Viterbo University Undergraduate Catalog 2026-2027

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Viterbo University is accredited by the Higher Learning Commission (hlcommission.org), an institutional 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.

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 Statues, 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 is accredited by the Higher Learning Commission, and institutional accreditation agency recognized by the U.S. Department of Education; 30 North LaSalle Street, Suite 2400, Chicago, IL 60602-2504; 800-621-7440; http://www.hlcommission.org/ Viterbo University is accredited for academic programs in specialized fields by the following organizations, which are recognized by the U.S. Department of Education and/or the Council for Higher Education Accreditation (CHEA). • 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 • Accreditation Council for Education in Nutrition and Dietetics (ACEND); 120 South Riverside Plaza, Suite 2190, Chicago, IL 60606-6995; 800-877-1600, ext. 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); 500 Montgomery Street, Suite 350, Alexandria, VA, 22314; 703-535-5990; http://www.cacrep.org • Council on Academic Accreditation in Audiology and Speech-Language Pathology (CAA) - applicant for candidacy; 2200 Research Boulevard, #310; Rockville, MD 20850; 800-498-2071; https://caa.asha.org • Council on Social Work Education (CSWE); 1725 Duke Street, Suite 500, Alexandria, VA 22314-3457; 703-683.8080; http://www.cswe.org/ • Engineering Accreditation Commission of the Accreditation Board for Engineering and Technology (ABET); 415 North Charles St., Baltimore, MD 21201; https://www.abet.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 **State Approvals** Viterbo University is approved by state agencies in Iowa, Minnesota, and Wisconsin to deliver the following educational programs: • The nursing program is approved by the Wisconsin State Board of Nursing for the licensure of registered nurses. • The Master of Science in Mental Health Counseling program is recognized by the Wisconsin Department of Safety and Professional Services, Board of Marriage and Family Therapists, Professional Counselors, and Social Work as an accredited program that prepares students to apply for a Licensed Professional Counselor credential in the state of Wisconsin, Minnesota, and Iowa, upon completion of 3000 hours post-degree practice with specific supervision. Note: Minnesota and Iowa have their own state credentialing boards. • The social work program is recognized by the Wisconsin Department of Safety and Professional Services, Board of Marriage and Family Therapists, Professional Counselors, and Social Work as an accredited program that prepares students to apply for Certified Social Worker credential in the state of Wisconsin. The accreditation is also recognized by American Social Work Boards for credentialing in the United States. • 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. • Viterbo University is recognized by the Wisconsin State Department of Public Instruction for the certification of teachers in the elementary and secondary schools and for the training of veterans. • Viterbo University is registered with the Iowa Department of Education - Bureau of Iowa College

Aid to offer programs via face-to-face and distance education delivery to Iowa residents. Iowa students with questions about the university may contact the commission or file a complaint at https://educate.iowa.gov/higher-ed/student-complaints.
- Viterbo University is recognized and approved by the Iowa State Board of Education for the K-12 Principal licensure/Supervisor of Special Education (189).
- Viterbo University is registered as a private institution with the Minnesota Office of Higher Education pursuant to Minnesota Statues, 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.

Degree and Other Offerings

Viterbo University offers the following undergraduate degrees:

- Associate of Science in Education
- Bachelor of Art Education
- Bachelor of Arts
- Bachelor of Business Administration
- Bachelor of Fine Arts
- Bachelor of Music
- Bachelor of Science
- 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

Accelerated Degree Programs

- Biology (three years)

Graduate Programs

- Master of Arts in Education
- Master of Arts in Servant Leadership
- Master of Arts in Teaching
- Master of Business Administration
- Master of Business Administration (online and in person options)
- Master of Science in Mental Health Counseling
- Master of Science in Community-Medical Dietetics
- Master of Science in School Counseling
- Master of Science in Speech-Language Pathology
- Doctor of Education in Counseling Education and Supervision
- Doctor of Education in Ethical Leadership
- 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

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

Campus Facilities and Grounds

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

Statement of Non-discrimination

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

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 criminal felonies, misdemeanors, pending criminal charges or 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 criminal and community justice, nutrition and dietetics, education, nursing, social work, and some other programs may be subject to a criminal background check conducted by an approved outsourced agency, at the student's expense, at the point of admission to Viterbo University in addition to the point of admission into a professional coursework sequence.

Procedure

A review committee will evaluate the application, the 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, including requesting the student pay for an approved criminal background check, conduct a phone interview with the applicant, request that the applicant appear before the review board to discuss their application, etc.

The review committee may consult with academic departments regarding anticipated issues in finding clinical placements or sitting for licensing exams and 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 (e.g., 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 and institutional effectiveness, 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 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.

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, DSST, 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

https://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 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 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 https://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.
Student Life	Viterbo University's Division of Student Life 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 visit the Student Life web page to access a full listing of Student Affairs departmental websites and other important resources. **Security/Student Right-to-Know and Campus Security Act** Viterbo University is in compliance with Public Law 101-542, the Student Right-to-Know and Campus Security Act. Information on the completion/graduation rate for full-time, degree seeking undergraduate students may be obtained from the registrar. Information on campus security and crime statistics may be obtained from the director of security or from the campus safety website. **Annual Security Report and Fire Safety Report** can be found on the Student Services web page. **Graduation rate** of first time freshman can be found on the Institutional Research web page.
Financial Aid and Tuition	Tuition and fees are set on a yearly basis. The university may set additional fees as needed. Students pay for their own books and course materials. **All expense items are subject to change.** **Business Office** **Information about the following policies and information may be found on the** Business Office Web page. • **Viterbo University Bookstore** -- Students are allowed to charge books to their account the first week of each semester, excluding summer session. • **Student Identification Card** • Parking • **Payment Policy** • **Federal Truth-in-Lending Act** • **Refund Policy** **Financial Aid Office** Information about the following policies and information may be found on the Financial Aid Office Web page. • Aid Eligibility • Types of Financial Aid • Financial Aid Tools • Scholarships
Academic Services	The development of the whole person is the goal of the university experience for each student at Viterbo University. This development occurs chiefly through an academic program conducted in a meaningful, growth-filled, Catholic, Franciscan environment. 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.

Academic Regulations and Policies

Academic Calendar

http://www.viterbo.edu/registrar/academic-calendar
Regardless of delivery methods, the academic year is divided into two semesters, each 15 weeks in length plus a final exam week. The summer session typically runs 14 weeks.

Academic Forgiveness Policy for Reentry Students

Students who reenter Viterbo University after at least two years' absence and whose cumulative grade point average is below a 2.5 at the time of re-entry may petition for academic forgiveness of previous Viterbo coursework. This petition will be reviewed by the Academic Standing Committee, and convened by the Director of Academic Advising and Career Development, 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 Academic Advising and Career Development 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.
- 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 Academics 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 and Institutional Effectiveness that the misconduct was determined to be unintentional so that the Vice President for Academic's 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, they 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 Vice President for Academic Affairs and Institutional Effectiveness 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 or 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 their recommendation to the Vice President for Academic Affairs and Institutional Effectiveness, 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 theVice President for Academic Affairs and Institutional Effectiveness and Dean of Students. A copy of the decision letter will also be sent to the Vice President of Student Life and Dean of Students, 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 and Institutional Effectiveness, 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 Vice President for Academic Affairs and Institutional Effectiveness 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 Vice President for Academics may specify conditions for readmission
- University expulsion – Permanent separation of the student from the University.

The Vice President for Academic Affairs and Institutional Effectiveness will communicate the decision in writing to the student. The Vice President for Academics will also send a copy of the letter to the Vice President for Student Life and Dean of Students, 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 and Institutional Effectiveness.

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 Academics.
- 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 Institutional Effectiveness 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 and Institutional Effectiveness, 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 and Institutional Effectiveness.

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 and Institutional Effectiveness 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 and Institutional Effectiveness 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 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 a student's financial aid and/or visa status (international student) and students must contact the Financial Aid Office, Business Office, and/or International Admissions to discuss the implications. After a minimum of one full fall or spring semester of non-enrollment a student can petition the Director of Academic Advising and Career Development to be eligible for re-enrollment. Contact the Director of Academic Advising and Career Development to request the Academic Suspension Petition for Reentry form. A suspended student may not enroll for summer courses, nor qualify for a leave of absence.

Appeals Process for Suspension Length

Students who are suspended from the university may appeal the suspension length and ask to return to school in the next semester rather than remain away from the university for the required one semester. In order to appeal the suspension length, a student must submit an Academic Suspension Appeal form to the Director of Academic Advising and Career Development along with any appropriate documentation to substantiate any extenuating circumstances identified in the appeal. Contact the Director of Academic Advising and Career Development for the Academic Suspension Appeal form. 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 Vice President for Academic Affairs and Institutional Effectiveness, and the student may be asked to meet with the committee prior to a decision being made about the appeal. The appeal deadline is two weeks prior to the start of the semester of intended enrollment. The committee and Vice President for Academic Affairs and Institutional Effectiveness 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 re-enrollment. Contact the

Director of Academic Advising and Career Developmentto request the Academic Suspension Petition for Reentry form. The petition must be submitted to the Director of Academic Advising and Career Development and should provide evidence of commitment towards academic success. The application deadline is two weeks prior to the start of the semester of intended enrollment. Re-enrollment and readmission to an academic or professional program are 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 Academic Advising and Career Development, to other conditions for their continuance.

Dismissal

Viterbo University retains the right to dismiss a student from the university for grievous acts of academic misconduct. A student dismissed from the institution is ineligible to return to Viterbo University.

Administrative Withdrawal

Viterbo University works to provide a safe and orderly environment in which all qualified students, with or without disabilities, are able to participate in the university's programs and activities and to pursue their academic, physical, moral and social development.

The Vice President for Academic Affairs and Institutional Effectiveness and/or the Vice President for Student Life and Dean of Students reserve the right to take immediate, necessary, and appropriate action to protect the health, safety, and well-being of an individual and/or the university community. A student who does not conduct themselves in a manner compatible with a safe and orderly environment is subject to discipline through the student conduct system. In an unusual case where a student engages in one or more behaviors listed below or exhibits a pattern of such behaviors, the university reserves the right, consistent with applicable law, to require an administrative withdrawal. These behaviors include:

1. Student engages in, or threatens to engage in, behavior which poses a danger of causing harm to others;

2. Student indicates that they are unable to complete the academic requirements of the University;

3. Student exhibits behavior(s) that substantially impede(s) the lawful and/or daily, normal activities of others and/or would interfere with the educational process and the orderly operations of the university. Behaviors include those that are damaging to property or disruptive to the surrounding community and community members and/or significantly impact the university's human resources in continued management of these incidents.

Prior to invoking an administrative withdrawal, a student may be given the option to take a voluntary withdrawal. Reinstatement following administrative withdrawal may require a certification from the student's treatment provider or other action which satisfies the university that the student's behavior is compatible with the academic, behavioral and technical standards of the university.

Students subject to administrative withdrawal may be offered an informal hearing before the Vice President for Academic Affairs and Institutional Effectiveness or designee. This meeting shall consist of a review and explanation for this action with the student. Readmission to the university after administrative withdrawal must be requested in writing and approved by the Vice President for Academic Affairs and Institutional Effectiveness or designee.

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, DSST Exam (formerly 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 completed within the last 15 years will be accepted. Of the maximum 45 alternative credits accepted, up to 30 may be for Credit for Prior Learning not otherwise covered by ACT, DSST, CLEP, AP, and IB.

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, DSST, 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 program is for students who feel they have significant college-relevant learning from lifetime/work experience applicable toward college credit. A limit of six credits may be earned by portfolio by master's degree students and a maximum of 30 credits may be earned by portfolio by bachelor degree students.

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

- Be currently enrolled
- Meet with the program director/coordinator/advisor to get instructions and make a plan for completing the application materials
- Complete the Application for Credit for Prior Learning
- Submit the application materials to the program director/coordinator/advisor. The materials will be sent to the appropriate faculty reviewer(s) for evaluation
- The program director/coordinator/advisor will notify the student of the decision of the number of credits the student has been awarded.
- Take the approved Application for Credit for Prior Learning to the Business Office and pay the current fees for each credit approved by the faculty reviewer. The tuition and fees schedule is located on the Business Office web page.

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.

Military Education and Training Transfer Credit Agreement

For Veterans and Service Members, Viterbo University will award up to 9 academic credits for core curriculum coursework and 3 credits for health and wellness coursework, based on competencies learned from military training and experience, based on years of service, and validated by DD214 (military document). Admissions, Military Aligned Students, and Registrar's Offices will review the Joint Service Transcript (JST), Community College of the Air Force transcript, and DD214 document to award eligible military service members credit in accordance with the American Council on Education (ACE) in conjunction with their experience gained for Time in Service (TIS) in the military.

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, DSST, 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, Early College Credit Program, 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.

Additionally, students who are to some extent bilingual in Spanish and English because they grew up in a home or environment where Spanish is spoken are encouraged to take the Spanish placement test for Heritage Speakers (even if they have never studied Spanish formally) and to contact Dr. Jesus Jambrina (jejambrina@viterbo.edu) to discuss language placement and eligibility for up to 9 retroactive credits in Spanish.

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 Vice President for Student Life and Dean of Students. 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 of 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 and count toward total enrolled credits in that semester for billing purposes.

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.

Bachelor Completion Students Enrolling in Traditional Undergraduate Course Sections

Students enrolled in a bachelor completion program may enroll in a maximum of three courses offered for traditional undergraduate students.

Classification of Students

- **Freshmen**—Students whose academic record contains 29 or fewer credits.
- **Sophomores**—Students who have earned between 30 and 59 credits.
- **Juniors**—Students who have earned between 60 and 89 credits.
- **Seniors**—Students who have earned 90 or more credits.
- **Non-degree**—Students who are not actively pursuing a degree at Viterbo University.
- **Graduate**—Students pursuing a graduate degree.

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 bachelor completion or a 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 Dec. 1 for spring semester.

Course Modality

Modality is the way learning occurs within a course and the degree to which students and the instructor are physically separated from each other. Modality definitions are intended to communicate expectations to students about how instruction is delivered, how they will interact with the instructor, whether there will be required meetings (either in-person or online), and whether learning will involve distance education technology.

All course modalities require regular and substantive engagement between students and the instructor, either synchronously or asynchronously. All courses adhere to the start/end dates of instruction listed in

the class schedule. Students are expected to complete all course requirements by the end of the term regardless of modality.

- In-Person: Students and the instructor meet in a physical classroom at required meeting times. The course may utilize online content or learning activities to engage students outside of class. Less than 25% of formalized instruction and interaction occurs at a distance.
- Hybrid: Students and the instructor regularly engage both in-person and online. When not meeting in a physical classroom, students interact with the instructor using distance education technology, either through required synchronous (real time) sessions or required asynchronous (unscheduled) learning activities. Between 25-99% of formalized instruction and interaction occurs at a distance.
- Online: Students and the instructor engage exclusively using distance learning technology, either through required synchronous (real time) sessions or required asynchronous (unscheduled) learning activities. Instruction and interaction is 100% at a distance. The course may require off-campus learning activities such as an internship, practicum, clinical experience, or student teaching.

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 Academic Advising)
- 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 and Institutional Effectiveness
- 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

Credit Hour Policy

Viterbo defines one credit hour as approximately 45 hours of student engagement. This definition applies to all courses regardless of format, modality, or length.

Dean's List

The Undergraduate 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 Oct. 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 their 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

W Withdrawn - Awarded to students who dropped a course after the second week of the semester (full semester class) or after 12.5% of the class has elapsed. In this case, credits count as attempted credits. The W will not be calculated towards grade point average. W grades will not be awarded if a student drops after 70% of the class has elapsed.

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.
NR - Not Recorded, Not calculated as part of grade point average, awarded with approval from the VPAAIE in extenuating circumstances. Attempted credit.

*Grade points are for each credit

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 and Institutional Effectiveness. 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, courses with a W or NR grade, as well as courses completed at another institution are not included in the grade point average.

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 and Institutional Effectiveness. 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.

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 Request 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 of Student Life and Dean of Students 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 request for medical leave must be submitted via the Medical Leave of Absence Request form prior to the time the student is requesting the medical leave.
- Only the Vice President of Student Life and Dean of Students may grant medical leave, but they will consider the recommendation of the Director of Counseling and Health Services, or other appropriate health care providers.

- There may be financial implications to the decision to take a Medical Leave of Absence. Therefore, the student is strongly encouraged to talk with the Financial Aid Office regarding specific financial implications. 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 Vice President of Student Life and Dean of Students. To obtain permission from Vice President of Student Life and Dean of Students the student will need to:

- Submit a Return from Medical Leave of Absence Form
- Receive the necessary medical treatment.
- Provide medical documentation from the appropriate healthcare provider indicating that the student is fit to return to Viterbo.

The Vice President of Student Life and Dean of Students will make the decision whether or not to approve the student to reenter Viterbo in consultation with either the Director of Counseling and Health 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 Vice President of Student Life and Dean of Students, a student may formally apply for reentry according policies outline on the university website.

Military Deployment and Training

Summary: Viterbo University celebrates the contributions made by members of the armed forces and their families. The following policy applies to students serving in a branch of the armed forces and called to active duty, including state activation of members of the National Guard or military Reserve units. This policy also applies to students who are spouses of activated service members as well as those active in ROTC.

Primary Contacts: Advising & Career Development will serve as the main contact for this policy. They can be reached at advising@viterbo.edu.

Policy:

1. DEPLOYMENT AND TRAINING NOTIFICATION

- Deployment / Training orders: Student must supply a copy of their official military orders to the Director of Military Student Success (MSS) within 5 business dates of receipt. The director will work with the student to complete the Deployment/Training Notification Form
- Non-order generating events (i.e. drills, ROTC training). Students who must attend short-term training exercises must supply a copy of their training schedules and complete the Deployment/Training Notification Form in concert with the Director of Military Student Success within the first week of the semester. This will notify instructors of training events. If a student does not have a copy of their training schedule, they must supply a memorandum for record from their unit commander within the first week of the semester.
- Notification of deployment or training will occur in the following sequence:

2. ENROLLMENT OPTIONS

If a student or the military spouse of a student is called to duty after the beginning of a semester, the student must choose one of the options outlined below before they or their spouse departs for duty.

Students must first complete the Military Deployment/Training Notification Form in concert with the Director of Military Student Success. Every effort will be made, in consultation with faculty and/or deans and department chairs, to accommodate short-term absences due to short-term deployments, ROTC training exercises, and National Guard or reserve drill beginning and ending during the same semester.

Advising and Career Development staff will work with each student to determine if any online or other course enrollment for subsequent terms is possible while the student or their spouse is deployed.

