• Distinguish the major eras, composers and genres of music history and literature within broad historical, cultural, and stylistic contexts</li> <li>• Apply knowledge of current teaching methods, materials, and technology to individual and group instruction in voice or piano.</li> </ul>
	<b>Core Curriculum</b>	Core curriculum and mission seminars (32-52 credits) – see core curriculum section of catalog

<b>Music Performance (B.M.)</b>	<b>Final Requirements</b>	Complete a minimum of 120 college-level credits.
	<b>Final Requirements</b>	Complete a minimum of 40 upper division credits (300/400).
	<b>Music Performance, Major Requirements</b>	Music Performance Core: 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. (28 credits) Must audition and complete paperwork to declare emphasis area: 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.
		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; <a href="https://nasm.arts-accredit.org/">https://nasm.arts-accredit.org/</a>
<b>Music Theatre (B.F.A.)</b>	<b>Program Information</b>	This conservatory-style program is for students who demonstrate the talent, potential, commitment, and drive needed to pursue careers as professional musical theatre artists. Students focus in acting, singing, and dancing while enriching their knowledge on the practice of theatre. The Viterbo program is an excellent choice for those who aspire to become professional artists.

<b>Music Theatre (B.F.A.)</b>	<b>Policy</b>	<ul style="list-style-type: none"> <li>• Students wishing to major in theatre or music theatre must audition and interview with a faculty committee.</li> <li>• 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.</li> <li>• 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.</li> <li>• 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.</li> <li>• 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.</li> <li>• 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.</li> </ul>
	<b>Learning Outcomes</b>	<ul style="list-style-type: none"> <li>• Demonstrate the ability to act, i.e., to project ones self believably in work and action into imaginary circumstances in roles in a wide variety of styles and formats</li> <li>• 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</li> <li>• Demonstrate musicianship by learning accurate rhythm, pitch, phrasing, tempi, and appropriate vocal style that is consistent with performance practice in their vocal repertoire</li> <li>• Demonstrate physical competence in dance and movement</li> <li>• Demonstrate a knowledge and understanding of basic production elements, including a thorough command of make-up for a variety of characters</li> <li>• Demonstrate knowledge of musical theatre repertory, the history of its development and the relationship of this history to styles of performance</li> <li>• Demonstrate effective audition techniques</li> </ul>
	<b>Core Curriculum</b>	Core curriculum and mission seminars (32-52 credits) – see core curriculum section of catalog

<b>Music Theatre (B.F.A.)</b>	<b>Final Requirements</b>	Complete a minimum of 120 college-level credits.
	<b>Final Requirements</b>	Complete a minimum of 40 upper division credits (300/400).
	<b>Music Theatre, Major Requirements</b>	MUSC 105, 153, 154, MUTH 326, 336, 339, 490, THTR 107, 121, 147, 155, 160 or 175 or 260, 180, 207, 221 or 227, 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. (74 credits).
<b>Neuroscience (B.S.)</b>	<b>Program Information</b>	Neuroscience majors develop the knowledge and skills necessary to systematically evaluate relationships between the brain and human/animal behavior. Students learn and test foundational and contemporary theories through scientific reasoning, laboratory experiences, and independent research. Graduates pursue professional degrees in health-related fields, advanced degrees in neuroscience or related disciplines, and entry-level careers in mental health services or biomedical research.
	<b>Policy</b>	<ul style="list-style-type: none"> <li>Students majoring in neuroscience must maintain a biology grade point average (GPA) of 2.25 to continue in and graduate from this program. The neuroscience GPA is based on all grades earned in the required and elective courses taken in neuroscience and required support courses. Any student whose neuroscience GPA falls below 2.25 will be placed on probation for one semester. If the neuroscience GPA is not raised during that semester, the student may not enroll in further neuroscience courses. An earned grade of a D or lower in any neuroscience or support course will not be credited toward the neuroscience major.</li> <li>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.</li> </ul>
	<b>Learning Outcomes</b>	<ul style="list-style-type: none"> <li>Understand and explain fundamental concepts in neuroscience, biology, and psychology.</li> <li>Read and analyze primary scientific literature in neuroscience, biology, and psychology.</li> <li>Integrate research findings across disciplines and levels of analysis.</li> <li>Develop hypotheses and design experiments.</li> <li>Collect, analyze, and interpret quantitative data.</li> </ul>
	<b>Bachelor of Science Requirement</b>	Complete 11 credits of natural science and/or mathematics. (Courses that qualify for Scientific Reasoning in the Natural Sciences or Quantitative Literacy credit within the LIVE program may also count toward the total.)
	<b>Core Curriculum</b>	Core curriculum and mission seminars (32-52 credits) – see core curriculum section of catalog
	<b>Final Requirements</b>	Complete a minimum of 120 college-level credits.
	<b>Final Requirements</b>	Complete a minimum of 40 upper division credits (300/400).
	<b>Neuroscience, Major Requirements</b>	BIOL 160, 161, 250, 251, 340, 397, CHEM 120, 121, MATH 230, NEUR 261, 324, 353, 430, 498 or BIOL 489 or BIOL 498, 499, PSYC 171, 305, 335. (54-60 credits)

<b>Neuroscience (Minor)</b>	<b>Program Information</b>	The total credits of the minor requirements are 15–16 . Transfer course, waivers and/or substitutions, and prerequisite courses could modify these credit totals.
	<b>Neuroscience, Minor Requirements</b>	NEUR 261, 324, 353, 430, PSYC 171. Eight credits must be unique to the minor.
<b>Nursing (BSN Degree Completion)</b>	<b>Program Information</b>	Viterbo’s BSN degree completion program is an online or hybrid program that allows students to complete a Bachelor of Science in Nursing degree following the completion of an associate or diploma degree in nursing. This flexible and personalized program is designed for working nurse professionals looking to complete their bachelor’s degree within one year, 18 months, or three years.
	<b>Policy</b>	<p><b>Admission to Professional Pathways</b></p> <p>This path is designed for students waiting to start nursing core courses at the technical school. Students will be eligible to apply for financial aid at Viterbo, so long as the student is not taking courses at any other institution and <b>has not</b> applied for aid elsewhere.</p> <p>The following program requirements must be completed and a Professional Pathway’s Verification form must be approved by the Associate Dean of the student’s respective nursing program. Students are required to:</p> <ul style="list-style-type: none"> <li>• Complete Anatomy and Physiology and either Advanced Anatomy and Physiology or Microbiology, with a minimum grade of “C” in both courses</li> <li>• Complete 15 credits of general education requirements, including: Written Communication, Speech, Sociology, Psychology, &amp; Developmental Psych, with a minimum 2.25 GPA</li> <li>• Maintain a minimum 2.25 GPA throughout the program</li> </ul> <p><b>Admission to Western Technical College/Viterbo Dual Enrollment</b></p> <p>Dual enrollment in the ADN and BSN Completion program allows students to complete a bachelor’s degree in nursing in an expedited manner, while enrolled in the nursing program at Western Technical College.</p> <p>The following program requirements must be completed and a Dual Enrollment Verification form must be approved by the Associate Dean. Students are required to:</p> <ul style="list-style-type: none"> <li>• Provide verification of admission into Western Technical College’s Nursing Program</li> <li>• Complete Western Technical College general education requirements (32 credits) with a grades of “C” or better</li> <li>• Sign financial aid Consortium Agreement</li> <li>• Attend dual enrollment orientation prior to the program beginning</li> <li>• Maintain a minimum 2.25 GPA throughout the program</li> </ul> <p>Students will complete the 38 required Western Technical College Nursing</p>

course credits for transfer to Viterbo's BSN Completion program: Nursing Fundamentals (2 cr.), Nursing Skills (3 cr.), Nursing Pharmacology (2 cr.), Nursing: Introduction to Clinical Practice (2 cr.), Nursing Health Alterations (3 cr.), Nursing Health Promotion (3 cr.), Nursing: Clinical Care Across the Lifespan (2 cr.), Nursing: Introduction to Clinical Management (2 cr.), Complex Health Alterations (3 cr.), Nursing: Mental Health and Community Concepts (2 cr.), Nursing: Intermediate Clinical Practice (3 cr.), Nursing Advanced Skills (1 cr.), Complex Health Alterations II (3 cr.), Nursing Management and Professional Concepts (2 cr.), Nursing: Advanced Clinical Practice (3 cr.), Nursing: Clinical Transition (2 cr.)

To complete the final two semesters of the BSN Completion Program applicants must:

- Submit documentation of successful completion of the Associate Degree in Nursing
- Once full-time at Viterbo, submit U.S. registered nursing license within 8 weeks

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

- To be admitted to the BSN 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.
- Students will be considered for admission as long as they have a cumulative grade point average of at least 2.25 on a 4.00 scale.

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

- Up to 38 credits of lower division nursing credits will be awarded to the BSN 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 BSN 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 BSN 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 may 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 BSN 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.

#### **Learning Outcomes**

- Incorporate effective interpersonal and inter-professional

		<ul style="list-style-type: none"> <li>communication and collaboration skills</li> <li>• Articulate the direct and indirect relationship of healthcare policy, finance, and regulations</li> <li>• Assimilate professional values of altruism, autonomy, human dignity, integrity, and social justice</li> <li>• Integrate health promotion, disease prevention, and safety principles for individuals and populations</li> <li>• Incorporate an evidence based practice approach to clinical decision making</li> <li>• Integrate critical thinking processes in an increasingly complex healthcare environment</li> </ul>
	<b>Bachelor of Science Requirement</b>	Complete 11 credits of natural science and/or mathematics. (Courses that qualify for Scientific Reasoning in the Natural Sciences or Quantitative Literacy credit within the LIVE program may also count toward the total.)
	<b>Core Curriculum</b>	Core curriculum and mission seminars (32-52 credits) – see core curriculum section of catalog
	<b>Final Requirements</b>	Complete a minimum of 120 college-level credits.
	<b>Final Requirements</b>	Complete a minimum of 40 upper division credits (300/400).
	<b>Nursing (Degree Completion), Major Requirements</b>	NURS 315 or MATH 130, NURS 340, 353, 450, 451, 462, 472, 476, 481. (26 credits)
<b>Nursing (BSN)</b>	<b>Program Information</b>	Viterbo's nursing program is highly reputable with graduates sought after by employers. The program features a curriculum that prepares students for contemporary nursing practice. There are various pathways for admission, including direct admission. The program has a history of high state board (NCLEX-RN®) pass rates and a large following of alumni who greatly value the education they received in the program.
	<b>Policy</b>	<p><b>Admission to the Nursing Major (traditional BSN)</b></p> <p>The following requirements must be met in order to be accepted as a nursing major:</p> <ul style="list-style-type: none"> <li>• composite ACT score of 18</li> <li>• high school rank in the 50th percentile or higher; applicants with no high school rank</li> <li>• must have a high school grade point average of 3.0/4.0 scale</li> <li>• completion of one year of high school chemistry, or equivalent, with grades of C or better</li> <li>• completion of two years of high school algebra, or equivalent, with grades of C or better</li> </ul> <p><b>Admission to the Professional Nursing Program (traditional BSN)</b></p> <ul style="list-style-type: none"> <li>• FALL COHORT <ul style="list-style-type: none"> <li>◦ Completed prerequisites and in-process prerequisites during spring semester. The application deadline is May 15. Applicants will be notified of admission decisions by June 1. Admitted students have until June 15 to accept offer of admission.*</li> </ul> </li> </ul>

- Incomplete prerequisites in-process during summer. Students may apply at any time. Additional applicants will be notified of admission decisions on a rolling basis through June, July and August. Admittance is dependent upon available seats. Applicants will be reviewed in order of course completion date and grade submission. The course grade may be submitted via an unofficial transcript or screen shot.
- SPRING COHORT
  - Completed prerequisites and in-process prerequisites during fall semester. The application deadline is December 1. Applicants will be notified of admission decisions by December 23. Admitted students have until January 9 to accept offer of admission.\*

\*Dates above may be adjusted for weekends and/or holidays.

- 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 1st 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)**

- Transfer students will have the option to apply for direct entry into the professional nursing sequence if they meet all the qualifications.
- 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 18.
    - Applicants with a composite ACT score below 18 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:
  - 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
- 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);
- Health physical, immunizations, and criminal background check

The deadline to complete these additional requirements is designated in the acceptance letters to the professional nursing sequence.

### **Clinical Requirements (traditional BSN) ALL STUDENTS**

- Prior to starting the professional nursing sequence, students must show completion of the following:
  - Current state certification as a nursing assistant (CNA),
  - Current CPR for Health Professionals (American Heart Association),
  - Up-to-date health history and immunization profile including:
    - Physical examination report;
    - Record of up-to-date immunization status including – tetanus, diphtheria, measles, mumps, rubella, hepatitis B, and varicella; results of an annual Tuberculin test
    - 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-sciencenursing/student-handbook>.

### **Progression in the Professional Nursing Sequence (traditional BSN)**

	<ul style="list-style-type: none"> <li>• 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.</li> <li>• 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.</li> <li>• 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.</li> </ul> <p><b>Readmission Policy (traditional BSN)</b></p> <ul style="list-style-type: none"> <li>• 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 Associate Dean of Undergraduate Nursing Programs. The completed readmission packet will be evaluated on an individual basis by a readmission board.</li> </ul>
<b>Learning Outcomes</b>	<ul style="list-style-type: none"> <li>• Incorporate effective interpersonal and inter-professional communication and collaboration skills</li> <li>• Articulate the direct and indirect relationship of healthcare policy, finance, and regulations</li> <li>• Assimilate professional values of altruism, autonomy, human dignity, integrity, and social justice</li> <li>• Integrate health promotion, disease prevention, and safety principles for individuals and populations</li> <li>• Incorporate an evidence based practice approach to clinical decision making</li> <li>• Integrate critical thinking processes in an increasingly complex healthcare environment</li> </ul>
<b>Bachelor of Science Requirement</b>	Complete 11 credits of natural science and/or mathematics. (Courses that qualify for Scientific Reasoning in the Natural Sciences or Quantitative Literacy credit within the LIVE program may also count toward the total.)
<b>Core Curriculum</b>	Core curriculum and mission seminars (32-52 credits) – see core curriculum section of catalog
<b>Final Requirements</b>	Complete a minimum of 120 college-level credits.
<b>Final Requirements</b>	Complete a minimum of 40 upper division credits (300/400).
<b>Nursing, Major Requirements</b>	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. 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. (86-91 credits)

<b>Nutrition Sciences (B.S.)</b>	<b>Program Information</b>	Nutrition sciences is the science of nutrition and so by its nature, it encompasses other scientific disciplines including biology, chemistry, and biochemistry. It is also the study of how food and nutrients affect the human body requiring study of food science, anatomy, and physiology. The programs curriculum highlights foundational knowledge and skills as well as overall concepts, values, research methods, and applications that could prepare you to pursue a variety of career opportunities in health care and nutrition science-related industries. The ultimate objective of Nutrition Science is to understand how nutrition can play a role in health and disease prevention and focuses on building content knowledge and skills in the broad areas of nutrition science and health care.
	<b>Learning Outcomes</b>	<ul style="list-style-type: none"> <li>• Scientific and Evidence Base of Practice: Integrate scientific information and translation of research into practice.</li> <li>• Professional Practice Expectations: Knowledge of beliefs, values, attitudes and behaviors for professional practice.</li> <li>• Clinical and Customer Services: Develop and deliver information, products and services to individuals, groups and populations.</li> <li>• Practice Management and Use of Resources: Strategically apply principles of management and systems in the provision of services to individuals and organizations.</li> <li>• Provide nutrition education to community groups for health promotion and disease prevention using a variety of technology</li> </ul>
	<b>Bachelor of Science Requirement</b>	Complete 11 credits of natural science and/or mathematics. (Courses that qualify for Scientific Reasoning in the Natural Sciences or Quantitative Literacy credit within the LIVE program may also count toward the total.)
	<b>Core Curriculum</b>	Core curriculum and mission seminars (32-52 credits) – see core curriculum section of catalog
	<b>Final Requirements</b>	Complete a minimum of 120 college-level credits.
	<b>Final Requirements</b>	Complete a minimum of 40 upper division credits (300/400).
	<b>Nutrition Science, Major Requirements</b>	NUTR 140, 173, 273, 340, 341, 351, 352, 368, 370, 372, 374, 470, 472, 478, 481, BIO 104, 114, 296, CHEM 106 or 120 and 121, CHEM 140 or 240, 305, MATH 130 or 230, MGMT 341, 342, PSYC 171, 270, 424. (89-106 credits)

**Nutrition Sciences (B.S.)**

**Undergraduate Student Enrollment in Master of Science in Community Medical Dietetics**

Students seeking to meet the requirements for the registered dietitian nutritionist credential can apply to the Master of Science in Community Medical Dietetics (MSCMD) program for provisional admittance. Students must meet the following requirements:

- 1st semester of senior year
- GPA of 3.25 or higher
- Prerequisites of all courses in the BS program

Students would complete all admission requirements for the MSCMD program including application and GRE scores by October 1 of senior year 1st semester and submission of their final undergraduate transcript 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 MSCMD Program Director.

<b>Organizational Management (B.B.A. Degree Completion)</b>	<b>Program Information</b>	Viterbo's organizational management degree completion program is an online program that allows students to complete a Bachelor of Business Administration degree using previously earned college credit, military credit, or credit for prior learning. Most students enter this program with 30+ prior college credits in business disciplines. Organizational management represents the study of organizational theory and management, allowing students to build upon their practical experience and skills while expanding upon knowledge in finance, marketing, and accounting.
	<b>Policy</b>	<ul style="list-style-type: none"> <li>• 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.</li> <li>• 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.</li> <li>• Students completing an adult learning degree completion bachelors degree may not concurrently double major or double degree in a major offered as a traditional student major.</li> </ul>
	<b>Learning Outcomes</b>	<ul style="list-style-type: none"> <li>• Comprehend and apply concepts of human resource planning, personnel selection, motivation, and performance evaluation.</li> <li>• Demonstrate an understanding of how individuals and groups influence organizational behavior, and demonstrate the ability to work in teams.</li> <li>• Demonstrate the ability to apply communication skills in a variety of interpersonal and organizational settings.</li> <li>• Apply principles of various business disciplines (such as statistics, accounting, and finance) to solve complex problems.</li> <li>• Demonstrate sound ethical decision-making skills to solve ethical problems in organizations.</li> <li>• Understand and demonstrate mastery of management theories, principles, processes, and skills.</li> </ul>
	<b>Core Curriculum</b>	Core curriculum and mission seminars (32-52 credits) – see core curriculum section of catalog
	<b>Final Requirements</b>	Complete a minimum of 120 college-level credits.
	<b>Final Requirements</b>	Complete a minimum of 40 upper division credits (300/400).
	<b>Orgnztnl Mngmnt (Degree Compltn), Major Reqrmnts</b>	BLAW 343, ECON 101 or 102, INFO 200 or MGMT 210 or three credits INFO, OMGT 302 or any Written Communications II course, 305 or any Quantitative Literacy course, 306 or MGMT 341 or HMGT 306, 308 or three credits of ACCT or ACCD, 309 or MKTG 351 or three credits of MKTG, 318 or FINA 331 or three credits of FINA, 400 or MGMT 342, 401 of MGMT 449, 402, 410 or MGMT 447. (39 credits)
		<b>Organizational Management (transfer agreement/degree completion) Major (Bachelor of Business Administration)</b>

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.

#### **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, OMGT, 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, OMGT, SPML, SVLD

#### **Western TC - Digital Marketing**

BLAW 343, OMGT 305, 306, 308, 318, 400, 401, 402, 410

#### **Western TC - Digital Media**

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, OMGT, 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,

		<p>MKTG, OMGT, SPML, SVLD</p> <p><b>Western TC - Human Resource Management</b></p> <p>BLAW 343, COMM 105, ECON 102, OMGT 305, 306, 308, 309, 318, 401, 402, 410</p> <p><b>Western TC - Leadership Development</b></p> <p>COMM 105, OMGT 305, 308, 309, 401, 402, 410, nine upper division credits from ACCT, BLAW, COMM, ECON, FINA, HMGT, MGMT, MKTG, OMGT, SPML, SVLD</p> <p><b>Western TC - Marketing Management</b></p> <p>BLAW 343, COMM 105, OMGT 305, 306, 308, 318, 400, 401, 402, 410, five credits from ACCT, BLAW, COMM, ECON, FINA, HMGT, MGMT, MKTG, OMGT, SPML, SVLD</p> <p><b>Western TC - Paralegal</b></p> <p>COMM 105, ECON 102, OMGT 305, 306, 308, 309, 318, 400, 401, 402, 410, two credits from ACCT, BLAW, COMM, ECON, FINA, HMGT, MGMT, MKTG, OMGT, SPML, SVLD</p> <p><b>Western TC - Sales Management</b></p> <p>COMM 105, OMGT 305, 308, 400, 401, 402, 410, nine upper division credits from ACCT, BLAW, COMM, ECON, FINA, HMGT, MGMT, MKTG, SPML, SVLD</p>
<b>Philosophy (Minor)</b>	<b>Program Information</b>	<p>Philosophy is being recognized more and more as one of the strongest and most versatile fields of study. In fact, we live in an age where employers want employees to be more than just knowledgeable in their chosen field, employers want critical thinkers, clear communicators, and ethical decision makers. These skills are central to the study of philosophy, and are taught to students pursuing the philosophy minor. This minor is a great supplement for those going into the business world, law, or public policy.</p>
	<b>Philosophy, Minor Requirements</b>	<p>PHIL 100 or 101, fifteen credits of PHIL. Eight credits must be unique to the minor.</p>
<b>Political Science (Minor)</b>	<b>Program Information</b>	<p>Students pursuing a political science minor deepen their knowledge on how governments, institutions, public policy, and political behavior work in the modern world. The political science minor at Viterbo University helps students who plan on entering careers in government service, public policy, journalism, and other related professions. Many students study political science to help prepare for law school and other graduate programs as well.</p>
	<b>Political Science, Minor Requirements</b>	<p>POSC 121, HIST 308, 315, one course from PHIL 315, 346, 360, one course from COMM 414, HIST 247, SOCL 354, SPAN 456. Eight credits must be unique to the minor.</p>

<b>Psychology (B.S.)</b>	<b>Program Information</b>	Viterbo's psychology program provides students with faculty mentors who teach a curriculum that includes development, emotions, social influences on behavior, the brain, cognitive processes, mental health, communication, and interpersonal skills. The coursework and experiences in this program prepare students to become licensed counselors or to pursue advanced degrees in a variety of medical, research, private, or nonprofit sectors.
	<b>Learning Outcomes</b>	<ul style="list-style-type: none"> <li>• Demonstrate knowledge of key concepts, principles, and theories in primary content domains of psychology</li> <li>• Employ scientific reasoning and critical thinking when evaluating and conducting psychological research</li> <li>• Explain and apply ethical principles and standards in the evaluation of psychology science and practice</li> <li>• Demonstrate effective interpersonal, oral, and written communication skills as they relate to psychological science and practice</li> <li>• Identify their interests and strengths in order to determine realistic and meaningful career options</li> </ul>
	<b>Bachelor of Science Requirement</b>	Complete 11 credits of natural science and/or mathematics. (Courses that qualify for Scientific Reasoning in the Natural Sciences or Quantitative Literacy credit within the LIVE program may also count toward the total.)
	<b>Core Curriculum</b>	Core curriculum and mission seminars (32-52 credits) – see core curriculum section of catalog
	<b>Final Requirements</b>	Complete a minimum of 120 college-level credits.
	<b>Final Requirements</b>	Complete a minimum of 40 upper division credits (300/400).
	<b>Psychology, Major Requirements</b>	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. (38-47 credits)

<p><b>Psychology (B.S.)</b></p>		<p><b>Psychology (transfer agreement) Major (Bachelor of Science)</b>  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.</p> <p><b>Psychology (transfer agreement) Major (Bachelor of Science)</b>  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.</p> <p><b>Undergraduate Student Enrollment in Master of Science in Mental Health Counseling</b></p> <p>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:</p> <ul style="list-style-type: none"> <li>• 2nd semester of junior year</li> <li>• GPA of 3.25 or higher</li> <li>• Prerequisites of PSYC 171, 340 and a research methods course</li> </ul> <p>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.</p>
<p><b>Psychology (Minor)</b></p>	<p><b>Program Information</b></p> <p><b>Policy</b></p> <p><b>Psychology, Minor Requirements</b></p>	<p>Minors at Viterbo University generally require between 15–25 credits upon completion. Transfer course and waivers and/or substitutions could modify these credit totals.</p> <p>Students seeking the psychology minor should confer with department faculty on course selection.</p> <p>Complete PSYC 171, 12 credits of PSYC (six credits must be at the upper division level). Eight credits must be unique to the minor.</p>

<b>Religious Studies and Theology (B.A.)</b>	<b>Program Information</b>	Viterbo’s religious studies and theology program focuses on social justice and the complexities of religions and spirituality in the modern world. At Viterbo, this process begins with dedicated faculty, both lay and religious, who are actively engaged in theological research and scholarship. Faculty guide and mentor students to examine religious history as well as Christian, Franciscan, and sacramental theologies, scripture, and moral reasoning.
	<b>Learning Outcomes</b>	<ul style="list-style-type: none"> <li>• Students will analyze practices of faith found in sacred and foundational texts, demonstrating how various people practice their faith.</li> <li>• Students will demonstrate knowledge of faith perspectives through history, practices, and sacred, foundational texts, connecting them to doctrinal practices.</li> <li>• 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.</li> <li>• Students will demonstrate learned leadership skill for functioning as ethical and just leaders in our diverse, contemporary world.</li> <li>• Students will articulate the Christian concept of the common good and its application to contemporary issues.</li> </ul>
	<b>Bachelor of Arts Requirement</b>	Complete three classes (nine credits minimum) of world language in preferably one, but not more than two languages.
	<b>Core Curriculum</b>	Core curriculum and mission seminars (32-52 credits) – see core curriculum section of catalog
	<b>Final Requirements</b>	Complete a minimum of 120 college-level credits.
	<b>Final Requirements</b>	Complete a minimum of 40 upper division credits (300/400).
	<b>Religious Studies and Theology, Major Requirements</b>	RLST 160, 222, 331, 343, 348, 425, 433, 450, 465, 481, six credits of RLST electives, three credits of RLST 487 (39 credits)
	<b>School of Humanites Graduation Rquirmnt</b>	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, a year of study in the same language, a study abroad or immersion experience. Please see the university catalog or your advisor for more details. Certain circumstances may warrant a modification of the above and your advisor can explain those circumstances.
<b>Religious Studies and Theology (Minor)</b>	<b>Program Information</b>	Minors at Viterbo University generally require between 15–25 credits upon completion. Transfer course and waivers and/or substitutions could modify these credit totals.
	<b>Religious Studies and Theology, Minor Requirements</b>	RLST-160 or 305 or 342 (VUSM-120 may be substituted), nine credits RLST electives numbered 300 or higher, three credits PHIL electives numbered 300 or higher. Eight credits must be unique to the minor.

<b>Sacred Music (Minor)</b>	<b>Program Information</b>	Minors at Viterbo University generally require between 15–25 credits upon completion. Transfer course and waivers and/or substitutions could modify these credit totals.
	<b>Sacred Music, Minor Requirements</b>	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. Eight credits must be unique to the minor.
<b>Science (Minor)</b>	<b>Program Information</b>	The science minor at Viterbo University is geared towards those in the School of Education. There is a high credit requirement for this minor as a result of the minors purpose of preparing students to become science teachers upon graduation. The relevant academic routes for students pursuing a science minor would fall into the Middle/Secondary Early Adolescence through Adolescence (6–12) program. This program includes: - biology - broad field science - chemistry What this means, is that a science minor greatly enhances the education and qualification for those who plan on majoring to become biology, science, or chemistry teachers at the 6-12th grade levels. The total credits of the minor are 27-28. Transfer course and waivers and/or substitutions could modify these credit totals.
	<b>Science Minor</b>	BIOL 100 and 203 or 160 and 161; 402; CHEM 106 or 120 and 140; ENVS 101; ESCI 103; PHYS 102 or 250. Eight credits must be unique to the minor.
<b>Secondary and Middle School English Education (B.S.)</b>	<b>Program Information</b>	English education offers Viterbo students the ability to pair the knowledge and understanding of an English major with the knowledge and skills to be an effective English teacher in middle school and high school settings. Preparation as an English teacher allows students to develop their own creative self expression, develop as writers, and increase their critical thinking through analysis of literature . This field is perfect for those who have always enjoyed English courses, and feel that teaching is their passion. A minimum of 11 credits in natural science and/or mathematics courses are required for the Bachelor of Science path.

Secondary and Middle School English Education (B.S.)

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.

<b>Secondary and Middle School English Education (B.S.)</b>	<b>Bachelor of Science Requirement</b>	Complete 11 credits of natural science and/or mathematics. (Courses that qualify for Scientific Reasoning in the Natural Sciences or Quantitative Literacy credit within the LIVE program may also count toward the total.)
	<b>Core Curriculum</b>	Core curriculum and mission seminars (32-52 credits) – see core curriculum section of catalog
	<b>Final Requirements</b>	Complete a minimum of 120 college-level credits.
	<b>Final Requirements</b>	Complete a minimum of 40 upper division credits (300/400).
	<b>English Education, Major Requirements</b>	EDUC 150, 215, 255, 300, 302, 306, 330, 390, 459 or 463, 482, 483. (36 credits)
	<b>English Education, Major Requirements</b>	EDUC 316, ENGL 112, 211, 218, 219, 253, 255, 273, 329, 332, 336, 401, 481, six credits from 213, 214, 307, 311, 312, 317, MKTG 361, three credits from 342, 343, 344, three credits from 350, 351, 352. (43 credits)
<b>Secondary and Middle School Mathematics Education (B.S.)</b>	<b>Program Information</b>	The mathematics education major at Viterbo University explores many different concepts, particularly patterns, space, and change. The degree provides a solid foundation in logical and critical thinking and unique problem solving skills. This foundation, paired with education courses taken through the School of Education, prepares students for a career in secondary education. These skills, and degree, also translate well into other in-demand fields, such as business, industry, and government.

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.

<b>Secondary and Middle School Mathematics Education (B.S.)</b>	<b>Bachelor of Science Requirement</b>	Complete 11 credits of natural science and/or mathematics. (Courses that qualify for Scientific Reasoning in the Natural Sciences or Quantitative Literacy credit within the LIVE program may also count toward the total.)
	<b>Core Curriculum</b>	Core curriculum and mission seminars (32-52 credits) – see core curriculum section of catalog
	<b>Final Requirements</b>	Complete a minimum of 120 college-level credits.
	<b>Final Requirements</b>	Complete a minimum of 40 upper division credits (300/400).
	<b>Mathematics Education, Major Requirements</b>	EDUC 150, 215, 255, 300, 302, 306, 330, 390, 459 or 463, 482, 483. (36 credits)
	<b>Mathematics Education, Major Requirements</b>	EDUC-316, MATH-220, 221, 230, 260, 320, 321, 330, 365, 450, 499, PHYS 260, 270. (40 credits)
<b>Secondary and Middle School Science Education (B.S.)</b>	<b>Program Information</b>	A degree in science education prepares the student to lead a science classroom at the middle and high school levels in a way that sets pupils up to enjoy their curriculum, and seek more scientific knowledge. This major is perfect for those who want to teach, and have a passion for the sciences.

<p><b>Secondary and Middle School Science Education (B.S.)</b></p>	<p><b>Learning Outcomes</b></p>	<p>Developed by the Interstate Teacher Assessment and Support Consortium (InTASC) and adopted by Wisconsin Department of Public Instruction (DPI)</p> <ul style="list-style-type: none"> <li>• <b>LEARNER DEVELOPMENT</b> – 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.</li> <li>• <b>LEARNING DIFFERENCES</b> – 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.</li> <li>• <b>LEARNING ENVIRONMENTS</b> – 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.</li> <li>• <b>CONTENT KNOWLEDGE</b> – 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.</li> <li>• <b>APPLICATION OF CONTENT</b> – 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.</li> <li>• <b>ASSESSMENT</b> – 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.</li> <li>• <b>PLANNING FOR INSTRUCTION</b> – 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.</li> <li>• <b>INSTRUCTIONAL STRATEGIES</b> – 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.</li> <li>• <b>PROFESSIONAL LEARNING AND ETHICAL PRACTICE</b> – 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.</li> <li>• <b>LEADERSHIP AND COLLABORATION</b> – 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.</li> <li>• <b>VITERBO STANDARD</b> – The teacher demonstrates personal qualities and values which reflect the Franciscan values identified in the Viterbo University teacher education conceptual framework.</li> </ul>
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<b>Secondary and Middle School Science Education (B.S.)</b>	<b>Bachelor of Science Requirement</b>	Complete 11 credits of natural science and/or mathematics. (Courses that qualify for Scientific Reasoning in the Natural Sciences or Quantitative Literacy credit within the LIVE program may also count toward the total.)
	<b>Core Curriculum</b>	Core curriculum and mission seminars (32-52 credits) – see core curriculum section of catalog
	<b>Final Requirements</b>	Complete a minimum of 120 college-level credits.
	<b>Final Requirements</b>	Complete a minimum of 40 upper division credits (300/400).
	<b>Science Education, Major Requirements</b>	BIOL-160, 161, 250, 251, CHEM-120, 121, 240, ESCI-103, ENVS-101, MATH-230, PHYS-102, PHYS-250 or 260, 251 or 261, 270, 271, six credits of upper division BIOL or CHEM. (58 credits)
	<b>Science Education, Major Requirements</b>	EDUC 150, 215, 255, 300, 302, 306, 330, 390, 459 or 463, 482, 483. (36 credits)
<b>Secondary and Middle School Social Studies Education (B.S.)</b>	<b>Program Information</b>	Broad field social studies education combines the study of history with the breadth of insights and understanding from the social sciences. The program prepares students for teaching positions in economics, geography, history, political science, psychology, or sociology. Students also take courses in the School of Education, and learn the educational tools and social studies knowledge needed in order to be a successful teacher at the middle and secondary school levels. This foundation, paired with education courses taken through the School of Education, prepares students for a teaching career in public or private schools.