- Withdrawal: The student may work with the Director of Military Student Success to withdraw from the current semester's courses and/or the University.
- Partial Withdrawal: The student may work with their advisor to withdraw from some, but not all, courses. Please see the refund policy below.
- Continued Enrollment with Accommodation: **At the discretion of the faculty members concerned, a student may continue one or more courses using communication means available (Moodle, email, etc.) to request an accommodation or may elect to request an "incomplete" grade in some or all courses in accordance with the Viterbo University Graduate and Undergraduate catalogs.** All charges and financial aid pertaining to the courses in which the student continues enrollment will remain. If a student is requesting accommodation or an incomplete, the student must complete the Enrollment Options section with their course instructors. The section will clearly define the agreed upon accommodation between the student and instructor **or** the student will indicate that they will apply for an Incomplete grade. NOTE: The student must meet incomplete grade requirements in accordance with the Graduate or Undergraduate course catalogs. A copy of the will be provided to each instructor, the student, Advising and Career Development, and Military Student Success. An electronic copy of the plan will become a part of the student's academic record. If the student elects to receive an incomplete, the student must meet the Incomplete grade criteria, and apply to receive an incomplete as directed within the Graduate and Undergraduate catalogs.
- Readmission of Service Members: A school must promptly readmit a service member with the same academic status they had when last attending the school or accepted for admission to the school. This requirement applies to any student who cannot attend school due to military service. Please reference the Frequently Asked Questions: Institutional Readmission Requirements for Servicemembers guidance available on the U.S. Department of Education's website.

3. ON-CAMPUS RESIDENCE POLICIES

- Students who will be absent from campus will be expected to move their belongings out of the residence hall unless special arrangements have been made with the Residence Life staff. Arrangements will be formalized, and a copy of residence arrangements will be provided to Residence Life staff and the student.
- Additionally, students are eligible for the prorated refund of housing and meal plan fees based on Residence Life adjustments to the housing and meal plan dates in the university system.
- Residence Life-related questions may be directed to residencelife@viterbo.edu.

4. REFUND POLICIES

- Full Withdrawal Prior to Start of Semester: If a student, or their spouse, is called to duty prior to the beginning of a semester they will receive a 100% refund of all tuition and fees, including deposits and all housing and meal plan charges. Students may elect to have their deposits applied to a future term.
- Full Withdrawal After Semester Start: Students choosing this option will receive a full refund of tuition and fees and the prorated refund of housing and meal plan costs based on residence life adjustments to the housing and meal plan dates in the university system.
- Partial Withdrawal After Semester Start: Students who choose partial withdrawal will receive a 100% refund of tuition and fees only for those courses from which they withdraw and only if their course load drops below the minimum credits in the fee plateau, i.e., drops below 12 credits for undergraduate students. Refund of housing and meal plan fees will be prorated based on residence life adjustments to the housing and meal plan dates in the university system.
    - If a military student or the military spouse of a student is called to duty, they may make arrangements with only some of the student's instructors for grades, or for incompletes that shall be completed by the student at a later date. If such arrangements are made, the registration for those courses shall remain intact and tuition and mandatory fees shall be

assessed for those courses. Any course for which arrangements cannot be made for grades or incompletes shall be considered dropped and the tuition and mandatory fees for course refunded.

- Questions about refunds should be directed to the University Business Office (Attn: Student Billing) at businessoffice@viterbo.edu.

5. FINANCIAL AID POLICY

- Students will not be responsible for repayment of unearned federal grants to the U.S. Department of Education.
- Perkins and Nursing Loan recipients must request a military deferment from the University Accounting Service.
- Direct Loan recipients should contact their loan servicer to request a military deferment.
- Questions can be directed to Financial Aid at financialaid@viterbo.edu.

6. ACADEMIC RECORD POLICY

- If a military student or the military spouse of a student is called to duty prior to the beginning of a semester, they will have no academic record for that semester.
- If a student or the military spouse of a student is called to duty after the beginning of a semester, and if the student elects to fully withdraw from the University within the first eight weeks (for full semester classes), their records will not reflect a course registered for that semester. A class withdrawn after the first eight weeks (full semester classes) will show the notation: "W". There is a prorated drop schedule for less than full semester courses. Please contact the Registrar's Office at registrar@viterbo.edu for additional information.
- Permission of the instructor is required for each course in which the student wishes to receive an "incomplete" grade. In addition to submitting the "Request for Incomplete Grade" form, a formalized plan to complete the course will need to be developed by the student and instructor. A copy of this plan will be provided to the instructor, student, advisor, and the program director. An electronic copy of this plan will be a part of the student's academic file. If a military student, or the military spouse of a student, is called to duty, they may make arrangements with only some of the student's instructors for grades, or for incompletes that shall be completed by the student at a later date. If such arrangements are made, the registration for those courses shall remain intact and tuition and mandatory fees shall be assessed for those courses. Any course for which arrangements cannot be made for grades or incompletes shall be considered dropped and the tuition and mandatory fees for course refunded.

Program Format

Program format is the way in which a defined, integrated set of courses leading to an academic credential (e.g., degree or certificate) is delivered. Format definitions are intended to communicate expectations to students about the modality or combination of modalities of the courses required to complete the program. Regardless of format, all programs may require students to complete off-campus learning activities such as internships, practicums, clinical experiences, or student teaching.

- In-Person: Students complete the program through in-person courses offered at a physical location. Less than 25% of required courses are hybrid or online.
- Hybrid: Student complete the program through a combination of in-person, hybrid, or online courses. Between 25-99% of the courses are hybrid or online.
- Online: Students complete the program exclusively through online courses (synchronous and/or asynchronous). 100% of instruction is at a distance. Students may be required to engage in off-campus learning activities such internships, practicums, clinical experiences, or student teaching.

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 Academic Advising and Career Development 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.

Adding/Dropping Classes

Schedule changes (add or drop) may be made via the VitNet Self-Service online system during the first week of class (full semester class). After week one, course adds must be approved by the instructor (full semester class). A course may be dropped in the second week of classes (full semester class) or until 12.5% of the class has elapsed. If a student drops a class during this period, no grade will be given and the course will not be considered attempted credit. After week one, all drops must be made through the REG Change of Schedule form.

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 bachelor completion student may enroll in up to nine credits in a compressed format at any given time in any semester. A traditional student may enroll in up to six credits in a compressed format at any given time in a 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 Affairs will assist persons who have been assaulted in making necessary changes to academic schedules, housing assignments, etc. ***Please be aware of the difference between reporting groups and understand that non-confidential resources are required by law to report the act of sexual misconduct so an investigation can take place.***

Resources and Supports

Confidential Viterbo Support Resources

Justin McKnight, Director of Counseling Services

Murphy Center 368

608-796-3808, jsmcknight@viterbo.edu

Amber Weber, Health Services Coordinator

Murphy Center 370

608-796-3806, arweber@viterbo.edu

Fr. Conrad Targonski, Dir. of Campus Ministry and University Chaplin

Campus Ministry Center

608-796-3904, 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 3 academic days, which need not be consecutive. If additional days of excused absence are needed for cultural or other reasons, the student may submit this request to the Vice President for Student Life and Dean of Students.

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 Vice President for Student Life and Dean of Students 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 Vice President for Student Life and Dean of Students by email, phone or in person and, upon request, provide documentation. Upon approval, the Vice President for Student Life and Dean of Students 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 Vice President for Student Life and Dean of Students, 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 Vice President for Student Life and Dean of Students 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 Jan. 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. 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 courses earned at regionally accredited institutions will transfer to Viterbo University with the following conditions:

1. If the awarding institution assigns letter grades, the student must have earned a grade of C or higher in order for the credits to transfer, unless specified in the terms of a transfer credit agreement.*
2. If a student's intended program at Viterbo University requires a grade higher than a C in any course, and that standard has not been met, the student shall repeat the course.
3. Individual schools or departments may also require that coursework in a student's major be current with academic and professional standards.
4. If the awarding institution has a competency/ability-based curriculum, then the student will be asked to request a grade equivalency if such is recorded, and the conditions above will apply. If no grade equivalency is available, then documentation that the competency/ability has been achieved will be required.
5. 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 ensure 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 to enroll in a traditional undergraduate program having earned a Baccalaureate, Associate of Arts, or Associate of Science degree from a regionally accredited institution prior to enrolling at Viterbo will have the Foundation and Ways of Thinking requirements of the Traditional Undergraduate Core Curriculum waived, with the following exceptions:

1. Courses required by the student's major
2. Theological Inquiry, Integrating Faith and Practice, and Philosophy and Moral Inquiry

Students who transfer to Viterbo University to enroll in a bachelor completion program must complete the Bachelor Completion Core Curriculum requirements. In addition, students who have earned college credits from a regionally accredited institution without a degree prior to enrolling at Viterbo must complete English composition, oral communication, and math competency for acceptance into a bachelor completion program.

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.

**With the exception of grades awarded/credits earned during the time period of January 2, 2020 through August 1, 2020, Viterbo's Transfer Credit Policy remains in force. Due to circumstances necessitated by COVID-19 (from 1.2.20-8.1.20) which impacted most institutions of higher education, Viterbo University will accept letter grades as well as Credit (CR) and Pass (P) credits for transfer from regionally accredited institutions. All other transfer credit policies remain unchanged, unless specified in the terms of a credit transfer agreement.*

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 total 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 18 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. Graduate credits do not count toward the number of credits needed for full-time undergraduate federal financial aid.

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 their 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 the withdrawal period for W grades to be awarded (70% of the course elapsed). Any applicable refunds for courses less than 15 weeks in length are prorated according to the tuition refund deadline dates. 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.

Traditional Undergraduate 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.

Traditional Undergraduate 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, students who transfer into a traditional undergraduate program 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 traditional undergraduate students must complete The Ethical Life (VUSM 400 level) Mission Seminar.

Traditional Undergraduate 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; EDUC 207; ENGL 213, 214, 215, 255, 262, 273, 307, 362; ENGR 365; MATH-365; MGMT 300; MUSC 328; NUTR 280, 340; RLST 222; SOWK 240; THTR 244, 281

Quantitative Literacy (three credits)

Approved Courses: COMM 211; MGMT 230; MATH courses numbered 111 or higher; MUSC 251; PSYC 223; SOCL 243

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; MGMT 300; NURS 340; SOWK 240

Oral Communication (one course)

Approved Courses: AADM 200; ARTS 350, 351; BIOL 250; COMM 150; EDUC 215; ENGL 255; MGMT 203; MUSC 327; NURS 242; NUTR 231; PSYC 270; RLST 181; SOWK 210; THTR 291, 341

Mission Seminars

Franciscan Values and Traditions - FVT (one course)

Approved Course: VUSM 100

Living in a Diverse World - LDW (one course)

Approved Courses: EDUC 302, LASP 200, SOCL 125, SOWK 328, VUSM 200, 205, 240, 251, 252, 260, 286, 290, 293

Social Justice and Equity - SJE (one course)

Approved Courses: VUSM 386, CRMJ/SOCL 364, ECAS 305, EDUC 343, ENGL 334, 394, HIST 341, 342, 359, MGMT 374, MUSC-343, 351, PHIL-244, 302, 315, 360, 365, PSYC-348, RLST-343, 382, SOCL-320

The Ethical Life - TEL (one course)

Approved Courses: VUSM 400, 420, 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; MUSC 328; SPML 220, THTR 244

Literary Analysis (three credits)

Approved Courses: EDUC 280; ENGL 208, 229, 236, 242, 244, 250, 251, 252, 253, 263, 329, 336, 342, 343, 344, 347, 350, 351, 352; SPAN 321; THTR 155, 320; VUSM 240, 252, 260

Scientific Reasoning in the Natural Sciences (four credits)

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

Scientific Reasoning in the Social Sciences (three credits)

Approved Courses: GEOG 132; POSC 121; PSYC 171, 310, 350; SOCL 125, 310, 320, 330, 345; SOWK 210

Artistic Engagement (three credits)

Approved Courses: ARTS 103, 105, 108, 111, 121, 160, 200, 203, 207, 216, 239, 320; COMM 105, 115; DANC 300, 105; ENGL 211; ENGR 130; MUSC 100, 101, 109, 134, 135, 137, 138, 139, 335, 337, 338, 339, 343, 351; MUPI/MUVO 168, 171, 368, 371; THTR 100, 260, 351, 355; VUSM 251

Theological Inquiry (three credits)

Approved Courses: RLST 160, 342

Integrating Faith and Practice (three credits)

Approved Courses: RLST 222, 225, 235, 261, 311, 317, 323, 331, 343, 348, 352, 360, 380, 382, 433, 450, 465; VUSM 431

Philosophical and Moral Inquiry (three credits)

Approved Courses: BUSL-402; ECAS-100, 305; PHIL 100, 101, 244, 299, 302, 310, 313, 314, 315, 317, 320, 321, 322, 342, 360, 365, 370, 375; VUSM 435

Bachelor Completion Core Curriculum Learning Outcomes

Global Citizenship

Definition: Global citizens are informed, open-minded, and responsible people who are attentive to diversity, who seek to understand the way their actions affect both local and global communities, and who address the world's most pressing and enduring issues collaboratively and equitably.
Outcome: As global citizens, students will demonstrate their ability to view their own cultural group from a different perspective and demonstrate an understanding of cultural groups other than their own, including ways to interact ethically and responsibly with diverse communities.

Critical Thinking

Definition: Critical thinking is a habit of mind characterized by the comprehensive exploration of issues, ideas, artifacts, and events before accepting or formulating an opinion or conclusion.
Outcome: Students will investigate issues, ideas, artifacts, and events before accepting or formulating an opinion or conclusion**.**

Information Literacy

Definition: Information literacy is the ability to identify, interpret, and evaluate sources of information which includes the ability to form judgements of written language for use in a variety of contexts.
Outcome: Students will identify, interpret, and evaluate sources of information which includes the ability to form judgements of written language for use in a variety of contexts.

Professional Written Communication

Definition: Written communication is the development and expression of ideas in writing. The focus of the writing is to achieve a professional purpose using appropriate writing strategies and resources.
Outcome: Students will write for intended audiences and purposes in professional contexts.

Professional Oral Communication

Definition: Oral communication is purposeful communication designed to increase knowledge, to foster understanding, or to promote change in the listeners' attitudes, values, beliefs, or behaviors.

	Outcome: Students will speak for intended audiences and purposes in professional contexts. **Quantitative Literacy** **Definition:** Quantitative literacy is the systematic process of collecting and analyzing evidence that results in informed conclusions. **Outcome:** Students will draw informed conclusions based on analysis of quantitative data. **Bachelor Completion Core Curriculum Policy** All bachelor completion students must complete RLST 305 in addition to the following, depending on credits transferred: • Three credits of Global Citizenship for those with an approved bachelor's degree. • Three credits of Global Citizenship for those with an approved A.A. or A.S. • Six credits of Global Citizenship for those with an approved A.A.S. • Six credits of Global Citizenship for students who have earned college credits from a regionally accredited institution without a degree prior to enrolling at Viterbo. In addition, students must complete English composition, oral communication, and math competency prior to acceptance into a bachelor degree completion program.

Bachelor Degree Programs		
Accelerated Coordinated Master's Dietetics (ACMD) Program	**Program Information**	Viterbo's ACMD Program is a pathway program to becoming a registered dietitian nutritionist (RDN) in just one year. Students will complete 1,200 supervised practice hours (clinicals) concurrently with online courses after completion of their undergraduate studies. Because the coursework is fully online, students can complete their clinicals anywhere in the country. More on the ACMD
	Policy	**Grades** Students must maintain a cumulative grade point average of 3.0 for all coursework, with no individual course grade lower than a C. **Transfer Credit** Individual consideration will be granted in the awarding of transfer credits. Up to six graduate level credits may be transferred into the Master of Science in Community-Medical Dietetics degree, if equivalent. Credits must have been earned from a regionally accredited program, taken within the last five years, have an earned grade of B or better, and be equivalent to the course it is replacing in the requirements at Viterbo. Coursework older than five years may be waived or given credit based on individual review. Students who wish to transfer credits need to contact the Office of Graduate Admissions for details on the process. Courses will be evaluated for equivalency and written notification of acceptance of transfer credit will be provided to the student by the director. Transfer credit is only eligible for coursework taken prior to enrollment and petitioned for prior to matriculation.
	Learning Outcomes	• Facilitate inter- and intra-professional teamwork and collaboration. • Design, conduct, analyze, and defend research applicable to practice setting. • Apply leadership principles to practice positions in nutrition and dietetics. • Demonstrate competence in the interpretation and critique of scientific health care literature using an evidence analysis approach; apply and integrate findings into practice settings. • Interpret results of a comprehensive nutrition-focused physical assessment relative to nutritional well-being using nutritional diagnostic reasoning and standardized language.
	Master of Science in Community Medical Dietetics	NUTR-600 or 601, 640, 641, ten credits from 583, 670, 671, twelve elective credits from EDUC-505, 607, HMGT-584, 630, 635, 640, 650, NURS-550, NUTR-520, 540, 545, 546, 550, 560, 580, 600, 601, 630, 650, SVLD-501, 504, 555, 560. For post-RD students (non-Viterbo 4+1) NUTR-670 and 671 may be waived , but three additional elective credits are required.

Accounting (BBA Degree Completion)	**Program Information**	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.

Accounting (BBA Degree Completion)	**Policy**	• All students pursuing the B.B.A. degree must maintain a cumulative grade point average of 2.5 or higher (on a 4.0 scale) in the major requirement courses, and students must receive a letter grade of C (2.0) or higher in each of these courses. If a grade of CD or below is earned in any of these courses, the course must be repeated until a grade of C or higher is achieved. Students pursuing the business education major must maintain a 2.75 grade point average in all business and education coursework. • All transfer students seeking an undergraduate degree offered by the Dahl School of Business must earn a minimum of 15 credits of business coursework at Viterbo University. • Students completing a bachelor completion degree may not concurrently double major or double degree in a major offered as a traditional student major.
	Learning Outcomes	• Apply principles of various business disciplines to solve complex issues using strategic and critical approaches to decision-making and problem-solving • Demonstrate sound ethical decision-making skills to identify, analyze, and resolve workplace issues in financial accounting, auditing, and taxation • Communicate clearly and objectively and understand that these skills are critical in the accounting profession • Demonstrate an understanding of the legal and regulatory environment and analyze the impact of changes in relevant requirements, constraints, and competitive practices The **Servant Leadership Embedded Certificate** is embedded within the Business Core curriculum. The certificate outcomes include the following: • Practice ethical decision-making • Communicate through storytelling • Develop contemplation and discernment • Understand how to build community and support the Common Good The **Wealth Management Embedded Certificate** is embedded within the Finance major, accounting major, and accounting degree completion curriculums. The certificate outcomes include the following: • Understand risk and reward for individual assets and portfolios • Know and apply the value and limits of diversification • Understand types of investments and their role in strategic asset allocation • Describe risk and risk management for assets in different asset markets
	Core Curriculum	See Core Curriculum section of the Catalog
	Final Requirements, Bachelor Completion	Complete a minimum of 120 college-level credits.
	Final Requirements, Bachelor Completion	Complete a minimum of 30 upper division credits (300/400).

Accounting (BBA Degree Completion)	**Accounting Completion, Major Requirements**	ACCT 311, 312, 416, 418, 425, BLAW 450, BUSL 305, 306, 309, 318, 401. (33 credits)
	Accounting Completion, Major Requirements	The following courses are prerequisites to taking the courses required in the major: ACCT 211, 212 or 313, 321, 415, BLAW 343, ECON 101 or 102.
		Accounting (transfer agreement/degree completion) Major (Bachelor of Business Administration) The Associate of Applied Science (AAS) degree must have been earned from a participant school in the statewide accounting program articulation agreement after May 2023 or earlier so long as the curriculum is similar enough to the 2023 AAS curriculums to meet ACBSP accreditation requirements as determined by a Viterbo transfer specialist. Students may not begin these specifically-articulated transfer programs or be considered a student in these programs until the AAS degree has been completed and documented on the technical college transcript. A student who did not complete the AAS degree could instead complete the requirements of the general major, and any completed courses of the AAS would count toward the major, but in order to come into this articulated transfer agreement program, the AAS must be completed prior to transfer to Viterbo. The student cannot be dually enrolled. • **Core curriculum –** 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 30 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. **Wisconsin TC Statewide - Accounting** ACCT 416 or 418, 425, BUSL 306, 309, 318, 400, 401, SVLD 330
Accounting (BBA)	**Program Information**	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.

Accounting (BBA)	**Policy**	• All students pursuing the BBA degree must maintain a cumulative grade point average of 2.5 or higher (on a 4.0 scale) in the major requirement courses, and students must receive a letter grade of C (2.0) or higher in each of these courses. If a grade of CD or below is earned in any of these courses, the course must be repeated until a grade of C or higher is achieved. Students pursuing the business education major must maintain a 2.75 grade point average in all business and education coursework. • All transfer students seeking an undergraduate degree offered by the Dahl School of Business must earn a minimum of 15 credits of business coursework at Viterbo University. • Students completing a bachelor completion degree may not concurrently double major or double degree in a major offered as a traditional student major.
	Learning Outcomes	• Apply principles of various business disciplines to solve complex issues using strategic and critical approaches to decision-making and problem solving. • Demonstrate sound ethical decision-making skills to identify, analyze, and resolve workplace issues in financial accounting, auditing, and taxation. • Communicate clearly and objectively and understand that these skills are critical in the accounting profession. • Demonstrate an understanding of the legal and regulatory environment and analyze the impact of changes in relevant requirements, constraints, and competitive practices. The **Servant Leadership Embedded Certificate** is embedded within the Business Core curriculum. The certificate outcomes include the following: • Practice ethical decision-making • Communicate through storytelling • Develop contemplation and discernment • Understand how to build community and support the Common Good The **Wealth Management Embedded Certificate** is embedded within the Finance major, accounting major, and accounting degree completion curriculums. The certificate outcomes include the following: • Understand risk and reward for individual assets and portfolios • Know and apply the value and limits of diversification • Understand types of investments and their role in strategic asset allocation • Describe risk and risk management for assets in different asset markets
	Core Curriculum	See Core Curriculum section of the Catalog
	Final Requirements	Complete a minimum of 120 college-level credits.
	Final Requirements	Complete a minimum of 40 upper division credits (300/400).
	Accounting, Major Requirements	ACCT 211, 311, 312, 313, 321, 415, 416, 418, 425, three credits of 487, BLAW 343, 450, ECON 101, 102, FINA 331, MATH 130 or BUSL 305, MATH 270, MGMT 101, 250, 300, 341, 374, 447, 449, 492, MKTG 351, SVLD 260. (73 credits)

Accounting (BBA)		**Accounting (transfer agreements) Major (Bachelor of Business Administration)** The Associate of Applied Science (AAS) 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 AAS degree has been completed and documented on the technical college transcript. A student who did not complete the AAS degree could instead complete the requirements of the general major, and any completed courses of the AAS would count toward the major, but in order to come into this articulated transfer agreement program, the AAS 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** ACCT 311, 312, 418, 425, BLAW 343, 450, COMM 105, FINA 331, MGMT 341, 374, 492, MKTG 351
Accounting (Minor)	**Program Information**	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.
	Accounting, Minor Requirements	ACCT 211, 212, nine credits from ACCT 311, 312, 313, 415, 416, 418, 419, 420, BLAW 450, INFO 103, 303. Eight credits must be unique to the minor.
American Sign Language Deaf Studies (Minor)	**Program Information**	
	American Sign Lang and Deaf Studies, Minor Rqrmnts	ASLD-201, 202, 210, 301, three credits from CRMJ-375, EDUC-302, 306, 309, ENGL-317, INTP-301, NURS-242, SOCL-320, SOWK-331. Eight credits must be unique to the minor.

Applied Mathematics and Analytics (BS)	**Program Information**	Applied mathematics and analytics majors create solutions to complex real-world problems through a mathematical approach. Students build a theoretical foundation of mathematics, apply programming strategies to analyze and visualize data, and create predictive models to aid in decision-making through course-embedded projects. These course-embedded projects hone critical thinking skills, and provide students with invaluable teamwork, communication, and networking opportunities that employers seek.
	Learning Outcomes	• Our majors will demonstrate an ability to write mathematical proofs. • Our majors will demonstrate the ability to write procedural code and solve problems in a mathematical context. • Our majors will use the language of mathematics accurately and appropriately in oral presentation and written form. • Our majors will apply mathematical principles to solve problems. • Our majors will demonstrate the ability to work in groups towards producing creative projects.
	Bachelor of Science Requirement	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.)
	Core Curriculum	See Core Curriculum section of the Catalog
	Final Requirements	Complete a minimum of 120 college-level credits.
	Final Requirements	Complete a minimum of 40 upper division credits (300/400).
	Applied Math and Analytics, Major Requirements	MATH 220, 221, 230, 261, 320, 325, 335, 365, 487, 498, 499, 344 or 420, ENGR 112, 370, PHYS 260, 270, MGMT 447, CSCI 140. (55 credits)
Art (Minor)	**Program Information**	The minor consists of an 18-credit sequence of courses in studio art and art history. You will 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.
	Policy	The below courses may be used to fulfill the studio requirement: ARTS 111, 116, 121, 203, 207, 216, 228, 286, 288, 300, 305, 308, 316, 317, 320, 328, 486, 488, 489.
	Art, Minor Requirements	ARTS 111, 121, 160. Nine credits of studio of choice. Eight credits must be unique to the minor.
Art Education (BAED)	**Program Information**	

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.

	Core Curriculum	See Core Curriculum section of the Catalog
	Final Requirements	Complete a minimum of 120 college-level credits.
	Final Requirements	Complete a minimum of 40 upper division credits (300/400).
	Art Education, Major Requirements	ARTS 111, 116, 121, 160, 203, 206, 207 or 216, 361, 362, nine upper division credits from the studio area of concentration. (30-32 credits)
	Art Education, Major Requirements	EDUC-150, 215, 255, 290, 302, 306, 331, 405, 408, 463, 482, PSYC 171. (45-48 credits)
Arts Management (Minor)	**Program Information**	The Minor in Arts Management 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.
	Arts Management (FA Major), Minor Requirements	AADM 200, 300, three courses from ACCT 211, BLAW 343, MGMT 210, 320, MKTG 351. Eight credits must be unique to the minor.
	Arts Management (Non FA Major), Minor Rqrmnts	AADM 200, 300, two courses from ARTS 160, 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.

Associate of Science in Education (ASEd)	**Program Information**	Associate of Science in Education is a credential awarded to a student in a Viterbo University education program who satisfies the requirements of the degree as outlined below. With this earned Associate of Science in Education degree, students are eligible to apply for a substitute teaching license in the state of Wisconsin.
	Policy	A maximum of 45 credits may be transferred into the program.
	Learning Outcomes	• Ethical Reasoning: Students respond to ethical issues, using informed value systems. • Critical Thinking: Students comprehensively explore issues, ideas, artifacts, and events before accepting or formulating and opinion or conclusion. • Oral Communication and Written Communication: Students speak and write to suit varied purposes, audiences, disciplines, and contexts. • Develop foundational professional knowledge of theory and pedagogy appropriate for PK-12 school settings. • Describe and apply child development principles in planning lessons for children from PK-12 school settings.
	Associate of Science in Educ, Requirements	Complete ENGL 103 or 104 or 105, and approved Core Curriculum Foundations Oral Communication course, an approved Core Curriculum Foundations Quantitative Literacy course, an approved Core Curriculum Ways of Thinking Historical Analysis course, an approved Core Curriculum Ways of Thinking Literary Analysis course (recommended EDUC 280), an approved Core Curriculum Ways of Thinking Scientific Reasoning in the Natural Sciences Course (recommended BIOL 100 or PHYS 102 or ENVS 101), an approved Core Curriculum Ways of Thinking Scientific Reasoning in the Social Sciences Course, an approved Core Curriculum Ways of Thinking Philosophical Inquiry course, EDUC 150 or 303, EDUC 290 or 304, EDUC 255 or 307 or ARTS 206. (60 credits)

Biochemistry (BS)	**Program Information**	Viterbos biochemistry program prepares students for healthcare and STEM-related careers by integrating foundational and humanistic knowledge with collaborative skills. This blended approach is critical as the problems in our world continue to increase in complexity and diversity. This integration is achieved through a curriculum that invites students to use knowledge in applied settings such as course-embedded research, service-learning, and community building both on and off-campus. Students will participate in an annual biochemistry symposium and related seminar course that showcase the complexity of science-related issues within our world.
	Policy	• Students majoring in biochemistry must maintain a biochemistry grade point average (GPA) of 2.25 to continue in and graduate from this program. The biochemistry GPA is based on all grades earned in the required and elective courses taken in biology, chemistry, and required support courses. Any student whose biology GPA falls below 2.25 will be placed on probation for one semester. If the biochemistry GPA is not raised during that semester, the student may not enroll in further biology or chemistry courses. An earned grade of a D or lower in any biology, chemistry, or support course will not be credited toward the biochemistry major. • Directed research must be faculty-approved, but may be conducted at an institution other than Viterbo University with prior approval. Special topics are offered periodically. Credit for these courses may substitute for one or more of the listed courses with faculty approval. • Because a biochemistry major program intrinsically contains significant work in both biology and chemistry, declared minors in biology and chemistry will not be granted.
	Learning Outcomes	• Problem Solving: Apply theory, laws, and experimental information to solve biochemical problems • Communication: Demonstrate effective written and oral scientific communication including situations requiring collaborative teamwork • Techniques: Demonstrate a basic understanding of the laboratory techniques used in biochemistry and related areas • Data Analysis: Correctly analyze and interpret scientific data based on sound scientific reasoning • Literature: Ability to understand and appreciate the primary literature in biochemistry and be able to extract the salient features and advances from journal articles
	Bachelor of Science Requirement	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.)
	Core Curriculum	See Core Curriculum section of the Catalog
	Final Requirements	Complete a minimum of 120 college-level credits.
	Final Requirements	Complete a minimum of 40 upper division credits (300/400).
	Biochemistry, Major Requirements	BIOL 160, 161, 250, 370, 430, 499 or CHEM-499, CHEM 120, 121 210, 240, 320, 397, 410, 475, MATH 230, PHYS 250 or 260, 270, one course from 330, 340, one course from BIOL 489, 498, CHEM 489, 498. (57 credits)

Biochemistry (BS)		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.
Biology (BS)	**Program Information**	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.
	Policy	• Students majoring in biology must maintain a biology grade point average (GPA) of 2.25 to continue in and graduate from this program. The biology GPA is based on all grades earned in the required and elective courses taken in biology and required support courses. Any student whose biology GPA falls below 2.25 will be placed on probation for one semester. If the biology GPA is not raised during that semester, the student may not enroll in further biology courses. An earned grade of a D or lower in any biology or support course will not be credited toward the biology major. • Directed research must be faculty-approved, but may be conducted at an institution other than Viterbo University with prior approval. Special topics are offered periodically. Credit for these courses may substitute for one or more of the listed courses with faculty approval.
	Learning Outcomes	• Understand importance of interrelationships and unifying themes of major biological concepts • Understand the elements of the scientific method, design and implement experiments independently, and analyze and present data to the faculty and peers in a competent and professional manner • Students should be familiar with the principles, operation, and problems of common laboratory procedures and instrumentation • Students should understand the complexity of ethical issues surrounding science
	Bachelor of Science Requirement	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.)
	Core Curriculum	See Core Curriculum section of the Catalog
	Final Requirements	Complete a minimum of 120 college-level credits.
	Final Requirements	Complete a minimum of 40 upper division credits (300/400).

Biology (BS)	**Biology, Major Requirements**	BIOL 160, 161, 250, 251, 397, 489 or 498, 499, CHEM 120, 121, 140 or 240, MATH 130 or 230, PHYS 250 and 270 or 260 and 270 or ENVS 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, 430; ecological and evolutionary interactions with the environment - BIOL 310, 321, 340. Students planning to attend medically related schools may be advised to take CHEM 340 and PHYS 251/271 or 261/271. (56-65 credits)
		Viterbo University Degree in Three Program for Biology Majors This accelerated degree program provides an opportunity for outstanding, highly motivated students to complete their bachelor's degree in three years rather than the traditional four. This program is available to students who wish to major in biology.
Biology (Minor)	**Program Information**	The total credits of the minor requirements are 15–16. Transfer course, waivers and/or substitutions, and prerequisite courses could modify these credit totals.
	Policy	Biology minors must maintain a biology grade point average (GPA) of 2.00 in biology courses.
	Biology, Minor Requirements	BIOL 251, 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.

Business Administration (BBA)	**Program Information**	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.
	Policy	• All students pursuing the BBA 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. • 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.
	Learning Outcomes	• Apply principles of various disciplines to solve complex business issues • Demonstrate sound ethical decision-making skills • Demonstrate professional communication skills • Demonstrate the ability to work collaboratively in teams • Demonstrate understanding of the common bodies of knowledge of business: finance, accounting, business law, economics, information systems, quantitative business analysis, management, marketing, and international issues The **Servant Leadership Embedded Certificate** is embedded within the Business Core curriculum. The certificate outcomes include the following: • Practice ethical decision-making • Communicate through storytelling • Develop contemplation and discernment • Understand how to build community and support the Common Good
	Core Curriculum	See Core Curriculum section of the Catalog
	Final Requirements	Complete a minimum of 120 college-level credits.
	Final Requirements	Complete a minimum of 40 upper division credits (300/400).
	Business Administration, Major Requirements	ACCT 211, 212, BLAW 343, ECON 101, 102, FINA 331, MATH 130 or BUSL 305, MATH 270, MGMT 101, 210, 250, 300, 341, 374, 447, 449, 492, MKTG 351, SVLD 260, 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, BUSL, COMM, CSCI, ECON, FINA, INFO, HMGT, MGMT, MKTG, PROJ, SPML, or SVLD. (70 credits)

Business Administration (BBA)		**Business Administration (transfer agreement) Major (Bachelor of Business Administration)** The Associate of Applied Science (AAS) 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 AAS degree has been completed and documented on the technical college transcript. A student who did not complete the AAS degree could instead complete the requirements of the general major, and any completed courses of the AAS would count toward the major, but in order to come into this articulated transfer agreement program, the AAS 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 - Digital Media Production** ACCT 211, BLAW 343, ECON 102, FINA 331, MGMT 341, 374, 447, 449, 492, MKTG 351, four credits from MGMT 487, MKTG 487, or SPML 487, six credits from ACCT, BLAW, COMM, ECON, FINA, HMGT, MGMT, MKTG, SPML, SVLD **Western TC - Graphic Design** ACCT 211, BLAW 343, ECON 102, FINA 331, MGMT 341, 374, 447, 449, 492, four credits from MGMT 487, MKTG 487, or SPML 487, six credits of upper division from ACCT, BLAW, COMM, ECON, FINA, HMGT, MGMT, MKTG, SPML, SVLD **Western TC - Computer Support Specialist** ACCT 211, BLAW 343, COMM 105, ECON 102, FINA 331, MGMT 341, 374, 447, 449, 487, 492, MKTG 351, four credits from ACCT 487, FINA 487, MGMT 487, MKTG 487 or SPML 487, six credits of upper division from ACCT, BLAW, COMM, ECON, FINA, HMGT, MGMT, MKTG, SPML, SVLD **Western TC - Human Resource Management** ACCT 211, BLAW 343, COMM 105, ECON 102, FINA 331, MGMT 374, 447, 449, 492, MKTG 351, four credits of MGMT 487, three credits of upper division from ACCT, BLAW, COMM, ECON, FINA, HMGT, MGMT, MKTG, SPML, SVLD **Western TC - Web and Software Developer** ACCT 211, 212, BLAW 343, COMM 105, FINA 331, MGMT 305, 341, 374, 447, 449, 492, MKTG 351, four credits of ACCT 487, FINA 487, MGMT 487, MKTG 487, or SPML 487

Business Administration (Minor)	**Program Information**	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.
	Policy	Students declaring majors offered through or in conjunction with the Dahl School of Business are not allowed to declare the business administration minor.
	Business Administration, Minor Requirements	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 200, 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.
Business Education (BS)	**Program Information**	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.

Business Education (BS)	**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.

Business Education (BS)	**Bachelor of Science Requirement**	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.)
	Core Curriculum	See Core Curriculum section of the Catalog
	Final Requirements	Complete a minimum of 120 college-level credits.
	Final Requirements	Complete a minimum of 40 upper division credits (300/400).
	Business Education, Major Requirements	ACCT 211, 212, BLAW 343, ECON 101, 102, ECON 200 or FINA 331, MGMT 210, 300, 320, 341, 487, MKTG 351. (36 credits)
	Business Education, Major Requirements	EDUC 150, 215, 255, 290, 300, 302, 306, 316, 331, 408, 463, 482, PSYC 171. (44 credits)

Business Leadership (BBA Degree Completion)	**Program Information**	Viterbo's business leadership 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. Business leadership 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. Formally this degree was known as Organizational Management.
	Policy	• All students pursuing the BBA degree must maintain a cumulative grade point average of 2.5 or higher (on a 4.0 scale) in the major requirement courses, and students must receive a letter grade of C (2.0) or higher in each of these courses. If a grade of CD or below is earned in any of these courses, the course must be repeated until a grade of C or higher is achieved. Students pursuing the business education major must maintain a 2.75 grade point average in all business and education coursework. • All transfer students with at least 30 college credits who enter Viterbo seeking an undergraduate degree offered by the Dahl School of Business must earn a minimum of 15 credits of business coursework at Viterbo University. • Students completing a bachelor completion degree may not concurrently double major or double degree in a major offered as a traditional student major. • The pathway option (when students enter the program with less than 30 credits) requires 62 elective credits with 30 of the credits being business courses.
	Learning Outcomes	• Comprehend and apply concepts of human resource planning, personnel selection, motivation, and performance evaluation • Demonstrate an understanding of how individuals and groups influence organizational behavior and demonstrate the ability to work in teams • Demonstrate the ability to apply communication skills in a variety of interpersonal and organizational settings • Apply principles of various business disciplines (such as statistics, accounting, and finance) to solve complex problems • Demonstrate sound ethical decision-making skills to solve ethical problems in organizations • Understand and demonstrate mastery of management theories, principles, processes, and skills The **Servant Leadership Embedded Certificate** is embedded within the Business Core curriculum. The certificate outcomes include the following: • Practice ethical decision-making • Communicate through storytelling • Develop contemplation and discernment • Understand how to build community and support the Common Good
	Core Curriculum	See Core Curriculum section of the Catalog