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.

<b>Secondary and Middle School Social Studies Education (B.S.)</b>	<b>Bachelor of Science Requirement</b>	Complete 11 credits of natural science and/or mathematics. (Courses that qualify for Scientific Reasoning in the Natural Sciences or Quantitative Literacy credit within the LIVE program may also count toward the total.)
	<b>Core Curriculum</b>	Core curriculum and mission seminars (32-52 credits) – see core curriculum section of catalog
	<b>Final Requirements</b>	Complete a minimum of 120 college-level credits.
	<b>Final Requirements</b>	Complete a minimum of 40 upper division credits (300/400).
	<b>Social Studies Education, Major Requirements</b>	ECON 101, 102, EDUC 316, ESCI 103, ENVS 101, GEOG 132, HIST 101 or 105, 102 or 106, 111, 112, 370 or 373, POSC 121, PSYC 171, RLST 433, SOCL 125, six credits of upper division HIST (excluding 487 or portfolio). (53 credits)
	<b>Social Studies Education, Major Requirements</b>	EDUC 150, 215, 255, 300, 302, 306, 330, 390, 459 or 463, 482, 483. (36 credits)
<b>Servant Leadership (Minor)</b>	<b>Program Information</b>	A minor in servant leadership at Viterbo University provides an opportunity for individuals to develop and deepen their vocation to engage in competent, creative, and faithful leadership that works for the common good. Those with this minor generally plan on serving as a leader in ministry, non-profit organizations, or business. The total credits of the minor requirements are 15. Transfer course, waivers and/or substitutions, and prerequisite courses could modify these credit totals.
	<b>Servant Leadership Minor Rqmts</b>	SVLD 260, 450, nine credits from MGMT 375, NURS 301, 460, 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. Eight credits must be unique to the minor.
<b>Social Work (B.A.)</b>	<b>Program Information</b>	Viterbo's social work program is nationally accredited by the Council on Social Work Education and provides students with the hands-on and experiential learning necessary to prepare them for a rewarding and dynamic profession. As part of this program, students will participate in a 30-hour per week, 450-hour internship in a social service setting working with a trained social work field instructor. Small classes and challenging courses are led by caring faculty who have extensive experience as social workers.
	<b>Policy</b>	<ul style="list-style-type: none"> <li>• Admission <ul style="list-style-type: none"> <li>◦ 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.</li> <li>◦ 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</li> </ul> </li> </ul>

		<p>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.</p> <ul style="list-style-type: none"> <li>◦ 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 <i>Social Work Student Handbook</i>.</li> <li>◦ 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.</li> </ul> <ul style="list-style-type: none"> <li>• Progression in the professional phase of the social work program <ul style="list-style-type: none"> <li>◦ 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.</li> </ul> </li> <li>• Admission to Field Education <ul style="list-style-type: none"> <li>◦ 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.</li> </ul> </li> </ul>
	<p><b>Learning Outcomes</b></p>	<ul style="list-style-type: none"> <li>• Demonstrate ethical and professional behavior</li> <li>• Engage diversity and difference in practice</li> <li>• Advance human rights and social, economic, and environmental justice</li> <li>• Engage in practice-informed research and research-informed practice</li> <li>• Engage in policy practice</li> </ul>

	<ul style="list-style-type: none"> <li>• Engage with individuals, families, groups, organizations, and communities</li> <li>• Assess individuals, families, groups, organizations, and communities</li> <li>• Intervene with individuals, families, groups, organizations, and communities</li> <li>• Evaluate practice with individuals, families, groups, organizations, and communities</li> </ul>
<b>Bachelor of Arts Requirement</b>	Complete three classes (nine credits minimum) of world language in preferably one, but not more than two languages.
<b>Core Curriculum</b>	Core curriculum and mission seminars (32-52 credits) – see core curriculum section of catalog
<b>Final Requirements</b>	Complete a minimum of 120 college-level credits.
<b>Final Requirements</b>	Complete a minimum of 40 upper division credits (300/400).
<b>Social Work, Major Requirements</b>	A minimum 2.50 GPA is required in some courses (see policy).
<b>Social Work, Major Requirements</b>	A minimum grade of C is required in some courses (see policy).
<b>Social Work, Major Requirements</b>	Major requirements: 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. (46 credits)
<b>Social Work, Major Requirements</b>	Pre-professional curriculum requirements: BIOL 104 and 114 or 203, ENGL 103 and 104 or 105 or 195, POSC 121, PSYC 171, SOCL 125, SOWK 210, 240, 275. (26-32 credits)
	<p><b>Undergraduate Student Enrollment in Master of Science in Mental Health Counseling</b></p> <p>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:</p> <ul style="list-style-type: none"> <li>• 2nd semester of junior year</li> <li>• GPA of 3.25 or higher</li> <li>• Prerequisites of PSYC 171, 340 and a research methods course</li> </ul> <p>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.</p>

<b>Social Work (B.S.)</b>	<b>Program Information</b>	<p>Viterbo's social work program is nationally accredited by the Council on Social Work Education and provides students with the hands-on and experiential learning necessary to prepare them for a rewarding and dynamic profession. As part of this program, students will participate in a 30-hour per week, 450-hour internship in a social service setting working with a trained social work field instructor. Small classes and challenging courses are led by caring faculty who have extensive experience as social workers.</p>
	<b>Policy</b>	<ul style="list-style-type: none"> <li>• Admission <ul style="list-style-type: none"> <li>◦ 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.</li> <li>◦ 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.</li> <li>◦ 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 <i>Social Work Student Handbook</i>.</li> <li>◦ 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.</li> </ul> </li> <li>• Progression in the professional phase of the social work program <ul style="list-style-type: none"> <li>◦ 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.</li> </ul> </li> <li>• Admission to Field Education <ul style="list-style-type: none"> <li>◦ 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</li> </ul> </li> </ul>

	<p>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.</p>
<b>Learning Outcomes</b>	<ul style="list-style-type: none"> <li>• Demonstrate ethical and professional behavior</li> <li>• Engage diversity and difference in practice</li> <li>• Advance human rights and social, economic, and environmental justice</li> <li>• Engage in practice-informed research and research-informed practice</li> <li>• Engage in policy practice</li> <li>• Engage with individuals, families, groups, organizations, and communities</li> <li>• Assess individuals, families, groups, organizations, and communities</li> <li>• Intervene with individuals, families, groups, organizations, and communities</li> <li>• Evaluate practice with individuals, families, groups, organizations, and communities</li> </ul>
<b>Bachelor of Science Requirement</b>	Complete 11 credits of natural science and/or mathematics. (Courses that qualify for Scientific Reasoning in the Natural Sciences or Quantitative Literacy credit within the LIVE program may also count toward the total.)
<b>Core Curriculum</b>	Core curriculum and mission seminars (32-52 credits) – see core curriculum section of catalog
<b>Final Requirements</b>	Complete a minimum of 120 college-level credits.
<b>Final Requirements</b>	Complete a minimum of 40 upper division credits (300/400).
<b>Social Work, Major Requirements</b>	A minimum 2.50 GPA is required in some courses (see policy).
<b>Social Work, Major Requirements</b>	A minimum grade of C is required in some courses (see policy).
<b>Social Work, Major Requirements</b>	Major requirements: 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. (46 credits)
<b>Social Work, Major Requirements</b>	Pre-professional curriculum requirements: BIOL 104 and 114 or 203, ENGL 103 and 104 or 105 or 195, POSC 121, PSYC 171, SOCL 125, SOWK 210, 240, 275. (26-32 credits)
	<p><b>Social Work (transfer agreement) Major (Bachelor of Science)</b></p> <p>Students with an earned A.A.S. degree in human services from Western</p>

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:

- 2nd 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.

<b>Sociology (Minor)</b>	<b>Program Information</b>	The Sociology minor is designed to promote interdisciplinary collaboration for students majoring in another field. Students find sociology to be a highly flexible and applicable minor to pair with their major field of study in order to investigate theoretical ideas and social relations within institutions and organizations that exist in society. The sociology minor will encourage students to better understand the social relationships we participate in everyday, while also driving students to learn more about the intricacies of sociology as it relates to their major.
	<b>Policy</b>	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 students major.
	<b>Sociology, Minor Requirements</b>	SOCL 125, 12 credits of SOCL, at least six credits at the 300 level or above. Up to three credits of SOCL-149, 249, 349, or 487 may be used. Eight credits must be unique to the minor.
<b>Spanish (B.A.)</b>	<b>Program Information</b>	Viterbo's Spanish program provides the language and cultural skills that prepare students for a global market. This program allows students to explore the cultures of Latin American and Spain as well as Latinos in the U.S. with a focus on social Justice. With a 100 percent placement rate, graduates of this program are professionally and culturally competent to grow in a wide range of careers.
	<b>Policy</b>	<ul style="list-style-type: none"> <li>• 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</li> <li>• A period of residency of at least one month in a country where the target language is spoken is required for Spanish majors</li> </ul>
	<b>Learning Outcomes</b>	<ul style="list-style-type: none"> <li>• Communicate effectively in more than one language in order to function in a variety of situations and for multiple purposes</li> <li>• Interact with cultural competence and understanding</li> <li>• Connect with other disciplines and acquire information and diverse perspectives in order to use the language to function in academic and career-related situations</li> <li>• Develop insight into the nature of language and culture in order to interact with cultural competence</li> <li>• Communicate and interact with cultural competence in order to participate in multilingual communities at home and around the world</li> <li>• Read and understand a variety of texts</li> <li>• Translate a variety of texts</li> </ul>
	<b>Bachelor of Arts Requirement</b>	Complete three classes (nine credits minimum) of world language in preferably one, but not more than two languages.
	<b>Core Curriculum</b>	Core curriculum and mission seminars (32-52 credits) – see core curriculum section of catalog
	<b>Final Requirements</b>	Complete a minimum of 120 college-level credits.
	<b>Final Requirements</b>	Complete a minimum of 40 upper division credits (300/400).

<b>Spanish (B.A.)</b>	<b>Spanish, Major Requirements</b>	SPAN 250, 251, 305, 306, 321, 322 or 323, 362 or 385, 405, 406, 417, 481, 100 or 200 or 300 or 400. (36 credits)
	<b>School of Humanites Graduation Rquirmnt</b>	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, a year of study in the same language, a study abroad or immersion experience. Please see the university catalog or your advisor for more details. Certain circumstances may warrant a modification of the above and your advisor can explain those circumstances.
<b>Spanish (Minor)</b>	<b>Program Information</b>	Minors at Viterbo University generally require between 15–25 credits upon completion. Transfer course and waivers and/or substitutions could modify these credit totals.
	<b>Cert Span., Mid Chld-Early Adol, Minor Rqrmnts</b>	EDUC 335, SPAN 101, 102, 250, 251, 305, 306, 405, 406, 415, 416, three credits SPAN electives; a period of residency of at least one month in a country where the target language is spoken (up to six credits accepted for transfer); proficiency of Advanced-Low (ACTFL) in writing and speaking as evidenced through department assessment; proficiency of Advanced-Low (ACTFL) in listening and speaking as evidenced through coursework and Oral Proficiency Interview (OPI). Eight credits must be unique to the minor.
	<b>Spanish, Minor Requirements</b>	SPAN 101, 102, 250, 251, 305, 306, six credits SPAN electives; proficiency level of Advanced in listening and reading; proficiency of Intermediate-High in writing and speaking as evidenced through department assessment; knowledge of Spanish-speaking cultures. Eight credits must be unique to the minor.
<b>Sport Leadership (Minor)</b>	<b>Program Information</b>	Minors at Viterbo University generally require between 15-25 credits upon completion. Transfer course and waivers and/or substitutions could modify these credit totals.
	<b>Sport Leadership, Minor Requirements</b>	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. Eight credits must be unique to the minor.

<b>Sport Management and Leadership (B.B.A.)</b>	<b>Program Information</b>	Viterbo’s sport management and leadership program provides students with an education that features real world amateur and professional sport experiences and interactions with professionals in the industry. In addition to business concepts and theories, students will learn new perspectives and skills in athlete, facilities, and project management, as well as problem-solving, leadership, and ethical decision-making.
	<b>Policy</b>	<ul style="list-style-type: none"> <li>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.</li> <li>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.</li> </ul>
	<b>Learning Outcomes</b>	<ul style="list-style-type: none"> <li>Understand and appreciate the influence that cultural traditions, social values, psychosocial and international experiences have on sport managers.</li> <li>Apply managerial and leadership theories and techniques as they relate to the sport industry.</li> <li>Analyze ethical issues to develop a personal philosophy regarding social responsibility in the sport management setting.</li> <li>Apply marketing concepts related to the sport industry to create effective internal and external communications.</li> <li>Apply principles of finance and budgeting within sport-related agencies with various organizational structures, functions, and authority.</li> <li>Apply legal concepts as they relate to the sport management and leadership environment.</li> </ul>
	<b>Core Curriculum</b>	Core curriculum and mission seminars (32-52 credits) – see core curriculum section of catalog
	<b>Final Requirements</b>	Complete a minimum of 120 college-level credits.
	<b>Final Requirements</b>	Complete a minimum of 40 upper division credits (300/400).
	<b>Sports Mngmnt and Ldrshp, Major Requirements</b>	ACCT 211, 212, ECON 101, 102, FINA 331, MATH 270, MGMT 101, 210, 230, 243, 250, 300, 341, 447, 449, 492, MKTG 351, SPML 320, 330, 340, 350, 455, 490, four credits of SPML 487, six credits from BIOL 203, MKTG 356, PSYC 344, SOCL 245, or SPML 220. (70 credits)

<b>Sport Science (Minor)</b>	<b>Program Information</b>	The sports and leisure industries continue their rapid growth and a strong demand exists for qualified and skilled professionals with a strong background in science, research, exercise science, human performance, and psychology combined with management and ethical leadership skills. The sport science minor at Viterbo University helps students expand their knowledge on the complexities of sport science, and provides students with experience needed to get a foot in the door for graduate school, as well as the industry of sport science itself. The skills learned with this minor work wonders in a multitude of professions, and is an excellent choice for those who are interested. Students majoring in sport management and leadership may not declare a sport science minor.
	<b>Policy</b>	Students majoring in sport management and leadership or sport science and leadership may not declare a sport science minor.
	<b>Sport Science, Minor Requirements</b>	A minimum of nine credits of SPSL; six credits from NUTR 260, PSYC 344, SOCL 245. Eight credits must be unique to the minor.
<b>Substance Abuse Counseling (Minor)</b>	<b>Program Information</b>	The Substance Abuse Counseling minor at Viterbo University develops the knowledge, skills, and attitudes needed to identify and treat substance abuse issues including utilizing resources and referrals, as well as delivering effective intervention and treatment services. This program uses evidence-based training practices incorporating digital video technology to provide students with immediate feedback on skill development. This minor is a good choice for interested students pursuing careers in psychology, nursing, social work, criminal justice, clergy, healthcare, or education. 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 minor meet the 360 hours of classroom education requirement.
	<b>Policy</b>	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.
	<b>Substance Abuse Counseling, Minor Reqrmts Non-Psy</b>	ADCT 423, 427, PSYC 205, 270 or SOWK 280, 305, and 340. Eight credits must be unique to the minor.
	<b>Substance Abuse Counseling, Minor Reqrmts Psyc Maj</b>	ADCT 423, 427, PSYC 205, 270 or SOWK 280, 305, and 340. 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 a requirement for the psychology major. Eight credits must be unique to the minor.

<b>Technology Education (B.S.)</b>	<b>Program Information</b>	Technology education teachers are in high demand and Viterbos program has a 100% placement rate. Technology education teachers have a unique opportunity to expose young people to a wide variety of hands-on technology-related projects and explore possible career paths. These highly skilled educators play a critical role in developing the workforce of tomorrow. The technology education program is built around a collaborative effort between Viterbo University and Western Technical College. The School of Education at Viterbo provides coursework on the fundamentals of education theory and practice. Technology courses at Western provide the fundamentals of woodworking, construction, computer aided drafting, manufacturing techniques, fabrication, engine and fluid systems. With a degree in technology education, graduates will be ready to excel in this high demand field.
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<p><b>Technology Education (B.S.)</b></p>	<p><b>Learning Outcomes</b></p>	<p>Developed by the Interstate Teacher Assessment and Support Consortium (InTASC) and adopted by Wisconsin Department of Public Instruction (DPI)</p> <ul style="list-style-type: none"> <li>• <b>LEARNER DEVELOPMENT</b> – 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.</li> <li>• <b>LEARNING DIFFERENCES</b> – 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.</li> <li>• <b>LEARNING ENVIRONMENTS</b> – 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.</li> <li>• <b>CONTENT KNOWLEDGE</b> – 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.</li> <li>• <b>APPLICATION OF CONTENT</b> – 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.</li> <li>• <b>ASSESSMENT</b> – 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.</li> <li>• <b>PLANNING FOR INSTRUCTION</b> – 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.</li> <li>• <b>INSTRUCTIONAL STRATEGIES</b> – 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.</li> <li>• <b>PROFESSIONAL LEARNING AND ETHICAL PRACTICE</b> – 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.</li> <li>• <b>LEADERSHIP AND COLLABORATION</b> – 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.</li> <li>• <b>VITERBO STANDARD</b> – The teacher demonstrates personal qualities and values which reflect the Franciscan values identified in the Viterbo University teacher education conceptual framework.</li> </ul>
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<b>Technology Education (B.S.)</b>	<b>Bachelor of Science Requirement</b>	Complete 11 credits of natural science and/or mathematics. (Courses that qualify for Scientific Reasoning in the Natural Sciences or Quantitative Literacy credit within the LIVE program may also count toward the total.)
	<b>Core Curriculum</b>	Core curriculum and mission seminars (32-52 credits) – see core curriculum section of catalog
	<b>Final Requirements</b>	Complete a minimum of 120 college-level credits.
	<b>Final Requirements</b>	Complete a minimum of 40 upper division credits (300/400).
	<b>Technology Education, Major Requirements</b>	EDUC 150, 203 or 306, 215, 216, 255, 330, 337, 390, 402, 407, 425, 463, 482, 483, ENVS 101, four additional science credits. (46 credits)
	<b>Technology Education, Major Requirements</b>	EDUT 103, 128, 129, 151, 155, 162, 203, 204, 210, 211, 240, 244, 260, 271, 272/ All EDUT courses at taken at Western TC. (42 credits)

<b>Theatre (B.A.)</b>	<b>Program Information</b>	This conservatory-style program is for students who demonstrate the talent, potential, commitment and drive needed to pursue careers as professional theatre artists. Students have the options of having their emphasis in acting, and design, and technical, or stage management. To enrich knowledge on theatre, students in this program take courses in theatre history, dramatic literature, makeup, introductory design, and technical production. The Viterbo program is an excellent choice for those who aspire to become professional actors, or behind the scenes staff such as theatre technicians and managers.
	<b>Policy</b>	<ul style="list-style-type: none"> <li>• Students wishing to major in theatre or music theatre must audition and interview with a faculty committee.</li> <li>• 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.</li> <li>• 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.</li> <li>• 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.</li> <li>• 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.</li> </ul>
	<b>Learning Outcomes</b>	<ul style="list-style-type: none"> <li>• Read and analyze a variety of texts for the purpose and intent of production.</li> <li>• Demonstrate familiarity with the history and traditions of theatre practice.</li> <li>• Make connections between academic training, classroom and studio experience, and production with the goal of a professional experience.</li> <li>• Demonstrate proficiency in the use of research for a variety of theatrical practices.</li> </ul>
	<b>Bachelor of Arts Requirement</b>	Complete three classes (nine credits minimum) of world language in preferably one, but not more than two languages.
	<b>Core Curriculum</b>	Core curriculum and mission seminars (32-52 credits) – see core curriculum section of catalog
	<b>Final Requirements</b>	Complete a minimum of 120 college-level credits.

<b>Theatre (B.A.)</b>	<b>Final Requirements</b>	Complete a minimum of 40 upper division credits (300/400).
	<b>Theatre, Major Requirements</b>	THTR 107, 155, 160, 175, 180, 225, 230, 250, 281, 291, 301, 320, 440, 490, eight credits of THTR 119/319. (47 credits)
<b>Theatre (B.F.A.)</b>	<b>Program Information</b>	This conservatory-style program is for students who demonstrate the talent, potential, commitment and drive needed to pursue careers as professional theatre artists. Students have the options of having their emphasis in acting or stage management. To enrich knowledge on theatre, students in this program take courses in theatre history, dramatic literature, makeup, introductory design, and technical production. The Viterbo program is an excellent choice for those who aspire to become professional actors, or behind the scenes staff such as theatre managers.
	<b>Policy</b>	<ul style="list-style-type: none"> <li>• Students wishing to major in theatre or music theatre must audition and interview with a faculty committee.</li> <li>• 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.</li> <li>• 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.</li> <li>• 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.</li> <li>• 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.</li> </ul>
	<b>Learning Outcomes</b>	<ul style="list-style-type: none"> <li>• Read and analyze a variety of texts for the purpose and intent of production.</li> <li>• Demonstrate familiarity with the history and traditions of theatre practice.</li> <li>• Make connections between academic training, classroom and studio experience, and production with the goal of a professional experience.</li> <li>• Demonstrate proficiency in the use of research for a variety of theatrical practices.</li> </ul>
	<b>Core Curriculum</b>	Core curriculum and mission seminars (32-52 credits) – see core curriculum section of catalog

<b>Theatre (B.F.A.)</b>	<b>Final Requirements</b>	Complete a minimum of 120 college-level credits.
	<b>Final Requirements</b>	Complete a minimum of 40 upper division credits (300/400).
	<b>Theatre, Major Requirements</b>	THTR 107, 155, 160, 175, 180, 225, 230, 281, 291, 301, four credits of THTR 119. A student must also select and declare an emphasis area from acting or stage management. (34 credits)
		<ul style="list-style-type: none"> <li>• <b>Emphasis – select one</b> <ul style="list-style-type: none"> <li>◦ <b>acting emphasis (47-49 credits)</b> – 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</li> <li>◦ <b>stage management emphasis (44 credits)</b> – THTR 250, 260, 300, 318 (seven credits), 354, 357, 424, 440, 490, two credits from DANC, four credits from THTR 119, 319 <ul style="list-style-type: none"> <li>▪ six credits from the following areas – <ul style="list-style-type: none"> <li>• acting/playwriting – THTR 147, 465</li> <li>• dramatic literature – THTR 320</li> <li>• internship – THTR 487 (limit three credits applicable to major)</li> <li>• music theatre – MUTH 339</li> <li>• technical production – THTR 265, 351, 355, 361, 368, 375</li> <li>• theatrical design – THTR 342, 344, 346</li> </ul> </li> </ul> </li> </ul> </li> </ul>
<b>Theatre (Minor)</b>	<b>Program Information</b>	Minors at Viterbo University generally require between 15-25 credits upon completion. Transfer course and waivers and/or substitutions could modify these credit totals.
	<b>Cert Thtr, Early Adol-Adol, Minor Rqrmnts</b>	THTR 107, 155, 244, 390, two credits from THTR 119, 319, nine credits from THTR 160, 175, 225, 230, 250, 260, 300. Eight credits must be unique to the minor.
	<b>Theatre, Minor Requirements</b>	THTR 155, 244, two credits from THTR 119, 319, nine credits from THTR 107, 160, 175, 230, 250, 260, 300. Eight credits must be unique to the minor.

<b>Other Undergraduate Programs</b>	<b>Applied Music Lessons</b>	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.
	<b>Policy</b>	<ul style="list-style-type: none"> <li>• 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.</li> <li>• An applied lesson fee is charged for each credit of applied lessons - see Tuition and Fees on the Business Office Web page.</li> <li>• The consent of the instructor or music chairperson is required.</li> <li>• Each .5 credit of applied study is a 25-minute lesson per week with minimum of twelve</li> </ul>

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

### **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 more information about the honors program on the [Honors Program Web page](#).

### **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

### **Internships**

Students can find information about internships on the [Career Services Web page](#). See the Academic Regulations section for policy regarding internship credit.

### **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 ROTC Web page](#).

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

Students can find information about study abroad and global studies on the [Study Abroad Web page](#).

## **Course Descriptions**

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. 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.

### ***AADM-200 Principles of Arts Administration (3 Credits)***

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

### ***AADM-286 Special Topics (3 Credits)***

Courses on topics of interest to arts administration students offered on the basis of need, interest, or timeliness. Prerequisites: as determined by the instructor. Restricted to students with freshman or sophomore standing. May be repeated for credit. See registrar's office current class schedules Web page for specific semester description.

### ***AADM-287 Experiential Learning: Internship (6 Credits)***

Non-classroom experiences in the field of arts administration. 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, and learning contracts must be submitted before the end of the first week of the semester. See the experiential learning: internship section of this catalog for more details. Restricted to students with freshman or sophomore standing. Graded CR/NC.

### ***AADM-288 Independent Study (3 Credits)***

Independent reading and/or research under the guidance of a faculty member. Refer to the academic policy section for independent study policy. Independent study contract is required. Prerequisite: as determined by instructor. May be repeated for credit.

### ***AADM-300 Performing Arts Management (3 Credits)***

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.)

### ***AADM-340 Arts Marketing Applications (3 Credits)***

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 art world.

### ***AADM-350 Managing Visual Arts Organizations (3 Credits)***

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.

### ***AADM-400 Arts Administration Seminar (3 Credits)***

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. Prerequisites: 300; junior or senior standing.

### ***AADM-486 Special Topics (3 Credits)***

Courses on topics of interest to arts administration students offered on the basis of need, interest, or timeliness. Prerequisites: as determined by the instructor. Restricted to students with junior standing or higher. May be repeated for credit. See registrar's office current class schedules Web page for specific semester description.

**AADM-487 Experiential Learning: Internship (6 Credits)**

Non-classroom experiences in the field of arts administration. 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, and learning contracts must be submitted before the end of the first week of the semester. See the experiential learning: internship section of this catalog for more details. Restricted to students with junior standing or higher. Graded CR/NC.

**AADM-488 Independent Study (3 Credits)**

Independent reading and/or research under the guidance of a faculty member. Refer to the academic policy section for independent study policy. Independent study contract is required. Prerequisite: as determined by instructor. May be repeated for credit.

**ACCD-330 External Reporting I (3 Credits)**

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.

**ACCD-340 External Reporting II (3 Credits)**

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.

**ACCD-445 Advanced Financial Topics (3 Credits)**

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.

**ACCD-455 Combinations and Consolidations (3 Credits)**

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.

**ACCT-211 Financial Accounting (3 Credits)**

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.

**ACCT-212 Managerial Accounting (3 Credits)**

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.

**ACCT-286 Special Topics (3 Credits)**

Courses on topics of interest to business students offered on the basis of need, interest, or timeliness. Prerequisites as determined by instructor. Restricted to students with freshman and sophomore standing. May be repeated for credit. See registrar's office current class schedules Web page for specific semester description.

**ACCT-287 Experiential Learning: Internship (12 Credits)**

Non-classroom experiences in the field of business. Placements are generally off-campus, and may be full- or part-time, and with or without pay. Credit for experiences must be sought prior to occurrence, and learning contracts must be submitted before the end of the first week of the semester. A maximum of 15 credit of 287/487 can be used to meet graduation requirements. See the experiential learning: internship section of this catalog for details. Restricted to students with freshman or sophomore standing. May be repeated for credit. Graded CR/NC.

**ACCT-288 Independent Study (4 Credits)**

Individual and independent reading, research, and writing under the guidance of a School of Business faculty member. Refer to the academic policy section for independent study policy. A written learning contract must be on file in the Office of the Registrar by the end of the first week of classes in the semester in which the course is taken. The contract must provide details of the topic, learning objectives, methods to be used, works to be completed, completion dates, grading criteria, and a prospective bibliography. The learner must get contract approval from the guiding faculty member, his or her academic advisor, and the dean of the School of Business before the contract is filed with the registrar. May be repeated for credit.

**ACCT-311 Intermediate Accounting I (4 Credits)**

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: ACCT 211.

**ACCT-312 Intermediate Accounting II (4 Credits)**

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.

**ACCT-313 Cost Accounting (3 Credits)**

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.

**ACCT-321 Accounting Information Systems (3 Credits)**

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.

**ACCT-415 Federal Taxation I (3 Credits)**

A study of federal income tax laws as applied to individuals. Prerequisite: 211.

**ACCT-416 Federal Taxation II (3 Credits)**

A study of federal income tax laws as applied to partnerships, corporations, and fiduciaries. Prerequisite: 415 or ACCD 330.

**ACCT-418 Advanced Accounting I (3 Credits)**

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.

**ACCT-419 Advanced Accounting II (2 Credits)**

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.

**ACCT-420 Nonprofit Accounting (1 Credits)**

A study of the generally accepted accounting principles applied to non-profit organizations. Prerequisite: 211.

**ACCT-425 Auditing (3 Credits)**

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.

**ACCT-486 Special Topics (3 Credits)**

Courses on topics of interest to business students offered on the basis of need, interest, or timeliness. Prerequisites as determined by instructor. Restricted to students with freshman or sophomore standing. May be repeated for credit. See registrar's office current class schedules Web page for specific semester description.

**ACCT-487 Experiential Learning: Internship (12 Credits)**

Non-classroom experiences in the field of business. Placements are generally off-campus, and may be full- or part-time, and with or without pay. Credit for experiences must be sought prior to occurrence, and learning contracts must be submitted before the end of the first week of the semester. A maximum of 15 credits of 287/487 can be used to meet graduation requirements. See the experiential learning: internship section of this catalog for details. Restricted to students with junior standing or higher. May be repeated for credit. Graded CR/NC.

***ACCT-488 Independent Study (4 Credits)***

Individual and independent reading, research, and writing under the guidance of a School of Business faculty member. Refer to the academic policy section for independent study policy. A written learning contract must be on file in the Office of the Registrar by the end of the first week of classes in the semester in which the course is taken. The contract must provide details of the topic, learning objectives, methods to be used, works to be completed, completion dates, grading criteria, and a prospective bibliography. The learner must get contract approval from the guiding faculty member, his or her academic advisor, and the dean of the School of Business before the contract is filed with the registrar. May be repeated for credit.

***ADCT-286 Special Topics (4 Credits)***

Courses on topics of interest to students in a particular discipline offered on the basis of need, interest, or timeliness. Prerequisites as determined by the instructor. Restricted to students with junior standing or higher. May be repeated for credit. See registrar's office current class schedules Web page for specific semester description.

***ADCT-330 Research for Substance Abuse Professionals (3 Credits)***

This course prepares students to critique and analyze research and prepare a literature review in the field of substance abuse. Prerequisite: 205, 305 or 427, 340.

***ADCT-423 Alcohol and Drug Abuse Professional Issues (3 Credits)***

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.)

***ADCT-427 Alcohol and Drug Abuse Professional Skills (3 Credits)***

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.)

***ADCT-440 Contemporary Issues in Substance Abuse (3 Credits)***

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: 205.

***ADCT-445 Special Populations in Substance Abuse Counseling (3 Credits)***

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.

***ADCT-464 Essential Counseling Theories for Substance Abuse Professionals (3 Credits)***

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.)

***ADCT-481 Addiction Studies Practicum (4 Credits)***

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.

***ADCT-486 Special Topics (4 Credits)***

Courses on topics of interest to students in a particular discipline offered on the basis of need, interest, or timeliness. Prerequisites as determined by the instructor. Restricted to students with junior standing or higher. May be repeated for credit. See registrar's office current class schedules Web page for specific semester description.

***ADCT-488 Independent Study (3 Credits)***

Independent reading and/or research under the supervision of a psychology faculty member. Refer to the academic policy section for independent study policy. An independent study contract is required. May be repeated for credit.

***ADCT-489 Advanced Research and Practice (4 Credits)***

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.)

***ARED-300 Art in Early Childhood (2 Credits)***

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. Prerequisite: junior standing.

***ARTS-103 Studio Based Introduction to Art (3 Credits)***

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

***ARTS-105 Introduction to Art (3 Credits)***

An introduction to art including lectures and discussions. AE

***ARTS-107 Perspectives in Drawing (3 Credits)***

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. Offered every fall.

***ARTS-108 Film Appreciation (3 Credits)***

An introduction to film including lectures, discussions, and viewings. AE

***ARTS-111 Foundations: Drawing Design I (3 Credits)***

Introduction to drawing, and two- and three-dimensional design. AE

***ARTS-116 Introduction to Art: Craftmaking (3 Credits)***

An introduction to art focusing on studio work. Areas of study include two- and three-dimensional art forms as well as fine crafts.

***ARTS-121 Foundations: Drawing Design II (3 Credits)***

This course is a continuation of foundational studies in drawing and design, including students' personal development in art. AE

***ARTS-160 Art Reflects Experience: Themes and Topics in Art History (3 Credits)***

Chronological survey of art from prehistoric times to the present, focusing on major themes and topics of world art. AE

***ARTS-200 Women in Art (3 Credits)***

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

***ARTS-203 Ceramics (3 Credits)***

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

***ARTS-206 Concepts in Art Education (5 Credits)***

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.