Business Leadership (BBA Degree Completion)	**Final Requirements, Bachelor Completion**	Complete a minimum of 120 college-level credits.
	Final Requirements, Bachelor Completion	Complete a minimum of 30 upper division credits (300/400).
	Business Leadership Completion, Major Reqrmnnts	BLAW 343, ECON 101 or 102, INFO 200 or MGMT 210 or three credits INFO, BUSL 305 or any Quantitative Literacy course, BUSL 306 or MGMT 341 or HMGT 306, BUSL 308 or three credits of ACCT or ACCD, BUSL 309 or MKTG 351 or three credits of MKTG, BUSL 318 or FINA 331 or three credits of FINA, BUSL 400 or MGMT 342, BUSL 401 or MGMT 449, BUSL 410 or MGMT 447, SVLD 330, 430. (39 credits)
		Business Leadership (transfer agreement/degree completion) Major (Bachelor of Business Administration) The Associate of Applied Science (AAS) degree must have been earned after May 2006 for Western Technical College (WTC) graduates or after May 2013 for Chippewa Valley Technical College (CVTC) graduates. Students may not begin these specifically-articulated transfer programs or be considered a student in these programs until the AAS degree has been completed and documented on the technical college transcript. A student who did not complete the AAS degree could instead complete the requirements of the general major, and any completed courses of the AAS would count toward the major, but in order to come into this articulated transfer agreement program, the AAS must be completed prior to transfer to Viterbo. The student cannot be dually enrolled. • **Core curriculum –** 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 30 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 - Agri-Business Science Technology** BLAW 343, BUSL 305, 308, 318, 400, 401, SVLD 330, 430 **Western TC/WTCS Statewide - Business Management** BUSL 305, 308, 318, 400, 401, 403, SVLD 330, 430 **Western TC - Computer Support Specialist** BLAW 343, ECON 102, BUSL 305, 306, 308, 309, 318, 400, 401, 410, SVLD 330, 430 **Western TC - Digital Marketing** BLAW 343, BUSL 305, 306, 308, 318, 400, 401, 410, SVLD 330, 430 **Western TC - Digital Media** BLAW 343, ECON 102, BUSL 305, 306, 308, 309, 318, 400, 401, 410, SVLD 330, 430

Western TC - Graphic Design

BLAW 343, ECON 102, BUSL 305, 306, 308, 318, 400, 401, 410, SVLD 330, 430

Western TC - Human Resource Management

BLAW 343, ECON 102, BUSL 305, 306, 308, 309, 318, 401, 410, SVLD 330, 430

Western TC - Leadership Development

BUSL 305, 308, 309, 401, 410, SVLD 330, 430

Western TC - Sales Management

BUSL 305, 308, 400, 401, 410, SVLD 330, 430

Western TC - Web and Software Developer

BLAW 343, ECON 102, BUSL 305, 306, 308, 309, 318, 400, 401, 410, SVLD 330, 430

CVTC - Agronomy Management

BLAW 343, INFO 200, BUSL 305, 306, 308, 309, 318, 400, 401, 410, SVLD 330, 430

CVTC - Business Management

BUSL 305, 308, 309, SVLD 330, 430

CVTC - Culinary Management

BLAW 343, ECON 102, INFO 200, BUSL 305, 308, 309, 318, 401, SVLD 330, 430

CVTC - Digital Marketing

BLAW 343, BUSL 305, 306, 308, 318, 400, 401, 410, SVLD 330, 430

CVTC - Executive Assistant

BLAW 343, ECON 102, BUSL 305, 306, 308, 309, 318, 400, 401, 410, SVLD 330, 430

CVTC - Graphic Design

BLAW 343, BUSL 305, 306, 308, 309, 318, 400, 401, 410, SVLD 330, 430

CVTC - Human Resource Management

INFO 200, BUSL 305, 308, 318, 410, SVLD 330, 430

CVTC - IT Software Developer

BLAW 343, ECON 102, BUSL 305, 306, 308, 309, 318, 400, 401, 410, SVLD 330, 430

CVTC - Landscape, Plant, and Turf Management

		BLAW 343, INFO 200, BUSL 305, 308, 309, 318, 400, 401, 410, SVLD 330, 430 **CVTC - Paralegal** BUSL 305, 306, 308, 309, 318, 400, 401, 410, SVLD 330, 430 **CVTC - Professional Communications** BLAW 343, ECON 102, BUSL 305, 306, 308, 309, 318, 400, 401, 410, SVLD 330, 430 **CVTC - Supply Chain Management** BLAW 343, BUSL 308, 309, 318, 400, 401, 410, SVLD 330, 430
Chemistry (Minor)	**Program Information**	Minors at Viterbo University generally require between 15–25 credits upon completion. Transfer course and waivers and/or substitutions could modify these credit totals.
	Chemistry, Minor Requirements	CHEM 120, 121, and one course from each of the following three areas, with at least eight credits unique to the minor coming from the courses listed below: Organic Chemistry: CHEM 240, 340; Biochemistry: CHEM 370, 475; Physical Chemistry: CHEM 320, 330, 372.

Communication Disorders and Sciences (BS)	**Program Information**	The Communication Disorders and Sciences program is 54 to 57 credits of core coursework that will build an understanding of the biological, physical, social, and linguistic aspects of communication. Through facility mentorship, coursework, and clinical observations students will develop an understanding of what happens when communication is impaired.
	Policy	Students majoring in CDS must maintain a CDS grade point average (GPA) of 3.0 to continue in and graduate from this program. The CDS GPA is based on all grades earned in the required and elective courses taken in CDS and required support courses. Any student whose overall CDS GPA falls below 2.9 will be placed on probation for one semester and a remediation plan will be put into place. If the CDS GPA is not raised during that semester, the student may not enroll in further CDS courses. An earned letter grade of a D or lower in any CDS or CDS support course will not be credited toward the CDS major.
	Learning Outcomes	• Demonstrated knowledge of statistics as well as the biological, physical, and social/behavioral sciences • Demonstrated introductory knowledge of basic human communication processes, including the appropriate biological, neurological, acoustic, psychological, developmental, linguistic and cultural bases • Demonstrated ability to integrate information pertaining to normal and abnormal human development across the life span • Demonstrated introductory knowledge of American Sign Language and Deaf Culture • Twenty-five (25) hours of guided observation of SLP clinical and/or educational practice.
	Bachelor of Science Requirement	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.)
	Core Curriculum	See Core Curriculum section of the Catalog
	Final Requirements	Complete a minimum of 120 college-level credits.
	Final Requirements	Complete a minimum of 40 upper division credits (300/400).
	Communication Disorders Sci, Major Requirements	BIOL 100 or 104, CHEM 101 or 106 or PHYS 102, PSYC 171, UNST 101, LANG 201, 202, MATH 130 or 230 or PSYC 223, SOWK 240, NEUR 261, EDUC 302, 306, COMD 111, 112, 311, 312, 313, 322, 323, 324, 411, 412, 425.

Community Interpreting Certificate	**Program Information**	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.
	Policy	**Eligibility** • Students of language programs • Individuals working in the field with no previous training in interpreting • Bilingual professionals working in fields not related to interpreting Acceptance is based on a successful application/interview/entrance exam.
	Community Interpreting Certificate	INTP 301, 444, 452, 456, 481.
Computer Science (BS)	**Program Information**	Viterbo's computer science program is 41 credits (internship pathway) or 47 credits (co-op pathway) of core coursework, consisting of computer science, mathematics, information systems, and management courses. In combination with core curriculum, the complete credit load for this program is 98-108 credits. Students will choose a concentration track outside of computer science to apply skills within that area (business, creative design, data science, engineering or mathematics), take part in team-based, industry-related projects embedded into their coursework, and have an internship or co-op experience.
	Learning Outcomes	• Analyze a complex computing problem and to apply principles of computing and other relevant disciplines to identify solutions. • Design, implement, and evaluate a computing-based solution to meet a given set of computing requirements in the context of the program's discipline. • Communicate effectively in a variety of professional contexts. • Recognize professional responsibilities and make informed judgments in computing practice based on legal and ethical principles. • Function effectively as a member or leader of a team engaged in activities appropriate to the program's discipline.
	Bachelor of Science Requirement	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.)
	Core Curriculum	See Core Curriculum section of the Catalog
	Final Requirements	Complete a minimum of 120 college-level credits.

Computer Science (BS)	**Final Requirements**	Complete a minimum of 40 upper division credits (300/400).
	Computer Science, Major Requirements	CSCI-110, 140, 200, 210, 310, 320, 350, 410, 498, 499, ENGR-370, INFO-303, MATH-230, 261, 335, MGMT-341.
	Computer Science, Major Requirements	CSCI-487 or CSCI-490/491.
		Computer Programming Certificate: CSCI-110, 160, 200.
Computer Science (Minor)	**Program Information**	Viterbo's Computer Science minor consists of 15 credits of core coursework in Computer Science. Transfer course and waivers could modify these results.
	Computer Science, Minor Requirements	CSCI-110, 200, 210, 310, 350. Eight credits must be unique to the minor.

Criminal and Community Justice (BA)	**Program Information**	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.
	Policy	• 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. • Students must earn a C or better in all courses required for the major. If a student earns less than a C, they must retake the course. • Students majoring in criminal and community justice (BA or BS) must maintain a criminal and community justice grade point average (GPA) of 2.25 or higher to continue in and graduate from this program. The criminal and community justice GPA is based on all grades earned in the required and elective courses taken in criminal and community justice and required support courses. Any student whose criminal and community justice GPA falls below 2.25 will be placed on probation for one semester. If the criminal and community justice GPA is not raised during that semester, the student may not enroll in further criminal and community justice courses.
	Learning Outcomes	• Demonstrate an understanding of the structure and function of the components of the criminal and community justice system • Demonstrate an understanding of major criminological theories and an ability to apply them to practical examples • Employ scientific reasoning and critical thinking when evaluating and conducting social science research about criminal justice issues and policies • Demonstrate an understanding of the roles that class, race, and gender play in the workings of the criminal justice system • Effectively communicate their ideas orally and in writing • Demonstrate an understanding of the professional code of ethics and an ability to make decisions consistent with those standards
	Bachelor of Arts Requirement	Complete three classes (nine credits minimum) of world language in preferably one, but not more than two languages.
	Core Curriculum	See Core Curriculum section of the Catalog
	Final Requirements	Complete a minimum of 120 college-level credits.
	Final Requirements	Complete a minimum of 40 upper division credits (300/400).
	Criminal and Community Justice, Major Requirements	CRMJ 150, 203, 351 or SOCL 351, 364 or SOCL 364, 370, 375, 380, 490 or PHIL 315, MATH 130, PSYC 205 or CRMJ 240, PSYC 270 or SOWK 280, PSYC 340, SOCL 125, 320, SOWK 240 and SOCL 338, six credits of CRMJ 487. (57 credits)

Criminal and Community Justice (BA)		**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**,** 490, PHIL 315 (recommended), PSYC 270 or SOWK 280, PSYC 340, MATH 130 or PSYC 223 or SOCL 243, six credits of CRMJ 487, choose one of the following sequences: SOWK 240 and SOCL 338, PSYC 230 and 330 • **Bachelor of Arts requirement –** a minimum of three classes (nine credits minimum) of world language in preferably one, but not more than two languages **OR** • **Bachelor of Science requirement –** a minimum of 11 credits of natural science and/or mathematics • **Final degree requirements –** a minimum of 120 college level credits, minimum of 40 credits at the 300/400 level Transfer courses and waivers and/or substitutions could modify the required credit total in the core curriculum and major.

Criminal and Community Justice (BS)	**Program Information**	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.
	Policy	• 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. • Students must earn a C or better in all courses required for the major. If a student earns less than a C, they must retake the course. • Students majoring in criminal and community justice (BA or BS) must maintain a criminal and community justice grade point average (GPA) of 2.25 or higher to continue in and graduate from this program. The criminal and community justice GPA is based on all grades earned in the required and elective courses taken in criminal and community justice and required support courses. Any student whose criminal and community justice GPA falls below 2.25 will be placed on probation for one semester. If the criminal and community justice GPA is not raised during that semester, the student may not enroll in further criminal and community justice courses.
	Learning Outcomes	• Demonstrate an understanding of the structure and function of the components of the criminal and community justice system • Demonstrate an understanding of major criminological theories and an ability to apply them to practical examples • Employ scientific reasoning and critical thinking when evaluating and conducting social science research about criminal justice issues and policies • Demonstrate an understanding of the roles that class, race, and gender play in the workings of the criminal justice system • Effectively communicate their ideas orally and in writing • Demonstrate an understanding of the professional code of ethics and an ability to make decisions consistent with those standards
	Bachelor of Science Requirement	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.)
	Core Curriculum	See Core Curriculum section of the Catalog
	Final Requirements	Complete a minimum of 120 college-level credits.
	Final Requirements	Complete a minimum of 40 upper division credits (300/400).
	Criminal and Community Justice, Major Requirements	CRMJ 150, 203, 351 or SOCL 351, 364 or SOCL 364, 370, 375, 380, 490 or PHIL 315, MATH 130, PSYC 205 or CRMJ 240, PSYC 270 or SOWK 280, PSYC 340, SOCL 125, 320, SOWK 240 and SOCL 338, six credits of CRMJ 487. (57 credits)

Criminal and Community Justice (BS)		**Criminal and Community Justice (transfer agreement) Major (Bachelor of Arts or Science)** Students with an earned AAS 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 AAS degree has been completed and documented on a transcript. The student cannot be dually enrolled. The AAS 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, 490, PHIL 315 (recommended), PSYC 270 or SOWK 280, PSYC 340, MATH 130 or PSYC 223 or SOCL 243, six credits of CRMJ 487, choose one of the following sequences: SOWK 240 and SOCL 338, PSYC 230 and 330 • **Bachelor of Arts requirement –** a minimum of three classes (nine credits minimum) of world language in preferably one, but not more than two languages **OR** • **Bachelor of Science requirement –** a minimum of 11 credits of natural science and/or mathematics • **Final degree requirements –** a minimum of 120 college level credits, minimum of 40 credits at the 300/400 level Transfer courses and waivers and/or substitutions could modify the required credit total in the core curriculum and major. **Criminal and Community Justice (transfer agreement) Major (Bachelor of Science)** This degree program provides an opportunity for students to complete one year of coursework at Western Technical College and complete a Bachelor of Science degree with a major in criminal 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.
Criminal and Community Justice (Minor)	**Program Information**	Minors at Viterbo University generally require between 15–25 credits upon completion. Transfer course and waivers and/or substitutions could modify these credit totals.
	Criminal and Community Justice, Minor Requirements	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, or PSYC 340. Eight credits must be unique to the minor.

Cross-Categorical Special Education (Elementary Education Minor)	**Program Information**	The cross-categorical special education minor prepares teachers to strengthen their instructional practices, increase achievement for all students, and become educational leaders. Students who earn a B.S. in education and wish to become special education instructors are perfect for this minor. The special education minor also provides students with the cross-categorical special education license. Transfer course and waivers and/or substitutions could modify these credit totals.
	Minor, Cross Cat Spec Ed, Requirements	EDUC-290, 306, 340, 374, 385, 496 (traditional students) or EDUC-304, 309, 344, 353, 354, 494 (bachelor completion students). Eight credits must be unique to the minor.

Dance (Minor)	**Program Information**	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.
	Policy	The dance minor is restricted to students pursuing their major within the Conservatory of the Performing Arts. The dance minor is not officially approved and declared until the end of a student's first year. Those interested must submit answers to the below questions by the Wednesday after Spring Break. Conservatory faculty will consider the request based on information gathered from the questions and a possible follow-up interview. Decisions on acceptance will be communicated before the end of Spring semester. Only then are students allowed to declare the minor and fill out the necessary form to be approved by faculty. Not all students interested in pursuing the dance minor are guaranteed their acceptance into the minor. However, most dance classes are available to all eligible students regardless of the minor, with the exception of DANC 360 – Dance Composition and DANC 490 – Dance Repertory, which are restricted. Non-dance minors are encouraged to audition for and join the Dance Repertory show as dancers and designers. Please answer each of the following questions in 100 words or less. 1. What is your dance background prior to Viterbo University? 2. How has your experience in dance classes at Viterbo in your first year helped shape your desire to declare a dance minor? 3. What are your goals in obtaining the dance minor? 4. Have you choreographed in the past? 5. Do you have a desire to choreograph in the future? 6. Do you envision yourself as a director, choreographer, stage manager, and/or dance captain in your future career endeavors? Application answers and any other questions about the dance minor can be emailed to Shane Rhoades (sarhoades@viterbo.edu) for follow-up.
	Dance, Minor Requirements	DANC 220, 300, 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.

Data Analytics (BBA)	**Program Information**	The data analytics program combines core business curriculum with courses in business intelligence, data analysis, and computer science, machine learning, and ethics. The program will help develop the next generation of ethically-centered and data-informed business leaders.
	Policy	• All students pursuing the BBA degree must maintain a cumulative grade point average of 2.5 or higher (on a 4.0 scale) in the major requirement courses, and students must receive a letter grade of C (2.0) or higher in each of these courses. If a grade of CD or below is earned in any of these courses, the course must be repeated until a grade of C or higher is achieved. Students pursuing the business education major must maintain a 2.75 grade point average in all business and education coursework. • All transfer students seeking an undergraduate degree offered by the Dahl School of Business must earn a minimum of 15 credits of business or computer science coursework at Viterbo University. • Students completing a bachelor completion degree may not concurrently double major or double degree in a major offered as a traditional student major.
	Learning Outcomes	• Apply principles of various business disciplines to solve complex issues using strategic and critical approaches to decision-making and problem solving. • Demonstrate sound ethical decision-making skills to machine learning, logistics, data visualization, strategy, project management, business forecasting and modeling. • Demonstrate capacity to clean, prepare, and utilize data in analytics tasks. • Communicate clearly and objectively and effectively convey business intelligence. The **Servant Leadership Embedded Certificate** is embedded within the Business Core curriculum. The certificate outcomes include the following: • Practice ethical decision-making • Communicate through storytelling • Develop contemplation and discernment • Understand how to build community and support the Common Good
	Core Curriculum	See Core Curriculum section of the Catalog
	Final Requirements	Complete a minimum of 120 college-level credits.
	Final Requirements	Complete a minimum of 40 upper division credits (300/400).
	Data Analytics, Major Requirements	ACCT 212, BLAW 343, CSCI 110, 310, DATA 498, ECON 101, FINA 331, INFO 103, 430, MATH 130, 335, MGMT 101, 210, 250, 300, 374, 447, MKTG 351, PROJ 449, SVLD 260, four credits from DATA 487. (59 credits)

Data Analytics (BBA)		**Data Analytics (transfer agreements) Major (Bachelor of Business Administration)** The Associate of Applied Science (AAS) degree must have been earned after May 2019 or earlier so long as the curriculum is similar enough to the 2023 AAS curriculum to meet ACBSP accreditation requirements as determined by a Viterbo transfer specialist. Students may not begin these specifically-articulated transfer programs or be considered a student in these programs until the AAS degree has been completed and documented on the technical college transcript. A student who did not complete the AAS degree could instead complete the requirements of the general major, and any completed courses of the AAS would count toward the major, but in order to come into this articulated transfer agreement program, the AAS 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 - Data Analytics** ACCT 212, BLAW-343, DATA-498, ECON-101, FINA-331, INFO-103, MATH-230, 335, MGMT-374, MKTG-351, SVLD-260, 4 credits of MGMT-487
Data Analytics (Minor)	**Program Information**	**New Data Analytics Minor Starting Fall 2025!** The data analytics minor combines core business curriculum with courses in business intelligence, data analysis, and computer science. The minor will help develop the next generation of ethically centered and data-informed business leaders.
	Data Analytics, Minor Requirements	CSCI-110, INFO-430, MATH-230, six credits from CSCI-310, MATH-335, MGMT-447, PROJ-449. Eight credits must be unique to the minor.

Early Childhood Education (Elementary Education Minor)	**Program Information**	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, students graduate with two teaching licenses – one in elementary/middle school education (grades K-9) and one in early childhood (birth through grade 3) education. 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.
	Early Childhood Education, Minor Requirements	EDUC-237, 271, 290, 400, 401 (traditional students) or EDUC-304, 317, 376, 406, 411 (bachelor completion students). Eight credits must be unique to the minor.
Elementary Education (BS Degree Completion)	**Program Information**	Viterbo's elementary education degree completion program is an online program that provides a pathway to licensure as an elementary educator for those who do not currently hold a bachelor's degree. Typically students enter this program having earned an associate degree or have 35–65 credits of undergraduate coursework. In this program students earn a BS in elementary education within two to three years.
	Policy	• See the School of Education Web page for teacher education policy.

Elementary Education (BS Degree Completion)	**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.

Elementary Education (BS Degree Completion)	**Bachelor of Science Requirement**	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.)
	Core Curriculum	See Core Curriculum section of the Catalog
	Final Requirements, Bachelor Completion	Complete a minimum of 120 college-level credits.
	Final Requirements, Bachelor Completion	Complete a minimum of 30 upper division credits (300/400).
	Elementary Ed (Degree Comp) , Major Requirements	EDUC-303, 304, 305, 307, 309, 314, 326, 345, 346, 347, 380, 409, 415, 426, 491, 492, MATH-210. (60 credits)
Elementary Education (BSEd)	**Program Information**	Viterbo's education program has a rich history of training teachers to become ethical leaders and exceptional educators. Viterbo elementary education majors log many 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.
	Policy	• See the School of Education Web page for teacher education policy.

Elementary Education (BSEd)	**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.

Elementary Education (BSEd)	**Bachelor of Science Requirement**	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.)
	Core Curriculum	See Core Curriculum section of the Catalog
	Final Requirements	Complete a minimum of 120 college-level credits.
	Final Requirements	Complete a minimum of 40 upper division credits (300/400).
	Elementary Education, Major Requirements	EDUC 150, 207, 215, 255, 280, 290, 302, 306, 308, 311, 316, 319, 323, 331, 343, 355, 405, 408, 413, 441, 482, MATH 155, 255, BIOL 100 or 160 or 161 or 203, CHEM 101 or ENVS 101 or PHYS 102, PSYC 171. (83 credits)
		Elementary Education (transfer agreement) Major (Bachelor of Science in Education) The Associate of Applied Science (AAS) degree in the Early Childhood Education and Foundations of Teacher Education programs must have been earned after May 2008 for Wisconsin Technical System graduates. Students may not begin these specifically-articulated transfer programs or be considered a student in these programs until the AAS degree has been completed and documented on the technical college transcript. A student who did not complete the AAS degree could instead complete the requirements of the general major, and any completed courses of the AAS would count toward the major, but in order to come into this articulated transfer agreement program, the AAS must be completed prior to transfer to Viterbo. The student cannot be dually enrolled . • **Core curriculum and mission seminars –** see core curriculum section of catalog. Education majors are required to take specific general education courses to satisfy DPI licensure requirements. Students may take any course fulfilling the core curriculum requirement categories, with the exception of specific courses in the following categories: historical analysis – HIST 111 or 112; scientific reasoning in the natural sciences – BIOL 100 or 160 or 161 or 203 and PHYS 102; integrating faith and practice – RLST 433. • **Major requirements (Early Childhood Education) –** EDUC 255, 290, 302, 306, 308, 311, 323, 355, 405, 413, 441, 482, MATH 255 • **Major requirements (Foundations of Teacher Education) –** EDUC 255, 290, 302, 306, 308, 311, 323, 355, 405, 413, 441, 482, MATH 255 • **Certifiable minor –** certifiable minors for elementary/middle education majors are available in early childhood education, English/language arts, history, mathematics, science, Spanish, and special education. Methods and student teaching in the minor are incorporated into the teaching major program. • **Bachelor of Science requirement –** a minimum of 11 credits of natural science and/or mathematics • **Final degree requirements –** a minimum of 120 college level credits, minimum of 40 credits at the 300/400 level Transfer courses and waivers and/or substitutions could modify the required credit total in the core curriculum and major.

Embedded Systems (Minor)	**Program Information**	The embedded systems minor integrates computer science and engineering, focusing on programming microprocessors and designing hardware systems. These skills are essential in robotics, where embedded systems control sensors, actuators, and decision-making algorithms. Students also explore applications in the Internet of Things (IoT), including smart devices, wearables, automotive systems, and medical technologies. With hands-on experience in circuit integration and low-level programming, the minor prepares students for careers in robotics, embedded AI, and advanced automation.
	Embedded Systems, Minor Requirements	CSCI-110, 320, 410, ENGR-130, 230, MATH-261, PHYS-250 or 260, 270. Eight credits must be unique to the minor.

Engineering (BS)	**Program Information**	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. For more information on the engineering program, click here.
	Learning Outcomes	• Problem Solving Skills (ABET 1): An ability to identify, formulate, and solve complex engineering problems by applying principles of engineering, science, and mathematics • Designing in Context (ABET 2): An ability to apply engineering design to produce solutions that meet specified needs with consideration of public health, safety, and welfare, as well as global, cultural, social, environmental, and economic factors • Communication (ABET 3): An ability to communicate effectively with a range of audiences • Ethical Responsibilities (ABET 4): An ability to recognize ethical and professional responsibilities in engineering situations and make informed judgments, which must consider the impact of engineering solutions in global, economic, environmental, and societal contexts • Working within a Team (ABET 5): An ability to function effectively on a team whose members together provide leadership, create a collaborative and inclusive environment. Establish goals, plan tasks, and meet objectives • Experimental Design and Analysis (ABET 6): An ability to develop and conduct appropriate experimentation, analyze and interpret data, and use engineering judgment to draw conclusions • Continuous Learning Techniques (ABET 7): An ability to acquire and apply new knowledge as needed, using appropriate learning strategies
	Bachelor of Science Requirement	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.)
	Core Curriculum	See Core Curriculum section of the Catalog
	Final Requirements	Complete a minimum of 120 college-level credits.
	Final Requirements	Complete a minimum of 40 upper division credits (300/400).
	Engineering, Major Requirements	ENGR 112, 130, 140, 230, 250, 280, 320, 350, 365, 370, 380, 489 or 490/491, 498, 499, MATH 220, 221, 320, 325, PHYS 260, 261, 270, 271, CHEM 120, 121, CSCI 140, MGMT 305, COMM 150 or MGMT 203. (88-89 credits)

Engineering (Minor)	**Program Information**	Minors at Viterbo University generally require between 15–25 credits upon completion. Transfer course and waivers and/or substitutions could modify these credit totals.
	Engineering, Minor Requirements	ENGR 130 ENGR 140, CSCI 140, six credits from ENGR 230, 250, 280, 350, 370, 380. Eight credits must be unique to the minor.
English (BA)	**Program Information**	Viterbo's English program allows students to explore the power of words and language while discovering and refining their own voices. Through a flexible combination of writing and literature courses, 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.
	Policy	• Students majoring in English must maintain an overall grade point average (GPA) of 2.0 in English courses in order to continue in the English program. Any student whose English GPA falls below 2.0 will be placed on probation for one semester. If the English GPA is not raised to at least 2.0 by the end of this one-semester grace period, the student may not enroll in additional English courses as an English major. No student will be allowed to graduate as an English major if his/her GPA in English courses is below 2.0. • A student who fails ENGL 255 twice will be dismissed from the English major. • All English majors write senior theses. 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.
	Learning Outcomes	• Demonstrate the ability to read analytically ◦ Literary texts ◦ Expository texts ◦ Multi-modal texts • Demonstrate the ability to write effectively ◦ Creative texts ◦ Expository texts ◦ Multi-modal texts • Demonstrate the ability to research and document proficiently • Demonstrate the ability to transfer skills to work
	Bachelor of Arts Requirement	Complete three classes (nine credits minimum) of world language in preferably one, but not more than two languages.
	Core Curriculum	See Core Curriculum section of the Catalog
	Final Requirements	Complete a minimum of 120 college-level credits.

English (BA)	**Final Requirements**	Complete a minimum of 40 upper division credits (300/400).
	English, Major Requirements	ENGL-112, 211, 218, 219, 253, 255, 273, 307, 336, 392 (3 credits), 481 (3 credits), fifteen ENGL elective credits including two courses from 329, 342, 343, 344, 350, 351, 352, two courses from 213, 214, 315, 317, 318, 332, 334. Complete a minimum of 24 upper division credits. (41 credits)
	School of Humanites Graduation Rquirmnt	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.
English Education (BS)	**Program Information**	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.

English Education (BS)	**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.

English Education (BS)	**Bachelor of Science Requirement**	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.)
	Core Curriculum	See Core Curriculum section of the Catalog
	Final Requirements	Complete a minimum of 120 college-level credits.
	Final Requirements	Complete a minimum of 40 upper division credits (300/400).
	English Education, Major Requirements	EDUC 150, 215, 255, 290, 300, 302, 306, 316, 319, 331, 408, 459, 482, PSYC 171. (47 credits)
	English Education, Major Requirements	ENGL 112, 211, 218, 219, 253, 255, 273, 329, 332, 336, 481 (3 credits), six credits from 213, 214, 307, 317, three credits from 342, 343, 344, three credits from 350, 351, 352. (43 credits)
English Literature (Minor)	**Program Information**	Minors at Viterbo University generally require between 15–25 credits upon completion. Transfer course and waivers and/or substitutions could modify these credit totals.
	English Literature, Minor Requirements	ENGL 253, 285, 343 or 385, 236 or 336, one course from 242, 263, 244, 342, 343, 344, one course from 250, 251, 252, 350, 351, 352. ENGL 255 is recommended. Students enrolling in the 300-level courses must also enroll in the 1-credit corequisite ENGL 392. Eight credits must be unique to the minor.
English Writing (Minor)	**Program Information**	Minors at Viterbo University generally require between 15–25 credits upon completion. Transfer course and waivers and/or substitutions could modify these credit totals.
	English Writing, Minor Requirements	ENGL 211, 273, three credits from 112, 218, 219, 401, six credits from 213, 214, 307, 311, 312, 317, 318, 334. Eight credits must be unique to the minor.

Environmental Science (Minor)	**Program Information**	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 science minor is an excellent choice. The environmental science 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.
	Environmental Science, Minor Requirements	ENVS 101 or BIOL 251, BIOL 161, BIOL 310 or 321, one additional course from BIOL 251, 310, 321, 340, CHEM 372, ENVS 101, 350, PHIL 302, RLST 380. Eight credits must be unique to the minor.
Ethics (Minor)	**Program Information**	The minor in ethics recognizes both the interdisciplinary nature of many moral problems as well as the value of ethical reasoning and ethical theory. Employers state that moral decision-making is one of the most important skills they seek, yet this area is rarely recognized as a specific area of competency. Given the importance of ethics and moral reasoning for students' own personal development, as well as its value for recognizing and resolving moral problems both in and out of the workplace, having a minor in ethics is a great way to prepare to deal with the complexity of the real world.
	Ethics, Minor Requirements	PHIL 100, one Social Justice and Equity course, two courses from PHIL-302, 315, 321, 322, two courses from ARTS-200, 206, BLAW-343, CRMJ-364, 380, 470, ECAS-100, 310, EDUC-340, 390, ENGL-252, 318, HIST-304, 341, 344, INTP-444, MGMT-375, 396, NURS-323, 336, 443, PHIL-244, 360, 370, PSYC-250, 374, 423, RLST-433, 465, SOCL-301, 320, 354, SOWK-333, 341, SPML-120. Eight credits must be unique to the minor.

Ethics, Culture, and Society (BS)	**Program Information**	Viterbo's interdisciplinary program combines courses from at least two academic disciplines, including history, philosophy, and art. Our program emphasizes collaborative problem-solving and community engagement. Personal choice will drive your pathway, with interdisciplinary studies focused on perspectives and creativity applied to real-world issues in the La Crosse community and beyond. Course-embedded assignments are connected to the D.B. Reinhart Institute for Ethics in Leadership series of speakers and annual conference.
	Policy	All majors are required to take a minimum of 12 credits in one discipline and nine credits in another, unrelated discipline. One of these disciplines must be in the Liberal Arts (art, history, literature, philosophy, mathematics, and social and natural sciences). All majors are encouraged to take more than the minimum requirements. For transfer students/students changing majors: No substitutions for ECAS-220/320 or ECAS-400. Credits for former major shift to a minor.
	Learning Outcomes	• Think critically in interdisciplinary contexts • Communicate effectively in integrated and interdisciplinary contexts • Apply ethical reasoning to connect experience and academic knowledge • Reflect and conduct moral self-assessment
	Bachelor of Science Requirement	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.)
	Core Curriculum	See Core Curriculum section of the Catalog
	Final Requirements	Complete a minimum of 120 college-level credits.
	Final Requirements	Complete a minimum of 40 upper division credits (300/400).
	Requirements, Ethics, Culture, and Society	ECAS-100, ECAS-220 (2 credits), ECAS-320 (2 credits), ECAS-400 (3 credits), PHIL-100 (or an upper division applied ethics course), two courses from HIST-359, PHIL-360, RLST-343, SOCL-354, a minimum of 21 additional credits, with 12 credits in one discipline and 9 credits in another unrelated discipline. Complete a minimum of 24 upper division credits. (40 credits)
	School of Humanites Graduation Rquirmnt	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.

Ethics, Culture, and Society (BS)		**Ethics, Culture, and Society (transfer agreement) Major (Bachelor of Science)** Students with an earned AAS degree in legal studies/paralegal from Western Technical College may earn a Bachelor of Science with a major in ethics, culture, and society. 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 AAS degree has been completed and documented on a transcript. The student cannot be dually enrolled. The AAS 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.
Exploring (Undeclared)	**Program Information**	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.
	Core Curriculum	See Core Curriculum section of the Catalog
	Final Requirements	Complete a minimum of 120 college-level credits.
	Final Requirements	Complete a minimum of 40 upper division credits (300/400).
	Incomplete Degree Audit	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.

Family Studies (Minor)	**Program Information**	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.
	Family Studies, Minor Requirements	PSYC 220 or 310 or 320 or SOCL 345 or SOWK 331, four courses from CRMJ 364, NURS 328, PHIL 244, PSYC 110, 421, SOCL-301, SOWK 210, 328, 333, 334, 341, 360. Eight credits must be unique to the minor.

Finance (BBA)	**Program Information**	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.
	Policy	• All students pursuing the BBA degree must maintain a cumulative grade point average of 2.5 or higher (on a 4.0 scale) in the major requirement courses, and students must receive a letter grade of C (2.0) or higher in each of these courses. If a grade of CD or below is earned in any of these courses, the course must be repeated until a grade of C or higher is achieved. Students pursuing the business education major must maintain a 2.75 grade point average in all business and education coursework. • All transfer students seeking an undergraduate degree offered by the Dahl School of Business must earn a minimum of 15 credits of business coursework at Viterbo University.
	Learning Outcomes	• Apply principles of various business disciplines to solve complex issues using strategic and critical approaches to decision-making and problem solving. • Apply an understanding of how the global economic environment functions to carry out financial operations and investing. • Demonstrate sound ethical decision-making skills to fundraising, wealth management, financial analysis, and capital budgeting. • Communicate clearly and objectively and effectively convey financial information. • Demonstrate an understanding of the legal and regulatory environment and the impact of changes in relevant requirements, constraints, and competitive practices. The **Servant Leadership Embedded Certificate** is embedded within the Business Core curriculum. The certificate outcomes include the following: • Practice ethical decision-making • Communicate through storytelling • Develop contemplation and discernment • Understand how to build community and support the Common Good The **Wealth Management Embedded Certificate** is embedded within the Finance major, accounting major, and accounting degree completion curriculums. The certificate outcomes include the following: • Understand risk and reward for individual assets and portfolios • Know and apply the value and limits of diversification • Understand types of investments and their role in strategic asset allocation • Describe risk and risk management for assets in different asset markets
	Core Curriculum	See Core Curriculum section of the Catalog

Finance (BBA)	**Final Requirements**	Complete a minimum of 120 college-level credits.
	Final Requirements	Complete a minimum of 40 upper division credits (300/400).
	Finance, Major Requirements	ACCT 211, 212, 415, BLAW 343, ECON 101, 102, 200, FINA 304, 331, 332, 355, 410, INFO 103, MATH 130 or BUSL 305, 270, MGMT 101, 210, 250, 300, 341, 374, 449, 492, MKTG 351, 356, SVLD 260, four credits of FINA 487. (69 credits)
Finance (Minor)	**Program Information**	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.
	Finance, Minor Requirements	FINA 331, 12 credits from ACCT 311, ECON 200, INFO 103, 303, or any FINA course. Eight credits must be unique to the minor.

Health Care Management (BBA Degree Completion)	**Program Information**	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.
	Policy	• All students pursuing the BBA degree must maintain a cumulative grade point average of 2.5 or higher (on a 4.0 scale) in the major requirement courses, and students must receive a letter grade of C (2.0) or higher in each of these courses. If a grade of CD or below is earned in any of these courses, the course must be repeated until a grade of C or higher is achieved. Students pursuing the business education major must maintain a 2.75 grade point average in all business and education coursework. • All transfer students seeking an undergraduate degree offered by the Dahl School of Business must earn a minimum of 15 credits of business coursework at Viterbo University. • Students completing a bachelor completion degree may not concurrently double major or double degree in a major offered as a traditional student major.
	Learning Outcomes	• Demonstrate mastery of management theories, principles, processes and skills, specific to the health care industry, to effectively lead and develop people in a health care setting • Apply principles of various business disciplines (including statistics, accounting, and finance) to address complex health care issues • Analyze the health care policy and delivery systems that drive strategies toward affordability, access, and growth • Apply sound legal and ethical decision-making skills to effectively address issues that affect health care organizations • Demonstrate the use of health care informatics to support organizational efficiency, regulatory compliance, and clinical and managerial decision-making • Examine the current quality improvement tools that are used to improve patient care and increase patient satisfaction The **Servant Leadership Embedded Certificate** is embedded within the Business Core curriculum. The certificate outcomes include the following: • Practice ethical decision-making • Communicate through storytelling • Develop contemplation and discernment • Understand how to build community and support the Common Good
	Core Curriculum	See Core Curriculum section of the Catalog
	Final Requirements, Bachelor Completion	Complete a minimum of 120 college-level credits.