<b>ARTS-207 Printmaking (3 Credits)</b>
An introduction to the printmaking processes with emphasis on intaglio and relief processes. AE
<b>ARTS-216 Painting (3 Credits)</b>
An introduction to painting processes with emphases on acrylic and oil paint. AE
<b>ARTS-218 Elements of Digital Media (3 Credits)</b>
This course builds on the skills learned in 118. It is a more in-depth study of production and design issues. The course content will build student skills as a video editor, 3D modeler, and web designer. Technical issues such as file formats, storage, and output to various media will be addressed. Prerequisite: 118
<b>ARTS-228 Photography (3 Credits)</b>
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.
<b>ARTS-239 Intermediate Design (3 Credits)</b>
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
<b>ARTS-286 Special Topics (3 Credits)</b>
Courses on topics of interest to art students offered on the basis of need, interest, or timeliness. Prerequisites as determined by the instructor. Restricted to students with freshman or sophomore standing. May be repeated for credit. See registrar's office current class schedules Web page for specific semester description.
<b>ARTS-287 Experiential Learning: Internship (12 Credits)</b>
Advanced non-classroom experiences in the field of art. 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, and learning contracts must be submitted before the end of the first week of the semester. See the experiential learning: internship section of this catalog for more details. Restricted to students with freshman or sophomore standing. Graded CR/NC.
<b>ARTS-288 Independent Study (3 Credits)</b>
Independent reading, research, and studio work under the guidance of an art faculty member. Refer to the academic policy section for independent study policy. Independent study contract is required. May be repeated for credit.
<b>ARTS-300 Figure Drawing (3 Credits)</b>
Figure drawing and figure composition. Work from the live model, from studies, and from art historical precedents. May be repeated for credit.
<b>ARTS-305 Advanced Ceramics (3 Credits)</b>
Further exploration of ceramics processes and techniques. Prerequisite: 203. May be repeated for credit.
<b>ARTS-308 Drawing III (3 Credits)</b>
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.
<b>ARTS-316 Advanced Painting (3 Credits)</b>
A continuation of ARTS-216, with further exploration of painting processes with an emphasis on oil painting. Prerequisite: 216. May be repeated for credit.
<b>ARTS-317 Advanced Printmaking (3 Credits)</b>
Further exploration of printmaking processes with emphases on intaglio and relief processes. Prerequisite: 207. May be repeated for credit.
<b>ARTS-320 Sculpture (3 Credits)</b>
Exploration of sculptural processes and approaches. May be repeated for credit.
<b>ARTS-328 Advanced Photography (3 Credits)</b>
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.

<b>ARTS-339 Advanced Design (3 Credits)</b>
This course is a continuation of the intermediate level course of design. Prerequisite: 239. May be repeated for credit.
<b>ARTS-350 Art History: Early Modernism (3 Credits)</b>
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
<b>ARTS-351 Art History: Late Modernism (3 Credits)</b>
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
<b>ARTS-360 Art in the Elementary/Middle School (3 Credits)</b>
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.
<b>ARTS-361 Methods in Art Education (3 Credits)</b>
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.
<b>ARTS-362 Advanced Methods in Art Education (3 Credits)</b>
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.
<b>ARTS-420 Independent Project (3 Credits)</b>
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.
<b>ARTS-463 Student Teaching Elementary/ Middle (K-9) (4 Credits)</b>
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.
<b>ARTS-464 Student Teaching: Secondary (9-12) (4 Credits)</b>
Observation and supervised teaching at the secondary level. Prerequisites: admission to the teacher education program; admission to student teaching; passing Praxis II score.
<b>ARTS-486 Special Topics (3 Credits)</b>
Courses on topics of interest to art students offered on the basis of need, interest, or timeliness. Prerequisites as determined by the instructor. Restricted to students with junior standing or higher. May be repeated for credit. See registrar's office current class schedules Web page for specific semester description.
<b>ARTS-487 Experiential Learning: Internship (12 Credits)</b>
Advanced non-classroom experiences in the field of art. 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, and learning contracts must be submitted before the end of the first week of the semester. See the experiential learning: internship section of this catalog for more details. Restricted to students with junior standing or higher. Graded CR/NC.
<b>ARTS-488 Independent Study (3 Credits)</b>
Independent reading, research, and studio work under the guidance of an art faculty member. Refer to the academic policy section for independent study policy. Independent study contract is required. May be repeated for credit.
<b>ARTS-489 Advanced Studio Problems (5 Credits)</b>

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.

**ARTS-490 Research Paper (1 Credits)**

Advanced research paper for BFA students. To be completed during the senior year.

**BIOL-100 Perspectives in Biology (4 Credits)**

Five hours lecture/lab each 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. Offered every spring. NS

**BIOL-104 Anatomy and Physiology I (4 Credits)**

Five hours lecture/lab per week. Anatomy and Physiology is the study of the structure and function of the body. This course will provide an understanding of the human body from individual cells to tissues and organs to whole organism. This course will introduce the cell as the basic unit of life, tissue structure, and organ systems including integumentary, skeletal, muscular, and nervous systems. Restricted to nursing and dietetics students only. Offered every fall and spring.

**BIOL-112 Science Success (1 Credits)**

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.)

**BIOL-114 Anatomy and Physiology II (4 Credits)**

Five hours lecture/lab per week. This course is a continuation of Biology 104 and will build on the concepts learned in Biol 104 and apply them to understanding body systems including; the endocrine, cardiovascular, digestive, respiratory, urinary, and reproductive systems. Prerequisite: grade of C or higher in 104. Restricted to nursing and dietetics students. Offered every fall and spring.

**BIOL-160 General Biology I (4 Credits)**

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

**BIOL-161 General Biology II (4 Credits)**

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

**BIOL-201 Introduction to Biotechnology (4 Credits)**

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.

**BIOL-203 Human Biology (4 Credits)**

Three hours of lecture/two hours 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. Offered every spring. Prerequisites: one year of high school biology and one year high school chemistry highly recommended. NS

***BIOL-206 Medical Program Entrance Exam Review (2 Credits)***

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.

***BIOL-212 Careers in the Sciences (1 Credits)***

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.)

***BIOL-232 Experiences in Field Biology (4 Credits)***

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. May be repeated for credit with permission of instructor. Prerequisite: eight credits of BIOL, CHEM, ENVS, ESCI or PHYS; permission of instructor.

***BIOL-250 Molecular and Cellular Basis of Life (4 Credits)***

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. Prerequisite: C or higher in 160, 161; grade of C or higher in four semester hours of CHEM or concurrent. OC

***BIOL-251 Ecology and Evolution (4 Credits)***

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. Offered every spring. 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

***BIOL-286 Special Topics (4 Credits)***

Courses on topics of interest to biology students offered on the basis of need, interest, or timeliness. Prerequisites as determined by the instructor. Restricted to students with freshman or sophomore standing. May be repeated for credit. See registrar's office current class schedules Web page for specific semester description.

***BIOL-287 Experiential Learning: Internship (12 Credits)***

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 not 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.

***BIOL-288 Independent Study (4 Credits)***

Independent reading and/or research under the guidance of a biology faculty member. Refer to the academic policy section for independent study policy. Independent study contract is required. May be repeated for credit.

***BIOL-296 Microbiology for Health Professionals (4 Credits)***

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

***BIOL-301 Science, Technology, and Society (3 Credits)***

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.

***BIOL-303 Tropical Ecology (3 Credits)***

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.

***BIOL-305 Survey of Biochemistry (3 Credits)***

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.)

***BIOL-310 Limnology (4 Credits)***

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. Offered fall of even numbered years. Prerequisites: C or higher in 251.

***BIOL-317 Plant Biology (4 Credits)***

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. Offered every other spring. Prerequisite: C or higher in BIOL 251.

***BIOL-321 Conservation Biology (4 Credits)***

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. Offered fall of odd numbered years. Prerequisite: C or higher in 251.

***BIOL-338 Biomechanics (3 Credits)***

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.)

***BIOL-340 Animal Behavior (4 Credits)***

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.

**BIOL-347 Human Physiology (4 Credits)**

Three hours of lecture/three hours of lab per week. This course covers essential concepts of human physiology and is intended for students who have a general interest in human biology and/or the health-related professions. It includes fundamental concepts of molecular, cellular, and systems physiology leading to a greater understanding of how the human body functions and maintains homeostasis. The various topics include elementary cell biology and will focus on the specific functional mechanisms of the muscular, nervous, endocrine, cardiovascular, lymphatic, respiratory, digestive, urinary, and reproductive systems. Offered every spring. Prerequisite: grade of C or higher in 250. 251 is highly recommended. Restricted to students with junior standing or higher.

**BIOL-348 Evolutionary Medicine (3 Credits)**

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.

**BIOL-370 Biochemistry (4 Credits)**

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.

**BIOL-376 General Microbiology (4 Credits)**

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. Offered spring of odd numbered years. Prerequisite: grade of C or higher in 250; 251 highly recommended.

**BIOL-381 Comparative Bioinformatics (3 Credits)**

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. Offered fall of odd numbered years. Prerequisite: C or better in 250; 251 highly recommended.

**BIOL-397 Introduction to Research (3 Credits)**

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. IL

**BIOL-402 Biology Curriculum Project (1 Credits)**

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.

**BIOL-426 Immunology (3 Credits)**

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.

***BIOL-430 Molecular Genetics (4 Credits)***

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.

***BIOL-450 Biology of Cancer (3 Credits)***

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. Offered spring semester of even numbered years. Prerequisite: C or higher in 250. BIOL-251 highly recommended.

***BIOL-482 Human Anatomy (4 Credits)***

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. Offered every fall. Prerequisite: grade of C or higher in 250 or 251. Restricted to students with junior standing or higher.

***BIOL-486 Special Topics (4 Credits)***

Courses on topics of interest to biology students offered on the basis of need, interest, or timeliness. Prerequisites as determined by the instructor. Restricted to students with junior standing or higher. May be repeated for credit. See registrar's office current class schedules Web page for specific semester description.

***BIOL-487 Experiential Learning: Internship (12 Credits)***

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, and learning contracts must be submitted before the end of the first week of the semester. See the experiential learning: internship section of this catalog for more details. Restricted to students with junior standing or higher. Graded CR/NC.

***BIOL-488 Independent Study (4 Credits)***

Independent reading and/or research under the guidance of a biology faculty member. Refer to the academic policy section for independent study policy. Independent study contract is required. May be repeated for credit.

***BIOL-489 Biology Field Experience (4 Credits)***

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.

***BIOL-498 Directed Research Experience (4 Credits)***

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.

***BIOL-499 Senior Seminar (1 Credits)***

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.

***BLAW-286 Special Topics (3 Credits)***

Courses on topics of interest to business students offered on the basis of need, interest, or timeliness. Prerequisites as determined by instructor. Restricted to students with freshman or sophomore standing. May be repeated for credit. See registrar's office current class schedules Web page for specific semester description.

**BLAW-287 Experiential Learning: Internship (12 Credits)**

Non-classroom experiences in the field of business. Placements are generally off-campus, and may be full- or part-time, and with or without pay. Credit for experiences must be sought prior to occurrence, and learning contracts must be submitted before the end of the first week of the semester. A maximum of 15 credits of 287/487 can be used to meet graduation requirements. See the experiential learning: internship section of this catalog for details. Restricted to students with freshman or sophomore standing. May be repeated for credit. Graded CR/NC.

**BLAW-288 Independent Study (4 Credits)**

Individual and independent reading, research, and writing under the guidance of a School of Business faculty member. Refer to the academic policy section for independent study policy. A written learning contract must be on file in the Office of the Registrar by the end of the first week of classes in the semester in which the course is taken. The contract must provide details of the topic, learning objectives, methods to be used, works to be completed, completion dates, grading criteria, and a prospective bibliography. The learner must get contract approval from the guiding faculty member, his or her academic advisor, and the dean of the School of Business before the contract is filed with the registrar. May be repeated for credit.

**BLAW-343 Legal and Ethical Environment of Business (3 Credits)**

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, internet law, and contracts.

**BLAW-344 Business Law (3 Credits)**

This course builds on the foundation gained in BLAW 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 law, business entities, agency law, and employment law. Prerequisite: 343.

**BLAW-450 Legal Aspects of Financial and Commercial Transactions (3 Credits)**

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.

**BLAW-486 Special Topics (3 Credits)**

Courses on topics of interest to business students offered on the basis of need, interest, or timeliness. Prerequisites as determined by instructor. Restricted to students with junior standing or higher. May be repeated for credit. See registrar's office current class schedules Web page for specific semester description.

**BLAW-487 Experiential Learning: Internship (12 Credits)**

Non-classroom experiences in the field of business. Placements are generally off-campus, and may be full- or part-time, and with or without pay. Credit for experiences must be sought prior to occurrence, and learning contracts must be submitted before the end of the first week of the semester. A maximum of 15 credits of 287/487 can be used to meet graduation requirements. See the experiential learning: internship section of this catalog for details. Restricted to students with junior standing or higher. May be repeated for credit. Graded CR/NC.

**BLAW-488 Independent Study (4 Credits)**

Individual and independent reading, research, and writing under the guidance of a School of Business faculty member. Refer to the academic policy section for independent study policy. A written learning contract must be on file in the Office of the Registrar by the end of the first week of classes in the semester in which the course is taken. The contract must provide details of the topic, learning objectives, methods to be used, works to be completed, completion dates, grading criteria, and a prospective bibliography. The learner must get contract approval from the guiding faculty member, his or her academic advisor, and the dean of the School of Business before the contract is filed with the registrar. May be repeated for credit.

**CHEM-101 Introduction to Chemistry (4 Credits)**

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

**CHEM-106 Chemistry for Health Sciences (4 Credits)**

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

**CHEM-112 Science Success (1 Credits)**

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.)

**CHEM-120 General Chemistry I (4 Credits)**

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

**CHEM-121 General Chemistry II (4 Credits)**

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: C or higher in 120.

**CHEM-140 Organic Chemistry for Health Sciences (4 Credits)**

Three hours lecture/two hours lab per week. The chemistry of organic compounds: functional groups, types of reactions, stereochemistry, and selected reaction mechanisms. Prerequisite: C or higher in 104 or 120.

**CHEM-212 Careers in the Sciences (1 Credits)**

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.)

**CHEM-240 Organic Chemistry I (4 Credits)**

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.

**CHEM-286 Special Topics (4 Credits)**

Courses on topics of interest to chemistry students offered on the basis of need, interest, or timeliness. Prerequisites as determined by the instructor. Restricted to students with freshman or sophomore standing. May be repeated for credit. See registrar's office current class schedules Web page for specific semester description.

**CHEM-288 Independent Study (4 Credits)**

Independent reading and/or research under the guidance of a chemistry faculty member. Refer to the academic policy section for independent study policy. Independent study contract is required. May be repeated for credit.

**CHEM-300 Techniques of Chemistry Lab Preparation (2 Credits)**

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: C or higher in 121; junior standing. May be repeated for credit.

**CHEM-305 Survey of Biochemistry (3 Credits)**

Three hours lecture per week. Investigation of the molecules and chemical reactions of life. Chemical principles are used to explore biology at the molecular level with an emphasis on biochemical and physiological basis of nutrition. Prerequisites: C or higher in 140 and BIOL 296; or C or higher in 240. (Equivalent to BIOL 305.)

**CHEM-330 Analytical Chemistry (4 Credits)**

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: C or higher in 121.

**CHEM-340 Organic Chemistry II (4 Credits)**

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.

**CHEM-350 Inorganic Chemistry (3 Credits)**

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.

**CHEM-360 Physical Chemistry I (4 Credits)**

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.)

**CHEM-362 Physical Chemistry II (4 Credits)**

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.

**CHEM-370 Biochemistry (4 Credits)**

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.

**CHEM-372 Chemistry of the Environment (3 Credits)**

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.

**CHEM-373 Chemistry of the Environment Laboratory (1 Credits)**

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.

**CHEM-397 Introduction to Research (3 Credits)**

Three 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 240. IL

**CHEM-400 Laboratory Supervision of Advanced Analytical Instrumentation (2 Credits)**

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 240340 (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). Prerequisite: senior standing chemistry majors only; 431; 300 or experience in laboratory preparation through university work study.

**CHEM-430 Instrumental Analytical Chemistry (4 Credits)**

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: C or higher in 330; PHYS 251 or 261; 360 recommended.

**CHEM-440 Advanced Organic Chemistry (3 Credits)**

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.

**CHEM-475 Advanced Biochemistry (4 Credits)**

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. Prerequisite: 370.

**CHEM-480 Atomic and Molecular Spectroscopy (3 Credits)**

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.

**CHEM-486 Special Topics (4 Credits)**

Courses on topics of interest to chemistry students offered on the basis of need, interest, or timeliness. Prerequisites as determined by the instructor. Restricted to students with junior standing or higher. May be repeated for credit. See registrar's office current class schedules Web page for specific semester description.

**CHEM-487 Experiential Learning: Internship (12 Credits)**

Non-classroom experiences in the field of chemistry. 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, and learning contracts must be submitted before the end of the first week of the semester. See the experiential learning: internship section of this catalog for more details. Restricted to students with junior standing or higher. Graded CR/NC.

**CHEM-488 Independent Study (4 Credits)**

Independent reading and/or research under the guidance of a chemistry faculty member. Refer to the academic policy section for independent study policy. Independent study contract is required. May be repeated for credit.

**CHEM-489 Chemistry Field Experience (4 Credits)**

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.

**CHEM-498 Directed Research Experience (4 Credits)**

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.

**CHEM-499 Senior Seminar (1 Credits)**

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.

**COMM-105 Digital Imaging (3 Credits)**

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, exercises, projects, and readings. AE

**COMM-115 Introduction to Visual Communication (3 Credits)**

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

**COMM-140 Principles of Visual Communication (3 Credits)**

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.

**COMM-141 Typography (3 Credits)**

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.

**COMM-150 Fundamentals of Speech (2 Credits)**

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

**COMM-205 Communication Theory (3 Credits)**

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.

**COMM-211 Communication Research Methods (3 Credits)**

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

**COMM-220 Layout Design (3 Credits)**

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.

**COMM-230 Media, Technology and Culture (3 Credits)**

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

**COMM-231 Video, Film and Animation (3 Credits)**

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.

**COMM-286 Special Topics (3 Credits)**

Courses on topics of interest to communication studies students offered on the basis of need, interest, or timeliness. Restricted to students with freshman or sophomore standing. May be repeated for credit. See registrar's office current class schedules Web page for specific semester description.

**COMM-287 Experiential Learning: Internship (12 Credits)**

Advanced level internship experience. Internship sites are usually off campus, generally part-time, and often without pay. This advanced level experience provides an excellent opportunity for students to gain valuable internship experience related to their academic major, explore career options, and earn academic credit for the experience. See the director of Career Planning and Placement 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 standing or higher. Graded CR/NC.

**COMM-288 Independent Study (4 Credits)****COMM-321 Digital Video and Film Production (3 Credits)**

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.

**COMM-328 Design for Sustainability (3 Credits)**

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.

**COMM-331 Illustration and Infographics (3 Credits)**

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.

**COMM-332 Advertising Design (3 Credits)**

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.

**COMM-335 3D Design (3 Credits)**

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.

**COMM-336 Web Design and Analytics (3 Credits)**

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.

**COMM-337 Motion Graphics (3 Credits)**

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. Prerequisite: 118, 331.

**COMM-414 Communication Law and Ethics (3 Credits)**

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.

**COMM-421 Digital Video II (3 Credits)**

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.

**COMM-442 Advanced Motion Media (3 Credits)**

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.

**COMM-460 Portfolio Design (3 Credits)**

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.

**COMM-486 Special Topics (3 Credits)**

Courses on topics of interest to communications studies students offered on the basis of need, interest, or timeliness. Restricted to students with junior standing or higher. May be repeated for credit. See registrar's office current class schedules Web page for specific semester description.

**COMM-487 Experiential Learning: Internship (12 Credits)**

Advanced level internship experience. Internship sites are usually off campus, generally part-time, and often without pay. This advanced level experience provides an excellent opportunity for students to gain valuable internship experience related to their academic major, explore career options, and earn academic credit for the experience. See the director of Career Planning and Placement 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 standing or higher. Graded CR/NC.

**COMM-488 Independent Study (4 Credits)**

**COMM-490 Internship Or Research Experience (12 Credits)**

Academic internship or research experience for qualified students related to communication studies. Permission of instructor required. May be repeated for credit.

**CRMJ-150 Introduction to Criminal and Community Justice (3 Credits)**

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. This course also introduces basic concepts of capacity building, resiliency, and how the criminal justice system and the community interacts. (Equivalent to SOCL 150.)

**CRMJ-203 Policing in the Community (3 Credits)**

This course examines the role of the police in contemporary society and their interaction with stakeholders in their community. It explores the fundamental elements of the community policing philosophy, and its implications for police operations from line officers to command staff in the analysis of the problem-solving process. It addresses leadership in community policing by examining strategies that strengthen community trust through active and inclusive community collaboration.

**CRMJ-240 Criminal Procedure and Investigation (3 Credits)**

This course introduces basic legal principles and techniques of investigation, specifically evidence collection and preservation, and the constitutional requirements for lawful arrest, search, and seizure from investigations. It articulates the necessary legal requirements for the successful admission and use of investigative information.

**CRMJ-265 Seminar I (3 Credits)**

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

***CRMJ-286 Special Topics (3 Credits)***

Courses on topics of interest to criminal justice students offered on the basis of need, interest, or timeliness. Prerequisite: 150. Restricted to students with freshman or sophomore standing. May be repeated for credit. See registrar's office current class schedules Web page for specific semester description.

***CRMJ-288 Independent Study (3 Credits)***

Independent reading and/or research under the supervision of a criminal justice faculty member. Refer to the academic policy section for independent study policy. Independent study contract is required. Prerequisite: 150. May be repeated for credit.

***CRMJ-351 Perspectives in Criminology (3 Credits)***

This course will introduce the major theoretical approaches to the study of criminology and the sociology of deviance. These perspectives are explored through a discussion of contemporary issues such as trends in offending and victimization, research on violent crime, property crime, public order crime, organized crime, and white-collar and corporate crime. Issues of unequal power, social division, and exclusion are also examined (e.g., age, gender, and social class etc.). (Equivalent to SOCL 351.)

***CRMJ-364 Juvenile Justice (3 Credits)***

This course is designed to give students an introduction to the field of juvenile justice. It will focus of the relationship between youth as victims and as offenders, the role of the juvenile justice system, delinquents' rights, and traditional and alternative ways of dealing with juvenile crime. It will briefly examine the social and etiological features of delinquency. (Equivalent to SOCL 364.)

***CRMJ-370 Criminal Law and the Courts (3 Credits)***

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.

***CRMJ-375 Working With Communities (3 Credits)***

In this course, students will explore common scholarly ideas and concepts that inform work with communities and how these are applied in a criminal and community justice setting. This unit further explores the methods and principles of community participation, capacity-building, community needs assessment, and resilience. Students will plan and execute a community building project and present on their chosen topic. Students will be expected to identify and analyze micro to meso level community aspects and interests in their own communities. In addition to the required service hours in this serving the common good course, student will work together to understand what effects change in a community while examining the role of servant leaders within the community.

***CRMJ-380 Punishment and Community Justice (3 Credits)***

This course provides an historical and sociological examination of the models, practices and rationalizations for community based punishment and incarceration. It includes an overview of early punishment and modern day incarceration, treatment, reform, and rehabilitation of criminal offenders. The course explores the historical movement towards and away from mass incarceration to the development of probation and parole systems, de-incarceration, community corrections, and the control of criminal offenders within our society. The course addresses the concept and practice of restorative justice. These concepts are considered through societal factors such as age, gender, sexuality, social class, racial/ethnic identity, and disability, and the impact of imprisonment and community corrections on different individuals and groups.

***CRMJ-410 Best Practices in Criminal Justice (3 Credits)***

This course will take an applied approach to explore material directly related to assessing and managing offenders; theories and research on evidence-based practices utilized by practitioners in community justice, corrections, and policing to promote offender change will be explored. Students will have a strong foundation in assessment and management, as well as rehabilitation of offenders of all socioeconomic and demographic backgrounds and orientations. In addition, students will examine successful approaches to working with offenders and victims by using a strength based perspective. Prerequisite: 150 or SOCL 150 or junior standing.

**CRMJ-470 Ethics in Criminal and Community Justice (3 Credits)**

This course is an examination of ethical theories and issues that confront criminal justice practitioners, including law enforcement, courts, corrections, and professionals working in policy and research. It will explore the concepts of morality, ethics, values, moral/ethical frameworks and dilemmas in the criminal justice field. Students will examine case studies of ethical issues and moral debates they may encounter as practitioners and in their everyday lives. Students will reflect on moral discourse(s), their own understanding of morality, and on the use of ethics for social justice and equality. Prerequisite: 150 or SOCL 150 or junior standing or higher.

**CRMJ-471 Ethics in Criminal Justice (3 Credits)**

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.

**CRMJ-486 Special Topics (3 Credits)**

Courses on topics of interest to criminal justice students offered on the basis of need, interest, or timeliness. Prerequisite: 150. Restricted to students with junior standing or higher. May be repeated for credit. See registrar's office current class schedules Web page for specific semester description.

**CRMJ-487 Experiential Learning: Internship (12 Credits)**

Non-classroom experiences in the field of criminal or juvenile justice. Placements are off-campus, and may be full- or part-time, and with or without pay. Credit for experiences must be sought prior to their occurrence, and learning contracts must be submitted before the end of the first week of the semester. Police certification training may count as internship credits for interested students. See advisor and/or director of internship programs for details. Senior standing required. Graded CR/NC.

**CRMJ-488 Independent Study (3 Credits)**

Independent reading and/or research under the supervision of a criminal justice faculty member. Refer to the academic policy section for independent study policy. Independent study contract is required. Prerequisite: 150. May be repeated for credit.

**DANC-100 Dance Appreciation (3 Credits)**

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, and social dance. AE

**DANC-105 Introduction to Dance Techniques (3 Credits)**

A course that introduces students to the styles of jazz, ballet, and tap dance, developing body coordination, strength, flexibility. AE

**DANC-110 Fundamentals of Dance (1 Credits)**

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.

**DANC-214 Ballet I (1 Credits)**

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.

**DANC-220 Modern Dance I (1 Credits)**

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.

**DANC-230 Tap Dance I (1 Credits)**

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.

***DANC-250 Jazz Dance I (1 Credits)***

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.

***DANC-270 Musical Theatre Dance I (1 Credits)***

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.

***DANC-286 Special Topics (3 Credits)***

Courses on topics of interest to dance students offered on the basis of need, interest, or timeliness. Prerequisites as determined by the instructor. Restricted to students with freshman or sophomore standing. May be repeated for credit. See registrar's office current class schedules Web page for specific semester description.

***DANC-287 Experiential Learning: Internship (12 Credits)***

Advanced non-classroom experiences in the field of dance. 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, and learning contracts must be submitted to the theatre faculty before the end of the first week of the semester. See the experiential learning: internship section of the catalog for more details. Graded CR/NC.

***DANC-288 Independent Study (3 Credits)***

Independent reading and/or research under the guidance of a dance faculty member. Refer to the academic policy section for independent study policy. Independent study contract is required. Prerequisite: as determined by instructor. May be repeated for credit.

***DANC-314 Ballet II (1 Credits)***

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.

***DANC-320 Modern Dance II (1 Credits)***

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.

***DANC-330 Tap Dance II (1 Credits)***

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.

***DANC-350 Jazz Dance II (1 Credits)***

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.

***DANC-360 Dance Composition (2 Credits)***

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-120 or 210; 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.

***DANC-370 Musical Theatre Dance II (1 Credits)***

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.

***DANC-414 Ballet III (1 Credits)***

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.

***DANC-430 Tap Dance III (1 Credits)***

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.

***DANC-486 Special Topics (3 Credits)***

Courses on topics of interest to dance students offered on the basis of need, interest, or timeliness. Prerequisites as determined by the instructor. Restricted to students with junior standing or higher. May be repeated for credit. See registrar's office current class schedules Web page for specific semester description.

***DANC-487 Experiential Learning: Internship (12 Credits)***

Advanced non-classroom experiences in the field of dance. 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, and learning contracts must be submitted to the theatre faculty before the end of the first week of the semester. See the experiential learning: internship section of the catalog for more details. Graded CR/NC.

***DANC-488 Independent Study (3 Credits)***

Independent reading and/or research under the guidance of a dance faculty member. Refer to the academic policy section for independent study policy. Independent study contract is required. Prerequisite: as determined by instructor. May be repeated for credit.

***DANC-490 Dance Repertory (3 Credits)***

This course will explore the creation and execution of a degree performance or educational event, from creative process through execution. Students will enhance their technical, creative, collaborative, and performance skills. Events will differ during different semesters, and may include performances of dance pieces(s) at various venues in the community, fully produced dance concerts, evening length movement pieces, and outreach opportunities to the people of our neighborhood. By audition only. Restricted to BFA or BM degree students or dance minors. May be repeated for credit.

***ECON-101 Macroeconomics (3 Credits)***

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.

***ECON-102 Microeconomics (3 Credits)***

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.

***ECON-286 Special Topics (3 Credits)***

Courses on topics of interest to business students offered on the basis of need, interest, or timeliness. Prerequisites as determined by instructor. Restricted to students with freshman or sophomore standing. May be repeated for credit. See registrar's office current class schedules Web page for specific semester description.

***ECON-287 Experiential Learning: Internship (12 Credits)***

Non-classroom experiences in the field of business. Placements are generally off-campus, and may be full- or part-time, and with or without pay. Credit for experiences must be sought prior to occurrence, and learning contracts must be submitted before the end of the first week of the semester. A maximum of 15 credits of 287/487 can be used to meet graduation requirements. See the experiential learning: internship section of this catalog for details. Restricted to students with freshman or sophomore standing. May be repeated for credit. Graded CR/NC.

***ECON-288 Independent Study (4 Credits)***

Individual and independent reading, research, and writing under the guidance of a School of Business faculty member. Refer to the academic policy section for independent study policy. A written learning contract must be on file in the Office of the Registrar by the end of the first week of classes in the semester in which the course is taken. The contract must provide details of the topic, learning objectives, methods to be used, works to be completed, completion dates, grading criteria, and a prospective bibliography. The learner must get contract approval from the guiding faculty member, his or her academic advisor, and the dean of the School of Business before the contract is filed with the registrar. May be repeated for credit.

***ECON-300 Environmental Economics (3 Credits)***

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.

***ECON-350 Latin America in a Global Economy (3 Credits)***

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.

***ECON-400 Personal Economics: Spending and Saving (2 Credits)***

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.

***ECON-486 Special Topics (3 Credits)***

Courses on topics of interest to business students offered on the basis of need, interest, or timeliness. Prerequisites as determined by instructor. Restricted to students with junior standing or higher. May be repeated for credit. See registrar's office current class schedules Web page for specific semester description.

***ECON-487 Experiential Learning: Internship (12 Credits)***

Non-classroom experiences in the field of business. Placements are generally off-campus, and may be full- or part-time, and with or without pay. Credit for experiences must be sought prior to occurrence, and learning contracts must be submitted before the end of the first week of the semester. A maximum of 15 credits of 287/487 can be used to meet graduation requirements. See the experiential learning: internship section of this catalog for details. Restricted to students with junior standing or higher. May be repeated for credit. Graded CR/NC.

***ECON-488 Independent Study (4 Credits)***

Individual and independent reading, research, and writing under the guidance of a School of Business faculty member. Refer to the academic policy section for independent study policy. A written learning contract must be on file in the Office of the Registrar by the end of the first week of classes in the semester in which the course is taken. The contract must provide details of the topic, learning objectives, methods to be used, works to be completed, completion dates, grading criteria, and a prospective bibliography. The learner must get contract approval from the guiding faculty member, his or her academic advisor, and the dean of the School of Business before the contract is filed with the registrar. May be repeated for credit.

***EDUC-150 Introduction to Education (2 Credits)***

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 as elementary, middle level and secondary.

***EDUC-207 Applied Argumentative Writing Sciences (3 Credits)***

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

***EDUC-215 Educational Psychology (3 Credits)***

Theories of learning and development and their application, critical thinking, motivation, classroom management, measurement and evaluation. Ten hours of field experience required. Prerequisite: 150.

***EDUC-243 Family and Community Partnerships and Leadership (2 Credits)***

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.

***EDUC-255 Curriculum, Instruction, and Assessment (3 Credits)***

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

***EDUC-271 Curriculum and Assessment, Birth to Grade 3 (4 Credits)***

A study of developmentally appropriate curriculum and assessment practices (theoretical and published), for infants, toddlers, preschoolers, and children in grades k-3 - including children with special abilities, disabilities or developmental differences. Emphasis on healthy social and emotional development as foundational to learning; creating supportive environments and experiences that increase each child's learning through play, exploration, and utilization of evidence-based teaching strategies; and developing parent/family partnerships. A field experience of 20 hours with young children is included. Prerequisite: 215.

***EDUC-280 Child and Adolescent Literature (3 Credits)***

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

***EDUC-286 Special Topics (3 Credits)***

Courses on topics of interest to education students offered on the basis of need, interest, or timeliness. Prerequisites as determined by instructor. Restricted to students with freshman or sophomore standing. May be repeated for credit. See registrar's office current class schedules Web page for specific semester description.

***EDUC-288 Independent Study (3 Credits)***

Independent reading and-or research under the guidance of an education department faculty member. Refer to the academic policy section for independent study policy. May be repeated for credit. Independent study contract is required.

***EDUC-290 Positive Classroom Environment K-9 Classroom Climate (3 Credits)***

This course is designed to provide teacher candidates with a foundational knowledge in creating and maintaining a positive classroom climate, resolving conflict, and 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. Prerequisite: 150.

***EDUC-300 Techniques of Secondary Methodology (3 Credits)***

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. Prerequisite: 150, 215, 255, admission to the teacher education program.