Health Care Management (BBA Degree Completion)	**Final Requirements, Bachelor Completion**	Complete a minimum of 30 upper division credits (300/400).
	Health Care Mgmt Completion, Major Reqrmnnts	ECON 101 or 102, HMGT 306, 320, 330, 340, 375, 425, 445, BUSL 305, 308, 309, 400, SVLD 330, 430. (42 credits)
		Health Care Management (transfer agreement/degree completion) Major (Bachelor of Business Administration) The Associate of Applied Science (AAS) degree must have been earned after May 2006 for Western Technical College (WTC) graduates or after May 2013 for Chippewa Valley Technical College (CVTC) graduates. Students may not begin these specifically-articulated transfer programs or be considered a student in these programs until the AAS degree has been completed and documented on the technical college transcript. A student who did not complete the AAS degree could instead complete the requirements of the general major, and any completed courses of the AAS would count toward the major, but in order to come into this articulated transfer agreement program, the AAS must be completed prior to transfer to Viterbo. The student cannot be dually enrolled. • **Core curriculum –** see core curriculum section of catalog • **Major requirements (30 credits) –** see below • **Final degree requirements –** a minimum of 120 college level credits, minimum of 30 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** BUSL 308, 309, HMGT 306, 320, 340, 425, SVLD 330, 430 **Western TC - Medical Administrative Professional** BUSL 305, 308, 309, ECON 102, HMGT 306, 320, 330, 340, 375, 425, 445, SVLD 330, 430 **Western TC - Medical Lab Technician** ECON 102, HMGT 306, 320, 330, 340, 375, 425, 445, BUSL 305, 308, 309, SVLD 330, 430 **Western TC - Occupational Therapy Assistant** ECON 102, HMGT 306, 320, 330, 340, 375, 425, 445, BUSL 305, 308, 309, SVLD 330, 430 **Western TC - Physical Therapy Assistant** ECON 102, HMGT 306, 320, 330, 340, 375, 425, 445, BUSL 305, 308, 309, SVLD 330, 430 **Western TC - Radiography/span>** ECON 102, HMGT 306, 320, 330, 340, 375, 425, 445, BUSL 305, 308, 309, SVLD 330, 430

		Western TC - Respiratory Therapy/span> ECON 102, HMGT 306, 320, 330, 340, 375, 425, 445, BUSL 305, 308, 309, SVLD 330, 430 **Western TC - Surgical Technology/span>** ECON 102, HMGT 306, 320, 330, 340, 375, 425, 445, BUSL 305, 308, 309, SVLD 330, 430 **CVTC - Health Information Management and Technology/span>** ECON 102, HMGT 306, 320, 340, 425, BUSL 308, 309, SVLD 330, 430 **CVTC - Health Navigator/span>** ECON 102, HMGT 306, 320, 330, 340, 375, 425, BUSL 305, 308, 309, SVLD 330, 430
Health Care Management (Minor)	**Program Information**	Minors at Viterbo University generally require between 15-25 credits upon completion. Transfer course and waivers and/or substitutions could modify these credit totals.
	Health Care Management, Minor Requirements	HMGT 306, 320, nine credits from HMGT 330, 340, 350, 375, 425, 445, 487. Eight credits must be unique to the minor.
History (Minor)	**Program Information**	Supplement your skills in written and oral communication, while also learning to be an informed citizen of the world. The history minor generally requires between 15–25 credits for completion. Course transfers, waivers, and/or substitutions could modify these credit totals.
	Cert Hist, Early Adol-Adol, Minor Rqrmnts	HIST 101 or 105, 102 or 106, 111, 112, one course from 153, 349, 370, 373, 395, six credits HIST electives (excluding 487) (At least six credits must be in courses numbered 300 or above.). Eight credits must be unique to the minor.
	Cert Hist, Mid Chld-Early Adol, Minor Rqrmnts	HIST 101 or 105, 102 or 106, 111, 112, one course from 153, 349, 370, 373, 395, six credits HIST electives (excluding 487) (At least six credits must be in courses numbered 300 or above.). Eight credits must be unique to the minor.

History (Minor)	**History, Minor Requirements**	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, 304, 315, 342, 344, 349, 359, 370, 373). One course from Category II: West and the World (HIST-101, 102, 153, 308, 330, 335, 346, 351, 395.) One course from Category III: Historical Continuity and Change (HIST-217, 218, 254, 311, 341, 347, 352, 353, 354, 355, 380, 385.)
Human Resources Management (Minor)	**Program Information**	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.
	Human Resources Management, Minor Requirements	BLAW 344, MGMT 322, 342, six credits from BUSL 402, MGMT 341, 374, 375, 396, PSYC 250, 270, 345, 351. Eight credits must be unique to the minor.
Interpreting Studies (Minor)	**Program Information**	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.
	Interpreting Studies, Minor Requirements	INTP 301, 444, 452 or 456, SPAN 305, 361 or 364 or 367. Eight credits must be unique to the minor.

Latin American and Latino/a Studies (Minor)	**Program Information**	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. This minor can help you enrich a skill set that is valuable in health care, education, business, social work, and communication fields. This minor also promotes two significant outcomes: 1. Raise awareness of social justice issues related to Latin American populations and Latinos in the United States 2. Encourage local, national, and international engagement and advocacy toward social justice issues in Latin America and Latinos in the United States
	Latin American Studies, Minor Requirements	HIST 153 or LASP 312, six credits of Spanish language, nine credits chosen from HIST 349, INTP 444, LASP 200, PHIL 365, SPAN 321, 322, 486, any Spanish language course (three to four credits) depending on placement. Study abroad experiences in a Spanish Speaking country would count for this minor. Eight credits must be unique to the minor.
	Latino/a Studies, Minor Requirements	HIST 153 or SPAN 323, 12 credits from HIST 349, INTP 444, LASP 200, 312, 316, 486, 487, 488, SPAN 321, 322, 486, VUSM 240, or any Spanish language course (three to four credits) depending on placement. Study abroad experiences in a Spanish Speaking country would count for this minor. Eight credits must be unique to the minor.
Legal Studies (Minor)	**Program Information**	In our legal studies minor, you will explore legal issues in a variety of ways. This minor is perfect if you want to apply to law school upon graduation and wish to gain an intellectual base in legal studies at the undergraduate level. Legal studies is also relevant if you have an interest in the law and pursue the minor in order to complement your major—generally one in the humanities. The minor includes courses in business law, philosophy, and criminal justice courses and consists of 18 credit hours.
	Policy	No more than six credits may come from the courses required in the students major or any one department.
	Legal Studies, Minor Requirements	BLAW 343, PHIL 315, POSC 121; nine credits from BLAW 287, 344, 450, 487, CRMJ 150, 351, 370, ECAS 287, 487, ENGL 307, PHIL 100, 320, 360, SOCL 150, 351, SOWK 341, SPML 340. Eight credits must be unique to the minor.

Marketing (BBA)	**Program Information**	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.
	Policy	• All students pursuing the BBA degree must maintain a cumulative grade point average of 2.5 or higher (on a 4.0 scale) in the major requirement courses, and students must receive a letter grade of C (2.0) or higher in each of these courses. If a grade of CD or below is earned in any of these courses, the course must be repeated until a grade of C or higher is achieved. Students pursuing the business education major must maintain a 2.75 grade point average in all business and education coursework. • All transfer students seeking an undergraduate degree offered by the Dahl School of Business must earn a minimum of 15 credits of business coursework at Viterbo University.
	Learning Outcomes	• Make strategic marketing decisions based on market research and environmental analysis • Analyze ethical implications of marketing messages presented to various audiences • Integrate the promotional mix variables into a comprehensive and consistent message • Implement the relationship selling model • Integrate all aspects of marketing to solve and manage a marketing related issue for a local business The **Servant Leadership Embedded Certificate** is embedded within the Business Core curriculum. The certificate outcomes include the following: • Practice ethical decision-making • Communicate through storytelling • Develop contemplation and discernment • Understand how to build community and support the Common Good
	Core Curriculum	See Core Curriculum section of the Catalog
	Final Requirements	Complete a minimum of 120 college-level credits.
	Final Requirements	Complete a minimum of 40 upper division credits (300/400).
	Marketing, Major Requirements	ACCT 211, BLAW 343, ECON 101, 102, FINA 331, MATH 130 or BUSL 305, MATH 270, MGMT 101, 210, 250, 300, 341, 374, 449, 492, MKTG 351, 353, 354, 356, 361, 362, 450, four credits of 487, SVLD 260. (67 credits)

Marketing (BBA)		**Marketing (transfer agreement) Major (Bachelor of Business Administration)** The Associate of Applied Science (AAS) 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 AAS degree has been completed and documented on the technical college transcript. A student who did not complete the AAS degree could instead complete the requirements of the general major, and any completed courses of the AAS would count toward the major, but in order to come into this articulated transfer agreement program, the AAS must be completed prior to transfer to Viterbo. The student cannot be dually enrolled. • **Core curriculum and mission seminars (32-52 credits) –** see core curriculum section of catalog • **Major requirements (25-35 credits) – see below** • **Final degree requirements –** a minimum of 120 college level credits, minimum of 40 credits at the 300/400 level Transfer courses and waivers and/or substitutions could modify the required credit total in the core curriculum and major. **Western TC - Digital Marketing** ACCT 211, BLAW 343, FINA 331, MGMT 341, 374, 449, 492, MKTG 356, 361, 362, 450, four credits of MKTG 487 **Western TC - Digital Media Production** ACCT 211, BLAW 343, ECON 102, FINA 331, MGMT 341, 374, 449, 492, MKTG 351, 353, 361, 362, 450 **Western TC - Graphic Design** ACCT 211, BLAW 343, ECON 102, FINA 331, MGMT 341, 374, 449, 492, MKTG 353, 354, 361, 362, 450 **Western TC - Sales Management** ACCT 211, COMM 105, MGMT 374, 449, 492, MKTG 353, 354, 361, 362, 450, four credits of MKTG 487, six credits upper division electives
Marketing (Minor)	**Program Information**	Minors at Viterbo University generally require between 15-25 credits upon completion. Transfer course and waivers and/or substitutions could modify these credit totals.
	Marketing, Minor Requirements	MKTG 351, 361, nine credits from any MKTG courses or SPML 455. Eight credits must be unique to the minor.

Mathematics (Minor)	**Program Information**	Minors at Viterbo University generally require between 15–25 credits upon completion. Transfer course and waivers and/or substitutions could modify these credit totals.
	Policy	A minimum of eight credits must be unique to the minor and must not be part of the students major, prerequisites or support courses for the major, nor part of another minor. A student may be required to take MATH 112 or 113 as preparation for 220, depending on their initial placement.
	Cert Math, Early Adol-Adolscnc, Minor Rqrmnts	MATH 220, 221, 230, 261, 450. Eight credits must be unique to the minor.
	Cert Math, Mid Chld-Early Adol, Minor Rqrmnts	MATH 113, 220, 221, 230, one course from 261, 325, 335, 344, 450, 498, 499. Eight credits must be unique to the minor.
	Mathematics, Minor Requirements	CSCI 140, 220, 221, one course from 230, 261, one course from 230, 320, 325, 335, 344, 420, 450. Eight credits must be unique to the minor.
Mathematics Education (BS)	**Program Information**	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.

Mathematics Education (BS)	**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.

Mathematics Education (BS)	**Bachelor of Science Requirement**	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.)
	Core Curriculum	See Core Curriculum section of the Catalog
	Final Requirements	Complete a minimum of 120 college-level credits.
	Final Requirements	Complete a minimum of 40 upper division credits (300/400).
	Mathematics Education, Major Requirements	EDUC 150, 215, 255, 290, 300, 302, 306, 316, 331, 355, 408, 459, 482, PSYC 171. (47 credits)
	Mathematics Education, Major Requirements	INFO-103, MATH-220, 221, 230, 261, 325, 365, 450, PHYS 260, 270, two courses from 320, 335, 344, 420, 498, 499. (38 or 40 credits)
Military Leadership (Minor)	**Program Information**	The military leadership minor provides the foundation leadership practice and principles that will prepare students to lead effectively within and outside a military career. It pairs a rigorous military leadership curriculum with additional perspectives from the study of history and servant leadership. This minor requires a minimum of 15 credits.
	Military Leadership, Minor Requirements	MSCI-301, 302, 401, 402, 403, three credits from SVLD. Eight credits must be unique to the minor.

Music (BM - No Concentration)	**Program Information**	The Bachelor of Music degree is for students who want a professional degree in music with the flexibility to pursue numerous areas of specialty. Bachelor of Music students have available credits to either pursue a music-area concentration or to double major. These options uniquely prepare students for professional careers in the field of music, such as performance, music education, music business, non-profit work, or church musician, to name a few. The program is accredited by the National Association of Schools of Music.
	Policy	• All music majors are required to attend the weekly music department forum every semester in which they are enrolled except for semesters they are registered for MUSC 425 or 429. • All music majors are required to register for MUSC 137/337 (Concert Choir) every semester in which they are enrolled except for semesters they are registered for MUSC 425 or 429. • All music majors must register for a piano class, aural skills class, and music theory class each semester until all sequences are successfully completed. Music majors who have not completed all levels of Piano Proficiency, Aural Skills, and Music Theory by the end of their sixth semester of full-time study in music must petition the music department to continue as a music major. • 100-level ensembles and applied lessons courses are for freshmen and sophomore standing and 300-level ensembles and applied lessons courses are for junior and senior standing • Music Majors taking MUVO 171/371 must concurrently be registered for MUVO 172/372 • An applied lesson fee is charged for each credit of applied lessons – see Tuition and Fees
	Learning Outcomes	• Develop literacy of music through analysis, arrangement, composition, and improvisation. • Distinguish important stylistic trends in music, including western, popular, and world genres. • Demonstrate performance skills requisite for artistic self expression. • Apply knowledge of current teaching methods, materials, and technology to musical instruction.
	Core Curriculum	See Core Curriculum section of the Catalog
	Final Requirements	Complete a minimum of 120 college-level credits.
	Final Requirements	Complete a minimum of 40 upper division credits (300/400).
	Music, Major Requirements	CNSV 350 or 355, MUSC 105, 106, 107, 151, 152, 205, 206, 207, 251, 265, 327, 328, 453, eight credits of MUPI or MUVO 171/371, eight semesters of MUSC 137/337 (min four credits), six credits of electives from MUSC, MUVO, MUPI, MUIN.
		The degree Bachelor of Music is granted accreditation by the National Association of Schools of Music, 11250 Roger Bacon Drive, Suite 21, Reston, VA 20190; 703-437-0100; https://nasm.arts-accredit.org/

Music (Minor)	**Program Information**	Minors at Viterbo University generally require between 15–25 credits upon completion. Transfer course and waivers and/or substitutions could modify these credit totals. ____
	Music, Minor Requirements	Music Theatre Major: two credits aural skills, five credits of applied music lessons, five semesters of ensembles (min three credits), six credits of music electives. Non-Music Theatre Major: MUSC-151, one credit piano proficiency, two credits aural skills, three credits applied lessons, three semesters ensemble (min one credit), six credits of music electives. Eight credits must be unique to the minor.

Music Education (BM Concentration)	**Program Information**	The Bachelor of Music degree with a concentration in music education prepares students for teacher licensure through the Wisconsin Department of Public Instruction. Students are certified to teach K–12 general music, 6–12 choral music, and receive instrumental instruction in compliance with the state rule requiring broad preparedness in music. Viterbo University has active student chapters in the National Association for Music Education, National Association of Teachers of Singing, and the American Choral Directors Association and a near 100% placement rate for its graduates. The program is accredited by the National Association of Schools of Music.
	Policy	• ◦ All music majors are required to attend the weekly music department forum every semester in which they are enrolled except for semesters they are registered for MUSC 425 or 429. ◦ All music majors are required to register for MUSC 137/337 (Concert Choir) every semester in which they are enrolled except for semesters they are registered for MUSC 425 or 429. ◦ All music majors must register for a piano class, aural skills class, and music theory class each semester until all sequences are successfully completed. Music majors who have not completed all levels of Piano Proficiency, Aural Skills, and Music Theory by the end of their sixth semester of full-time study in music must petition the music department to continue as a music major. ◦ 100-level ensembles and applied lessons courses are for freshmen and sophomore standing and 300-level ensembles and applied lessons courses are for junior and senior standing ◦ Music Majors taking MUVO 171/371 must concurrently be registered for MUVO 172/372 ◦ An applied lesson fee is charged for each credit of applied lessons – see Tuition and Fees
	Learning Outcomes	• Develop literacy of music through analysis, arrangement, composition, and improvisation. • Distinguish important stylistic trends in music, including western, popular, and world genres. • Demonstrate performance skills requisite for artistic self expression. • Apply knowledge of current teaching methods, materials, and technology to musical instruction.
	Core Curriculum	See Core Curriculum section of the Catalog
	Final Requirements	Complete a minimum of 120 college-level credits.
	Final Requirements	Complete a minimum of 40 upper division credits (300/400).
	Music Education, Major Requirements	EDUC 150, 255, 290, 302, 306, 482, MUSC 311, 312, 340, 342, 425, 429, PSYC 171.
	Music Education, Major Requirements	MUSC 105, 106, 107, 151, 152, 205, 206, 207, 237, 238, 251, 265, 327, 328, 365, 420, 453, CNSV 350 or 355, 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 taken concurrently with MUVO-171/371. (50 cr voice, 52 cr piano)

Music Education (BM Concentration)		The degrees Bachelor of Music in Performance, Bachelor of Music Education and Bachelor of Music 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; https://nasm.arts-accredit.org/.
Music Performance (BM Concentration)	**Program Information**	The Bachelor of Music degree with a concentration in vocal performance prepares singers for careers not limited to work with professional vocal ensembles, opera companies, production companies, and music academies. Viterbo University singers can receive rigorous training in both classical and contemporary styles and are competitive in the National Association of Teachers of Singing, Classical Singer, and Schubert Club competitions. Viterbo performance graduates consistently matriculate to prestigious graduate programs and opera internships. The program is accredited by the National Association of Schools of Music. ____
	Policy	• ◦ All music majors are required to attend the weekly music department forum every semester in which they are enrolled except for semesters they are registered for MUSC 425 or 429. ◦ All music majors are required to register for MUSC 137/337 (Concert Choir) every semester in which they are enrolled except for semesters they are registered for MUSC 425 or 429. ◦ All music majors must register for a piano class, aural skills class, and music theory class each semester until all sequences are successfully completed. Music majors who have not completed all levels of Piano Proficiency, Aural Skills, and Music Theory by the end of their sixth semester of full-time study in music must petition the music department to continue as a music major. ◦ 100-level ensembles and applied lessons courses are for freshmen and sophomore standing and 300-level ensembles and applied lessons courses are for junior and senior standing ◦ Music Majors taking MUVO 171/371 must concurrently be registered for MUVO 172/372 ◦ An applied lesson fee is charged for each credit of applied lessons – see Tuition and Fees
	Learning Outcomes	• Develop literacy of music through analysis, arrangement, composition, and improvisation. • Distinguish important stylistic trends in music, including western, popular, and world genres. • Demonstrate performance skills requisite for artistic self expression. • Apply knowledge of current teaching methods, materials, and technology to musical instruction.
	Core Curriculum	See Core Curriculum section of the Catalog
	Final Requirements	Complete a minimum of 120 college-level credits.
	Final Requirements	Complete a minimum of 40 upper division credits (300/400).