**EDUC-302 Meeting the Needs of Diverse Learners In K-12 (3 Credits)**

As we become increasingly aware of the value and strength of diversity in our world, teachers must be prepared to meet the needs of students. This course explores research-based strategies to recognize strengths and increase achievement in diverse student populations in the schools. Topics include poverty, trauma, mental health, rural communities, and diverse cultural and social groups, including Wisconsin First Nations, and English language learners. The theme of the course will be promoting social justice through education. 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 units for education majors with logs and reflections. Prerequisites: 215, 255, admission to the teacher education program. LDW

**EDUC-306 Disability and the Inclusive Classroom (3 Credits)**

This course provides an introduction and overview to the field of disability studies in education, and examines inclusive practices in contemporary schools. Topics covered will be the identification and characteristics of students with disabilities, a timeline of special education and inclusion, and a review of current legislation and policy. The course will cover roles and responsibilities of general and special educators as they collaborate in designing and implementing effective inclusive classroom plans. Adaptation frameworks, modifications, and teaching strategies will be presented and modeled so that classroom teachers can accommodate the needs of all learners, regardless of ability level. Prerequisite: 215, 255.

**EDUC-308 Emergent Literacy (2 Credits)**

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.

**EDUC-311 Curriculum and Methods for Social Studies, K-9 (2 Credits)**

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: admission to the teacher education program.

**EDUC-316 Technology-Enhanced Instruction Pre-K-12 (2 Credits)**

Explore, plan, design, and assess infusion of technology in learning environments, including adaptive technology; develop awareness of teacher productivity tools; explore ethical and legal issues surrounding use of technology in Pre-K-12 learning environments, including school technologies policies. Prerequisite: 215.

**EDUC-319 Teaching Literacy in the Elementary/ Middle School, K-9 (3 Credits)**

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: 306, admission to the teacher education program.

**EDUC-323 Curriculum and Methods for Science, K-9 (4 Credits)**

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 128 Model Academic Standards. Prerequisites: two science courses or concurrent, admission to the teacher education program.

**EDUC-330 Secondary Disciplinary Literacy Practices (3 Credits)**

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, 306 or concurrent, admission to the teacher education program.

**EDUC-355 Math Curriculum and Methods of Elementary and Middle School (3 Credits)**

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.

***EDUC-370 Speech Language Literacy (2 Credits)***

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: 215, 255.

***EDUC-374 Assessment of Students With Special Needs (3 Credits)***

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. Prerequisite: 306, 215, 255.

***EDUC-385 Planning and Implementing Effective Teaching Strategies for Students With Exceptional Educational Needs (4 Credits)***

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: 290, 306, 370 or concurrent, 374 or concurrent.

***EDUC-390 Positive Classroom Environment 4-12 (3 Credits)***

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 resolution, and other management theories and methodology. Includes 10 hours of field experience. Prerequisites: admission to teacher education program.

***EDUC-400 Inclusive Early Childhood Education (3 Credits)***

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.

***EDUC-401 Early Childhood Education Capstone (3 Credits)***

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, 271, 276, 308, 343, 400; admission to the teacher education program; admission to student teaching.

***EDUC-403 Teaching Writing in the Language Arts Classroom (2 Credits)***

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. Prerequisite: 215, 255, admission to the teacher education program.

***EDUC-405 Interdisciplinary and Arts Integrated Instruction (3 Credits)***

This course develops content and methods for interdisciplinary instruction and art integration in the elementary and middle school classroom. Critical thinking, problem solving, and experiential approaches are developed through reading, discussion, active participation, planning, and teaching. Students create interdisciplinary/arts integration lesson plans that address content area standards. Prerequisites: 215, 255, 280, 319; admission to the teacher education program. Restricted to students with junior or higher standing.

***EDUC-407 Senior Clinical for Elementary (1 Credits)***

Intensive field experience in the K-9 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: 355, 405, 413.

***EDUC-413 Assessment and Correction of Literacy Problems, K-9 (3 Credits)***

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: 319; admission to the teacher education program.

***EDUC-425 Technical Education Internship and Capstone Project (2 Credits)***

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.

***EDUC-441 Student Teaching: Elementary (grades PK-9) grades 1-8) (9 Credits)***

Teaching at kindergarten/elementary/middle level. Capstone experience typically completed in the final semester. Prerequisites: admission to the teacher education program; admission to student teaching.

***EDUC-459 Student Teaching: Middle and High School (4-12) (9 Credits)***

Teaching at middle and secondary levels. Capstone experience typically completed in the final semester. Prerequisites: admission to the teacher education program; admission to student teaching.

***EDUC-463 Student Teaching PK-12 Student Teaching Pk-12 (9 Credits)***

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.

***EDUC-482 Student Teaching Seminar, Pre-K-12 (2 Credits)***

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 and student teaching.

***EDUC-483 Professional Portfolio Development (2 Credits)***

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.

***EDUC-486 Special Topics (3 Credits)***

Courses on topics of interest to education students offered on the basis of need, interest, or timeliness. Prerequisites as determined by instructor. Restricted to students with junior standing or higher. May be repeated for credit. See registrar's office current class schedules Web page for specific semester description.

**EDUC-487 Experiential Learning: Internship (12 Credits)**

Advanced non-classroom experiences in the field of elementary or early childhood education. (This is distinct from the professional laboratory experiences required for admission to student teaching and from the student teaching experience. 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, and learning contracts must be submitted before the end of the first week of the semester. See the experiential learning: internship section of this catalog for more details. Restricted to students with junior standing or higher. Graded CR/NC.

**EDUC-488 Independent Study (3 Credits)**

Independent reading and-or research under the guidance of an education department faculty member. Refer to the academic policy section for independent study policy. May be repeated for credit. Independent study contract is required.

**EDUT-103 Fundamentals of Woodworking (2 Credits)**

(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.

**EDUT-128 Residential Cabinetmaking (5 Credits)**

(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.

**EDUT-129 Basic Electrical Systems (3 Credits)**

(WTC course 404304) Diagnose, test, repair and replace basic automotive electrical system components. Includes and introduction to tools and equipment, automobile and shop safety, and safety sheets are signed. Adequate shop time is provided for practical application.

**EDUT-151 Intro to Auto Technology (3 Credits)**

(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.

**EDUT-155 Basic Maintenance (3 Credits)**

(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.

**EDUT-162 Fundamentals of Bldg Construction (1 Credits)**

(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.

**EDUT-203 Machining for Maintenance (3 Credits)**

(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.

**EDUT-204 Welding for Maintenance (3 Credits)**

(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.

**EDUT-210 Renewable Energy Overview (3 Credits)**

(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.

**EDUT-211 Intro to Energy Effic & Mgmt (3 Credits)**

(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.

***EDUT-234 Industrial DC/AC 1 (3 Credits)***

(WTC course 620155) This course is a basic introduction to DC and AC electricity. AC and DC electrical theory and the quantities of voltage, current, resistance and power will be discussed. Ohm's Law, series circuits and multimeter usage are covered as well. Coverage will also include parallel and series-parallel circuits, batteries, electromagnetism, inductors/coils and capacitors. This course will cover the generation of alternating current and voltage. Properties of an AC waveform such as period, frequency, Peak, RMS, average and peak to peak will also be included. Three-phase voltage will also be introduced. Laboratory activities using the oscilloscope. scopemeter are performed to verify theory. AC transformer, reactive properties of series and parallel RC, RL and RLC circuits are discussed with emphasis on operation. Topics include reactance, phase angle and fundamental AC power concepts such as power triangle and power factor.

***EDUT-240 Engineering Materials (3 Credits)***

(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.

***EDUT-244 ArchiCAD (3 Credits)***

(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.

***EDUT-260 Photovoltaic Design & Installation (3 Credits)***

(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.

***EDUT-271 Sketching and AutoCAD Level 1 Sketching and AutoCAD 1 (2 Credits)***

(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 readying 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.

***EDUT-272 Sketching and AutoCAD Level 2 (2 Credits)***

(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 readying 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.

***EDUT-488 Independent Study (3 Credits)***

Independent reading and-or research under the guidance of an education department faculty member. Refer to Academic Policy section for independent study policy. May be repeated for credit. Independent study contract is required.

***ENGL-103 Composition and the Elements of Argument (3 Credits)***

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. ACT verbal score of 18-23 required. Students with a score lower than 18 should enroll in ENGL 103 with workshop. WCI, IL

***ENGL-104 Composition and Literature (3 Credits)***

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

***ENGL-105 Accelerated Composition (4 Credits)***

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

***ENGL-112 First-Year Publishing Experience (1 Credits)***

Students in this practicum experience work collaboratively to create Viterbo's journal of first-year writing, Backspace. Through working on this project, students build skills in professional communication, editing, and document and magazine design. Required for first-year English majors but open to English minors as well. May not be repeated for credit.

***ENGL-195 Honors Writing Seminar (4 Credits)***

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

***ENGL-208 The Short Story (3 Credits)***

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. Instruction will focus on developing the language and interpretive skills necessary to analyze literature written in English. Prerequisite: 104 or C or higher in 105 or C or higher in 195. Restricted to students whose primary language is not English. LA

***ENGL-211 Introduction to Creative Writing (3 Credits)***

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 or instructor consent. AE

***ENGL-212 Writing in Liberal Arts (3 Credits)***

<p>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.</p>
<p><b><i>ENGL-213 Writing, Editing, and Publishing in the Public Sphere (3 Credits)</i></b></p>
<p>Students in this course will be introduced to the history and ethics of journalism in addition to gaining practical experience in information gathering, interviewing, writing, and editing for newspapers, magazines, and new media. Articles produced in this course may be shared publically in digital or print publications. Prerequisite: 104 or 105 or 195. WCII</p>
<p><b><i>ENGL-214 Professional Writing and Technical Communication (3 Credits)</i></b></p>
<p>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</p>
<p><b><i>ENGL-215 Advanced Composition (3 Credits)</i></b></p>
<p>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 requirements. Prerequisite: 104 or 105 or 195. WCII, IL.</p>
<p><b><i>ENGL-218 Journalism Experience (1 Credits)</i></b></p>
<p>Students in this practicum experience support paid staff members in creating Viterbo's student newspaper, Lumen. Students working on the Lumen gain skills writing and editing hard news, features, sports reports, arts and culture reviews, and more. In addition, they grow their professional communication, collaboration, and community outreach abilities. May be repeated for credit.</p>
<p><b><i>ENGL-219 Literary Journal Experience (1 Credits)</i></b></p>
<p>Students in this practicum experience support paid staff members in creating Viterbo's literary and arts journal, Touchstone. Students gain skills in reviewing submissions, editing, professional communication, collaboration, and community outreach. Prerequisite: 104 or C or higher in 105 or C or higher in 195. May be repeated for credit.</p>
<p><b><i>ENGL-221 Survey of American Literature II (3 Credits)</i></b></p>
<p>General overview of American fiction and poetry from the post-Civil War to the post-World War II era, including works by such canonical authors as Twain, James, Hemingway, Frost, Eliot, Stevens, Faulkner. Attention will also be given to influential African-American, Native American, and women writers such as Hughes, Baldwin, Hurston, Cather, Erdrich, Plath. Prerequisite: 104 or C or higher in 105 or C or higher in 195. Will be offered for the last time spring semester 2020. LA</p>
<p><b><i>ENGL-233 Survey of British Literature III (3 Credits)</i></b></p>
<p>A general overview of British poetry, drama, and prose from the 20th and 21st 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</p>
<p><b><i>ENGL-243 Literature and Healing Arts (3 Credits)</i></b></p>
<p>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</p>
<p><b><i>ENGL-253 Genre Matters: Poetry, Fiction, Drama, and the Essay (3 Credits)</i></b></p>

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 105 or 195 may enroll in this course concurrently or with instructor consent. LA

***ENGL-255 Introduction to Literary Studies (3 Credits)***

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. Restricted to English majors only. English minors and others with instructor consent. Prerequisite: 104 or C or higher in 105 or C or higher in 195. WCII, OC

***ENGL-273 Introduction to Rhetorical Studies (3 Credits)***

Introduces students to rhetoric, both as a philosophical tradition and as an essential tool for understanding the cultural messages of today - the political, commercial, and artistic "texts" that surround us. Students learn the historical origins of Rhetoric and the main principles of rhetorical criticism. Students then apply that knowledge by analyzing and creating a variety of rhetorical texts, including written, oral, and visual arguments. Prerequisite: 104 or C or higher in 105 or C or higher in 195.

***ENGL-286 Special Topics (3 Credits)***

Courses on topics of interest to English students offered on the basis of need, interest, or timeliness. Prerequisites as determined by instructor. Restricted to students with freshman or sophomore standing. May be repeated for credit. See registrar's office current class schedules Web page for specific semester description.

***ENGL-287 Experiential Learning: Internship (12 Credits)***

Non-classroom experiences in the field of English. 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, and learning contracts must be submitted before the end of the first week of the semester. See the experiential learning: internship section of this catalog for more details. Restricted to students with freshman or sophomore standing. Graded CR/NC.

***ENGL-288 Independent Study (3 Credits)***

Independent reading and/or research under the guidance of an English faculty member. Refer to the academic policy section for independent study policy. Independent study contract is required. May be repeated for credit.

***ENGL-307 Argumentative Writing Across Genres (3 Credits)***

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

***ENGL-311 Workshop in Creative Non-Fiction and Fiction (3 Credits)***

This advanced creative writing course focuses on the genres of creative nonfiction and fiction. Students will read representative text in both genres with an emphasis on craft, intention, and effect. Students practice artistic observation, description, exposition, and narrative as they build a portfolio that reflects various shapes, styles, and approaches to the genres. 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

***ENGL-312 Poetry Workshop (3 Credits)***

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

***ENGL-317 Composition, Literacy, and Community: Honoring Our Differences (3 Credits)***

This course introduces students to writing and literacy theories that examine the way immediate and extended communities influence and are influenced by language and texts. Students explore regional dialects and variations on the English language to learn about the diverse nature of communication in the U.S. Prerequisite: 104 or C or higher in 105 or C or higher in 195.

**ENGL-318 Language, Power, and New Media (3 Credits)**

In this course, students explore the way language used in digital texts such as social media, web sites, blogs, and online journalism, perpetuates power and privilege. Students develop skills in media literacy, media ethics, and critical thinking in order to analyze and critique social structures in the U.S. Writing in the course relies heavily on scholarly research in the humanities and social sciences.

**ENGL-324 The American Novel to 1900 (3 Credits)**

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 Douglas, Harriet Beecher Stowe, Mark Twain, William Dean Howells, Henry James, and Stephen Crane. This course will situate historically such literary movements 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. Course will be offered for the last time fall 2019. LA

**ENGL-325 The American Novel, 1900-1945 (3 Credits)**

Intensive study of American narratives of the first half of the 20th century in historical and cultural contexts by such authors as Henry James, Theodore Dreiser, William Faulkner, Willa Cather, and Zora Neale Hurston. 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. Course will be offered for the last time spring semester 2020. LA

**ENGL-329 Genre Studies (3 Credits)**

This course focuses on a single literary genre, its conventions, and challenges to those conventions. Course may emphasize fiction, non-fiction, drama, adaptations, specific forms of poetry, or other literary genres. Prerequisite: 104 or C or higher in 105 or C or higher in 195. May be repeated for credit. LA

**ENGL-332 The Grammar and History of the English Language (3 Credits)**

This course offers a descriptive study of English grammar along with the historical development of the English language. Students identify grammatical features and diagram sentences in Present Day English and learn about cultural changes that influenced Old English, Middle English, Early Modern English, and Present Day English. Prerequisite: 104 or C or higher in 105 or C or higher in 195.

**ENGL-334 Social Justice, Service, and New Journalism (3 Credits)**

Theory and practice in socially responsible new journalism feature writing. Students explore theories of journalism and social activism and produce newspaper feature articles that address the concerns of local communities. Specifically, students engage theories of rhetoric and social justice to explore what it means to do socially responsible journalism in the digital age. Building on their engagement with these theories, and their understanding of journalistic practices, students work with community organizations to produce a variety of articles that address issues of social justice and the common good.

**ENGL-336 Shakespeare (3 Credits)**

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

**ENGL-338 Renaissance/Seventeenth Century Brit Lit (3 Credits)**

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 Johnson, 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

**ENGL-342 Single Author in American Literature (3 Credits)**

Examines multiple works by a single author in American literature to consider themes, topics, and development of work over time. May be repeated once for credit. Prerequisite: 104 or C or higher in 105 or C or higher in 195. LA

**ENGL-343 Single Author in British Literature (3 Credits)**

Examines multiple works by a single author in British literature to consider themes, topics, and development of work over time. May be repeated once for credit. Prerequisite: 104 or C or higher in 105 or C or higher in 195. LA

**ENGL-344 Single Author in World Literature (3 Credits)**

Examines multiple works by a single author in World literature to consider themes, topics, and development of work over time. May be repeated once for credit. Prerequisite: 104 or C or higher in 105 or C or higher in 195. LA

***ENGL-347 Women Writers After 1700 (3 Credits)***

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

***ENGL-350 Topics in American Literature (3 Credits)***

Examines a recurrent theme, symbol, or image in American literature to consider how texts reveal, respond to, and influence change in American culture or society over time. Topics will vary in their specificity and may explore more than one genre, literary-historical period, or non-Western culture. May be repeated once for credit. Prerequisite: 104 or C or higher in 105 or C or higher in 195. LA

***ENGL-351 Topics in British Literature (3 Credits)***

Examines a recurrent theme, symbol, or image in British literature to consider how texts reveal, respond to, and influence change in British culture or society over time. Topics will vary in their specificity and may explore more than one genre, literary-historical period, or non-Western culture. May be repeated once for credit. Prerequisite: 104 or C or higher in 105 or C or higher in 195. LA

***ENGL-352 Topics in World Literature (3 Credits)***

Examines a theme, symbol, or image in non-Western literature to consider how texts reveal, respond to, and influence culture or cultural change over time. Topics will vary in their specificity and may explore more than one genre, literary-historical period, or non-Western culture. May be repeated once for credit. Prerequisite: 104 or C or higher in 105 or C or higher in 195. LA

***ENGL-354 Western Masterpieces (3 Credits)***

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.

***ENGL-360 Latin American Fiction Around the Boom (3 Credits)***

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.

***ENGL-380 Victorian Literature (3 Credits)***

In-depth analysis of English poetry and prose written during the middle and late 19th century. Emphasis on understanding the assigned works within their historical and cultural contexts. Includes such writers as Dickens, Gaskell, Tennyson, Browning, Arnold, the Pre-Raphaelites, Hopkins, Wilde, and Hardy. Examines at least two novels from the period and may center on a special topic in Victorian literature. Prerequisite: 104 or C or higher in 105 or C or higher in 195. Offered for the last time spring 2021. LA

***ENGL-385 Modern and Contemporary Poets (3 Credits)***

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

***ENGL-394 Young Adult Literature in a Diverse World (3 Credits)***

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.

***ENGL-401 Tutoring Writing Across Disciplines (1 Credits)***

Provides practical training for upper division students who tutor first-year writing students in Viterbo's Academic Resource Center. Students build skills necessary for work in publishing, editing, and teaching. May be repeated for credit. Prerequisite: 103.

**ENGL-480 Literary Criticism and Theory (3 Credits)**

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. Offered for the last time Fall 2020.

**ENGL-481 Senior Thesis Seminar (2 Credits)**

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.

**ENGL-486 Special Topics (3 Credits)**

Courses on topics of interest to English students offered on the basis of need, interest, or timeliness. Prerequisites as determined by instructor. Restricted to students with junior standing or higher. May be repeated for credit. See registrar's office current class schedules Web page for specific semester description.

**ENGL-487 Experiential Learning: Internship (12 Credits)**

Non-classroom experiences in the field of English. 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, and learning contracts must be submitted before the end of the first week of the semester. See the experiential learning: internship section of this catalog for more details. Restricted to students with junior standing or higher. Graded CR/NC.

**ENGL-488 Independent Study (3 Credits)**

Independent reading and/or research under the guidance of an English faculty member. Refer to the academic policy section for independent study policy. Independent study contract is required. May be repeated for credit.

**ENGR-112 Engineering Success (3 Credits)**

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.

**ENGR-130 First-Year Design (3 Credits)**

Course includes both lecture and lab components per week. 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".

**ENGR-150 Design Graphics and Programming (4 Credits)**

Course includes both lecture and lab components per week. 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.

**ENGR-230 Circuits (3 Credits)**

Course includes both lecture and lab components per week. 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.

**ENGR-250 Statics (3 Credits)**

Course includes both lecture and lab components per week. 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.

**ENGR-280 Dynamics (3 Credits)**

Course includes both lecture and lab components per week. 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.

**ENGR-289 Internship (3 Credits)**

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.

**ENGR-320 Thermodynamics (3 Credits)**

Course includes both lecture and lab components per week. Study the interactions of energy and matter. Learn and apply the 0th, 1st, and 2nd 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.

**ENGR-350 Materials (4 Credits)**

Course includes both lecture and lab components per week. 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.

**ENGR-365 Computational Modeling (4 Credits)**

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).

**ENGR-370 Systems Engineering (3 Credits)**

Course includes both lecture and lab components per week. 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.

**ENGR-380 Fluid Mechanics (3 Credits)**

Course includes both lecture and lab components per week. 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.

**ENGR-489 Capstone Internship (3 Credits)**

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.

**ENGR-499 Engineering Capstone (3 Credits)**

Course includes both lecture and lab components per week. 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.

**ENVS-101 Environmental Science (4 Credits)**

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

**ENVS-286 Special Topics (4 Credits)**

Courses on topics of interest to environmental studies students offered on the basis of need, interest, or timeliness. Prerequisites as determined by instructor. Restricted to students with freshman or sophomore standing. May be repeated for credit. See registrar's office current class schedules Web page for specific semester description.

**ENVS-287 Experiential Learning: Internship (12 Credits)**

Non-classroom experiences in the field of environmental studies. Placements are off-campus, may be full- or part-time, and with or without pay. Credit for experiences must be sought prior to occurrence, and learning contracts must be submitted before the end of the first week of the semester. See the experiential learning: internship section of this catalog for more details. Restricted to students with freshman or sophomore standing. Graded CR/NC.

***ENVS-288 Independent Study (4 Credits)***

Independent reading and/or research under the guidance of a faculty member. Refer to the academic policy section for independent study policy. Independent study contract is required. May be repeated for credit.

***ENVS-325 Environmental Sustainability (3 Credits)***

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.

***ENVS-486 Special Topics (4 Credits)***

Courses on topics of interest to environmental studies students offered on the basis of need, interest, or timeliness. Prerequisites as determined by instructor. Restricted to students with junior standing or higher. May be repeated for credit. See registrar's office current class schedules Web page for specific semester description.

***ENVS-487 Experiential Learning: Internship (12 Credits)***

Non-classroom experiences in the field of environmental studies. Placements are off-campus, may be full- or part-time, and with or without pay. Credit for experiences must be sought prior to occurrence, and learning contracts must be submitted before the end of the first week of the semester. See the experiential learning: internship section of this catalog for more details. Restricted to students with junior standing or higher. Graded CR/NC.

***ENVS-488 Independent Study (4 Credits)***

Independent reading and/or research under the guidance of a faculty member. Refer to the academic policy section for independent study policy. Independent study contract is required. May be repeated for credit.

***ESCI-103 Earth Science (4 Credits)***

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

***ESCI-288 Independent Study (4 Credits)***

Independent reading and/or research under the guidance of a faculty member. Refer to the academic policy section for independent study policy. Independent study contract is required. May be repeated for credit.

***ESCI-488 Independent Study (4 Credits)***

Independent reading and/or research under the guidance of a faculty member. Refer to the academic policy section for independent study policy. Independent study contract is required. May be repeated for credit.

***ESLP-090 English Reading and Writing (3 Credits)***

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.

***ESLP-095 English Communication (3 Credits)***

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.

***ESLP-100 Writing and Grammar I (3 Credits)***

Focus on the basics of English rules of writing: spelling, punctuation, paragraphing and organizational patterns. Students receive intensive practice writing paragraphs and basic essays.

***ESLP-101 Writing and Grammar II (3 Credits)***

Develops intermediate writing skills including academic vocabulary and increasingly sophisticated grammatical patterns with awareness of APA/MLA. Student receives intensive practice writing essays with increased academic rigor, and sophistication. Intermediate concepts are applied. Prerequisite: grade of B or higher in 100.

***ESLP-102 Advanced Writing and Grammar III (3 Credits)***

Develops advanced writing skills. Intensive practice developing ability to write research and essays employing academic conventions. Prerequisite: grade of B or higher in 101.

***ESLP-103 Reading Level I (3 Credits)***

Focuses on development of reading skills, vocabulary and listening skills. Emphasis on understanding of phrases in context. Develops reading comprehension.

***ESLP-104 Reading Level II (3 Credits)***

Focus on advanced reading skills: drawing inferences from readings, paraphrasing and indentifying an author's point of view. Using a variety of readings to develop vocabulary and develop advanced reading skills. Prerequisite: grade of B or higher in ESLP-103.

***ESLP-105 University Orientation (3 Credits)***

Designed specifically for international students, this course serves as an introduction to American college/university academic expectations. It explores skills and strategies to be a successful student in an American university classroom.

***ESLP-115 Listening and Speaking I (3 Credits)***

This course focuses on improving ability to generate fluent and comprehensible speech by developing accurate pronunciation. Students practice common speech patterns and conversational language while building vocabulary and developing English grammar. Listening skills are developed through oral presentations and lectures.

***ESLP-116 Listening and Speaking II (3 Credits)***

Course content includes: presentations, readings and listening exercises. Students learn strategies for listening in academic lectures and participating in face paced classroom discussions. Student received intensive listening practice to aid in comprehending complex oral texts and are introduced to complex authentic 'talks' and lectures. Prerequisite: grade of B or higher in ESLP-115.

***ESLP-286 Special Topics (3 Credits)***

Courses on topics of interest to ESL students offered on the basis of need, interest, or timeliness. Restricted to students with freshman or sophomore standing. May be repeated for credit. See registrar's office current class schedules Web page for specific semester description.

***ETHL-486 Special Topics (4 Credits)***

Special topics courses of variable credit are developed depending on participant need and interest. Some special topics courses have been: Mentoring & Leadership; and Empathy & Imagination. May be repeated for credit.

***FINA-286 Special Topics (3 Credits)***

Courses on topics of interest to business students offered on the basis of need, interest, or timeliness. Prerequisites as determined by instructor. Restricted to students with freshman or sophomore standing. May be repeated for credit. See registrar's office current class schedules Web page for specific semester description.

***FINA-287 Experiential Learning: Internship (12 Credits)***

Non-classroom experiences in the field of business. Placements are generally off-campus, and may be full- or part-time, and with or without pay. Credit for experiences must be sought prior to occurrence, and learning contracts must be submitted before the end of the first week of the semester. A maximum of 15 credits of 287/487 can be used to meet graduation requirements. See the experiential learning: internship section of this catalog for details. Restricted to students with freshman or sophomore standing. May be repeated for credit. Graded CR/NC.

***FINA-288 Independent Study (4 Credits)***

Individual and independent reading, research, and writing under the guidance of a School of Business faculty member. Refer to the academic policy section for independent study policy. A written learning contract must be on file in the Office of the Registrar by the end of the first week of classes in the semester in which the course is taken. The contract must provide details of the topic, learning objectives, methods to be used, works to be completed, completion dates, grading criteria, and a prospective bibliography. The learner must get contract approval from the guiding faculty member, his or her academic advisor, and the dean of the School of Business before the contract is filed with the registrar. May be repeated for credit.

***FINA-304 Banking, Financial Institutions, and Monetary Policy (3 Credits)***

The study of how financial institutions function both 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, and internally focusing on retail operations for deposit and loan accounts, as well as commercial banking operations. Prerequisites: ECON 101, 102.

***FINA-331 Financial Management (3 Credits)***

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.

***FINA-332 Investments (3 Credits)***

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.

***FINA-340 Retail and Commercial Banking Operations (3 Credits)***

The study of how banks operate, including retail operations for deposit and loan accounts, as well as commercial banking operations.

***FINA-355 Financing Strategies and Capitalization (3 Credits)***

This course provides in-depth investigation of financing options and processes, interest rate structures, and supply of capital. It explores the markets for loanable funds, techniques for acquiring funds and for determining the appropriate financing instrument for a variety of business situations. Prerequisite: 331.

***FINA-410 Financial Planning/Wealth Management (3 Credits)***

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.

***FINA-481 Finance Field Practicum (12 Credits)***

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.

***FINA-486 Special Topics (3 Credits)***

Courses on topics of interest to business students offered on the basis of need, interest, or timeliness. Prerequisites as determined by instructor. Restricted to students with junior standing or higher. May be repeated for credit. See registrar's office current class schedules Web page for specific semester description.

***FINA-487 Experiential Learning: Internship (12 Credits)***

Non-classroom experiences in the field of business. Placements are generally off-campus, and may be full- or part-time, and with or without pay. Credit for experiences must be sought prior to occurrence, and learning contracts must be submitted before the end of the first week of the semester. A maximum of 15 credits of 287/487 can be used to meet graduation requirements. See the experiential learning: internship section of this catalog for details. Restricted to students with junior standing or higher. May be repeated for credit. Graded CR/NC.

***FINA-488 Independent Study (4 Credits)***

Individual and independent reading, research, and writing under the guidance of a School of Business faculty member. Refer to the academic policy section for independent study policy. A written learning contract must be on file in the Office of the Registrar by the end of the first week of classes in the semester in which the course is taken. The contract must provide details of the topic, learning objectives, methods to be used, works to be completed, completion dates, grading criteria, and a prospective bibliography. The learner must get contract approval from the guiding faculty member, his or her academic advisor, and the dean of the School of Business before the contract is filed with the registrar. May be repeated for credit.

***FREN-101 Beginning French (3 Credits)***

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.

***FREN-102 Beginning French (3 Credits)***

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.

***GEOG-132 World Regional Geography (3 Credits)***

This course is a cultural geography course that introduces students to nine to ten 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

***GEOG-286 Special Topics (3 Credits)***

Courses on geography topics of interest to students offered on the basis of need, interest, or timeliness. Restricted to students with freshman or sophomore standing. May be repeated for credit. See registrar's office current class schedules Web page for specific semester description.

***GEOG-288 Independent Study (3 Credits)***

Independent reading and/or research under the guidance of a faculty member. Refer to the academic policy section for independent study policy. Independent study contract is required. May be repeated for credit. G4, G9

***GEOG-486 Special Topics (3 Credits)***

Courses on geography topics of interest to students offered on the basis of need, interest, or timeliness. Restricted to students with junior standing or higher. May be repeated for credit. See registrar's office current class schedules Web page for specific semester description.

***GEOG-488 Independent Study (3 Credits)***

Independent reading and/or research under the guidance of a faculty member. Refer to the academic policy section for independent study policy. Independent study contract is required. May be repeated for credit. G4, G9

***GERM-101 Introduction to German (3 Credits)***

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.

***GERM-102 Introduction to German (3 Credits)***

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.

***GLST-200 Off-Campus Study (16 Credits)***

Participation in an intercultural learning experience in the form of study abroad, service-learning experience, or an internship. Restricted to students with freshman and sophomore standing.

***GLST-286 Special Topics (3 Credits)***

Courses on topics of interest in global studies offered on the basis of need, interest, or timeliness. Courses generally include some type of cultural immersion experience. Prerequisites as determined by instructor. Restricted to students with freshman or sophomore standing. May be repeated for credit. See registrar's office current class schedules Web page for specific semester description.

***GLST-288 Independent Study (3 Credits)***

Independent reading and/or research under the supervision of a faculty member. Refer to the academic policy section for independent study policy. Independent study contract is required. May be repeated for credit.

***GLST-400 Off-Campus Study (16 Credits)***

Participation in an intercultural learning experience in the form of study abroad, service-learning experience, or an internship. Restricted to students with juniors standing or higher.

***GLST-486 Special Topics (3 Credits)***

Courses on topics of interest in global studies offered on the basis of need, interest, or timeliness. Courses generally include some type of cultural immersion experience. Prerequisites as determined by instructor. Restricted to students with junior standing or higher. May be repeated for credit. See registrar's office current class schedules Web page for specific semester description.

***GLST-488 Independent Study (3 Credits)***

Independent reading and/or research under the supervision of a faculty member. Refer to the academic policy section for independent study policy. Independent study contract is required. May be repeated for credit.

***HIST-101 Western Civilization to 1600 (3 Credits)***

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

***HIST-102 Western Civilization since 1600 (3 Credits)***

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

***HIST-105 World History to 1500 (3 Credits)***

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

***HIST-106 World History since 1500 (3 Credits)***

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

***HIST-111 The United States to 1865 (3 Credits)***

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

***HIST-112 The United States since 1865 (3 Credits)***

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

***HIST-153 Introduction to Latin American History (3 Credits)***

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

**HIST-217 Christianity in the Ancient World (3 Credits)**

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

**HIST-218 Christianity in the Ancient World (3 Credits)**

Same as 217 without the travel and study abroad. HA

**HIST-220 The City in History (3 Credits)**

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

**HIST-221 The City in History (3 Credits)**

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

**HIST-254 History Through Film (3 Credits)**

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

**HIST-286 Special Topics (3 Credits)**

Courses on topics of interest to history students offered on the basis of need, interest, or timeliness. Restricted to students with freshman or sophomore standing. May be repeated for credit. See registrar's office current class schedules Web page for specific semester description.

**HIST-288 Independent Study (3 Credits)**

Independent reading and/or research under the guidance of a history faculty member. Refer to the academic policy section for independent study policy. Independent study contract is required. May be repeated for credit.

**HIST-304 The Holocaust (3 Credits)**

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

**HIST-308 The Vietnam War (3 Credits)**

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

**HIST-311 The 1960s: Liberation and Reaction (3 Credits)**

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

**HIST-315 Building a New Europe (3 Credits)**

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 of Great Britain. HA

***HIST-330 Early Modern Europe, 1600-1815 (3 Credits)***

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

***HIST-335 Ideas in European Society (3 Credits)***

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 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

***HIST-341 World of Ideas (3 Credits)***

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

***HIST-342 Atlantic Revolutions (3 Credits)***

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

***HIST-344 The Enlightenment (3 Credits)***

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

***HIST-346 Colonial America to 1763 (3 Credits)***

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

***HIST-347 Civil War and Reconstruction, 1850-1877 (3 Credits)***

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

***HIST-349 U.S.-Mexico Borderlands (3 Credits)***

This course examines the border, or boundary, between Mexico and the U.S. We will seek to connect the borders 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

***HIST-351 The American West (3 Credits)***

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. HA

***HIST-352 Women in American History to 1900 (3 Credits)***

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

***HIST-353 Women in American History Since 1900 (3 Credits)***

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 womens 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

***HIST-354 American Environmental History (3 Credits)***

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

***HIST-355 Women's Work: Gender Labor in US Histry (3 Credits)***

This class examines women as an economic force in American history. Topics will include womens 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 womens search for gender equality will inform the analysis of the role of race, class and ethnicity in creating sexual divisions of labor. HA

***HIST-359 The 20th Century (3 Credits)***

A study of selected themes and topics in the history of the 20th century. HA

***HIST-370 Asia in the Modern World (3 Credits)***

The history of the three major states and socities of Asia - China, Japan, and India, since 1750, including the coming of the West, the hey-day of imperialism, nationalist stirring and responses, and the 20th century transformations. HA

***HIST-373 History of S Africa (3 Credits)***

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

***HIST-380 Women, Men, Love, and Family (3 Credits)***

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. HA

***HIST-385 The History of Medicine (3 Credits)***

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

***HIST-395 Islam and Christianity in the Middle Ages (3 Credits)***

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

***HIST-481 Senior Thesis Seminar (2 Credits)***

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.

***HIST-486 Special Topics (3 Credits)***

Courses on topics of interest to history students offered on the basis of need, interest, or timeliness. Restricted to students with junior standing or higher. May be repeated for credit. See registrar's office current class schedules Web page for specific semester description.

***HIST-487 Experiential Learning: Internship (3 Credits)***

Advanced non-classroom experiences in the field of history. 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, and learning contracts must be submitted before the end of the first week of the semester. See the experiential learning: internship section of this catalog for more details. Restricted to students with junior standing or higher. Graded CR/NC.

***HIST-488 Independent Study (3 Credits)***

Independent reading and/or research under the guidance of a history faculty member. Refer to the academic policy section for independent study policy. Independent study contract is required. May be repeated for credit.

***HMGT-101 Health Care Terminology (1 Credits)***

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.

***HMGT-105 Introduction to Health Care and Wellness Management (3 Credits)***

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.

***HMGT-306 Principles of Management in Health Care (3 Credits)***

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.

***HMGT-320 Health Care Policy and Delivery Systems (3 Credits)***

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.

***HMGT-330 Legal and Ethical Issues in Health Care (3 Credits)***

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.

***HMGT-340 Financial and Economic Aspects of Health Care (3 Credits)***

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.

***HMGT-350 Developing and Leading Wellness Programs (3 Credits)***

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.

***HMGT-375 Health Care Informatics (3 Credits)***

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.

***HMGT-425 Evidence Based Health Care Management (3 Credits)***

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.

***HMGT-445 Quality Improvement in Health Care (3 Credits)***

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.

***HMGT-481 Health Care Management Field Practicum (12 Credits)***

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.

***HMGT-486 Special Topics (4 Credits)***

Courses on topics of interest to health care management students offered on the basis of need, interest, or timeliness. Prerequisites as determined by instructor. Restricted to students with junior standing or higher. May be repeated for credit. See registrar's office current class schedules Web page for specific semester description.

***HMGT-487 Experiential Learning: Internship (12 Credits)***

Non-classroom experiences in the field of business. Placements are generally off-campus, and may be full- or part-time, and with or without pay. Credit for experiences must be sought prior to occurrence, and learning contracts must be submitted before the end of the first week of the semester. A maximum of 15 credits of 287/487 can be used to meet graduation requirements. See the experiential learning: internship section of this catalog for details. Restricted to students with junior standing or higher. May be repeated for credit. Graded CR/NC.

***HMGT-495 Health Care Management Capstone (3 Credits)***

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.

***HONR-286 Special Topics (4 Credits)***

Courses on topics of interest to honors students offered on the basis of need, interest, or timeliness. Prerequisites as determined by the instructor. Restricted to students with junior standing or higher. May be repeated for credit. See registrar's office current class schedules Web page for specific semester description.

***HONR-355 Honors Seminar: Humanities Symposium (1 Credits)***

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. Prerequisite: enrollment in the honors program; junior standing. May be taken as CR/NC. May be repeated for credit.

***HONR-356 Honors Seminar Ethical Leadership (1 Credits)***

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. Prerequisites: enrollment in honors program; sophomore standing. May be taken as CR/NC. May be repeated for credit.

***HONR-486 Special Topics (4 Credits)***

Courses on topics of interest to honors students offered on the basis of need, interest, or timeliness. Prerequisites as determined by the instructor. Restricted to students with junior standing or higher. May be repeated for credit. See registrar's office current class schedules Web page for specific semester description.

***HONR-488 Independent Study (4 Credits)***

Independent reading and/or research in the honors program. Must be under the direction of a faculty member. Refer to the academic policy section for independent study policy. Independent study contract is required. May be repeated for credit.

***HONR-499 Honors Senior Seminar (1 Credits)***

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. Prerequisites: enrollment in the honors program, junior standing.

***INDV-300 Introdtion to Prior Learning Assessment (1 Credits)***

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 courses, 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.

***INFO-103 Spreadsheet Fundamentals (1 Credits)***

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.

***INFO-150 Integrated Software Applications (3 Credits)***

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.

***INFO-200 Management Infomation Systems Concepts And Applications (3 Credits)***

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.

***INFO-220 Essentials of Information Tehnology (3 Credits)***

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.

***INFO-230 Object-Oriented Prgmming Conpts (3 Credits)***

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.

***INFO-287 Experiential Learning: Internship (12 Credits)***

Non-classroom experiences in the field of information technology. Placements are generally off-campus, and may be full- or part-time, and with or without pay. Credit for experiences must be sought prior to occurrence, and learning contracts must be submitted before the end of the first week of the semester. A maximum of 15 credits of 287/487 can be used to meet graduation requirements. See the experiential learning: internship section of this catalog for details. Restricted to students with freshman or sophomore standing. May be repeated for credit. Graded CR/NC.

***INFO-288 Independent Study (4 Credits)***

Individual and independent reading, research, and writing under the guidance of a School of Business faculty member. Refer to the academic policy section for independent study policy. A written learning contract must be on file in the Office of the Registrar by the end of the first week of classes in the semester in which the course is taken. The contract must provide details of the topic, learning objectives, methods to be used, works to be completed, completion dates, grading criteria, and a prospective bibliography. The learner must get contract approval from the guiding faculty member, his or her academic advisor, and the dean of the School of Business before the contract is filed with the registrar. May be repeated for credit.

***INFO-303 Advanced Excel (1 Credits)***

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.

***INFO-310 Data Communications and Networking (3 Credits)***

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.

***INFO-320 Information Security I (3 Credits)***

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.

***INFO-340 E-Commerce Development and Implementation (3 Credits)***

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 e-commerce. Also covered are the underlying business promises of e-business activity and technical details of a successful implementation. Prerequisite: 200 or MGMT 210.

***INFO-350 Database Management Systems I (3 Credits)***

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.

***INFO-400 Systems Analysis and Design (3 Credits)***

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.

***INFO-487 Experiential Learning: Internship (12 Credits)***

Non-classroom experiences in the field of information technology. Placements are generally off-campus, and may be full- or part-time, and with or without pay. Credit for experiences must be sought prior to occurrence, and learning contracts must be submitted before the end of the first week of the semester. A maximum of 15 credits of 287/487 can be used to meet graduation requirements. See the experiential learning: internship section of this catalog for details. Restricted to students with freshman or sophomore standing. May be repeated for credit. Graded CR/NC.

***INFO-488 Independent Study (4 Credits)***

Individual and independent reading, research, and writing under the guidance of a School of Business faculty member. Refer to the academic policy section for independent study policy. A written learning contract must be on file in the Office of the Registrar by the end of the first week of classes in the semester in which the course is taken. The contract must provide details of the topic, learning objectives, methods to be used, works to be completed, completion dates, grading criteria, and a prospective bibliography. The learner must get contract approval from the guiding faculty member, his or her academic advisor, and the dean of the School of Business before the contract is filed with the registrar. May be repeated for credit.

***INST-488 Independent Study (3 Credits)***

***INST-495 Colloquium II (3 Credits)***

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.

***INTP-301 Interpreting Principles (3 Credits)***

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.

***INTP-444 Intercultural Competence and Ethics In Interpreting (3 Credits)***

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.

***INTP-452 Seminar for Interpreting in Business and Legal Settings (3 Credits)***

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.

***INTP-456 Seminar for Interpreting in Healthcare And Social Settings (3 Credits)***

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.

***INTP-481 Interpreting Practicum (1 Credits)***

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.

***INTP-488 Independent Study (3 Credits)***

Guided reading and research on a topic selected by the student and approved by the instructor. Refer to the academic policy section for independent study policy. Independent study contract is required. May be repeated for credit.

***ITAL-101 Introduction to Italian (3 Credits)***

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.

***ITAL-102 Introduction to Italian (3 Credits)***

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.

***ITAL-201 Intermediate Italian I (3 Credits)***

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: grade of C or higher in 102 or departmental exam.

***ITAL-202 Intermediate Italian II (3 Credits)***

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: grade of C or higher in 201 or departmental exam.

***ITAL-286 Special Topics (3 Credits)***

Courses on topics of interest to students in a particular discipline offered on the basis of need, interest, or timeliness. Prerequisites as determined by instructor. Restricted to students with freshman or sophomore standing (286) or restricted to students with junior standing or higher (486.) May be repeated for credit. See registrar's office current class schedules Web page for specific semester description.

***ITAL-288 Independent Study (4 Credits)***

Guided reading and research on a topic selected by the student and approved by the instructor. Refer to the academic policy section for independent study policy. Independent study contract is required. May be repeated for credit.

***ITAL-488 Independent Study (4 Credits)***

Guided reading and research on a topic selected by the student and approved by the instructor. Refer to the academic policy section for independent study policy. Independent study contract is required. May be repeated for credit.

***LASP-200 Introduction to Latin American Studies (3 Credits)***

This course will give students theoretical tools to understand Latin America from a 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

***LASP-287 Experiential Learning: Internship (3 Credits)***

Non-classroom experiences in the field of Latin American studies. 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, and learning contracts must be submitted before the end of the first week of the semester. See the experiential learning: internship section of this catalog for more details. Restricted to students with freshman or sophomore standing. Graded CR/NC.

***LASP-288 Independent Study (4 Credits)***

Guided reading and research on a topic selected by the student and approved by the instructor. Refer to the academic policy section for independent study policy. Independent study contract is required. May be repeated for credit.

***LASP-312 U.S. Hispanic Cultures (3 Credits)***

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.

***LASP-316 U.S. Latino Literature (3 Credits)***

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.

***LASP-336 Perspectives of Latin America Thru Film (3 Credits)***

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.)

***LASP-350 Health Care in Latin America (3 Credits)***

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. G9

***LASP-486 Special Topics (3 Credits)***

A course offered on a special topic in Latin American Studies on the basis of need, interest, or timeliness. Restricted to students with junior standing or higher. May be repeated for credit. See registrar's office current class schedules Web page for specific semester description.

***LASP-487 Experiential Learning: Internship (3 Credits)***

Non-classroom experiences in the field of Latin American studies. 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, and learning contracts must be submitted before the end of the first week of the semester. See the experiential learning: internship section of this catalog for more details. Restricted to students with junior or senior standing. Graded CR/NC.

***LASP-488 Independent Study (3 Credits)***

Guided reading and research on a topic selected by the student and approved by the instructor. Refer to the academic policy section for independent study policy. Independent study contract is required. May be repeated for credit.

***LBST-212 Writing in Liberal Arts (3 Credits)***

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

***LBST-340 Interdisciplinary Perspectives (3 Credits)***

An intentionally interdisciplinary course taught using two liberal studies disciplines that models interdisciplinary work at an intermediate level of interdisciplinary writing and research.

***LBST-399 Thesis Proposal (1 Credits)***

Intermediate level interdisciplinary writing and research methods class designed to help liberal studies majors develop a thesis proposal.

***LBST-488 Independent Study (6 Credits)***

***LBST-499 Liberal Studies Capstone (1 Credits)***

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.

***MATH-081 Just in Time Algebra Lab (1 Credits)***

This course is designed to provide additional support for students enrolled in MATH 111 or Math 112 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 and 112. Graded credit/no credit. Credits not applicable toward graduation.

***MATH-083 Just in Time Statistics Lab (1 Credits)***

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.

***MATH-091 Elementary Algebra (3 Credits)***

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. Graded with Letter grades for face to face associate degree students on the WTC campus.

***MATH-105 Math and Science Success (1 Credits)***

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.)

***MATH-111 Intermediate Algebra (3 Credits)***

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

***MATH-112 College Algebra (3 Credits)***

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

***MATH-113 Trigonometry (3 Credits)***

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

***MATH-130 Introductory Statistics (3 Credits)***

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

***MATH-155 Mathematics: A Way of Thinking (3 Credits)***

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

***MATH-220 Calculus I (4 Credits)***

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

***MATH-221 Calculus II (4 Credits)***

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

***MATH-230 Elements of Statistics (4 Credits)***

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

***MATH-255 Mathematics for Elementary and Middle School Teachers (3 Credits)***

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

***MATH-260 Introduction to Abstract Mathematics (4 Credits)***

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

***MATH-270 Managerial Mathematics (3 Credits)***

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 or 112. QL

***MATH-286 Special Topics (4 Credits)***

Courses on topics of interest to mathematics students offered on the basis of need, interest, or timeliness. Prerequisites: as determined by the instructor. Restricted to students with freshman or sophomore standing. May be repeated for credit. See registrar's office current class schedules Web page for specific semester description.

***MATH-287 Experiential Learning: Internship (12 Credits)***

Non-classroom experiences in the field of mathematics. 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, and learning contracts must be submitted before the end of the first week of the semester. See the experiential learning: internship section of this catalog for more details. Restricted to students with freshman or sophomore standing. Graded CR/NC.

***MATH-288 Independent Study (4 Credits)***

Independent reading and/or research under the guidance of a mathematics faculty member. Refer to the academic policy section for independent study policy. Independent study contract is required. May be repeated for credit.

***MATH-320 Calculus III (4 Credits)***

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

***MATH-321 Differential Equations (3 Credits)***

First order equations, second order linear equations, linear systems of equations, numerical methods, nonlinear systems and phase plane analysis, Laplace transforms, and applications. Prerequisite: grade of C or higher in 221. QL

***MATH-330 Probability Theory and Statistics (3 Credits)***

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

***MATH-340 Linear Algebra (3 Credits)***

Matrices and linear systems, matrix operations, determinants, linear transformations, vector spaces, eigenvalues and eigenvectors. Prerequisite: grade of C or higher in 220. QL

***MATH-344 Abstract Algebra (4 Credits)***

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

***MATH-365 Mathematical Modeling (4 Credits)***

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

***MATH-420 Real Analysis (4 Credits)***

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

***MATH-450 Geometry (3 Credits)***

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

***MATH-486 Special Topics (4 Credits)***

Courses on topics of interest to mathematics students offered on the basis of need, interest, or timeliness. Prerequisites: as determined by the instructor. Restricted to students with junior standing or higher. May be repeated for credit. See registrar's office current class schedules Web page for specific semester description.

***MATH-487 Experiential Learning: Internship (12 Credits)***

Non-classroom experiences in the field of mathematics. 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, and learning contracts must be submitted before the end of the first week of the semester. See the experiential learning: internship section of this catalog for more details. Restricted to students with junior standing or higher. Graded CR/NC.

***MATH-488 Independent Study (4 Credits)***

Independent reading and/or research under the guidance of a mathematics faculty member. Refer to the academic policy section for independent study policy. Independent study contract is required. May be repeated for credit.

***MATH-498 Directed Research Experience (2 Credits)***

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.

***MATH-499 Mathematics Seminar (1 Credits)***

Selected topics of current interest in mathematics are researched and presented. Students, faculty, and occasional guest speakers share in the presentations. The course number may be repeated for credit. Offered as needed. Prerequisite: consent of instructor and junior or senior standing.

***MGMT-101 Introduction to Business: Viterbo Style (1 Credits)***

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 will more than 30 credits. Graded credit/no credit.

***MGMT-140 Ethical Business Practices and Effective Oral Communication (3 Credits)***

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

***MGMT-203 Professional Communication (2 Credits)***

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

***MGMT-204 Professional Communications and Business Terminology (3 Credits)***

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.

***MGMT-210 Management Systems Concepts and Applications (3 Credits)***

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.

***MGMT-225 Enactus Project (1 Credits)***

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.

***MGMT-230 Managerial Statistics (3 Credits)***

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

***MGMT-243 Interpersonal Management Skills (2 Credits)***

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, time and stress management.

***MGMT-250 Professional and Personal Branding (2 Credits)***

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.

***MGMT-286 Special Topics (3 Credits)***

Courses on topics of interest to business students offered on the basis of need, interest, or timeliness. Prerequisites as determined by instructor. Restricted to students with freshman or sophomore standing. May be repeated for credit. See registrar's office current class schedules Web page for specific semester description.

***MGMT-287 Experiential Learning: Internship (12 Credits)***

Non-classroom experiences in the field of business. Placements are generally off-campus, and may be full- or part-time, and with or without pay. Credit for experiences must be sought prior to occurrence, and learning contracts must be submitted before the end of the first week of the semester. A maximum of 15 credits of 287/487 can be used to meet graduation requirements. See the experiential learning: internship section of this catalog for details. Restricted to students with freshman and sophomore standing. May be repeated for credit. Graded CR/NC.

***MGMT-288 Independent Study (4 Credits)***

Individual and independent reading, research, and writing under the guidance of a School of Business faculty member. Refer to the academic policy section for independent study policy. A written learning contract must be on file in the Office of the Registrar by the end of the first week of classes in the semester in which the course is taken. The contract must provide details of the topic, learning objectives, methods to be used, works to be completed, completion dates, grading criteria, and a prospective bibliography. The learner must get contract approval from the guiding faculty member, his or her academic advisor, and the dean of the School of Business before the contract is filed with the registrar. May be repeated for credit.

***MGMT-300 Business and Professional Writing (3 Credits)***

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.

***MGMT-305 Project Management (3 Credits)***

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 project management concepts that will remain foundational.

***MGMT-320 Principles of Entrepreneurship (3 Credits)***

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.

***MGMT-322 Talent Management (3 Credits)***

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.

***MGMT-325 Professional and Personal Branding (1 Credits)***

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.

***MGMT-341 Principles of Management and Organizational Behavior (3 Credits)***

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.

***MGMT-342 Human Resource Management (3 Credits)***

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.

***MGMT-363 Nonprofit Organizations (3 Credits)***

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.

***MGMT-374 Systems Thinking and Leadership Seminar (3 Credits)***

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

***MGMT-375 Leadership, Power, and Influence (3 Credits)***

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.

***MGMT-385 Women As Leaders (3 Credits)***

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.

***MGMT-395 Social Problems in the Workplace (3 Credits)***

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.

***MGMT-396 Diversity in the Workplace (3 Credits)***

We live in a world that grows more diverse everyday. It is for this reason, essential 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.

***MGMT-447 Production and Operations Management (3 Credits)***

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.

***MGMT-448 Organizational Behavior and Development (3 Credits)***

A study of individual and group behavior in organizations covering topics such as social types, personality, work-related attitudes, job satisfaction, motivation, networking, teams, communication, decision-making, leadership and culture. Prerequisite: 341. (See SOCL 448)

***MGMT-449 Global Strategic Management (3 Credits)***

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 HMG 340 or SPML 330. Restricted to students with senior standing.

***MGMT-474 Systems Thinking and Leadership Seminar (3 Credits)***

This seminar is designed to build advanced knowledge and skills relating to complex problem solving and organizational change. Through focused discussion, students will utilize a range of theoretical approaches (e.g. leadership theory, systems thinking, complex adaptive systems, creativity and innovation, change management, and organizational development) to investigate emerging issues or practices affecting the current business environment. Prerequisite: 341.

***MGMT-481 Management Field Practicum (12 Credits)***

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.

***MGMT-486 Special Topics (3 Credits)***

Courses on topics of interest to business students offered on the basis of need, interest, or timeliness. Prerequisites as determined by instructor. Restricted to students with junior standing or higher. May be repeated for credit. See registrar's office current class schedules Web page for specific semester description.

***MGMT-487 Experiential Learning: Internship (12 Credits)***

Non-classroom experiences in the field of business. Placements are generally off-campus, and may be full- or part-time, and with or without pay. Credit for experiences must be sought prior to occurrence, and learning contracts must be submitted before the end of the first week of the semester. A maximum of 15 credits of 287/487 can be used to meet graduation requirements. See the experiential learning: internship section of this catalog for details. Restricted to students with junior standing or higher. May be repeated for credit. Graded CR/NC.

***MGMT-488 Independent Study (4 Credits)***

Individual and independent reading, research, and writing under the guidance of a School of Business faculty member. Refer to the academic policy section for independent study policy. A written learning contract must be on file in the Office of the Registrar by the end of the first week of classes in the semester in which the course is taken. The contract must provide details of the topic, learning objectives, methods to be used, works to be completed, completion dates, grading criteria, and a prospective bibliography. The learner must get contract approval from the guiding faculty member, his or her academic advisor, and the dean of the School of Business before the contract is filed with the registrar. May be repeated for credit.

***MGMT-490 International Business (3 Credits)***

This course focuses on conducting business on a global level. Students will evaluate the history and dynamics of global industries, global competition, and global strategies and examine topics such as international cooperation among nations, national trade policies, international marketing, technology, as well as the ethical and social responsibility challenges of global businesses. The roles of various stakeholders including the international institutions such as World Trade Organization, will be analyzed. Case studies will be used to analyze the impact of complex global factors on the management of multinational operations. In some semesters, students will have the unique opportunity to experience field research in the country of focus. This 7- to 14-day trip will expose students to culture, geography, business practices of an emerging market and to a different academic environment. Students will gain an appreciation for both formal business aspects and informal social aspects of conducting business in another country.

***MGMT-492 Dahl School Comprehensive Capstone (1 Credits)***

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.

***MKTG-286 Special Topics (3 Credits)***

Courses on topics of interest to business students offered on the basis of need, interest, or timeliness. Prerequisites as determined by instructor. Restricted to students with freshman or sophomore standing. May be repeated for credit. See registrar's office current class schedules Web page for specific semester description.

***MKTG-287 Experiential Learning: Internship (12 Credits)***

Non-classroom experiences in the field of business. Placements are generally off-campus, and may be full- or part-time, and with or without pay. Credit for experiences must be sought prior to occurrence, and learning contracts must be submitted before the end of the first week of the semester. A maximum of 15 credits of 287/487 can be used to meet graduation requirements. See the experiential learning: internship section of this catalog for details. Restricted to students with freshman or sophomore standing. May be repeated for credit. Graded CR/NC.

***MKTG-288 Independent Study (4 Credits)***

Individual and independent reading, research, and writing under the guidance of a School of Business faculty member. Refer to the academic policy section for independent study policy. A written learning contract must be on file in the Office of the Registrar by the end of the first week of classes in the semester in which the course is taken. The contract must provide details of the topic, learning objectives, methods to be used, works to be completed, completion dates, grading criteria, and a prospective bibliography. The learner must get contract approval from the guiding faculty member, his or her academic advisor, and the dean of the School of Business before the contract is filed with the registrar. May be repeated for credit.

***MKTG-351 Principles of Marketing (3 Credits)***

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.

***MKTG-353 Market Research (3 Credits)***

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. Prerequisite: 351.

***MKTG-354 Social Media and Innovative Marketing Analytics (3 Credits)***

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.

***MKTG-356 Professional Selling (3 Credits)***

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.

***MKTG-361 Web Design and Analytics (3 Credits)***

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.

***MKTG-362 New Media Marketing (3 Credits)***

This course covers tools and techniques in media production and development for marketing in the 21st 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.

***MKTG-420 Advanced Professional Selling (3 Credits)***

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.

***MKTG-450 Integrated Marketing Communications (3 Credits)***

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.

***MKTG-481 Marketing Practicum (12 Credits)***

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.

***MKTG-486 Special Topics (3 Credits)***

Courses on topics of interest to business students offered on the basis of need, interest, or timeliness. Prerequisites as determined by instructor. Restricted to students with junior standing or higher. May be repeated for credit. See registrar's office current class schedules Web page for specific semester description.

***MKTG-487 Experiential Learning: Internship (12 Credits)***

Non-classroom experiences in the field of business. Placements are generally off-campus, and may be full- or part-time, and with or without pay. Credit for experiences must be sought prior to occurrence, and learning contracts must be submitted before the end of the first week of the semester. A maximum of 15 credits of 287/487 can be used to meet graduation requirements. See the experiential learning: internship section of this catalog for details. Restricted to students with junior standing or higher. May be repeated for credit. Graded CR/NC.

***MKTG-488 Independent Study (4 Credits)***

Individual and independent reading, research, and writing under the guidance of a School of Business faculty member. Refer to the academic policy section for independent study policy. A written learning contract must be on file in the Office of the Registrar by the end of the first week of classes in the semester in which the course is taken. The contract must provide details of the topic, learning objectives, methods to be used, works to be completed, completion dates, grading criteria, and a prospective bibliography. The learner must get contract approval from the guiding faculty member, his or her academic advisor, and the dean of the School of Business before the contract is filed with the registrar. May be repeated for credit.

***MSCI-101 Introduction to the Army (2 Credits)***

Focuses on introduction to the Army and critical thinking. It introduces Cadets to the Army and the Profession of Arms. Students will examine the Army Profession and what it means to be a professional in the U.S. Army. The overall focus is on developing basic knowledge and comprehension of the Army Leadership Requirements Model while gaining a complete understanding of the Reserve Officers' Training Corps (ROTC) program, its purpose in the Army, and its advantages for the student. Cadets also learn how resiliency and fitness supports their development as an Army leader. Includes a weekly lab facilitated by MSL III Cadets and supervised by Cadre.

***MSCI-102 Foundations of Agile and Adaptive Leadership (2 Credits)***

Introduces Cadets to the personal challenges and competencies that are critical for effective leadership. Cadets learn how the personal development of life skills such as critical thinking, time management, goal setting, and communication. Cadets learn the basics of the communication process and the importance for leaders to develop the essential skills to effectively communicate in the Army. Cadets will begin learning the basics of squad level tactics that will be reinforced during a weekly lab facilitated by MSL III Cadets and supervised by Cadre.

***MSCI-201 Leadership and Decision Making (2 Credits)***

Focuses on leadership and decision making. The outcomes demonstrated through Critical and Creative Thinking and the ability to apply Troop Leading Procedures (TLP) Innovative Solution to Problems. The Army Profession is also stressed through leadership forums and a leadership self-assessment. Students are then required to apply their knowledge outside the classroom in a hands-on performance-oriented environment during a weekly lab facilitated by MSL III Cadets and supervised by Cadre.

***MSCI-202 Army Doctrine and Team Development (2 Credits)***

Focuses on Army doctrine and team development. The course begins the journey to understand and demonstrate competencies as they relate to Army doctrine. Army Values, Teamwork, and Warrior Ethos are their relationship to the Law of Land Warfare and philosophy of military service also stressed. The ability to lead and follow is also covered through Team Building exercises at squad level. Students are then required to apply their knowledge outside the classroom in a hands-on performance-oriented environment during a weekly lab facilitated by MS III Cadets and supervised by Cadre. Prerequisite: 201.

***MSCI-301 Training Management and the Warfighting Functions (3 Credits)***

Focuses on training management and the warfighting functions. It is an academically challenging course where you will study, practice, and apply the fundamentals of Training Management and how the Army operates through the Warfighting functions. At the conclusion of this course, you will be capable of planning, preparing, and executing training for a squad conducting small unit tactics. Includes a lab per week using peer facilitation overseen by MSL IVs, supervised by ROTC Cadre. Prerequisite: 202.

***MSCI-302 Applied Leadership in Small Unit Operations (3 Credits)***

Focuses on applied leadership in small unit operations. It is an academically challenging course where you will study, practice, and apply the fundamentals of direct level leadership and small unit tactics at the platoon level. At the conclusion of this course, you will be capable of planning, coordinating, navigating, motivating and leading a platoon in the execution of a mission. Includes a lab per week using peer facilitation overseen by MSL IVs, supervised by ROTC Cadre. Successful completion of this course will prepare you for the Cadet Summer Training Advance Camp, which you will attend in the summer at Fort Knox, KY. Prerequisite: 301.

***MSCI-401 The Army Officer (3 Credits)***

Focuses on development of the Army Officer. It is an academically challenging course where you will develop knowledge, skills, and abilities to plan, resource, and assess training at the small unit level. You will also learn about Army programs that support counseling subordinates and evaluating performance, values and ethics, career planning, and legal responsibilities. At the conclusion of this course, you will be familiar with how to plan, prepare, execute, and continuously assess the conduct of training at the company of field grade officer level. Includes a lab per week overseeing MSL III lesson facilitation and supervised by ROTC Cadre. Prerequisite: 302.

***MSCI-402 American Military History (3 Credits)***

A historical review and analysis of the development of military strategy and weapons; a detailed study of the history of the United States military; an analysis of contemporary, post-World War II issues; and a study of selected battles. Prerequisite: consent of military science/history department chair.

***MSCI-403 Company Grade Leadership (3 Credits)***

An academically challenging course where you will develop knowledge, skills, and abilities required of junior officers pertaining to the Army in Unified Land Operations and Company Grade Office roles and responsibilities. This course includes reading assignments, homework assignments, small group assignments, briefings, case studies, practical exercises, a mid-term exam, and an Oral Practicum as the final exam. The Oral Practicum explores your knowledge of how you will be prepared for the 20 Army Warfighting Challenges (AWFC) covered throughout the ROTC Advanced Course. Successful completion of this course will assist in preparing you for your BOLCB course and is a mandatory requirement for commissioning. Includes a lab per week overseeing MSL III lesson facilitation and supervised by ROTC Cadre. Prerequisite: 401.

***MSCI-499 Independent Study in Military Science (3 Credits)***

Students design individual plans of study in consultation with a MSCI faculty member. Designed for MSCI students who have excellent records in the department. Prerequisite: Department chair approval. Repeatable for a maximum of 3 credits.

***MUIN-171 Applied Music Lessons (1 Credits)***

Private music instruction. Restricted to students with freshman and sophomore standing. May be repeated for credit.

***MUIN-371 Applied Music Lessons (1 Credits)***

Private music instruction. Restricted to students with junior standing or higher. May be repeated for credit.

***MUOR-171 Applied Organ Lessons (1 Credits)***

Private music instruction. Restricted to students with freshman and sophomore standing. May be repeated for credit.

***MUOR-371 Applied Organ Lessons (1 Credits)***

Private music instruction. Restricted to students with junior standing or higher. May be repeated for credit.

***MUPI-168 Applied Piano Lessons for Non-Music Majors (1 Credits)***

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

***MUPI-171 Applied Piano Lessons for Music Majors And Minors (1 Credits)***

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.

**MUPI-368 Applied Piano Lessons for Non-Music Majors (1 Credits)**

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

**MUPI-371 Applied Piano Lessons for Music Majors And Minors (1 Credits)**

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.

**MUPI-390 Piano Half Recital (1 Credits)**

The half-recital consists of a public performance of 20-25 minutes of memorized music from representative styles and periods. Repertoire piano music of contrasting styles and different periods and composers.

**MUPI-481 Piano Pedagogy Practicum (2 Credits)**

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.

**MUPI-490 Piano Full Recital (2 Credits)**

A full recital consists of a public performance of 40-45 minutes in length of memorized music from representative styles and periods. Repertoire shall be piano music of contrasting styles and different periods and composers. Prerequisite: 390.

**MUSC-001 Music Fundamentals (2 Credits)**

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.

**MUSC-101 Class Piano (1 Credits)**

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

**MUSC-103 Class Voice (1 Credits)**

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.

**MUSC-105 Piano Proficiency I (1 Credits)**

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.

**MUSC-109 Music Appreciation (3 Credits)**

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

***MUSC-116 Sight Singing Lab I (1 Credits)***

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.

***MUSC-117 Sight Singing Lab II (1 Credits)***

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.

***MUSC-135 Rose Chorale (1 Credits)***

A treble choral ensemble drawn from all major areas in the university. This ensemble performs two major choral concerts each semester including the "A Viterbo Christmas." This chorale performs a variety of literature, including classical, gospel, folk, and pop. The chorale rehearses twice weekly and is open to all soprano and alto singers. No audition required-only a voice placement hearing with the director to establish each singer's voice part in the choir. Restricted to students with freshman and sophomore standing. May be repeated for credit. AE

***MUSC-136 Platinum Edition (1 Credits)***

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

***MUSC-137 Concert Choir (1 Credits)***

Concert Choir is an auditioned, mixed choral ensemble of 70+ singers drawn from all major areas in the university. The choir performs literature from all musical eras including a wide range of genres and stylistic periods. The choir performs two major concerts per semester including "A Viterbo Christmas" and sings for events on campus and in the community. The choir embarks on an annual regional or national tour has the opportunity to travel every fourth year for an international tour. Emphasis on excellence in musicianship and performance. Enrollment by audition. Restricted to students with freshman and sophomore standing. May be repeated for credit. AE

***MUSC-139 9th Street Singers (1 Credits)***

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

***MUSC-151 Theory I (3 Credits)***

Basic materials and structure of music including studies in notation, tonality, scales, intervals, transposition, chords and inversions, cadences, and melodic organization; these elements are applied through analysis and creative composition. Ear training is accomplished through weekly aural skills quizzes and Sight Reading Factory® assignments. Students will utilize Noteflight® online music writing software for both analysis and composition.