Music Performance (BM Concentration)	**Music Performance, Major Requirements**	CNSV 350 or 355, MUSC 105, 106, 107, 151, 152, 205, 206, 207, 251, 265, 327, 328, 453, eight credits of MUPI or MUVO 171/371, eight semesters of MUSC 137/337 (min four credits). A student must also declare an emphasis from voice or piano.
		• **Voice Emphasis** - MUSC-237, 238, 332, 420, 465, THTR-107, MUTH-300, DANC-110, CNSV-450, eight credits of MUVO-172/372, two courses from THTR-119, 319 (min 1 credit) • **Piano Emphasis** - MUSC-308, 333, 433, CNSV-455 The degrees Bachelor of Music in Performance, Bachelor of Music Education and Bachelor of Music 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; https://nasm.arts-accredit.org/

Musical Theatre (BFA)	**Program Information**	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.
	Policy	• Students wishing to major in theatre or musical theatre must audition and interview with a faculty committee. • All students taking MUTH 171/371, private voice lessons are required to perform juries at the end of every semester and attend voice studio class when offered. • There will be a qualifying audition for those students who wish to test out of DANC 110 and/or other lower division dance courses. Students who test out of DANC 110 and/or other lower division dance courses must still complete six credits of dance courses. • Students in all degree programs are considered part of the department's theatre "company." All majors are required to be actively involved in each production through design, performance, and technical support in one of the shops or in service as a member of a production crew. Through practical experiences in all aspects of theatre, students enhance their knowledge and gain a respect and appreciation for theatre as a collaborative art form. • Students must earn a grade of C or higher in any theatre course required for the major or emphasis. Earning lower than a C will require the student to retake the course.
	Learning Outcomes	• 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 • Demonstrate a flexible, strong, and controlled voice with trained breath support; appropriate vocal range and freedom from vocal and postural tension in rehearsal and performance; the student will also demonstrate the ability to project the voice effectively in theatre spaces of varying sizes • Demonstrate musicianship by learning accurate rhythm, pitch, phrasing, tempi, and appropriate vocal style that is consistent with performance practice in their vocal repertoire • Demonstrate physical competence in dance and movement • Demonstrate a knowledge and understanding of basic production elements, including a thorough command of make-up for a variety of characters • Demonstrate knowledge of musical theatre repertory, the history of its development and the relationship of this history to styles of performance • Demonstrate effective audition techniques
	Core Curriculum	See Core Curriculum section of the Catalog
	Final Requirements	Complete a minimum of 120 college-level credits.
	Final Requirements	Complete a minimum of 40 upper division credits (300/400).

Musical Theatre (BFA)	**Musical Theatre, Major Requirements**	CNSV 460, MUSC 100, 105, 151, 152, MUTH 326, 336, 339, 370, THTR 107, 110, 121, 147, 155, six credits from 160 or 175 or 180 or 260, 207, 244, 341, 407, six credits from DANC 110, 214, 220, 230, 250, 270, 314, 330, 350, 370, 414, 430, MUSC-284, four credits of MUTH 170, four credits of MUTR 171, four credits of MUTR 371, two credits of MUTR 172, two credits of MUTR 372, six credits from THTR 119, 319. (72 credits).
Neuroscience (BS)	**Program Information**	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.
	Policy	• 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. • 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.
	Learning Outcomes	• Understand and explain fundamental concepts in neuroscience, biology, and psychology. • Read and analyze primary scientific literature in neuroscience, biology, and psychology. • Integrate research findings across disciplines and levels of analysis. • Develop hypotheses and design experiments. • Collect, analyze, and interpret quantitative data.
	Bachelor of Science Requirement	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.)
	Core Curriculum	See Core Curriculum section of the Catalog
	Final Requirements	Complete a minimum of 120 college-level credits.
	Final Requirements	Complete a minimum of 40 upper division credits (300/400).
	Neuroscience, Major Requirements	BIOL 160, 161, 250, 251, 340, 397, CHEM 120, 121, MATH 230, NEUR 261, 305, 324, 353, 430, 498 or BIOL 489 or BIOL 498, 499, PSYC 171, 340. (54-60 credits)

Neuroscience (BS)		**Undergraduate Student Enrollment in Master of Science in Mental Health Counseling** Exceptional undergraduate students seeking a bachelor degree in neuroscience can apply to the Master of Science in Mental Health Counseling (MSMHC) 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.
Neuroscience (Minor)	**Program Information**	The total credits of the minor requirements are 14. Transfer course, waivers and/or substitutions, and prerequisite courses could modify these credit totals.
	Neuroscience, Minor Requirements	NEUR 261, 324, 353, 430, PSYC 171. Eight credits must be unique to the minor.
Nursing (BSN Degree Completion)	**Program Information**	Viterbo's BSN degree completion program is a fully-online 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 a minimum of one year. A degree plan will be created for you depending on the credits you transfer.
	Policy	**Admission to Professional Pathways** 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 **has not** applied for aid elsewhere. 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: • Complete Anatomy and Physiology and either Advanced Anatomy

and Physiology or Microbiology, with a minimum grade of “C” in both courses
- Complete 15 credits of general education requirements, including: Written Communication, Speech, Sociology, Psychology, & Developmental Psych, with a minimum 2.25 GPA
- Maintain a minimum 2.25 GPA throughout the program

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 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.
- 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.
- 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 - including COVID-19 complete series, and background checks) as specified for prescribed coursework and clinical experiences.
- Federal and state statues 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	• Provide holistic relationship-based care that is congruent with the principles of diversity, equity, and inclusion for all persons, families, communities and society. • Communicate and collaborates effectively with clients, health team members, and community stakeholders to achieve optimal holistic health outcomes. • Integrate knowledge from the liberal arts, the sciences, health information technologies, and the discipline of nursing to provide professional holistic nursing care. • Demonstrate safe, evidence-informed clinical reasoning in designing and providing professional holistic nursing care to achieve quality health outcomes. • Provide respectful and compassionate care through incorporating the values, standards and ethical principles of the nursing discipline. • Demonstrate development as a professional holistic nurse leader through reflective practice, self-care, and scholarly inquiry.
	Bachelor of Science Requirement	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.)
	Core Curriculum	See Core Curriculum section of the Catalog
	Final Requirements, Bachelor Completion	Complete a minimum of 120 college-level credits.
	Final	Complete a minimum of 30 upper division credits (300/400).

	Requirements, Bachelor Completion	
	Nursing Completion, Major Requirements	NURS 315 or MATH 130, NURS 340, 353, 450, 451, 462, 472, 476, 481. (25 credits)
Nursing (BSN)	**Program Information**	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.

	Policy	**Admission to the Nursing Major (traditional BSN)**
		
		The following requirements must be met in order to be accepted as a nursing major:
		
		• composite ACT score of 18 (exceptions have been made for Fall 2021, Spring and Fall 2022)
		• high school rank in the 50th percentile or higher; applicants with no high school rank must have a high school grade point average of 3.0/4.0 scale
		• completion of one year of high school chemistry, or equivalent, with grades of C or better
		• completion of two years of high school algebra, or equivalent, with grades of C or better
		
		Admission to the Professional Nursing Program (traditional BSN)
		
		Viterbo will admit two cohorts into the professional nursing sequence (fall and spring). Viterbo students wishing to enter the professional nursing program at the sophomore level must complete a formal application for admission prior to the semester of desired entry.
		
		• FALL COHORT
		  ◦ Completed prerequisites and in-process prerequisites during spring semester. The application deadline is April 1*. Applicants will be notified of admission decisions by April 18*.
		  ◦ 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 Nov. 1*. Applicants will be notified of admission decisions by Nov. 18*.
		
		*Dates above may be adjusted for weekends and/or holidays.
		
		• 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)
    - 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 Review Team will review student records after the posting of current semester grades. The committee will admit the most qualified students based on a holistic review of items that may include cumulative grade point average (GPA), cumulative GPA in prerequisite courses, science GPA, previous academic records, interview, essay, or other supplemental items . 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 due to enrollment limits 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)

- Viterbo will admit two cohorts intro the professional nursing sequence (fall and spring). In addition, transfer students will have the option to apply for direct entry into the professional nursing sequence if they meet all qualifications. The size of each cohort is limited and priority is given to current Viterbo students. See application requirements in **Admission to the Professional Nursing Program** section above.
- 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)
    - Cumulative grade point average (GPA) of 2.75 or above
- 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 form - Nursing Physical Form;
        - Record of up-to-date immunization status including – tetanus, diphtheria, measles, mumps, rubella, hepatitis B, COVID-19 (complete series), 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)** • In order to progress in the professional nursing sequence, students must earn a grade of C in BIOL 296 or repeat the course until a grade of C is earned. • Students are expected to earn grades of C or higher in nursing courses. Students who earn a grade of CD or lower in a nursing course will be placed on probation and must earn grades of C or better in all remaining nursing courses. Failure to do so will result in dismissal from the program. • In addition, students must maintain a cumulative grade point average (GPA) of 2.5 or higher throughout the nursing program. Failure to do so will result in being dropped from the program until the 2.5 GPA is reestablished. **Readmission Policy (traditional BSN)** • An individual previously dismissed from the School of Nursing seeking readmission shall be required to complete a readmission packet. The guidelines shall be obtained from the Associate Dean of Undergraduate Nursing Programs. The completed readmission packet will be evaluated on an individual basis by a readmission board.
	Learning Outcomes	• Provide holistic relationship-based care that is congruent with the principles of diversity, equity, and inclusion for all persons, families, communities, and society. • Communicate and collaborates effectively with clients, health team members, and community stakeholders to achieve optimal holistic health outcomes. • Integrate knowledge from the liberal arts, the sciences, health information technologies, and the discipline of nursing to provide professional holistic nursing care. • Demonstrats safe, evidence-informed clinical reasoning in designing and providing professional holistic nursing care to achieve quality

		health outcomes. • Provide respectful and compassionate care through incorporating the values, standards, and ethical principles of the nursing discipline. • Demonstrate development as a professional holistic nurse leader through reflective practice, self-care, and scholarly inquiry.
	Bachelor of Science Requirement	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.)
	Core Curriculum	See Core Curriculum section of the Catalog
	Final Requirements	Complete a minimum of 120 college-level credits.
	Final Requirements	Complete a minimum of 40 upper division credits (300/400).
	Nursing, Major Requirements	BIOL 104, 114, 296, CHEM 106 or 120 and 121, MATH 130 or 230, NURS 201, 222, 231, 232, 242, 314, 326, 328, 336, 337, 342, 349, 360, 413, 416, 417, 448, 463, 484, NUTR-280, PSYC 171, 220. 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)
Nutrition (Minor)	**Program Information**	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.
	Nutrition, Minor Requirements	NUTR-173, 280 or 340, 372, and six credits from 231, 368, 370, 374, 440. Eight credits must be unique to the minor.

Nutrition Sciences (BS)	**Program Information**	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. Viterbo Universitys nutrition and dietetics degrees are accredited by the Accreditation Council for Education in Nutrition and Dietetics (ACEND), an affiliate for the professional organization, the Academy of Nutrition and Dietetics, 120 South Riverside Plaza, Suite 2190 Chicago, IL 60606.
	Learning Outcomes	• Scientific and Evidence Base of Practice: Integrate scientific information and translation of research into practice • Professional Practice Expectations: Knowledge of beliefs, values, attitudes ,and behaviors for professional practice • Clinical and Customer Services: Develop and deliver information, products, and services to individuals, groups, and populations • Practice Management and Use of Resources: Strategically apply principles of management and systems in the provision of services to individuals and organizations • Provide nutrition education to community groups for health promotion and disease prevention using a variety of technology
	Bachelor of Science Requirement	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.)
	Core Curriculum	See Core Curriculum section of the Catalog
	Final Requirements	Complete a minimum of 120 college-level credits.
	Final Requirements	Complete a minimum of 40 upper division credits (300/400).
	Nutrition Sci, Dietitian Path, Major Requirements	NUTR 140, 173, 231 or 443, 273, 340, 341, 351, 352, 368, 370, 372, 374, 430, 440, 468, 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, PSYC 171, 270. (86-103 credits)
	Nutrition Science, Major Requirements	BIOL-160, 161, 250, 347, 376, 426, 430, 482, CHEM-120, 121, 240, 340, 370, MATH-230, PHYS-250, 251, 270, 271, PSYC-171, 270, 424, SOCL-125, NUTR-340, 341, 368, 370, 372, 374, 440, 470, 472, 478.

Nutrition Sciences (BS)		**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 should complete all admission requirements for the MSCMD by Oct. 1 of senior year first 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.
Philosophy (Minor)	**Program Information**	Gain the critical thinking, communication, and ethical decision-making skills that employers seek. The ethics, culture, and society philosophy minor generally requires 15–25 credits for completion. Course transfers, waivers, and/or substitutions could modify these credit totals.
	Philosophy, Minor Requirements	PHIL 100 or 101, twelve credits of PHIL. Eight credits must be unique to the minor.
Playwriting (Minor)	**Program Information**	The total credits of the minor requirements are 15–16. Transfer course, waivers and/or substitutions, and prerequisite courses could modify these credit totals.
	Playwriting, Minor Requirements	THTR-155, 320, 440, 465, VUSM-252. Eight credits must be unique to the minor.

Political Science (Minor)	**Program Information**	Our political science minor deepens your knowledge on how governments, institutions, public policy, and political behavior work in the modern world. This minor is perfect if you plan to enter a career in government service, public policy, journalism, or a related profession. Political science can also help you prepare for law school and other graduate programs.
	Political Science, Minor Requirements	POSC 121, HIST 308, 315, one course from PHIL 315, 360, one course from HIST 341, SOCL 354. Eight credits must be unique to the minor.
Pre-Anesthesiologist Assistant	**Program Information**	Anesthesiologist assistants are highly educated allied health professionals who work under the direction of an anesthesiologist to help implement the anesthetic plan as prescribed by the anesthesiologist. Anesthesiologist assistants are trained through master's degree professional programs in the delivery and maintenance of quality anesthesia care as well as advanced patient monitoring techniques. Anesthesiologist assistants can be thought of as similar to physician assistants, except that they work exclusively with anesthesiologists and practicing independently or in a primary care setting is NOT included in the Anesthesiologist assistants scope of practice. Anesthesiologist assistants usually practice in a hospital setting that uses an Anesthesia Care Team approach and are always supervised by anesthesiologists. This track requires selection of a major.
	Core Curriculum	See Core Curriculum section of the Catalog
	Final Requirements	Complete a minimum of 120 college-level credits.
	Final Requirements	Complete a minimum of 40 upper division credits (300/400).
	Incomplete Degree Audit	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 Pre-Professional Handbook for more specific information about each pre-professional program.

Pre-Audiologist	**Program Information**	Audiologists examine individuals of all ages and identify those with the symptoms of hearing loss and other auditory, balance, and related sensory and neural disorders. They then assess the nature and extent of the dysfunction and assist patients in the treatment and management of their disorder. Audiologists earn the Doctor of Audiology (Au.D.) degree, as this is the entry level degree for clinical practice. This track requires selection of a major.
	Core Curriculum	See Core Curriculum section of the Catalog
	Final Requirements	Complete a minimum of 120 college-level credits.
	Final Requirements	Complete a minimum of 40 upper division credits (300/400).
	Incomplete Degree Audit	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 Pre-Professional Handbook for more specific information about each pre-professional program.
Pre-Chiropractic	**Program Information**	A chiropractor focuses on the diagnosis and treatment of neuromuscular disorders, with an emphasis on treatment through manual adjustment and/or manipulation of the spine.
	Core Curriculum	See Core Curriculum section of the Catalog
	Final Requirements	Complete a minimum of 120 college-level credits.
	Final Requirements	Complete a minimum of 40 upper division credits (300/400).
	Incomplete Degree Audit	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.

Pre-Chiropractic		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 Pre-Professional Handbook for more specific information about each pre-professional program.
Pre-Clinical/Medical Laboratory Scientist	**Program Information**	Clinical laboratory scientists (CLS) (also known as medical laboratory scientists) work with state-of-the-art equipment to analyze a variety of biological specimens. CLS personnel are responsible for performing scientific testing on samples and reporting the results to physicians. Clinical Laboratory Scientists collaborate very closely with physicians in diagnosing and monitoring disease processes, as well as monitoring the effectiveness of therapy.
	Core Curriculum	See Core Curriculum section of the Catalog
	Final Requirements	Complete a minimum of 120 college-level credits.
	Final Requirements	Complete a minimum of 40 upper division credits (300/400).
	Incomplete Degree Audit	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 Pre-Professional Handbook for more specific information about each pre-professional program.
Pre-Dentistry	**Program Information**	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.
	Core Curriculum	See Core Curriculum section of the Catalog
	Final Requirements	Complete a minimum of 120 college-level credits.
	Final Requirements	Complete a minimum of 40 upper division credits (300/400).

Pre-Dentistry	**Incomplete Degree Audit**	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 Pre-Professional Handbook for more specific information about each pre-professional program.
Pre-Genetic Counselor	**Program Information**	Genetic counselors are professionals who have specialized education in genetics and counseling to provide personalized help patients may need as they make decisions about their genetic health and how genetic conditions may affect their families. Genetic counselors have advanced training in medical genetics and counseling to interpret genetic test results to guide and support patients. Genetic counselors typically receive a bachelors degree in biology, social science or a related field, and then go on to receive specialized training via a Masters degree in genetic counseling. This track requires selection of a major.
	Core Curriculum	See Core Curriculum section of the Catalog
	Final Requirements	Complete a minimum of 120 college-level credits.
	Final Requirements	Complete a minimum of 40 upper division credits (300/400).
	Incomplete Degree Audit	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 Pre-Professional Handbook for more specific information about each pre-professional program.

Pre-Law (Track)	**Program Information**	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. Keep in mind that maintenance of a relatively high undergraduate grade point average is very important for successful law school admission. Recommended undergraduate fields of study include: accounting, criminal justice, English, management, and psychology.
	Core Curriculum	See Core Curriculum section of the Catalog
	Final Requirements	Complete a minimum of 120 college-level credits.
	Final Requirements	Complete a minimum of 40 upper division credits (300/400).
	Incomplete Degree Audit	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.
Pre-Medicine (Allopathic/Osteopathic)	**Program Information**	A physician trained in allopathic or osteopathic medicine is what most people think of when they imagine a "doctor." Generally, a physicians responsibilities include diagnosing disease, supervising the health care of patients, and prescribing treatment.
	Core Curriculum	See Core Curriculum section of the Catalog
	Final Requirements	Complete a minimum of 120 college-level credits.
	Final Requirements	Complete a minimum of 40 upper division credits (300/400).
	Incomplete Degree Audit	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 Pre-Professional Handbook for more specific information about each pre-professional program.

Pre-Occupational Therapy	**Program Information**	Occupational therapists (OTs) help patients improve their ability to perform tasks in living and working environments. They work with individuals who suffer from a mentally, physically, developmentally, or emotionally disabling conditions and usually have a strong educational background in the social and behavioral health sciences. This provides the skills and knowledge for them to help patients physically, emotionally, and psychologically deal with injury and recovery.
	Core Curriculum	See Core Curriculum section of the Catalog
	Final Requirements	Complete a minimum of 120 college-level credits.
	Final Requirements	Complete a minimum of 40 upper division credits (300/400).
	Incomplete Degree Audit	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 Pre-Professional Handbook for more specific information about each pre-professional program.
Pre-Optometry	**Program Information**	Optometrists are primary health care providers who diagnose, manage, and treat conditions and diseases of the human eye and visual system.
		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 Pre-Professional Handbook for more specific information about each pre-professional program.

Pre-Pathology Assistant	**Program Information**	A pathologist assistant (PA) provides various services under the direction and supervision of a pathologist. PAs are trained to provide accurate and timely processing of a variety of laboratory specimens, including the majority of pathological specimens.
		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 Pre-Professional Handbook for more specific information about each pre-professional program.
Pre-Pharmacy	**Program Information**	Pharmacists are an integral part of the primary health care system. They educate patients about different medications and serve to ensure safe administration of drugs. Pharmacists also serve to advise other health care providers about drug treatment plans, monitor drug therapy, and they may do research and clinical studies.
	Core Curriculum	See Core Curriculum section of the Catalog
	Final Requirements	Complete a minimum of 120 college-level credits.
	Final Requirements	Complete a minimum of 40 upper division credits (300/400).
	Incomplete Degree Audit	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 Pre-Professional Handbook for more specific information about each pre-professional program.