***MUSC-152 Theory II (3 Credits)***

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 and written assignments from a workbook, weekly aural skills quizzes and Sight Reading Factory® assignments, as well the completion of the composition project started in Theory I. Prerequisite: 151.

***MUSC-153 Music Theory I for MUTH Majors (3 Credits)***

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.

***MUSC-154 Music Theory II for MUTH majors (3 Credits)***

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.

### ***MUSC-200 Women in Music (2 Credits)***

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 these musicians and their legacy will be examined. The class will include listening, research, performances, and discussion. AE

### ***MUSC-205 Piano Proficiency II (1 Credits)***

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.

### ***MUSC-206 Piano Proficiency III (1 Credits)***

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.

### ***MUSC-237 Diction I (2 Credits)***

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. Offered every fall semester.

### ***MUSC-238 Diction II (2 Credits)***

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. Offered every spring semester. Prerequisite: 237.

### ***MUSC-251 Theory III (3 Credits)***

Designed to introduce students to theoretical elements as they unfold from antiquity through the end of the Common Practice Period (mid-19th century); students will transcribe Gregorian chant, calculate intervals and identify modes in 16th century polyphony, understand contrapuntal principles in both the 16th and 18th 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. Students will continue to develop skill with Finale® and Noteflight® music writing software. Prerequisites: 152.

### ***MUSC-252 Theory IV (3 Credits)***

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 20th century musical structures. Specifically, application of chromatically altered chords (Neapolitan, borrowed, and augmented sixth chords) is followed by an introduction to form & analysis (a study of binary, ternary, rondo, variation and sonata forms). At the end of the semester, students will be introduced to atonal and serial constructs of the 20th century. Required course work includes analysis, aural skills training, sight singing, composition, and use of Finale® and Noteflight® music writing software. Prerequisite: 251.

**MUSC-265 Conducting (2 Credits)**

Development of basic conducting skills with emphasis on beat patterns, baton technique, conducting gestures, score preparation and musical styles.

**MUSC-284 Introduction to the Alexander Technique (2 Credits)**

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 credits. Graded CR/NC.

**MUSC-286 Special Topics (3 Credits)**

Courses on topics of interest to music students offered on the basis of need, interest, or timeliness. Prerequisite as determined by instructor. Restricted to students with freshman or sophomore standing. May be repeated for credit. See registrar's office current class schedules Web page for specific semester description.

**MUSC-287 Experiential Learning: Internship (10 Credits)**

Internship experience relative to the elective area of emphasis for the pedagogy majors and church music minors. Credit for experience must be sought prior to occurrence, and a learning contract must be submitted before the end of the first week of the semester. Restricted to students with junior standing or higher. Permission of music department required. Graded CR/NC.

**MUSC-288 Independent Study (3 Credits)**

Independent reading and/or research under the guidance of a music faculty member. Refer to the academic policy section for independent study policy. Independent study contract is required. May be repeated for credit.

**MUSC-308 Piano and Harpsichord Accompanying (2 Credits)**

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.

**MUSC-327 Music History I (3 Credits)**

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

**MUSC-328 Music History II (3 Credits)**

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

**MUSC-332 Survey of Song Literature (2 Credits)**

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. Offered every other year. Prerequisites: 152, 237, 238, 327.

**MUSC-333 Keyboard Literature (3 Credits)**

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 principal 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. Offered as needed. Prerequisite: 152.

**MUSC-335 Rose Chorale (1 Credits)**

A treble choral ensemble drawn from all major areas in the university. This ensemble performs two major choral concerts each semester including the "A Viterbo Christmas." This chorale performs a variety of literature, including classical, gospel, folk, and pop. The chorale rehearses twice weekly and is open to all soprano and alto singers. No audition required-only a voice placement hearing with the director to establish each singer's voice part in the choir. Restricted to students with junior standing or higher. May be repeated for credit. AE

***MUSC-336 Platinum Edition (1 Credits)***

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

***MUSC-337 Concert Choir (1 Credits)***

Concert Choir is an auditioned, mixed choral ensemble of 70+ singers drawn from all major areas in the university. The choir performs literature from all musical eras including a wide range of genres and stylistic periods. The choir performs two major concerts per semester including "A Viterbo Christmas" and sings for events on campus and in the community. The choir embarks on an annual regional or national tour has the opportunity to travel every fourth year for an international tour. Emphasis on excellence in musicianship and performance. Enrollment by audition. Restricted to students with junior or senior standing. May be repeated for credit. AE

***MUSC-339 9th Street Singers (1 Credits)***

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

***MUSC-340 General Music Methods in the Elementary And Middle/Junior High School (3 Credits)***

A class designed for the music education major with emphasis on the development of children's listening, performance, literacy, and creative-expressive skills. Students will learn how to: 1) design age-appropriate lesson plans; 2) structure the classroom environment; 3) apply classic techniques of Orff, Kodaly, Dalcroze and other emerging pedagogies; 4) measure and grade musical progress; 5) teach through the multiple intelligences; 6) teach multicultural music; and 7) provide opportunity for aesthetic experiences. This course will help students discover the joy and intellectual challenges that come from sharing music with children. Prerequisites: EDUC 150, 215; acceptance into teacher education (music education majors).

***MUSC-342 Choral Methods in Middle School/Junior High and High School (3 Credits)***

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).

***MUSC-353 Form and Analysis (3 Credits)***

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.

***MUSC-354 Congregational Repertre Liturgical Year (2 Credits)***

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.

***MUSC-355 Choral Repertoire Liturgical Year (2 Credits)***

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.

***MUSC-356 Organ Repertoire Liturgical Year (2 Credits)***

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.

***MUSC-382 Opera Production (0 Credits)***

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.

***MUSC-390 Half Recital (1 Credits)***

A recital of at least 30 minutes with music of representative styles and periods.

***MUSC-420 Vocal Pedagogy (3 Credits)***

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. .

***MUSC-425 Student Teaching Elementary (4 Credits)***

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.

***MUSC-429 Student Teaching Secondary (4 Credits)***

Directed 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.

***MUSC-433 Piano Pedagogy (3 Credits)***

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.

***MUSC-453 Arranging (2 Credits)***

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, woodwind, and string specialists) and culminates with a forum performance of student arrangements. Students will use Finale® software for arranging projects. Prerequisites: 205, 252.

***MUSC-465 Opera Literature (2 Credits)***

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. Offered as needed. Prerequisites: 152, 237, 238, 327.

***MUSC-481 Sacred Music Practicum (2 Credits)***

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.

***MUSC-486 Special Topics (3 Credits)***

Courses on topics of interest to music students offered on the basis of need, interest, or timeliness. Prerequisite as determined by instructor. Restricted to students with junior standing or higher. May be repeated for credit. See registrar's office current class schedules Web page for specific semester description.

***MUSC-487 Experiential Learning: Internship (10 Credits)***

Advanced level internship experience. Permission of department chair required. Restricted to students with junior or senior standing. Graded CR/NC.

**MUSC-488 Independent Study (3 Credits)**

Independent reading and/or research under the guidance of a music faculty member. Refer to the academic policy section for independent study policy. Independent study contract is required. May be repeated for credit.

**MUSC-490 Full Recital (2 Credits)**

A recital of at least one hour with music of representative styles and periods is required of students earning the Bachelor of Music Degree in performance.

**MUTH-170 Music Theatre Laboratory (1 Credits)**

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. Music theatre majors. May be repeated for credit.

**MUTH-171 Private Voice Lessons (1 Credits)**

Private voice instruction. Permission of instructor required. Restricted to music theatre majors. Restricted to students with freshman or sophomore standing. May be repeated for credit.

**MUTH-286 Special Topics (3 Credits)**

Courses on topics of interest to students on the basis of need, interest, or timeliness. Prerequisite as determined by instructor. May be repeated for credit. See registrar's office current class schedules Web page for specific semester description.

**MUTH-287 Experiential Learning: Internship (12 Credits)**

Non-classroom experiences in music theatre. Placements are generally off-campus, and may be full- or part-time, and with or without pay. Credit for experiences must be sought prior to occurrence, and learning contracts must be submitted before the end of the first week of the semester. A maximum of 15 credit of 287/487 can be used to meet graduation requirements. See the experiential learning: internship section of this catalog for details. Restricted to students with freshman or sophomore standing. May be repeated for credit. Graded CR/NC.

**MUTH-288 Independent Study (3 Credits)**

Independent reading and/or research under the guidance of a music theatre faculty member. Refer to Academic Policy section for independent study policy. Independent study contract is required. May be repeated for credit.

**MUTH-300 Acting for Singers (3 Credits)**

This course explores the principles and practise 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.

**MUTH-326 Music Theatre Scene Study I (3 Credits)**

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.

**MUTH-336 Music Theatre Scene Study II (3 Credits)**

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.

**MUTH-339 Music Theatre History and Literature (3 Credits)**

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.

**MUTH-370 Music Theatre Laboratory (1 Credits)**

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. Music theatre majors. May be repeated for credit.

**MUTH-371 Private Voice Lessons (1 Credits)**

Private voice instruction. Permission of instructor required. Restricted to music theatre majors. Restricted to students with junior or senior standing. May be repeated for credit.

**MUTH-486 Special Topics (3 Credits)**

Courses on topics of interest to students on the basis of need, interest, or timeliness. Prerequisite as determined by instructor. May be repeated for credit. See registrar's office current class schedules Web page for specific semester description.

**MUTH-487 Experiential Learning: Internship (12 Credits)**

Non-classroom experiences in music theatre. Placements are generally off-campus, and may be full- or part-time, and with or without pay. Credit for experiences must be sought prior to occurrence, and learning contracts must be submitted before the end of the first week of the semester. A maximum of 15 credit of 287/487 can be used to meet graduation requirements. See the experiential learning: internship section of this catalog for details. Restricted to students with junior or senior standing. May be repeated for credit. Graded CR/NC.

**MUTH-488 Independent Study (3 Credits)**

Independent reading and/or research under the guidance of a music theatre faculty member. Refer to Academic Policy section for independent study policy. Independent study contract is required. May be repeated for credit.

**MUTH-490 Senior Project (1 Credits)**

This senior-level capstone course allows students to work on a faculty-approved 30 minute recital of musical scenes, songs, monologues, and dance. This course is required of all majors.

**MUVO-168 Applied Voice Lessons for Non-Music Majors (1 Credits)**

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

**MUVO-171 Applied Voice Lessons for Music Majors And Minors (1 Credits)**

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 students with freshman and sophomore standing. May be repeated for credit.

**MUVO-172 Applied Vocal Coaching (1 Credits)**

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 students 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.

**MUVO-368 Applied Voice Lessons for Non-Music Majors (1 Credits)**

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

**MUVO-371 Applied Voice Lessons for Music Majors And Minors (1 Credits)**

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 students with freshman and sophomore standing. May be repeated for credit.

***MUVO-372 Applied Vocal Coaching (1 Credits)***

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 students 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.

***MUVO-390 Voice Half Recital (1 Credits)***

The half-recital consists of a public performance of 20-25 minutes of memorized music from representative styles and periods. Repertoire shall be art songs and arias in three representative style periods and languages, including but not limited to Italian, French, English, and German.

***MUVO-481 Vocal Pedagogy Practicum (2 Credits)***

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.

***MUVO-490 Voice Full Recital (2 Credits)***

A full recital consists of a public performance of 40-45 minutes in length of memorized music from representative styles and periods. 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.

***NEUR-261 Brain and Behavior (3 Credits)***

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.)

***NEUR-288 Independent Study (4 Credits)***

Independent reading and/or research under the guidance of a biology faculty member. Refer to the academic policy section for independent study policy. Independent study contract is required. May be repeated for credit.

***NEUR-324 Current Topics in Neuroscience (2 Credits)***

This course provides students with an opportunity to delve into specialized topics in contemporary neuroscience. Instruction will utilize a variety of techniques intended to immerse students in the field including primary literature. Topics will vary with potential topics ranging from cellular to systems level topics. Topics will be based on interest and current understanding and provided in advance of registration. May be repeated for credit. Prerequisite: 261.

***NEUR-353 Fundamental Neuroscience (3 Credits)***

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.)

***NEUR-430 Behavioral Neuroscience (3 Credits)***

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.)

***NEUR-487 Experiential Learning: Internship (12 Credits)***

Advanced non-classroom experiences in the field of neuroscience. 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, and learning contracts must be submitted before the end of the first week of the semester. See the experiential learning: internship section of this catalog for more details. Restricted to students with junior standing or higher. Graded CR/NC.

***NEUR-488 Independent Study (4 Credits)***

Independent reading and/or research under the guidance of a biology faculty member. Refer to the academic policy section for independent study policy. Independent study contract is required. May be repeated for credit.

***NEUR-498 Directed Research Experience (3 Credits)***

A student-driven research experience under the supervision of a faculty mentor. 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. Prerequisite: grade of C or higher in BIOL/CHEM 397. May be repeated for credit to a maximum of six credits.

***NEUR-499 Senior Seminar in Neuroscience (1 Credits)***

This one credit course serves as a capstone for the neuroscience 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: 498 or BIOL 489 or 498. Restricted to neuroscience majors. Restricted to students with senior standing.

***NURS-221 Gerontology Nursing: Concepts and Clinical Applications (3 Credits)***

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.

***NURS-230 Health Assessment Across the Life Cycle (3 Credits)***

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.

***NURS-240 Professional Communication in Nursing (3 Credits)***

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

***NURS-286 Special Topics (3 Credits)***

Courses on topics of interest to nursing students offered on the basis of need, interest, or timeliness. Prerequisites as determined by the instructor. Restricted to students with freshman or sophomore standing. May be repeated for credit. See registrar's office current class schedules Web page for specific semester description.

***NURS-288 Independent Study (3 Credits)***

Independent reading and/or research under the guidance of a faculty member. Refer to the academic policy section for independent study policy. Independent study contract is required. Prerequisites as determined by instructor. May be repeated for credit.

***NURS-290 Professional Nursing Concepts (3 Credits)***

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.

***NURS-301 Death and Dying (3 Credits)***

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.

***NURS-315 Applied Statistics for Healthcare Professional (3 Credits)***

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.

***NURS-323 Family Care Nursing: Concepts (3 Credits)***

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; 324 and PSYC-220 or concurrent.

***NURS-324 Family Care Nursing: Clinical Application (3 Credits)***

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; 323 and PSYC-220 or concurrent.

***NURS-340 Expanding Roles and Exploring Values (3 Credits)***

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

***NURS-342 Pathophysiology (3 Credits)***

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.

***NURS-349 Pharmacology (3 Credits)***

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.

***NURS-351 Women's Health Issues (3 Credits)***

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.)

***NURS-353 Contemporary Issues and Emerging Trends (3 Credits)***

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.

***NURS-365 Nursing Research: Methods and Application (2 Credits)***

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.

***NURS-372 Adult Health Nursing: Concepts (4 Credits)***

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.

***NURS-382 Adult Health Nursing: Clinical Applications (4 Credits)***

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. Prerequisites: 221, 230, 240, 290, 342, 349; concurrent with 372.

***NURS-390 Mind Body Therapies: Applications to Health and Illness (3 Credits)***

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.

***NURS-422 Adult Health Nursing: Advanced Concepts Clinical Applications (4 Credits)***

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.

***NURS-432 Psychiatric/Mental Health Nursing: Concepts and Clinical Applications (4 Credits)***

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.

***NURS-443 Ethics in Nursing Practice (3 Credits)***

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.

***NURS-447 Environmental Health in Nursing (3 Credits)***

Environmental health as it relates to the 21st 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.

***NURS-450 Public Health Nursing and Population Health (3 Credits)***

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 in a changing world. Prerequisites: N340.

***NURS-451 Clinical Applications in Public Health Application (1 Credits)***

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. Prerequisite: 340, 450.

***NURS-452 Public Health Nursing: Concepts and Clinical Applications (4 Credits)***

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.

***NURS-462 Nursing Research Supporting Evidence Based Practice (3 Credits)***

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, 315 or MATH 130.

***NURS-465 Leadership in Professional Nursing Practice (3 Credits)***

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.

***NURS-472 Transforming Nursing Leadership (3 Credits)***

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.

***NURS-474 Transcultural Nursing (3 Credits)***

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.

***NURS-476 Organizational Systems in Nursing Practice (3 Credits)***

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.

***NURS-481 Professional Nursing Capstone (3 Credits)***

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: 315 or MATH 130, 340, 353, 450, 451 or concurrent, 462.

***NURS-482 Professional Nursing: Clinical Capstone (4 Credits)***

This clinical course provides an opportunity for the practice of leadership and management skills in the clinical setting. Students will demonstrate the development of a personal philosophy of professional nursing through reflective journaling and performance of an evidence-based quality assurance project. Prerequisites: 422, 432, 452, 465 or concurrent.

***NURS-483 Introduction to NCLEX Preparation (1 Credits)***

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.

***NURS-486 Special Topics (3 Credits)***

Courses on topics of interest to nursing students offered on the basis of need, interest, or timeliness. Prerequisites as determined by the instructor. Restricted to students with junior standing or higher. May be repeated for credit. See registrar's office current class schedules Web page for specific semester description.

***NURS-488 Independent Study (3 Credits)***

Independent reading and/or research under the guidance of a faculty member. Refer to the academic policy section for independent study policy. Independent study contract is required. Prerequisites as determined by instructor. May be repeated for credit.

***NUTR-140 Intro to the Profession (1 Credits)***

Introduction to the nutrition and dietetic profession. Examines the meaning of professionalism and strategies for success in the profession. Discusses pathways to becoming a dietitian and diverse jobs for which dietitians are qualified. Reviews the scientific evidence analysis as the foundation of practice.

***NUTR-150 Vegetarian Nutrition (3 Credits)***

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.

***NUTR-173 Basic Foods (2 Credits)***

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.

***NUTR-260 Nutrition for Physical Performance (3 Credits)***

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.

***NUTR-273 Food Science (2 Credits)***

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.

***NUTR-280 Nutritional Foundations for Nursing (3 Credits)***

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.

***NUTR-286 Special Topics (3 Credits)***

Courses on topics of interest to dietetics students offered on the basis of need, interest, or timeliness. Prerequisites as determined by instructor. Restricted to students with freshman or sophomore standing. May be repeated for credit. See registrar's office current class schedules Web page for specific semester description.

***NUTR-288 Independent Study (3 Credits)***

Independent reading and/or research under the guidance of a dietetics faculty member. Refer to the academic policy section for independent study policy. Independent study contract is required. Prerequisite: as determined by instructor. May be repeated for credit.

***NUTR-340 Human Nutrition (4 Credits)***

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. Restricted to dietetics majors only or with instructor consent. WCII

***NUTR-341 Advanced Human Nutrition (3 Credits)***

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.

***NUTR-351 Principles of Quantity Food Production (3 Credits)***

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.

**NUTR-352 Foodservice Management (2 Credits)**

Three hours lecture. Principles of financial management and human resource management applied to foodservice operations. Prerequisite: 351

**NUTR-355 Supervised Practice in Quantity Food Production (1 Credits)**

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.

**NUTR-367 MNT and Health Assessment (6 Credits)**

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 dietetics internship students only.

**NUTR-368 Health Assessment (2 Credits)**

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.

**NUTR-370 Developmental Nutrition (3 Credits)**

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).

**NUTR-371 Supervised Practice in Developmental Nutrition (4 Credits)**

Nine hours supervised practice per week for 15 weeks for CMD. 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.

**NUTR-372 Nutrition in Health Promotion (3 Credits)**

Three hours lecture per week. Cardiovascular health and disease, weight management, eating disorders, and diabetes. Prerequisite: 340 (non-majors); 370 (majors).

**NUTR-373 Supervised Practice in Nutrition in Health Promotion (4 Credits)**

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.

**NUTR-374 Lifespan Nutrition II (3 Credits)**

Recent knowledge of nutrition and human aging. Special emphasis on interactions of physiological stages, age, lifestyle, health, disease, and nutrition. Examination of research findings focusing on the relationship of nutrition to the structural and functional changes associated with the aging process. Prerequisite: 370.

**NUTR-401 Supervised Practice in Foodservice Management (2 Credits)**

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.

**NUTR-470 Medical Nutrition Therapy (3 Credits)**

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 305. Restricted to dietetics majors.

**NUTR-471 Supervised Practice in Medical Nutrition Therapy (7 Credits)**

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.

***NUTR-472 Research in Community Nutrition (2 Credits)***

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.

***NUTR-473 Supervised Practice in Research in Community Nutrition (3 Credits)***

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.

***NUTR-476 Leadership in Community-Medical Dietetics (14 Credits)***

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.

***NUTR-478 Medical Nutrition Therapy II (3 Credits)***

Study of acute and chronic disease processes in relationship to the most current principles of the nutrition care process with attention to surgery and critical care, renal, transplant and parenteral and enteral conditions. Prerequisite: 470.

***NUTR-481 Nutrition Field Practicum (4 Credits)***

In this agency-based practicum students practice with the knowledge, values, and skills developed throughout the nutrition curricula. Students engage in a structured, individualized, educational experience in a community agency setting. Viterbo University faculty liaisons, agency preceptors and students collaborate to facilitate the transition from classroom to generalist nutrition practice. During the semester students accumulate a minimum of 120 hours, in an agency setting approved by the Viterbo University nutrition and dietetics faculty instructor. A learning contract describes the ACEND Competencies and corresponding behaviors that the student will learn and demonstrate in their agency practicum. Graded CR/NC. Prerequisites: 470, 472.

***NUTR-482 Dietetic Internship Rotation 1 (14 Credits)***

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

***NUTR-483 Dietetic Internship Rotation 2 (13 Credits)***

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

#### ***NUTR-484 Leadership in Nutrition and Dietetics (2 Credits)***

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.

#### ***NUTR-486 Special Topics (3 Credits)***

Courses on topics of interest to dietetics students offered on the basis of need, interest, or timeliness. Prerequisites as determined by instructor. Restricted to students with junior or standing or higher. May be repeated for credit. See registrar's office current class schedules Web page for specific semester description.

#### ***NUTR-488 Independent Study (3 Credits)***

Independent reading and/or research under the guidance of a dietetics faculty member. Refer to the academic policy section for independent study policy. Independent study contract is required. Prerequisite: as determined by instructor. May be repeated for credit.

#### ***OMGT-286 Special Topics (3 Credits)***

Courses on topics of interest to organizational management students offered on the basis of need, interest, or timeliness. Prerequisites as determined by instructor. Restricted to students with freshman and sophomore standing. May be repeated for credit. See registrar's office current class schedules Web page for specific semester description.

#### ***OMGT-287 Experiential Learning: Internship (12 Credits)***

Non-classroom experiences in the field of business. Placements are generally off-campus, and may be full- or part-time, and with or without pay. Credit for experiences must be sought prior to occurrence, and learning contracts must be submitted before the end of the first week of the semester. A maximum of 15 credits of 287/487 can be used to meet graduation requirements. See the experiential learning: internship section of this catalog for details. Restricted to students with freshman and sophomore standing. May be repeated for credit. Graded CR/NC.

#### ***OMGT-288 Independent Study (3 Credits)***

Individual and independent reading, research, and writing under the guidance of a School of Business faculty member. Refer to the academic policy section for independent study policy. A written learning contract must be on file in the Office of the Registrar by the end of the first week of classes in the semester in which the course is taken. The contract must provide details of the topic, learning objectives, methods to be used, works to be completed, completion dates, grading criteria, and a prospective bibliography. The learner must get contract approval from the guiding faculty member, his or her academic advisor, and the Dean of the School of Business before the contract is filed with the registrar. Restricted to students with freshman and sophomore standing. May be repeated for credit.

#### ***OMGT-302 Business Communication (3 Credits)***

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: ENGL 104 or 105 or 195. WCII, IL.

#### ***OMGT-304 Organizational Behavior (3 Credits)***

AThis course examines individual and group behavior in organizational settings. Students will discover how individuals, groups and teams interact to affect an organizations 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.

**OMGT-305 Applied Business Statistics Analysis (3 Credits)**

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

**OMGT-306 Managing and Leading in Organizations (3 Credits)**

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.

**OMGT-308 Financial and Managerial Accounting (3 Credits)**

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.

**OMGT-309 Managerial Marketing (3 Credits)**

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.

**OMGT-318 Managerial Finance (3 Credits)**

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 firms corporate social responsibility initiatives. Prerequisite: ECON 101 or 102.

**OMGT-330 Systems Thinking and Change Management (3 Credits)**

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.

**OMGT-400 Human Resources Management (3 Credits)**

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.

**OMGT-401 Global Strategic Management (3 Credits)**

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.

**OMGT-402 Ethical Leadership and Sustainability (3 Credits)**

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

**OMGT-403 Project Management (3 Credits)**

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.

**OMGT-410 Operations Management (3 Credits)**

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.

**OMGT-486 Special Topics (3 Credits)**

Courses on topics of interest to organizational management students offered on the basis of need, interest, or timeliness. Prerequisites as determined by instructor. Restricted to students with junior standing or higher. May be repeated for credit. See registrar's office current class schedules Web page for specific semester description.

**OMGT-487 Experiential Learning: Internship (12 Credits)**

Non-classroom experiences in the field of English. Placements are generally off-campus, and may be full- or part-time, and with or without pay. Credit for experiences must be sought prior to occurrence, and learning contracts must be submitted before the end of the first week of the semester. A maximum of 15 credits of 287/487 can be used to meet graduation requirements. See the experiential learning: internship section of this catalog for details. Restricted to students with junior standing or higher. May be repeated for credit. Graded CR/NC.

**OMGT-488 Independent Study (4 Credits)**

Individual and independent reading, research, and writing under the guidance of a School of Business faculty member. Refer to the academic policy section for independent study policy. A written learning contract must be on file in the Office of the Registrar by the end of the first week of classes in the semester in which the course is taken. The contract must provide details of the topic, learning objectives, methods to be used, works to be completed, completion dates, grading criteria, and a prospective bibliography. The learner must get contract approval from the guiding faculty member, his or her academic advisor, and the Dean of the School of Business before the contract is filed with the registrar. Restricted to students with junior standing or higher. May be repeated for credit.

**ORST-495 Organizational Studies Capstone (3 Credits)**

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.

**PHIL-100 Introduction to Ethics (3 Credits)**

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

**PHIL-101 Introduction to Philosophy (3 Credits)**

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

**PHIL-105 Critical Thinking (3 Credits)**

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

**PHIL-244 Philosophy for Education and the Role of Philosophy for Children (3 Credits)**

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

**PHIL-286 Special Topics (3 Credits)**

Courses on topics of interest to philosophy students offered on the basis of need, interest, or timeliness. Prerequisites as determined by the instructor. Restricted to students with freshman or sophomore standing. May be repeated for credit. See registrar's office current class schedules Web page for specific semester description.

***PHIL-288 Independent Study (3 Credits)***

Independent reading and/or research under the guidance of a philosophy faculty member. Refer to the academic policy section for independent study policy. Independent study contract is required. May be repeated for credit.

***PHIL-302 Environmental Ethics (3 Credits)***

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

***PHIL-310 Philosophy of Religion (3 Credits)***

Philosophical examination of the assumption 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. PMI

***PHIL-311 Ancient (greco-Roman) Philosophy and Its Relevancy (3 Credits)***

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

***PHIL-312 Philosophical Readings-Medieval (3 Credits)***

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

***PHIL-313 Modern Philosophy and the Revolution of Modernity (3 Credits)***

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 16th through the early 19th 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

***PHIL-314 20th Century Philosophy and the Contemporary World (3 Credits)***

This course examines the major themes and divisions in the development of philosophy from the late 19th 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 20th century continue to influence, both directly and indirectly, how we understand and shape the world. PMI

***PHIL-315 Ethics and the Law (3 Credits)***

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

**PHIL-316 Philosophy in Literature (3 Credits)**

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

**PHIL-317 Philosophy of Science (3 Credits)**

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

**PHIL-320 Logic (3 Credits)**

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

**PHIL-321 Ethics, Life Decision, and Medicine (3 Credits)**

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

**PHIL-322 Business Ethics (3 Credits)**

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

**PHIL-340 Philosophy of the Human Person (3 Credits)**

Philosophical examination of the nature, development, and destiny of the human person. PMI

**PHIL-346 Asian Philosophy (3 Credits)**

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.

**PHIL-360 Political Philosophy (3 Credits)**

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 vs. 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. Students are strongly encouraged to have had either 100 or 101 prior to taking this course. PMI

**PHIL-365 Philosophy in Latin America (3 Credits)**

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. Prerequisite: any 100-level VUSM course or transfer student placement. LDW, PMI

***PHIL-370 Philosophy of Art and Beauty (3 Credits)***

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 writers 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

***PHIL-375 Philosophy and Film (3 Credits)***

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

***PHIL-381 Philosophy of History (3 Credits)***

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

***PHIL-481 Capstone (3 Credits)***

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.

***PHIL-486 Special Topics (3 Credits)***

Courses on topics of interest to philosophy students offered on the basis of need, interest, or timeliness. Prerequisites as determined by the instructor. Restricted to students with junior standing or higher. May be repeated for credit. See registrar's office current class schedules Web page for specific semester description.

***PHIL-488 Independent Study (3 Credits)***

Independent reading and/or research under the guidance of a philosophy faculty member. Refer to the academic policy section for independent study policy. Independent study contract is required. May be repeated for credit.

***PHIL-490 Practicum (3 Credits)***

A community service-based experience arranged interdepartmentally which focuses on the actual application of ethical frameworks in a job-related setting. Consent of instructor required. G3, G9

***PHYS-102 Physical Science (4 Credits)***

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

***PHYS-250 General Physics I (3 Credits)***

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

***PHYS-251 General Physics II (3 Credits)***

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.

***PHYS-260 University Physics I (3 Credits)***

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

***PHYS-261 University Physics II (3 Credits)***

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.

***PHYS-270 Introductory Physics Lab I (1 Credits)***

Two hours lab per week. Lab component for 250 and 260. Offered fall semester. Must be taken concurrently with 250 or 260. NS

***PHYS-271 Introductory Physics Lab II (1 Credits)***

Two hours lab per week. Lab component for 251 and 261. Offered spring semester. Must be taken concurrently with 251 or 261.

***PHYS-286 Special Topics (4 Credits)***

Courses on topics of interest to physics students offered on the basis of need, interest, or timeliness. Prerequisites as determined by the instructor. Restricted to students with freshman or sophomore standing. May be repeated for credit. See registrar's office current class schedules Web page for specific semester description.

***PHYS-288 Independent Study (4 Credits)***

Independent reading and/or research under the guidance of a physics faculty member. Refer to the academic policy section for independent study policy. Independent study contract is required. May be repeated for credit.

***PHYS-305 Classical Mechanics (3 Credits)***

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.

***PHYS-311 Electricity and Magnetism (3 Credits)***

Three hours lecture per week. An intermediate level course on electric and magnetic fields. Topics include electrostatics, magnetostatics, induction, dielectric and magnetic materials, and Maxwells 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.

***PHYS-321 Waves and Optics With Medical Physics Applications (4 Credits)***

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: Prerequisites: grade of C or higher in 251 or 261; grade of C or higher in MATH 221; MATH 320 highly recommended.

***PHYS-338 Biomechanics (3 Credits)***

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.)

***PHYS-360 Thermodynamics (4 Credits)***

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.)

***PHYS-363 Modern Physics (4 Credits)***

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 Schrodingers 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.

***PHYS-486 Special Topics (4 Credits)***

Courses on topics of interest to physics students offered on the basis of need, interest, or timeliness. Prerequisites as determined by the instructor. Restricted to students with junior standing or higher. May be repeated for credit. See registrar's office current class schedules Web page for specific semester description.

***PHYS-488 Independent Study (4 Credits)***

Independent reading and/or research under the guidance of a physics faculty member. Refer to the academic policy section for independent study policy. Independent study contract is required. May be repeated for credit.

***PHYS-498 Directed Research Experience (4 Credits)***

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.

***POSC-121 Introduction to American Government (3 Credits)***

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

***POSC-286 Special Topics (3 Credits)***

Courses on topics of interest to political science students offered on the basis of need, interest, or timeliness. Restricted to students with freshman or sophomore. May be repeated for credit. See registrar's office current class schedules Web page for specific semester description.

***POSC-287 Experiential Learning: Internship (12 Credits)***

Non-classroom experiences in the field of political science. 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, and learning contracts must be submitted before the end of the first week of the semester. See the experiential learning: internship section of this catalog for more details. Restricted to students with freshman or sophomore standing. Graded CR/NC.

***POSC-288 Independent Study (3 Credits)***

Independent reading and/or research under the guidance of a political science faculty member. Refer to the acadmic policy section for independent study policy. Independent study contract is required. May be repeated for credit.

***POSC-486 Special Topics (3 Credits)***

Courses on topics of interest to political science students offered on the basis of need, interest, or timeliness. Restricted to students with junior standing or higher. May be repeated for credit. See registrar's office current class schedules Web page for specific semester description.

**POSC-487 Experiential Learning: Internship (12 Credits)**

Non-classroom experiences in the field of Spanish. 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, and learning contracts must be submitted before the end of the first week of the semester. See the experiential learning: internship section of this catalog for more details. Restricted to students with junior or senior standing. Graded CR/NC.

**POSC-488 Independent Study (1 Credits)**

Independent reading and/or research under the guidance of a political science faculty member. Refer to the academic policy section for independent study policy. Independent study contract is required. May be repeated for credit.

**PSYC-110 Human Sexuality (3 Credits)**

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.

**PSYC-171 General Psychology (3 Credits)**

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

**PSYC-205 Introduction to Chemical Dependency (3 Credits)**

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.

**PSYC-220 Lifespan Psychology (3 Credits)**

This course will examine the major theories, research methodology, and research findings focusing on developments in physical, cognitive, language and social-emotional development, and the contexts that influence development. Prerequisite: 171.

**PSYC-223 Applied Statistics for the Social Sciences (3 Credits)**

Applied Statistics prepares students to understand and conduct data analysis in the social sciences. The emphasis of the course is: 1) understanding concepts of probability and sampling error, 2) interpretation of confidence intervals, and 3) learning to write about statistical results. Topics include descriptive statistics (e.g., central tendency and variability), mean differences (e.g., t-tests, ANOVA), correlation, regression, and meta-analysis. Students will learn to use a variety of software programs to conduct analyses (e.g., Excel, JASP, and SPSS). Prerequisite: acceptable math placement score or grade of C or higher in MATH 001 or 091. (Equivalent to SOCL 223.) QL

**PSYC-230 Research Methods I (3 Credits)**

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.

**PSYC-250 Social Psychology (3 Credits)**

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. SS

**PSYC-250 Social Psychology (3 Credits)**

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. SS

**PSYC-261 Brain and Behavior (3 Credits)**

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 BIOP 261.)

**PSYC-270 Interviewing and the Helping Relationship (3 Credits)**

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

**PSYC-286 Special Topics (4 Credits)**

Courses on topics of interest to psychology students offered on the basis of need, interest, or timeliness. Prerequisites as determined by the instructor. Restricted to students with freshman or sophomore standing. May be repeated for credit. See registrar's office current class schedules Web page for specific semester description.

**PSYC-287 Experiential Learning: Internship (3 Credits)**

Non-classroom experiences in the field of psychology. 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, and learning contracts must be submitted before the end of the first week of the semester. See the experiential learning: internship section of this catalog for more details. Restricted to students with freshman or sophomore standing. Graded CR/NC.

**PSYC-288 Independent Study (3 Credits)**

Independent reading and/or research under the supervision of a psychology faculty member. Refer to the academic policy section for independent study policy. An independent study contract is required. May be repeated for credit.

**PSYC-305 Psychopharmacology (3 Credits)**

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.

**PSYC-310 Child and Adolescent Psychology (3 Credits)**

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.

**PSYC-320 Psychology of Adult Development and Aging (3 Credits)**

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.

**PSYC-330 Research Methods II (3 Credits)**

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.

**PSYC-335 Learning and Cognition (3 Credits)**

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.

**PSYC-340 Behavior Disorders (3 Credits)**

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, 5th 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.

**PSYC-342 Health Psychology (3 Credits)**

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.

**PSYC-344 Sports Psychology (3 Credits)**

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.

**PSYC-345 Industrial Psychology (3 Credits)**

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.

**PSYC-351 Psychological Testing (3 Credits)**

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.

**PSYC-365 Group Dynamics (3 Credits)**

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.

**PSYC-374 Positive Psychology (3 Credits)**

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 ones personal life. The course will include a significant self-change project. Prerequisite: 100 or 171.

**PSYC-421 Family Therapy (3 Credits)**

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.

**PSYC-422 Theories of Counseling (3 Credits)**

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.

**PSYC-423 Alcohol and Drug Abuse Professional Issues (3 Credits)**

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.)

***PSYC-424 Motivational Interviewing (3 Credits)***

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.

***PSYC-427 Alcohol and Drug Abuse Professional Skills (3 Credits)***

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. Prerequisites: 205. (Equivalent to ADCT 427.)

***PSYC-430 Behavioral Neuroscience (3 Credits)***

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.)

***PSYC-464 Essential Theories in Substance Abuse Counseling (3 Credits)***

This course will explore major theories essential for the substance abuse counselor, including by not limited to, motivational interviewing, relapse prevention models, and group dynamics. Humanistic and cognitive behavioral theories will provide the foundation for this course. Prerequisite: 205, 270 or SOWK 280.) (Equivalent to ADCT 464.)

***PSYC-486 Special Topics (4 Credits)***

Courses on topics of interest to psychology students offered on the basis of need, interest, or timeliness. Prerequisites as determined by the instructor. Restricted to students with junior standing or higher. May be repeated for credit. See registrar's office current class schedules Web page for specific semester description.

***PSYC-487 Experiential Learning: Internship (9 Credits)***

Non-classroom experiences in the field of psychology. 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, and learning contracts must be submitted before the end of the first week of the semester. See the experiential learning: internship section of this catalog for more details. Restricted to students with junior standing or higher. Graded CR/NC.

***PSYC-488 Independent Study (3 Credits)***

Independent reading and/or research under the supervision of a psychology faculty member. Refer to the academic policy section for independent study policy. An independent study contract is required. May be repeated for credit.

***PSYC-489 Advanced Research (4 Credits)***

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.)

***PSYC-499 Psychology Capstone (1 Credits)***

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.

***RLST-160 Theology in Contemporary Culture (3 Credits)***

This class is designed to familiarize students with Christian tradition-its scripture, history, and doctrines-and its application and misapplication to the contemporary world. Students will be given the tools and language to be critical thinkers about religion and religious experience in the public square. Students will have the opportunity to compare and contrast Christian thought with other monotheistic traditions, namely Islam and Judaism. Restricted to students with freshman and sophomore standing. May not also take RLST-305, 342 or VUSM-120. TI

***RLST-215 Biblical Studies I (3 Credits)***

This course is the first two years of a four-year a School of Biblical Studies. Year one offers Old Testament foundations: Genesis through 1 & 1 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.

***RLST-216 Biblical Studies II (3 Credits)***

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.

***RLST-222 Survey of Biblical Literature (3 Credits)***

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 are critically analyzed as to their application to the contemporary world. Prerequisite: 160, 305, 342, or VUSM 120. IFP

***RLST-261 Assisi Pilgrimage and Theological Foundations of Franciscan Leadership (3 Credits)***

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, 305, 342, or VUSM 120. IFP

***RLST-286 Special Topics (3 Credits)***

Courses on topics of interest to religious studies students offered on the basis of need, interest, or timeliness. Restricted to students with freshman or sophomore standing. May be repeated for credit. See registrar's office current class schedules Web page for specific semester description.

***RLST-287 Experiential Learning: Internship (3 Credits)***

Non-classroom experience in the field of ministry. Credit for experience must be sought prior to occurrence. Placements are generally part-time and off campus. Course includes theological preparation and reflection on the experience. Areas of ministry include children, youth, adults, aged, sick, dying, needy, etc. Prerequisite: six RLST credits. Restricted to students with freshman or sophomore standing. Permission of instructor required. Graded CR/NC.

***RLST-288 Independent Study (3 Credits)***

With the consent of chairperson and in consultation with a faculty member in the department, a student may engage in independent study in any of the areas approved by the instructor. Goals and objectives, and courses of study are to be set up before the student finalizes registration. Refer to the academic policy section for independent study policy. An Independent Study Contract is required. Prerequisites: 102 or 130. May be repeated for credit.

***RLST-305 Theology for the Adult Learner (3 Credits)***

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. May not also take RLST-160, 342 or VUSM-120. TI

**RLST-311 The Gospels (3 Credits)**

A concentrated exploration and study of the four Gospel narratives of Jesus Christ and their place within Christianity and the modern world. An in-depth study of the history and content of each Gospel will be presented. Major narratives are critically analyzed as to their application to the modern world. Prerequisite: 160, 305, 342, or VUSM 120. IFP

**RLST-317 Religion and Film (3 Credits)**

This course uses films (and similar media) to help participants develop an ability to recognize theological and religious themes and practice methods for 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: 160, 305, 342, or VUSM 120. IFP

**RLST-323 Health, Healing, and Christian (3 Credits)**

This course delves into foundational materials for developing a personal spirituality based on Christian principles for spiritual development. It will promote an 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. Prerequisites: 160, 305, 342 or VUSM-120. IFP

**RLST-331 The Historical Search for Truth Age of the Apostles to the Reformation (3 Credits)**

A survey of the history of the Christian Church: its leaders, conflicts and development from the age of the Apostles to contemporary times. A study of the impact of church history for today's religious experience. Application of historical themes to the modern world. Prerequisite: 160, 305, 342, or VUSM-120. IFP

**RLST-342 Theology in Contemporary Culture (3 Credits)**

This class is designed to familiarize students with Christian tradition-its scripture, history, and doctrines-and its application and misapplication to the contemporary world. Students will be given the tools and language to be critical thinkers about religion and religious experience in the public square. Students will have the opportunity to compare and contrast Christian thought with other monotheistic traditions, namely Islam and Judaism. Restricted to students with junior standing or higher. May not also take RLST-160, 305, or VUSM-120. TI

**RLST-343 Theology of Justice and Peace (3 Credits)**

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, 305, 342, or VUSM 120. IFP

**RLST-348 Franciscan Theology (3 Credits)**

A survey of the major theological contributions of the Franciscan intellectual tradition that include the writings of Francis, Clare, Bonaventure, Scotus, Ockham and others. Students will consider the theological implications for our world today. Prerequisite: 160, 305, 342, or VUSM 120. IFP

**RLST-352 Women and Gender in Christian Theology (3 Credits)**

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

**RLST-360 Foundations for Public Ministry (3 Credits)**

This course is designed to equip persons to serve effectively as reflective leaders in the contemporary church and related Christian or faith-based ministries. This course includes a comprehensive and holistic study of factors inherent to the practice of leadership and ministry in a variety of settings. Research based theories and models of leadership, organizational design, and administrative principles will be discussed and evaluated from biblical-theological and cultural perspectives. Special attention will be given to ministries of the laity including religious educators and youth ministers. Prerequisite: 160, 305, 342, or VUSM 120. IFP

**RLST-380 Faith and Environmental Justice (3 Credits)**

While this course is rooted in Biblical, Franciscan, and Catholic social teaching, it will also explore other spiritualities (Islam, Judaism, Native American, etc.) that respond to environmental issues. Social analysis and theological reflection skill development will enable students to better articulate the conflicts humans have in relationship with the rest of the natural world and how they can contribute to the health of the planet. Prerequisite: 160, 305, 342, or VUSM 120. IFP

**RLST-425 Christology: the Person and Mission of Jesus the Christ (3 Credits)**

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

***RLST-433 Contemporary Practice in World Religions (3 Credits)***

Contemporary 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 theology of sacred texts, rituals and worship and experiences of major religious traditions. Lectures, site visits and prayer experiences with practicing members of various faith traditions offer an additional point of conversation and discussion of current issues between religions and culture. Prerequisite: 160, 305, 342, or VUSM 120. Restricted to students with junior standing or higher. IFP

***RLST-450 Foundations of Ritual and Worship (3 Credits)***

This course considers the origins and developments of, as well as the current theological issues concerning Christian rites and symbols. Students will engage with the shape and practice of worship and rituals as they impact human experience. Religious rites have celebrated initiation, adulthood, guilt and reconciliation, ministry and commitment, sickness and death. Prerequisite: 160, 305, 342, or VUSM 120. IFP

***RLST-465 Contemporary Moral Issues (3 Credits)***

This course delves into the processes of moral interpretation and moral decision making in the fast-changing contemporary world. Students will learn the foundations for a moral decision-making process and the various ways in which the moral decision-making process can be utilized. They will look critically at various church documents which speak to specific moral issues of the day, while recognizing the values inherent in competing approaches to the moral issue. Finally, students will be able to apply the processes they have learned, drawing conclusions about solutions to various moral issues. Prerequisite: 160, 305, 342, or VUSM 120. IFP

***RLST-481 Capstone: Interpreting Religion (2 Credits)***

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 or 342, or VUSM 120. May be repeated for credit.

***RLST-486 Special Topics (3 Credits)***

Courses on topics of interest to religious studies students offered on the basis of need, interest, or timeliness. Restricted to students with junior standing or higher. May be repeated for credit. See registrar's office current class schedules Web page for specific semester description.

***RLST-487 Experiential Learning: Internship (12 Credits)***

Non-classroom experiences in the field of ministry. Placements are off-campus, and may be full- or part-time, and with or without pay. Includes internship experience arranged by advisor during the first semester of senior year. Prerequisites: 260, 360. Restricted to students with junior standing or higher. Graded CR/NC.

***RLST-488 Independent Study (3 Credits)***

With the consent of chairperson and in consultation with a faculty member in the department, a student may engage in independent study in any of the areas approved by the instructor. Goals and objectives, and courses of study are to be set up before the student finalizes registration. Refer to the academic policy section for independent study policy. An independent study contract is required. Prerequisites: 102 or 130. May be repeated for credit.

***SOCL-125 Introduction to Sociology (3 Credits)***

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

***SOCL-149 Human Service Experience (1 Credits)***

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.

***SOCL-150 Introduction to Criminal and Community Justice (3 Credits)***

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. This course also introduces basic concepts of capacity building, resiliency, and how the criminal justice system and the community interacts. (Equivalent to CRMJ 150)

***SOCL-223 Applied Statistics for the Social Sciences (3 Credits)***

Applied Statistics prepares students to understand and conduct data analysis in the social sciences. The emphasis of the course is: 1) understanding concepts of probability and sampling error, 2) interpretation of confidence intervals, and 3) learning to write about statistical results. Topics include descriptive statistics (e.g., central tendency and variability), mean differences (e.g., t-tests, ANOVA), correlation, regression, and meta-analysis. Students will learn to use a variety of software programs to conduct analyses (e.g., Excel, JASP, and SPSS). Prerequisite: acceptable math placement score or grade of C or higher in MATH 001 or 091. (Equivalent to PSYC 223.) QL

***SOCL-244 Social Gerontology (3 Credits)***

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.

***SOCL-245 Sociology of Sports (3 Credits)***

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 sport, minorities and gender issues in sports, as well as contemporary trends in the field. Finally, this course will examine the relationship between various institutions and sport (family, religion, politics, economy, mass media) as well as social problems in sport.

***SOCL-249 Human Service Experience (1 Credits)***

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.

***SOCL-265 Seminar I (3 Credits)***

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

***SOCL-286 Special Topics (3 Credits)***

Courses on topics of interest to sociology students offered on the basis of need, interest, or timeliness. Prerequisite: 125. Restricted to students with freshman or sophomore standing. May be repeated for credit. See registrar's office current class schedules Web page for specific semester description.

***SOCL-287 Experiential Learning: Internship (6 Credits)***

Non-classroom experiences in the field of sociology. 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, and learning contracts must be submitted before the end of the first week of the semester. See the Experiential Learning: Internship section of this catalog for more details. Senior standing required. Graded CR/NC.

***SOCL-288 Independent Study (3 Credits)***

Independent reading and/or research under the supervision of a faculty member. Refer to the academic policy section for independent study policy. Independent study contract is required. Prerequisite: 125. May be repeated for credit.

***SOCL-310 Sociology of Gender (3 Credits)***

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

***SOCL-320 Racial and Ethnic Groups (3 Credits)***

Major ethnic, racial, and religious groups of the U.S.; 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

***SOCL-330 Cultural Anthropology (3 Credits)***

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

***SOCL-338 Quantitative Research Methods (3 Credits)***

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.

***SOCL-345 Marriage and Family (3 Credits)***

Marriage-family complex as a social institution: variations, interrelationship of family to other social institutions, dating, marriage, childraising, 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

***SOCL-349 Human Service Experience (1 Credits)***

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.

***SOCL-351 Perspectives in Criminology (3 Credits)***

This course will introduce the major theoretical approaches to the study of criminology and the sociology of deviance. These perspectives are explored through a discussion of contemporary issues such as trends in offending and victimization, research on violent crime, property crime, public order crime, organized crime, and white-collar and corporate crime. Issues of unequal power, social division, and exclusion are also examined (e.g., age, gender, and social class etc.). (Equivalent to CRMJ 351.)

***SOCL-354 Social Change and Social Movements (3 Credits)***

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.)

***SOCL-359 Environmental Sociology (3 Credits)***

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.

***SOCL-364 Juvenile Justice (3 Credits)***

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.)

***SOCL-430 Sociological Theory (3 Credits)***

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.

**SOCL-486 Special Topics (3 Credits)**

Courses on topics of interest to sociology students offered on the basis of need, interest, or timeliness. Prerequisite: 125. Restricted to students with junior standing or higher. May be repeated for credit. See registrar's office current class schedules Web page for specific semester description.

**SOCL-487 Experiential Learning: Internship (12 Credits)**

Non-classroom experiences in the field of sociology. 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, and learning contracts must be submitted before the end of the first week of the semester. See the experiential learning: internship section of this catalog for more details. Restricted to students with senior standing. Graded CR/NC.

**SOCL-488 Independent Study (3 Credits)**

Independent reading and/or research under the supervision of a faculty member. Refer to the academic policy section for independent study policy. Independent study contract is required. Prerequisite: 125. May be repeated for credit.

**SOWK-210 Introduction to Social Work (3 Credits)**

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

**SOWK-240 Introduction to Research and Analytical Writing (3 Credits)**

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.

**SOWK-275 Introduction to Professional Practice (3 Credits)**

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

**SOWK-280 Interview Skills for Social Work (3 Credits)**

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.

**SOWK-286 Special Topics (3 Credits)**

Courses on topics of interest to social work students offered on the basis of need, interest, or timeliness. Prerequisites as determined by instructor. Restricted to students with freshman or sophomore standing. May be repeated for credit. See registrar's office current class schedules Web page for specific semester description.

**SOWK-288 Independent Study (3 Credits)**

Independent reading and/or research under the supervision of a faculty member. Refer to the academic policy section for independent study policy. Independent study contract is required. May be repeated for credit.

**SOWK-321 Social Work Practice With Individuals And Families (3 Credits)**

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.

***SOWK-328 Understanding and Working With Mexican In the United States (3 Credits)***

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

***SOWK-331 Human Behavior in the Social Environment (3 Credits)***

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.

***SOWK-332 Professional Practice With the Elderly (3 Credits)***

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.

***SOWK-333 Child Welfare (3 Credits)***

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. Restricted to students with sophomore standing or higher. Prerequisite: 210 or SOCL 125 or PSYC 171.

***SOWK-334 Interdisciplinary Work With Today's Families (3 Credits)***

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.

***SOWK-340 Social Work Research (3 Credits)***

This course examines the historical, social, and economic context of social welfare policy. Special emphasis is placed on the structural components of economic injustice and poverty, welfare programs, and welfare reform. The vulnerability of women, children, and people of color to experiencing poverty and social injustice nationally and globally is examined. Students will learn about the major social welfare programs that address financial and basic human needs. Students will be introduced to social policy analysis. Prerequisite: POSC 120 or 121, admission to the social work program.

***SOWK-341 Social Welfare Policy I (3 Credits)***

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.

***SOWK-351 Social Work Theory and Practice With Communities (3 Credits)***

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-causal. 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.

***SOWK-360 Interpersonal Violence (3 Credits)***

This course will provide an overview of common forms of interpersonal violence (sexual assault, relationship violence, stalking, sexual harassment, human trafficking, and prostitution/pornography). Students analyze the interrelationships and connections between these and other social problems such as poverty, homelessness, crime, and substance abuse in the context of a sexist and racist culture. The impact of interpersonal violence on special populations (LGBT, the elderly, persons with disabilities) will be examined. Throughout the course students will have the opportunity to learn about community resources and agencies that work to combat this type of violence. Prerequisite: 210 or PSYC 171 or SOCL 125. Restricted to students with sophomore standing or higher.

***SOWK-366 Community Based Mental Health Services (3 Credits)***

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.

***SOWK-441 Social Welfare Policy II (3 Credits)***

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.

***SOWK-451 Social Work Theory and Practice With Groups (3 Credits)***

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.

***SOWK-476 National Social Work Exam Preparation (1 Credits)***

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.

***SOWK-479 Competent Practice for Field Education (3 Credits)***

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, culminating 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. Prerequisite: concurrent enrollment or completion of social work professional courses except for SOWK 480 and 482. Restricted to students with senior standing.

***SOWK-480 Field Education (9 Credits)***

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.

***SOWK-482 Senior Capstone (3 Credits)***

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.

***SOWK-486 Special Topics (3 Credits)***

Courses on topics of interest to social work students offered on the basis of need, interest, or timeliness. Prerequisites as determined by instructor. Restricted to students with junior standing or higher. May be repeated for credit. See registrar's office current class schedules Web page for specific semester description.

***SOWK-488 Independent Study (3 Credits)***

Independent reading and/or research under the supervision of a faculty member. Refer to the academic policy section for independent study policy. Independent study contract is required. May be repeated for credit.

***SPAN-100 Language Study in the Spanish Speaking World (3 Credits)***

A minimum of four-week language and/or cultural study in a Spanish speaking country to explore the realities of peoples in their context. Courses taken abroad should be transferrable to Spanish courses at Viterbo University, and they are expected to expand and enhance students' social, political, historical, linguistic, and cultural perspective on Spanish speaking countries. It is strongly recommended that students pursuing a Spanish major do their Study Abroad the first or second summer after enrolling at Viterbo (See SPAN 200, 300, 400.)

***SPAN-101 Elementary Spanish (3 Credits)***

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: C or better in 101 or departmental exam.

***SPAN-102 Elementary Spanish (3 Credits)***

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: C or higher in 101 or by departmental exam. D, G9

***SPAN-103 Accelerated Beginning Spanish (3 Credits)***

Students review concepts from beginning Spanish and will be exposed to culturally-authentic audio, video and text materials with the goal of integrating and developing all language skills - speaking, writing, reading and listening. Students who complete this class with at least a C also receive three retroactive credits for SPAN-101.

***SPAN-200 Language Study in the Spanish Speaking World (3 Credits)***

A minimum of four-week language and/or cultural study in a Spanish speaking country to explore the realities of peoples in their context. Courses taken abroad should be transferrable to Spanish courses at Viterbo University, and they are expected to expand and enhance students' social, political, historical, linguistic, and cultural perspective on Spanish speaking countries. It is strongly recommended that students pursuing a Spanish major do their Study Abroad the first or second summer after enrolling at Viterbo (See SPAN 100, 300, 400.)

***SPAN-250 Spanish for Civic Engagement (3 Credits)***

Students will apply intermediate level language skills with emphasis on speaking and listening to discuss Civic Engagement issues related to the Spanish speaking world both in and outside of the United States. This course will use culturally-authentic audio, video and text materials as well as guest speakers in order to expose students to current practices of the Spanish language. Prerequisite: grade of C or higher in 103 or by departmental placement exam.

***SPAN-251 Spanish for Social Justice (3 Credits)***

This intermediate Spanish course develops conversational Spanish through the lens of Social Justice. Students will examine issues both within the local Latinx community and beyond our national borders as related to Latinx and Latin American and Spanish cultures in the world. Authentic materials such as audio, video, text, guest speakers, etc. will be used in the classroom to facilitate intermediate communicative skills (spoken and written competencies) in Spanish for everyday conversations and interactions. Prerequisite: grade of C or higher in 103 or department placement exam.

***SPAN-286 Special Topics (3 Credits)***

A course offered on a special topic in Spanish on the basis of need, interest, or timeliness. Restricted to students with freshman or sophomore standing. May be repeated for credit. See registrar's office current class schedules Web page for specific semester description.

***SPAN-287 Experiential Learning: Internship (12 Credits)***

Non-classroom experiences in the field of Spanish. 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, and learning contracts must be submitted before the end of the first week of the semester. See the experiential learning: internship section of this catalog for more details. Restricted to students with junior or senior standing. Graded CR/NC.

***SPAN-288 Independent Study (3 Credits)***

Guided reading and research on a topic selected by the student and approved by the instructor. Refer to the academic policy section for independent study policy. Independent study contract is required. May be repeated for credit.

***SPAN-300 Language Study in the Spanish Speaking World (3 Credits)***

A minimum of four-week language and/or cultural study in a Spanish speaking country to explore the realities of peoples in their context. Courses taken abroad should be transferrable to Spanish courses at Viterbo University, and they are expected to expand and enhance students' social, political, historical, linguistic, and cultural perspective on Spanish speaking countries. It is strongly recommended that students pursuing a Spanish major do their Study Abroad the first or second summer after enrolling at Viterbo (See SPAN 100, 200, 400.)

***SPAN-301 Cultural Studies in the Spanish Speaking World (3 Credits)***

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.

***SPAN-305 Speaking Spanish: Bldg the Interview (3 Credits)***

This high-intermediate Spanish course works to incorporate higher level grammar skills into active spoken conversation by studying the process of building and carrying out interviews with native speakers of Spanish. Coursework aims to take intermediate conversation skills up to a high-intermediate level of proficiency and does include some written composition. Prerequisite: grade of BC or higher in 250 or 251 or by departmental exam.

***SPAN-306 Writing Spanish: Newspaper Journalism (3 Credits)***

This high-intermediate course emphasizes writing as students publish El Sol, Spanish newspaper for which they will interact with the local Hispanic community, do short research, read and watch culturally-authentic materials, prepare oral presentations and present several writing drafts. Prerequisite: BC or higher in 250 or 251 or by departmental exam. OC

***SPAN-307 Civilization of Spain (3 Credits)***

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: BC or higher in 305.

***SPAN-321 Topics in Spanish Language: Literature (3 Credits)***

Using critical analysis this course explores literature produced in the Spanish speaking world, emphasizing its aesthetic and linguistic characteristics. Samples of major works from Spain, Latin America, and/or Latinx authors will be studied. Prerequisite: BC or higher in 306 or by departmental exam. LA

**SPAN-322 Topics in Spanish Language: Culture (3 Credits)**

In this course students will use critical analysis categories leading to a deeper understanding of cultures in the Spanish speaking world from geography, topography and demographics to history, art, politics, religion, and economy, among other relevant subjects. Prerequisite: grade of BC or higher in 305 or 306 or by departmental placement exam.

**SPAN-323 Topics in Spanish Lanuage: Heritage Speakers (3 Credits)**

This advanced level Spanish course is for heritage Speakers of Spanish, meaning students who were raised in a home where Spanish was spoken and who is to some degree bilingual in English and Spanish. This course will focus on the common obstacles and difficulties specific to heritage speakers, including but not limited to, complex grammar structures, diverse vocabulary, varying registers, code-switching, etc. Students will build on already high proficiency skills to speak and write the language with more control in varying social contexts. Consent of department required.

**SPAN-362 Spanish for the Professions (3 Credits)**

This high-intermediate course focuses on practical Spanish intended to strengthen students' communicative skills in Spanish for the professions. Topic areas will vary depending on semester (Health Care, Business, Social Work, Criminal Justice, etc.). It will also increase students' knowledge of the cultures of Spanish speakers and their awareness of the needs/opportunities in our diverse communities. Prerequisite: 305 or 306.

**SPAN-385 Domestic Immersion Internship (3 Credits)**

Students will intern in a domestic Spanish-immersion context. Time commitment is equal to the time commitment for a three-credit Viterbo internship. Prerequisite: grade of BC or higher in 305 or 306 or by departmental exam, or department consent.

**SPAN-400 Language Study in the Spanish Speaking World (3 Credits)**

A minimum of four-week language and/or cultural study in a Spanish speaking country to explore the realities of peoples in their context. Courses taken abroad should be transferrable to Spanish courses at Viterbo University, and they are expected to expand and enhance students' social, political, historical, linguistic, and cultural perspective on Spanish speaking countries. It is strongly recommended that students pursuing a Spanish major do their Study Abroad the first or second summer after enrolling at Viterbo (See SPAN 100, 200, 300)

**SPAN-405 Global Spanish (3 Credits)**

A course designed to develop conversational strategies and socio-linguistic competence, and to refine grammatical and strategic accuracy for low-advanced speaking proficiency by studying variation in Spanish dialects. Use of technology and print materials such as blogs, websites, and videoconferencing as related to current events and issues in Latin America and Spain. Prerequisite: grade of BC or higher in 305 and 306.

**SPAN-406 Spanish Writing for Media (3 Credits)**

A course designed to guide students to an advanced-low level of writing various forms of Spanish specifically for media and online platforms. Use of authentic digital and print materials drawn from current events, topics, and issues in the Spanish speaking world to facilitate learning written communicative and socio-linguistic skills. Prerequisite: grade of BC or higher in 305.

**SPAN-417 Spanish Sounds and Structures (3 Credits)**

As a general introduction to Spanish linguistics, this course studies phonetic and phonological features as well as morphological and syntactic phenomena of the Spanish language. Building on the grammatical, social, and cultural knowledge about linguistics that students already have, students will develop a better understanding and control of language by comparative analysis of Spanish and English. Prerequisite: BC or higher in 305 or 306.

**SPAN-481 Capstone (3 Credits)**

This course is designed for students to demonstrate all the linguistic, social and cultural skills acquired in the Spanish program at Viterbo University. Students are expected to integrate their learning about language and social justice issues in the Spanish-speaking world. Students should work with a Spanish language faculty member to select and develop a theme to be presented at one of the undergraduate research events on campus. Prerequisite: grade of BC or higher in 405 and 406. May be repeated for credit. Most students should plan on two semesters to complete their capstone work.

**SPAN-486 Special Topics (3 Credits)**

A course offered on a special topic in Spanish on the basis of need, interest, or timeliness. Restricted to students with junior standing or higher. May be repeated for credit. See registrar's office current class schedules Web page for specific semester description.

**SPAN-487 Experiential Learning: Internship (3 Credits)**

Non-classroom experiences in the field of Spanish. 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, and learning contracts must be submitted before the end of the first week of the semester. See the experiential learning: internship section of this catalog for more details. Restricted to students with junior or senior standing. Graded CR/NC.

***SPAN-488 Independent Study (3 Credits)***

Guided reading and research on a topic selected by the student and approved by the instructor. Refer to the academic policy section for independent study policy. Independent study contract is required. May be repeated for credit.

***SPML-220 History of Sport (3 Credits)***

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

***SPML-286 Special Topics (3 Credits)***

Courses on topics of interest to sport management students offered on the basis of need, interest, or timeliness. Prerequisites as determined by instructor. Restricted to students with freshman or sophomore standing. May be repeated for credit. See registrar's office current class schedules Web page for specific semester description.

***SPML-287 Experiential Learning: Internship (12 Credits)***

Non-classroom experiences in the field of sport management. Placements are generally off-campus, and may be full- or part-time, and with or without pay. Credit for experiences must be sought prior to occurrence, and learning contracts must be submitted before the end of the first week of the semester. A maximum of 15 credits of 287/487 can be used to meet graduation requirements. See the experiential learning: internship section of this catalog for details. Restricted to students with freshman or sophomore standing. May be repeated for credit. Graded CR/NC.

***SPML-320 Introduction to Sport Leadership (3 Credits)***

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.

***SPML-330 Finance for the Sport Leader (3 Credits)***

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.

***SPML-340 Legal Environment of Sport (3 Credits)***

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.

***SPML-350 Event and Facilities Management (3 Credits)***

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.

***SPML-455 Sport, Recreation, and Event Marketing (3 Credits)***

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.

***SPML-481 Sport Management and Leadership Field Practicum (12 Credits)***

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.

***SPML-486 Special Topics (3 Credits)***

Courses on topics of interest to sport management students offered on the basis of need, interest, or timeliness. Prerequisites as determined by instructor. Restricted to students with freshman or sophomore standing. May be repeated for credit. See registrar's office current class schedules Web page for specific semester description.

***SPML-487 Experiential Learning: Internship (12 Credits)***

Advanced level internship experience in the sport industry. Internship sites are usually off-campus, generally part-time, and are discussed and approved by the student's advisor. This advanced level experience provides the opportunity for juniors and seniors to gain valuable applied experience in an area directly related to the sub-discipline area as relates to their career goal. 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.

***SPML-490 Strategic Sport Leadership (2 Credits)***

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.

***SPSL-100 American Red Cross First Aid and Professional Rescuer Training (1 Credits)***

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.

***SPSL-110 Lifestyles, Health and Wellness (3 Credits)***

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.

***SPSL-286 Special Topics (4 Credits)***

Courses on topics of interest to sport science and leadership students offered on the basis of need, interest, or timeliness. Prerequisites as determined by the instructor. Restricted to students with freshman or sophomore standing. May be repeated for credit. See registrar's office current class schedules Web page for specific semester description.

***SPSL-331 Exercise Physiology (3 Credits)***

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.

**SPSL-338 Biomechanics (4 Credits)**

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.

**SPSL-430 Principles of Strength Training and Conditioning (3 Credits)**

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.

**SPSL-486 Special Topics (4 Credits)**

Courses on topics of interest to sport science and leadership students offered on the basis of need, interest, or timeliness. Prerequisites as determined by the instructor. Restricted to students with junior or senior standing. May be repeated for credit. See registrar's office current class schedules Web page for specific semester description.

**SUST-210 Foundations of Sustainability (3 Credits)**

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 spatial and temporal scales. Students will explore from different perspectives the link between environmental issues, poverty, consumption, population growth, economic globalization, and urbanization.

**SUST-287 Experiential Learning: Internship (12 Credits)**

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 not 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.

**SUST-350 GIS in Sustainability and Environmental Management (3 Credits)**

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.

**SUST-487 Experiential Learning: Internship (12 Credits)**

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 not 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.

**SUST-495 Sustainability Capstone (4 Credits)**

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.

**SVLD-260 Servant Leadership (3 Credits)**

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.

**SVLD-286 Special Topics (3 Credits)**

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. May be repeated for credit.

***SVLD-287 Experiential Learning: Internship (3 Credits)***

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 not 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.

***SVLD-288 Independent Study (4 Credits)***

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. May be repeated for credit.

***SVLD-310 Foundations of Servant Leadership Community Advocacy (3 Credits)***

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.

***SVLD-320 Resource Management and Stewardship (3 Credits)***

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.

***SVLD-350 Contemplative Leadership (3 Credits)***

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.

***SVLD-356 Servant Leadership in Applied Settings (3 Credits)***

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.

***SVLD-415 Social Entrepreneurship: How to Change The World (3 Credits)***

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.

***SVLD-418 Franciscan Servant Leadership (3 Credits)***

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.

***SVLD-420 Servant Leadership As a Path to an Ethical Life (3 Credits)***

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.

***SVLD-450 Creating Community (3 Credits)***

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.

**SVLD-475 Researching Servant Leadership (3 Credits)**

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.

**SVLD-486 Special Topics (4 Credits)**

Special topics courses of variable credit are developed depending on participant need and interest. Some special topics courses have been: Mentoring & Leadership; and Empathy & Imagination. May be repeated for credit.

**SVLD-487 Experiential Learning: Internship (12 Credits)**

Non-classroom experiences in the field of ministry. Placements are off-campus, and may be full- or part-time, and with or without pay. Includes internship experience arranged by advisor during the first semester of senior year. Prerequisites: 260, 360. Restricted to students with junior standing or higher. Graded CR/NC.

**SVLD-495 Bldg a Servant Led Culture (3 Credits)**

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.

**THTR-100 Appreciation of Theatre (3 Credits)**

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

**THTR-107 Acting I: Fundamentals (3 Credits)**

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.

**THTR-119 Theatre Practicum (1 Credits)**

This course is a hands-on learning experience in theatre production. Students will gain practical skills and essential knowledge of what it takes to mount a production for the stage by working in one of five production areas; scene shop, lighting, costume shop, props or public relations/management. It is part of the active learning requirement for all majors and minors. The specific assignment will be made by the theatre faculty at the beginning of the semester taking into consideration each student's experience, their educational needs and the technical needs of each production. Students are required to fulfill a minimum of 30-35 practicum hours over the course of the semester. Graded CR/NC.

**THTR-121 Voice and Speech I (3 Credits)**

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.

**THTR-147 Acting II: Fundamentals (3 Credits)**

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.

**THTR-155 Text Analysis (3 Credits)**

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 145 virtual 146 productions of each play and genre studied.

**THTR-156 Design and Production Studio (0 Credits)**

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.

***THTR-160 Stagecraft (3 Credits)***

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.

***THTR-175 Costuming (3 Credits)***

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.

***THTR-180 Makeup Studio I (2 Credits)***

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.

***THTR-207 Acting III: Scene Study (3 Credits)***

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.

***THTR-217 Acting IV: Advanced Scene Study (3 Credits)***

This course is a continuation of the scene study and character development work begun in Acting II. 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.

***THTR-221 Voice and Speech II (3 Credits)***

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.

***THTR-225 Introduction to Directing (3 Credits)***

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.

***THTR-227 Acting V: Movement (3 Credits)***

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.

***THTR-230 Principles of Theatrical Design (3 Credits)***

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.

***THTR-243 Theatre in the City (2 Credits)***

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.

***THTR-244 Survey of Western Theatre History and Literature (3 Credits)***

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

***THTR-250 Stage Management (3 Credits)***

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.

***THTR-256 Design and Production Studio (1 Credits)***

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.

***THTR-260 Stage Lighting (3 Credits)***

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

***THTR-265 Graphics for Entertainment Design (3 Credits)***

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.

***THTR-276 Acting Studio (1 Credits)***

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.

***THTR-281 Theatre History and Literature I (3 Credits)***

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

***THTR-286 Special Topics (3 Credits)***

Courses on topics of interest to students in theatre offered on the basis of need, interest, or timeliness. Prerequisites as determined by the instructor. Restricted to students with freshman or sophomore standing. May be repeated for credit. See registrar's office current class schedules Web page for specific semester description.

***THTR-287 Experiential Learning: Internship (12 Credits)***

Advanced non-classroom experiences in the field of theatre. 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, and learning contracts must be submitted to the theatre faculty before the end of the first week of the semester. See the experiential learning: internship section of this catalog for more details. Restricted to theatre majors and minors. Permission of department required. Graded CR/NC.

***THTR-288 Independent Study (3 Credits)***

Independent reading and/or research under the guidance of a theatre faculty member. Refer to the academic policy section for independent study policy. Independent study contract is required. May be repeated for credit.

***THTR-291 Theatre History and Literature II (3 Credits)***

This course is a continuation of THTR 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

***THTR-300 Performing Arts Management (3 Credits)***

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.)

***THTR-301 Theatre History and Literature III (3 Credits)***

This course is a continuation of THTR 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.

***THTR-307 Acting VI: Period Styles (3 Credits)***

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.

***THTR-318 Stage Management Studio (1 Credits)***

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.

***THTR-319 Theatre Practicum (1 Credits)***

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.

***THTR-320 Drama of the American Repertory (3 Credits)***

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

***THTR-325 Directing I (3 Credits)***

This course examines and applies the fundamentals of play direction: play selection, casting, blocking, movement, interpretation, and production organization. Prerequisites: 225.

***THTR-327 Verse Drama (3 Credits)***

The focus of this advanced-level acting class is learning the 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.

***THTR-342 Theatrical Design: Collaboration and Story Telling (3 Credits)***

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.

***THTR-344 Theatrical Design: Form and Movement (3 Credits)***

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.

***THTR-346 Theatrical Design: Aesthetics and Style (3 Credits)***

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.

***THTR-351 Theatre Rendering Techniques (3 Credits)***

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. AE

***THTR-353 Advanced Theatrical Design (3 Credits)***

This is a studio class that is intended to provide students with a high level experience in theatrical design. The student may elect a concentrated project experience in one of the following design areas; sets, costume, lighting, or properties. All students will have an opportunity to explore the advanced design problems of style, collaboration, conceptualization and the presentation of a fully developed design solution. Prerequisites: 265, 175; two courses from 331, 332, 333, 334. Restricted to design/technical theatre majors. Permission of instructor required.

***THTR-354 Sound Studio for Live Performance (3 Credits)***

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.

***THTR-355 Scene Painting (3 Credits)***

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

***THTR-356 Design and Production Studio (1 Credits)***

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.

***THTR-357 Stage Combat Styles (1 Credits)***

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.

***THTR-361 Advanced Construction Techniques: Scenic (3 Credits)***

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.

**THTR-365 Graphics for Entertainment Design (3 Credits)**

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.

**THTR-368 Properties and Costume Craft (3 Credits)**

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.

**THTR-375 Advanced Construction Techniques: Costume (3 Credits)**

The purpose of this advanced costuming course is to allow students to further explore, develop, and apply skills and techniques introduced in THTR 175. This course will focus on such advanced costuming skills as draping, cutting, pattern-making, construction, and basic tailoring. Prerequisite: 175.

**THTR-390 Educational Methods (2 Credits)**

Principles and general methods for teaching theatre in secondary education are discussed, explored, and applied. Prerequisite: EDUC 330.

**THTR-407 Audition Techniques and Business of Theatre (2 Credits)**

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.

**THTR-424 Advanced Stage Management (3 Credits)**

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.

**THTR-440 Race in American Theatre (3 Credits)**

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

**THTR-443 Theatre in the City (2 Credits)**

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.

**THTR-456 Design and Production Studio (1 Credits)**

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 students of sophomore standing or higher. May be repeated for credit one time.

**THTR-465 Playwriting (3 Credits)**

The art of dramatic writing is explored, as well as the production of scripts for stage presentation. Prerequisite: ENGL 104

**THTR-476 Acting Studio (1 Credits)**

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.

**THTR-486 Special Topics (3 Credits)**

Courses on topics of interest to students in theatre offered on the basis of need, interest, or timeliness. Prerequisites as determined by the instructor. Restricted to students with junior standing or higher. May be repeated for credit. See registrar's office current class schedules Web page for specific semester description.

**THTR-487 Experiential Learning: Internship (12 Credits)**

Advanced non-classroom experiences in the field of theatre. 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, and learning contracts must be submitted to the theatre faculty before the end of the first week of the semester. See the experiential learning: internship section of this catalog for more details. Restricted to theatre majors and minors. Permission of department required. Graded CR/NC.

**THTR-488 Independent Study (3 Credits)**

Independent reading and/or research under the guidance of a theatre faculty member. Refer to the academic policy section for independent study policy. Independent study contract is required. May be repeated for credit.

**THTR-490 Senior Thesis (1 Credits)**

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 147capstone project148 for students in the BS Theatre Education major. Permission of the department required.

**UNST-101 Success Strategies (1 Credits)**

This course will ask students to consider their personal definition of success and consider how they can achieve academic success. Topics include mindset, resilience, change, deliberate practice, time management, stress management, and other related topics. The class format is a combination of lecture, small group activities, and discussion. Restricted to students with freshman or sophomore standing.

**UNST-102 College Rdging Strtgies (1 Credits)**

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.

**UNST-105 Success Strategies for Pre-Nursing (2 Credits)**

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.

**UNST-110 Major Exploration (1 Credits)**

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.

**UNST-115 Orientation to University Life (1 Credits)**

This course familiarizes international students with expectations and conventions typical of the American college classroom and the resources and supports available at Viterbo including the library, tutoring and other academic supports.

**UNST-126 Intrdn to Campus Ldrshp and Invlvmnt (1 Credits)**

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.

**UNST-195 First Year Seminar (3 Credits)**

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.

***UNST-286 Special Topics (4 Credits)***

Courses on topics of interdisciplinary or thematic nature offered on the basis of need, interest, or timeliness. Prerequisites as determined by the instructor. Restricted to students with freshman or sophomore standing. May be repeated for credit. See registrar's office current class schedules Web page for specific semester description.

***UNST-287 Internship (12 Credits)***

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 not 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.

***UNST-288 Independent Study (4 Credits)***

Independent reading and/or research which does not fit appropriately within other departments. Must be under the direction of a faculty member. Refer to the academic policy section for independent study policy. Independent study contract is required. May be repeated for credit.

***UNST-310 Career and Professional Development Seminar (1 Credits)***

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.

***UNST-410 Job Search Strategies (1 Credits)***

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.

***UNST-486 Special Topics (4 Credits)***

Courses on topics of interdisciplinary or thematic nature offered on the basis of need, interest, or timeliness. Prerequisites as determined by the instructor. Restricted to students with freshman or sophomore standing. May be repeated for credit. See registrar's office current class schedules Web page for specific semester description.

***UNST-487 Internship (12 Credits)***

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 not 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.

***UNST-488 Independent Study (4 Credits)***

Independent reading and/or research which does not fit appropriately within other departments. Must be under the direction of a faculty member. Refer to the academic policy section for independent study policy. Independent study contract is required. May be repeated for credit.

***VUSM-100 Franciscan Values and Traditions (3 Credits)***

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

***VUSM-101 Leading by Serving (3 Credits)***

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

***VUSM-110 Relationships, Health, and Well-Being (3 Credits)***

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

***VUSM-120 The Franciscan Tradition and Christian Theology (3 Credits)***

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. FVT, TI

***VUSM-125 Choosing, Changing, Or Confirming Your Calling (3 Credits)***

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

***VUSM-126 Franciscan Joy, Franciscan Friendship (3 Credits)***

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

***VUSM-127 Francis and the Feminine (3 Credits)***

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

***VUSM-140 Bartolome de Las Casas Legacy: A Search for Peace and Justice in the 21st Century (3 Credits)***

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

***VUSM-150 Music and More (3 Credits)***

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

***VUSM-151 Beauty and Art in the Franciscan Tradition (3 Credits)***

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

***VUSM-170 Franciscan Sustainability Praxis (4 Credits)***

Five hours lecture/lab per week. 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

***VUSM-180 Franciscan Values and Social Justice (3 Credits)***

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

***VUSM-200 Living in a Diverse World (3 Credits)***

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

***VUSM-201 Cultural Diversity in Global Business (3 Credits)***

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

***VUSM-205 Living in a Diverse World Away (3 Credits)***

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. Students will complete course expectations through an intercultural travel experience. Prerequisite: any 100-level VUSM course or transfer student placement and completed study abroad application and approval. LDW

***VUSM-226 Diversity in Religious Perspectives (3 Credits)***

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

***VUSM-240 Caribbean Women Writers (3 Credits)***

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, Antiqua, 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

***VUSM-251 Global Music in a Diverse World (3 Credits)***

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

***VUSM-252 Women in Theatre (3 Credits)***

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

***VUSM-253 Diversity in the Mass Media (3 Credits)***

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

***VUSM-260 Multicultural American Literature (3 Credits)***

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

***VUSM-280 Diversity and Social Justice (3 Credits)***

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

***VUSM-281 Understanding Mexicans Living and Working in the U.S. (3 Credits)***

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

***VUSM-286 Special Topics LDW (3 Credits)***

Viterbo University mission related topics offered on the basis of need, interest, or timeliness. Prerequisites as determined by the instructor. Restricted to students with freshman or sophomore standing. May be repeated for credit. See registrar's office current class schedules Web page for specific semester description. LDW

***VUSM-290 Introduction to Women's Studies (3 Credits)***

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 or transfer student placement. LDW

***VUSM-291 Communication across Barriers (3 Credits)***

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

***VUSM-292 Awareness Through Experience in the Spanish-Speaking World (3 Credits)***

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

***VUSM-293 Introduction to Latin American Studies (3 Credits)***

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

***VUSM-300 Serving the Common Good (3 Credits)***

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

***VUSM-305 Serving the Common Good Away (3 Credits)***

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 value and practices of community, service, and collaboration. Collaborations with community partners will allow students to demonstrate community engagement and responsibility. Students will complete service expectations through as part of an intercultural travel experience. Prerequisite: any 100-level VUSM course or transfer student placement and completed study abroad application and approval. SCG

***VUSM-325 The Common Good in the Life of a Christian (3 Credits)***

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, TI course. SCG, IFP

***VUSM-330 Classical Conceptions of the Common Good (3 Credits)***

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

***VUSM-340 Serving the Common Good: the Lakota of The Great Plains (3 Credits)***

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

***VUSM-341 Diversity in US History (3 Credits)***

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

***VUSM-351 Dementia Care: Service Through Arts (3 Credits)***

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 learn about degenerative neurocognitive disorders and the lessening capabilities of affected brains. This section will emphasize the importance of Arts Therapy (as laymen) and the benefits of these activities when working with individuals who have brain wasting diseases. Students will be given tools to facilitate spending service hours bringing joy to these communities through use of visual, musical, or chair dancing arts. 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, AE.

***VUSM-380 Serving the Common Good: Working Toward Equity and Social Justice (3 Credits)***

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". Students must complete 25 hours or 10 instances of service. Prerequisite: any 100-level VUSM course or transfer student placement. SCG, SS

***VUSM-386 Special Topics SCG (4 Credits)***

Viterbo University mission related topics offered on the basis of need, interest, or timeliness. Prerequisites as determined by the instructor. Restricted to students with junior standing or higher. May be repeated for credit. See registrar's office current class schedules Web page for specific semester description. 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

***VUSM-390 Religion, Politics, and Servant Leadership in U.S. Politics (3 Credits)***

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

***VUSM-392 Half the Sky: Turning Oppression Into Opportunity for Women Worldwide (3 Credits)***

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

***VUSM-400 The Ethical Life (3 Credits)***

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 apply 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

***VUSM-420 Media Ethics (3 Credits)***

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

***VUSM-430 Ethical Reasoning and Moral Wisdom (3 Credits)***

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

***VUSM-431 The Ethical Life From the New Testament Gospels (3 Credits)***

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, TI course. TEL, IFP

***VUSM-432 Moral Psychology (3 Credits)***

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

***VUSM-435 Expanding Our Moral Horizons (3 Credits)***

The Ethical Life develops students' ethical reasoning to examine real-world ethical dilemmas, using a four-way model built upon truth, consequences, fairness, and character. This course, Expanding Our Moral Horizons, concentrates on exploring different levels of moral problems. By looking at the complex and sometimes competing demands of different moral domains - from the intimacy of personal relationships to the world of geo-politics - this course investigates a variety of ways that philosophy can help orient students to the reality of the moral orders around us and how we fit into them. 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, PMI

***WMST-100 Introduction to Women's Studies (3 Credits)***

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.

***WMST-286 Special Topics (3 Credits)***

Courses on topics of interest to women's studies students offered on the basis of need, interest, or timeliness. Prerequisites as determined by the instructor. Restricted to students with freshman or sophomore standing. May be repeated for credit. See registrar's office current class schedules Web page for specific semester description.

***WMST-288 Independent Study (3 Credits)***

Independent reading and/or research under the guidance of a faculty member. Refer to the academic policy section for independent study policy. Independent study contract is required. May be repeated for credit.

***WMST-351 Women's Health Issues (3 Credits)***

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.)

***WMST-486 Special Topics (3 Credits)***

Courses on topics of interest to women's studies students offered on the basis of need, interest, or timeliness. Prerequisites as determined by the instructor. Restricted to students with junior standing or higher. May be repeated for credit. See registrar's office current class schedules Web page for specific semester description.

***WMST-488 Independent Study (3 Credits)***

Independent reading and/or research under the guidance of a faculty member. Refer to the academic policy section for independent study policy. Independent study contract is required. May be repeated for credit.

<b>Directory</b>
<b>Hilaree Alexander</b>
Assistant Professor
MSN, Winona State University, BSN, University of Iowa
<b>Michael Alfieri</b>
Associate Professor, Assistant Dean, College of Education, Engineering, Letters, and Sciences
Ph.D., University of Louisville, Kentucky, B.S., State University of New York at Binghamton
<b>Nancy Allen</b>
Professor
M.M., University of Northern Iowa, B.M., Viterbo University
<b>Ryan Anderson</b>
Assistant Professor
Ph.D., University of Wisconsin-Milwaukee, M.A., Western Illinois University , B.S., Viterbo University
<b>Jennifer Anderson-Meger</b>
Professor, Program Director, Social Work
Ph.D., Capella University, M.S.S.W., University of Wisconsin-Madison, B.S.W., University of Wisconsin-Eau Claire
<b>Jeannette Armstrong</b>
Director, Graduate Programs in Education, Program Specialist, Assistant Professor
Ed.M., Marian University, B.A., California Baptist University
<b>Kyle Backstrand</b>
Professor
Ph.D., University of Utah, B.S., North Dakota State University
<b>William Bakalars</b>
Assistant Professor
M.S., St. Mary's University of Minnesota, B.A., St. Mary's University of Minnesota
<b>David Bauer</b>
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Ph.D., University of Wisconsin-Milwaukee, M.S., University of Wisconsin-Milwaukee, B.A., Hope College
<b>Matthew Bersagel Braley</b>
Coordinator, Title III Academic Integration of High Impact Practices, Associate Professor
Ph.D., Emory University, M.A., United Theological Seminary, B.A., Luther College
<b>Rochelle Brooks</b>
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<b>Mary Burke</b>
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<b>Kerri Busted</b>
Assistant Professor, Simulation Coordinator
MSN, University of Phoenix, BSN, Carroll University
<b>Matthew Campbell</b>
Assistant Professor, Chair
M.F.A., Illinois State University, B.A., Missouri Southern State University;

<b>Tammy Clark</b>
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Ph.D., University of Rochester, New York, B.S., University of Minnesota
<b>Sara Cook</b>
Dean, Professor
Ph.D., Capella University, MBA, University of Baltimore , B.S., University of Wisconsin-La Crosse
<b>Debra Daehn-Zellmer</b>
Professor, Assistant Dean, College of Nursing, Health, and Human Behavior
M.S.W., University of Iowa, B.S., Augsburg College
<b>Apryl Denny</b>
Professor
Ph.D., University of Colorado, M.A., University of Tennessee, B.A., University of Tennessee
<b>Pamela Dixon</b>
Assistant Professor, Chair, Management and Leadership Division
Ph.D., Colorado State University, M.Ed., University of Minnesota-Duluth , B.A., Bethel University
<b>Jamie Dunnum</b>
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<b>Emily Dykman</b>
Associate Professor, Chair
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<b>Vicky Eiben</b>
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<b>Scott Gabriel</b>
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<b>Karen Gibson</b>
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<b>Marcia Hagen</b>
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<b>Andrew Hamilton</b>
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<b>Sherry Harris</b>
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<b>Robin Haugh</b>

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<b>Mary Ellen Hauptert</b>
Professor
Ph.D., Washington University, M.M., Washington University, B.A., College of Saint Scholastica
<b>Jennifer Hedrick-Erickson</b>
Associate Professor, Chair, BSN Completion Program
MSN, University of Wisconsin-Eau Claire, BSN, Viterbo University
<b>Jacqueline (Jackie) Herbers</b>
Assistant Professor
M.E.P.D., University of Wisconsin-La Crosse, B.A., University of Wisconsin-La Crosse
<b>Alida Herling</b>
Associate Professor
M.P.H., University of Minnesota, B.S., Stout State University
<b>Carol Hines</b>
Assistant Professor
Ph.D., Chapman Univeristy, M.A., Brandman University, B.S., Dr. Martin Luther College
<b>Janet Holter</b>
Assistant Professor, Field Director, Social Work
D.S.W., University of St. Thomas, M.S.W., University of Wisconsin-Madison, B.S., University of Wisconsin-La Crosse , B.S., Winona State University
<b>Vickie Holtz-Wodzak</b>
Associate Professor, Chair
Ph.D., University of Missouri-Columbia, M.A., University of Missouri-Columbia, B.A., University of Missouri-Columbia
<b>Jason Howard</b>
Professor
Ph.D., Catholic University of Couvain, M.A., Brock University, B.A., Wilfrid Laurier University
<b>Karla Hughes</b>
Associate Professor
M.M., Wichita State University, B.A., Colorado State University
<b>Susan (Susie) Hughes</b>
Associate Professor
Ed.D., Benedictine University, M.Ed., University of Cincinnati, B.A., Saint Mary-of-the Woods
<b>Sheryl Jacobson</b>
Associate Professor
M.S., University of Alaska, B.S., Luther College
<b>Jesús Jambrina</b>
Associate Professor
Ph.D., University of Iowa, M.A., University of Iowa, B.A., University of Havana
<b>Erin Jerozal</b>
Assistant Professor
M.F.A., The George Washington University, B.F.A., Syracuse University
<b>Daniel Johnson-Wilmot</b>
Professor
M.M., University of Wisconsin-Madison, B.A., Saint John's University
<b>Cameron Kiersch</b>

Assistant Professor
DNP, University of Minnesota, BSN, University of Iowa
<b>Carol Klitzke</b>
Professor
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<b>Thomas Knothe</b>
Dean, Associate Professor
J.D., Willamette University, B.S., Viterbo University
<b>Keith Knutson</b>
Professor
Ph.D., University of Missouri-Columbia, M.Ed., University of Wisconsin-La Crosse, B.S., University of Wisconsin-La Crosse
<b>Chad Kolbe</b>
Associate Professor
M.F.A., Purdue University, B.A., University of Northern Iowa
<b>Dale Krageschmidt</b>
Associate Professor
Ph.D., Columbia Southern University, M.S., Columbia Southern University, B.A., Whitworth College, B.S., Washington State University
<b>Lynne Kuhl</b>
Assistant Professor
MSN, University of St. Francis, B.A., Oral Roberts University
<b>Richard Kyte</b>
Director, Endowed Professor
Ph.D., The Johns Hopkins University, M.A., The Johns Hopkins University, B.A., Hamline University
<b>Melinda Langeberg</b>
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Ed.D., Hamline University, M.S.E., University of Wisconsin-Platteville, B.S., Winona State University
<b>Jessie Latten</b>
Assistant Professor
Ph.D., University of Alabama, M.A.C., University of Alabama, B.A., University of Massachusetts
<b>R. Charles Lawrence</b>
Associate Professor
Ph.D., Kent State University, B.S., Mount Union College
<b>Sheldon Lee</b>
Associate Professor
Ph.D., Colorado State University, M.S., Northern Arizona University, B.S., University of Wisconsin-Stout
<b>Joshua Lichty</b>
Assistant Professor
M.A.E., Viterbo University, B.S., University of Northern Iowa
<b>Sherri Lisota</b>
Professor
M.F.A., Vermont College of Norwich University, B.A., University of South Carolina
<b>Michael Lopez-Kaley</b>
Associate Professor
Ph.D., Marquette University, M.A., St. John's University, B.A., The Catholic University of America
<b>Frank Ludwig</b>

Professor, Director, Core Curriculum
M.F.A., University of Iowa, B.F.A., University of South Dakota
<b>Jo Ann Marson</b>
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MBA, University of Wisconsin-La Crosse, B.A., Marian College
<b>Lisa Martis</b>
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MSN, Concordia University, BSN, Bellin College of Nursing, B.A., St. Norbert College
<b>Christopher Mayne</b>
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<b>Janet McLean</b>
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<b>Scott Mihalovic</b>
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<b>Joseph Miller</b>
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<b>Maria Morgan-Bathke</b>
Assistant Professor
Ph.D., University of Arizona, B.S., University of Wisconsin-Stout
<b>Debra Murray</b>
Director, Master of Science in Mental Health Counseling, Professor
Psy.D., University of Saint Thomas, M.A., St. Mary's University of Minnesota, B.S., Viterbo University
<b>Laura Nettles, FSPA</b>
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<b>Jeffery Nyseth</b>
Associate Professor
M.S., University of Wisconsin-Stout, B.A., Winona State University
<b>Christina O'Neill</b>
Instructor
D.V.M., University of Minnesota, B.S., Physiology, Minnesota State
<b>Alissa Oelfke</b>
Associate Professor, Assistant Dean, College of Business, Performing Arts, and Leadership
Ph.D., Capella University, MBA, Viterbo University, B.S. Marquette University
<b>Kim Olson-Kopp</b>
Director

M.L.S., Indiana University, Bloomington, M.F.A., Purdue University, B.A., University of Wisconsin-Eau Claire
<b>J. Todd Ondell</b>
Assistant Professor
Ed.D., Indiana University, M.Ed., University of Florida, B.S., University of Wisconsin-Madison
<b>Carol Page</b>
Program Specialist, Master of Arts in Education-Iowa, Assistant Professor
M.S., Drake University, B.A., Iowa State University
<b>Michael Parker</b>
Assistant Professor
Ph.D., University of Massachusetts, Amherst, M.S., University of Massachusetts, Amherst, B.S., University of Wisconsin-Stevens Point
<b>Michelle Pinzl</b>
Assistant Professor, Coordinator, Community Interpreting Certificate
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<b>Barbara Puryear</b>
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<b>Michael Ranscht</b>
Director, Assistant Professor
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<b>Shane Rhoades</b>
Assistant Professor
Professional Training Certificate, American Musical and Dramatic Academy
<b>Silvana Richardson</b>
Professor, Sr. Grace Clare Beznouz Professor
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<b>John Robinson</b>
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<b>Brett Robison</b>
Assistant Professor
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<b>Susan Cosby Ronnenberg</b>
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<b>Kristin Roslansky</b>
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<b>Annette Roter</b>
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**Brian Rotty**

Instructor

J.D., William Mitchell College of Law, MBA, Park University, B.S., St. John's University

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Professor, Chair, Director, Online Instruction

Ph.D., University of Kentucky, B.S., Purdue University

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**Linda Schams**

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**Martha Scheckel**

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**Emily Schiavone**

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**Jennifer Schmaltz**

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**Ann Schoenecker**

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D.M.A., University of Minnesota, M.M., University of Missouri, B.A., Luther College

**Lisa Schoenfelder**

Professor

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**Timothy Schorr**

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**Megan Smith**

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**Tiffany Smith**

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**Judy Stafslie**

Instructor

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<b>Sabrina Steger</b>
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MBA, Viterbo University, B.B.A., Viterbo University
<b>Jane Steingraeber</b>
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MSN, University of Wisconsin-Milwaukee, BSN, Loyola University
<b>Naomi Stennes-Spidahl</b>
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M.A., University of North Dakota, B.A., University of Minnesota
<b>Tracy Stewart</b>
Vice President , Associate Professor
Ph.D., University of Virginia, M.S., Pepperdine University, M.A., University of Virginia
<b>Mary Ellen Stolder</b>
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Ph.D., University of Iowa, M.A., University of Wisconsin-Eau Claire, M.S., University of Wisconsin-Madison, B.S., University of Wisconsin-Madison
<b>Jeffrey Stolz</b>
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M.F.A., University of Wisconsin-Madison, B.F.A., University of Minnesota-Duluth
<b>Glena Temple</b>
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Ph.D., University of California-Riverside, M.A., University of Minnesota-Minneapolis, B.S., Allegheny College
<b>Carey Thaldorf</b>
Visiting Assistant Professor
Ph.D., University of Central Florida, M.A., University of Central Florida, B.S., University of Wisconsin-La Crosse
<b>Thomas Thibodeau</b>
Associate Professor, Distinguished Professor of Servant Leadership
M.A., St. Mary's University of Minnesota, B.A., Saint John's University
<b>Stephanie Thorson-Olesen</b>
Assistant Professor
Ph.D., Capella University, M.S., Winona State University, B.A., Winona State University
<b>Chandu Valluri</b>
Associate Professor, Program Coordinator, Center for Professional Learning and Development
M.A., St. Mary's University of Minnesota, B.S., University of Western Ontario
<b>Nicole Van Ert</b>
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<b>Jamie Waldera</b>
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<b>Rick Walters</b>

Professor
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<b>Colin Ward</b>
Visiting Professor
Ph.D., Oregon State University, M.S., Winona State University, B.A., University of Northern Colorado
<b>Liza Ware</b>
Associate Professor, Chair
Ph.D., Northwestern University, M.A., Northwestern University, B.A., Reed College
<b>David Waters</b>
Associate Professor
Ph.D., University of Minnesota, M.A., University of Minnesota, B.S., University of Wisconsin-La Crosse
<b>Jamie Weber</b>
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M.S., Winona State University, B.S., Viterbo University
<b>Julie Weibel</b>
Assistant Professor
MSN, Winona State University, BSN, Viterbo University
<b>Ted Wilson</b>
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Ph.D., Iowa State University, M.S., Iowa State University, B.A., University of Northern Iowa
<b>Michael Wodzak</b>
Associate Professor
Ph.D., University of Missouri-Columbia, M.A., University of Missouri-Columbia, B.Ed., University of London
<b>Catherine Wright</b>
Assistant Professor
Ph.D., Iowa State University, M.S., University of Northern Iowa, B.S., University of Wisconsin-La Crosse

<b>Emeritus</b>	
La Vonne Abts, FSPA	Professor Emerita, Chemistry
Ronald Amel	Professor Emeritus, Chemistry
Judy Anderson	Professor Emerita, Nursing
Richard B. Artman	President Emeritus
Carl Bargabos	Professor Emeritus, Nursing
Susan Batell	Professor Emerita, Education
Dorie Beres	Professor Emerita, Nursing
Maribel Bird	Professor Emerita, Spanish
Diane Brimmer	Vice President Emerita
Michael John Collins	Professor Emeritus, Chemistry
Tim Crane	Professor Emeritus, Art
Nancy Danou	Professor Emerita, Nursing
Jan Eriksen	Professor Emeritus, English
Lyon Evans, Jr.	Professor Emeritus, English
Diane Foust	Professor Emerita, Music
Vivien Edwards	Professor Emerita, Nursing
Connie Fossen	Professor Emerita, Social Work
David Gardiner	Professor Emeritus, Theatre
Larry Harwood	Professor Emeritus, Philosophy
John Havertape	Professor Emeritus, Education
Alida Herling	Professor Emerita, Nutrition
Jan Janiszewski	Professor Emeritus, Business
Joan Keller-Maresh	Professor Emerita, Nursing
Patrick Kerrigan	Vice President Emeritus
Lawrence Krajewski	Professor Emeritus, Mathematics
Jackie Kuennen	Professor Emerita, Nursing
James Larson	Professor Emeritus, Chemistry
Marie Leon La Croix, FSPA	Professor Emerita, Theat
Arlene Laverdiere, FSPA	Professor Emerita, Music
Richard Maresh	Professor Emeritus, Mathematics
Richard Morehouse	Professor Emeritus, Psychology
Roland Nelson	Professor Emeritus, English
Bonnie Nesbitt	Professor Emerita, Nursing
Darrell Pofahl	Professor Emeritus, Sociology
Rev. William Reese	Professor Emeritus, Religious S
Robert Richgels	Professor Emeritus, History
Susan Rush	Professor Emerita, Music Theatre
Vaughn Rodgers	Professor Emeritus, Chemistry
Marcus Saegrove	Professor Emeritus, Mathematics
Jean Saladino	Professor Emerita, Music
Ronald Schafer	Professor Emeritus, Psychology

John Schroeder	Professor Emeritus, Business/Educat
Grant Smith	Professor Emeritus, English
Michael Smuksta	Professor Emeritus, History
Bernyne Stark, FSPA	Professor Emerita, French
Lesley Stugelmayer	Counselor Emerita
Judith Talbott	Professor Emerita, Nursing
Carlene Unser, FSPA	Professor Emerita, Art
Delayne Vogel	Professor Emerita, Nursing
David Waters	Professor Emeritus, Business
Edward Wenzel	Professor Emeritus, Education
Patricia Wessels	Professor Emerita, Nursing
Wayne Wojciechowski	Professor Emeritus
Patricia Zander	Professor Emerita, Nursing

# Viterbo University Academic Calendar

	2019-2020	2020-2021	2021-2022	2022-2023
<b>SEMESTER I</b>				
Classes Begin	August 26	August 31	August 30	August 29
Labor Day	September 2	September 7	September 6	September 5
Mid-semester Break	October 18	October 23	October 22	October 21
Thanksgiving Break	Nov 27-Dec 1	November 25-29	November 24-28	November 23-27
Final Exams	December 9-13	December 14-18	December 13-17	December 12-16
Commencement	December 14	December 19	December 18	December 17
<b>SEMESTER II</b>				
Classes Begin	January 13	January 18	January 17	January 16
Spring Break	March 9-13	March 15-19	March 14-18	March 13-17
Easter Break	April 9-13	April 1-5	April 14-18	April 6-10
Final Exams	May 4-8	May 10-14	May 9-13	May 8-12
Commencement	May 9	May 15	May 14	May 13
<b>SUMMER</b>				
	May 11-June 26	May 17-July 2	May 16-July 1	May 15-June 30
	June 29-August 14	July 5-August 20	July 4-August 19	July 3-August 18