Pre-Physical Therapy	**Program Information**	Physical therapists (PTs) diagnose and treat individuals who have limitations in their ability to move and perform functional activities as well as they would like in their daily lives. They work with patients to regain or maximize movement in major extremities or regions of the body relating to the major extremities. Physical therapists examine each individual and develop a health treatment plan to promote the ability to move, reduce pain, restore function, and prevent disability.
	Core Curriculum	See Core Curriculum section of the Catalog
	Final Requirements	Complete a minimum of 120 college-level credits.
	Final Requirements	Complete a minimum of 40 upper division credits (300/400).
	Incomplete Degree Audit	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 Pre-Professional Handbook for more specific information about each pre-professional program.
Pre-Physician Assistant	**Program Information**	Physician assistants (PAs) are part of the health care team that provides basic medical care under the supervision of a physician. They take medical histories, perform examinations, treat patients, see to minor injuries, prescribe medication, order lab work, and interpret results.
	Core Curriculum	See Core Curriculum section of the Catalog
	Final Requirements	Complete a minimum of 120 college-level credits.
	Final Requirements	Complete a minimum of 40 upper division credits (300/400).
	Incomplete Degree Audit	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.

Pre-Physician Assistant		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 Pre-Professional Handbook for more specific information about each pre-professional program.
Pre-Podiatry	**Program Information**	Podiatry is a medical specialty focusing on the diagnosis, treatment, prevention, and management of diseases, defects, and injuries to the foot, ankle, and lower limb.
	Core Curriculum	See Core Curriculum section of the Catalog
	Final Requirements	Complete a minimum of 120 college-level credits.
	Final Requirements	Complete a minimum of 40 upper division credits (300/400).
	Incomplete Degree Audit	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.
Pre-Veterinary Medicine	**Program Information**	Veterinarians are trained to diagnose, treat, and help prevent disease and disabilities in animals. Veterinarians serve the needs of the public by practicing preventive medicine in relation to both human and animal health, the solution of agricultural and wildlife problems, and humane care of companion animals.
	Core Curriculum	See Core Curriculum section of the Catalog
	Final Requirements	Complete a minimum of 120 college-level credits.
	Final Requirements	Complete a minimum of 40 upper division credits (300/400).
	Incomplete Degree Audit	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.

Pre-Veterinary Medicine		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 Pre-Professional Handbook for more specific information about each pre-professional program.
Psychology (BS)	**Program Information**	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.
	Policy	Students majoring in psychology must maintain a psychology grade point average (GPA) of 2.25 to continue in and graduate from this program. The psychology GPA is based on all grades earned in the required and elective courses taken in psychology. Any student whose psychology GPA falls below 2.25 will be placed on probation for one semester. If the psychology GPA is not raised during that semester, the student may not enroll in further psychology courses. An earned grade of a CD or lower in PSYC 171, 223, 230, or 330 will not be credited toward the psychology major.
	Learning Outcomes	• Demonstrate knowledge of key concepts, principles, and theories in primary content domains of psychology • Employ scientific reasoning and critical thinking when evaluating and conducting psychological research • Explain and apply ethical principles and standards in the evaluation of psychology science and practice • Demonstrate effective interpersonal, oral, and written communication skills as they relate to psychological science and practice • Identify their interests and strengths in order to determine realistic and meaningful career options
	Bachelor of Science Requirement	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.)
	Core Curriculum	See Core Curriculum section of the Catalog
	Final Requirements	Complete a minimum of 120 college-level credits.
	Final Requirements	Complete a minimum of 40 upper division credits (300/400).
	Psychology, Major Requirements	PSYC 171, 223, 230, 330 with a minimum grade of C, 270, 340, 350, 487, 499, PSYC 310 or 320, two courses from NEUR 261, 305, PSYC 335, four courses from 210, 342, 348, 374, 421, 422, 450. (44-49 credits)

Psychology (BS)		**Psychology (transfer agreement) Major (Bachelor of Science)** Students with an earned AAS 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 AAS degree has been completed and documented on a transcript. The student cannot be dually enrolled. The AAS 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. **Undergraduate Student Enrollment in Master of Science in Mental Health Counseling** Exceptional undergraduate students seeking a bachelor degree in psychology can apply to the Master of Science in Mental Health Counseling (MSMDC) program for provisional admittance. Students must meet the following requirements: • 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.
Psychology (Minor)	**Program Information**	Minors at Viterbo University generally require between 15–25 credits upon completion. Transfer courses and waivers and/or substitutions could modify these credit totals.
	Policy	Students seeking the psychology minor should confer with department faculty on course selection.
	Psychology, Minor Requirements	Complete PSYC 171, 12 credits of PSYC (six credits must be at the upper division level). Eight credits must be unique to the minor.

Religious Studies and Theology (BA)	**Program Information**	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.
	Learning Outcomes	• Students will analyze practices of faith found in sacred and foundational texts, demonstrating how various people practice their faith. • Students will demonstrate knowledge of faith perspectives through history, practices, and sacred, foundational texts, connecting them to doctrinal practices. • Students will demonstrate knowledge of the theological values of Francis and Clare of Assisi and Rose of Viterbo and the importance of those values in contemporary life. • Students will demonstrate learned leadership skill for functioning as ethical and just leaders in our diverse, contemporary world. • Students will articulate the Christian concept of the common good and its application to contemporary issues.
	Bachelor of Arts Requirement	Complete three classes (nine credits minimum) of world language in preferably one, but not more than two languages.
	Core Curriculum	See Core Curriculum section of the Catalog
	Final Requirements	Complete a minimum of 120 college-level credits.
	Final Requirements	Complete a minimum of 40 upper division credits (300/400).
	Religious Studies and Theology, Major Requirements	RLST 160, 222, 225, 331, 343, 348, 433, 450, 465, 481, four credits of RLST 181, six credits of RLST electives, three credits of RLST 487. (43 credits)
	School of Humanites Graduation Rquirmnt	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.
Religious Studies and Theology (Minor)	**Program Information**	Minors at Viterbo University generally require between 15–25 credits upon completion. Transfer course and waivers and/or substitutions could modify these credit totals.
	Religious Studies and Theology, Minor Requirements	RLST-160 or 305 or 342, twelve credits RLST electives numbered 300 or higher. Eight credits must be unique to the minor.

Science Education (BS)	**Program Information**	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.

Science Education (BS)	**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.

Science Education (BS)	**Bachelor of Science Requirement**	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.)
	Core Curriculum	See Core Curriculum section of the Catalog
	Final Requirements	Complete a minimum of 120 college-level credits.
	Final Requirements	Complete a minimum of 40 upper division credits (300/400).
	Science Education, Major Requirements	BIOL-160, 161, 250, 251, CHEM-120, 121, 240, ENVS-101, MATH-230, ESCI-103 or PHYS-102, PHYS-250 or 260, 251 or 261, 270, 271, six credits of upper division BIOL or CHEM. MATH 112 and 113 are prerequisites. (58 credits)
	Science Education, Major Requirements	EDUC 150, 215, 255, 290, 300, 302, 306, 316, 323, 331, 408, 459, 482, PSYC 171. (48 credits)
Science Education (Minor)	**Program Information**	The science education 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.
	Science Education Minor	BIOL 100 and 203 or 160 and 161; 402; CHEM 106 or 120 and 140; ENVS 101; ESCI 103 or PHYS 102; Courses have pre-requisites of MATH 112. Eight credits must be unique to the minor.
Servant Leadership (Minor)	**Program Information**	Develop and deepen your vocation to engage in competent, creative, and faithful leadership that works for the common good. Choose this minor if you plan on serving as a leader in ministry, nonprofit organizations, or business. Completing a total of 15 credits in the minor is required.
	Servant Leadership, Minor Requirements	SVLD 260, 430, nine credits from BUSL 402, MGMT 374, 375, NURS 463, RLST 235, 343, SOCL 125, SVLD 330, 487, MSCI 201, 202, 302, 401. Eight credits must be unique to the minor.

Social Studies Education (BS)	**Program Information**	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.

Social Studies Education (BS)	**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.

Social Studies Education (BS)	**Bachelor of Science Requirement**	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.)
	Core Curriculum	See Core Curriculum section of the Catalog
	Final Requirements	Complete a minimum of 120 college-level credits.
	Final Requirements	Complete a minimum of 40 upper division credits (300/400).
	Social Studies Education, Major Requirements	ECON 101, 102, ESCI 103 or PHYS 102, ENVS 101, HIST 101 or 105, 102 or 106, 111, 112, 370 or 342 or 373, POSC 121, PSYC 171, RLST 433, SOCL 125, six credits of upper division HIST (excluding 487 or portfolio). (47 credits)
	Social Studies Education, Major Requirements	EDUC 150, 215, 255, 290, 300, 302, 306, 311, 316, 331, 408, 459, 482. (43 credits)
Social Work (BA)	**Program Information**	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, 400-hour internship in a social service setting working with a trained social work practicum instructor. Small classes and challenging courses are led by caring faculty who have extensive experience as social workers.
	Policy	• Admission ◦ The professional social work course sequence begins at the junior level. Students apply to the professional phase of the program by completing a formal application for admission. The application is due Feb. 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 Feb. 1. The application is available online through the Viterbo social work web page. ◦ The applicant must satisfy the following criteria: completion of 30 credits, cumulative grade point average (GPA) of 2.5 based on a 4.0 scale at the time of application, B or better in SOWK 210 (this course may be repeated once), written application to the social work program, interview required at the discretion of the admissions committee, completion of the pre-professional prerequisite curriculum with grades of C or higher prior to beginning the professional sequence courses. ◦ Meeting minimum standards does not guarantee admission to the professional social work program. The social work admissions committee may find it necessary to deny admission to a qualified applicant because of enrollment limits in the professional social work sequence and practicum education. Students have the right to appeal a denial of admission to the social work program according to the procedures outlined in the *Social Work Student Handbook*. ◦ The social work program will not approve academic credit

	given for life experience or previous work experience in whole or in part, in lieu of practicum education or academic course work. The social work program does not offer students an opportunity to receive credit by examination for social work courses. • Progression in the professional phase of the social work program ◦ In order to progress in the professional social work program, students must maintain a 2.50 grade point average (GPA) based on a 4.0 scale in SOWK 240, 280, 321, 331, 341, 442, 479, 482, and SOCL 338, receive a minimum grade of C or better in SOWK 240, 275, 280, 321, 331, 341, 442, 451, 479, 482, and SOCL 338, receive a grade of CR (credit) in SOWK 480, maintain an overall cumulative GPA of 2.5, achieve grades of C or better in all prerequisite and support courses. • Admission to practicum education ◦ The professional social work curriculum culminates with a one semester 400 hour practicum education experience in an approved agency setting. Students are required to complete an application process for acceptance to practicum 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 practicum education will be admitted into practicum education. A criminal background check is required to enter practicum 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 practicum education in a particular semester. Admission into practicum education is limited by the number of opportunities for placement in certified practicum agencies. In the event that practicum education applications exceed placement sites, eligible students will be accepted based on the number of credits completed.
Learning Outcomes	• Demonstrate ethical and professional behavior • Advance human rights and social, economic, and environmental justice • Engage anti-racism, diversity, equity, and inclusion (ADEI) in practice • Engage in practice-informed research and research-informed practice • Engage in policy practice • Engage with individuals, families, groups, organizations, and communities • Assess individuals, families, groups, organizations, and communities • Intervene with individuals, families, groups, organizations, and communities • Evaluate practice with individuals, families, groups, organizations, and communities
Bachelor of Arts Requirement	Complete three classes (nine credits minimum) of world language in preferably one, but not more than two languages.
Core Curriculum	See Core Curriculum section of the Catalog
Final Requirements	Complete a minimum of 120 college-level credits.

	Final Requirements	Complete a minimum of 40 upper division credits (300/400).
	Social Work, Major Requirements	A minimum 2.50 GPA is required in some courses (see policy).
	Social Work, Major Requirements	Major requirements: SOCL 320, 338, SOWK 280, 321, 331, 341, 442, 479, 480, 482, MATH 130, PSYC 340. A grade of C or better is required in all courses.
	Social Work, Major Requirements	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) A grade of C or better is required in all courses.
		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.
Social Work (BS)	**Program Information**	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, 400-hour internship in a social service setting working with a trained social work practicum instructor. Small classes and challenging courses are led by caring faculty who have extensive experience as social workers.
	Policy	• Admission ◦ The professional social work course sequence begins at the junior level. Students apply to the professional phase of the program by completing a formal application for admission. The application is due Feb. 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 Feb. 1. The application is available online through the Viterbo social work web page. ◦ The applicant must satisfy the following criteria: completion of

		30 credits, cumulative grade point average (GPA) of 2.5 based on a 4.0 scale at the time of application, B or better in SOWK 210 (this course may be repeated once), written application to the social work program, interview required at the discretion of the admissions committee, completion of the pre-professional prerequisite curriculum with grades of C or higher prior to beginning the professional sequence courses. ◦ Meeting minimum standards does not guarantee admission to the professional social work program. The social work admissions committee may find it necessary to deny admission to a qualified applicant because of enrollment limits in the professional social work sequence and practicum education. Students have the right to appeal a denial of admission to the social work program according to the procedures outlined in the *Social Work Student Handbook*. ◦ The social work program will not approve academic credit given for life experience or previous work experience in whole or in part, in lieu of practicum education or academic course work. The social work program does not offer students an opportunity to receive credit by examination for social work courses. • Progression in the professional phase of the social work program ◦ In order to progress in the professional social work program, students must maintain a 2.50 grade point average (GPA) based on a 4.0 scale in SOWK 240, 280, 321, 331, 341, 442, 479, 482, and SOCL 338, receive a minimum grade of C or better in SOWK 240, 275, 280, 321, 331, 341, 442, 451, 479, 482, and SOCL 338, receive a grade of CR (credit) in SOWK 480, maintain an overall cumulative GPA of 2.5, achieve grades of C or better in all prerequisite and support courses. • Admission to practicum education ◦ The professional social work curriculum culminates with a one semester 400 hour practicum education experience in an approved agency setting. Students are required to complete an application process for acceptance to practicum 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 practicum education will be admitted into practicum education. A criminal background check is required to enter practicum 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 practicum education in a particular semester. Admission into practicum education is limited by the number of opportunities for placement in certified practicum agencies. In the event that practicum education applications exceed placement sites, eligible students will be accepted based on the number of credits completed.
	Learning Outcomes	• Demonstrate ethical and professional behavior • Advance human rights and social, economic, and environmental justice • Engage anti-racism, diversity, equity, and inclusion (ADEI) in practice

	• Engage in practice-informed research and research-informed practice • Engage in policy practice • Engage with individuals, families, groups, organizations, and communities • Assess individuals, families, groups, organizations, and communities • Intervene with individuals, families, groups, organizations, and communities • Evaluate practice with individuals, families, groups, organizations, and communities
Bachelor of Science Requirement	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.)
Core Curriculum	See Core Curriculum section of the Catalog
Final Requirements	Complete a minimum of 120 college-level credits.
Final Requirements	Complete a minimum of 40 upper division credits (300/400).
Social Work, Major Requirements	A minimum 2.50 GPA is required in some courses (see policy).
Social Work, Major Requirements	Major requirements: SOCL 320, 338, SOWK 280, 321, 331, 341, 442, 479, 480, 482, MATH 130, PSYC 340. A grade of C or better is required in all courses.
Social Work, Major Requirements	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) A grade of C or better is required in all courses.
	Social Work (transfer agreement) Major (Bachelor of Science) Students with an earned AAS degree in human services from Western Technical College may earn a Bachelor of Science with a major in social work. The degree must have been earned May 2013 or later. Students may not begin this program or be considered a student in this program until the AAS degree has been completed and documented on a transcript. The student cannot be dually enrolled. The AAS 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. **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.
Sociology (Minor)	**Program Information**	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.
	Sociology, Minor Requirements	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.

Spanish (BA)	**Program Information**	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.
	Policy	• A target proficiency at the Advanced-Low level (ACTFL guidelines) in listening, speaking, reading, and writing as evidenced through course assessment and a course-embedded capstone project • A period of residency of at least one month in a country where the target language is spoken is required for Spanish majors
	Learning Outcomes	• Communicate effectively in more than one language in order to function in a variety of situations and for multiple purposes • Interact with cultural competence and understanding • Connect with other disciplines and acquire information and diverse perspectives in order to use the language to function in academic and career-related situations • Develop insight into the nature of language and culture in order to interact with cultural competence • Communicate and interact with cultural competence in order to participate in multilingual communities at home and around the world • Read and understand a variety of texts • Translate a variety of texts
	Bachelor of Arts Requirement	Complete three classes (nine credits minimum) of world language in preferably one, but not more than two languages.
	Core Curriculum	See Core Curriculum section of the Catalog
	Final Requirements	Complete a minimum of 120 college-level credits.
	Final Requirements	Complete a minimum of 40 upper division credits (300/400).
	Spanish, Major Requirements	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). All Spanish majors are required to complete a period of residency of at least one month in a country where the target language is spoken.
	School of Humanites Graduation Rquirmnt	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.

Spanish (Minor)	**Program Information**	Minors at Viterbo University generally require between 15–25 credits upon completion. Transfer course and waivers and/or substitutions could modify these credit totals.
	Spanish, Minor Requirements	SPAN 101 and 102 or 103, 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.
Spanish Education (BA)	**Program Information**	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.
	Policy	• For K-12 Spanish, a period of residency of at least one month in a country where the target language is spoken is required. • The requirements below must be met before student teaching: ◦ Courses in literature and culture must be taken in two of the three areas of the Spanish-speaking world - Spain (Peninsular), Latin America, U.S. Hispanic ◦ A proficiency level of Intermediate-High in speaking assessed through a standardized oral exam (Oral Proficiency Interview) ◦ A demonstrated cultural knowledge in two of the three areas of the Spanish-speaking world as evidenced through department assessment

Spanish Education (BA)	**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.

Spanish Education (BA)	**Bachelor of Arts Requirement**	Complete three classes (nine credits minimum) of world language in preferably one, but not more than two languages.
	Core Curriculum	See Core Curriculum section of the Catalog
	Final Requirements	Complete a minimum of 120 college-level credits.
	Final Requirements	Complete a minimum of 40 upper division credits (300/400).
	Spanish Education, Major Requirements	EDUC 150, 215, 255, 290, 300, 302, 306, 316, 331, 408, 463, 482, PSYC 171. (44 credits)
	Spanish Education, Major Requirements	SPAN-250, 251, 305, 306, 321, 322 or 323, 362 or 385, 400, 405, 406, 417, 481. (36 credits) All Spanish majors are required to complete a period of residency of at least one month in a country where the target language is spoken.
Sport Leadership (Minor)	**Program Information**	Minors at Viterbo University generally require between 15-25 credits upon completion. Transfer course and waivers and/or substitutions could modify these credit totals.
	Sport Leadership, Minor Requirements	SPML 120, 350, nine credits from BIOL 338, EDUC 312, PSYC 344, SOCL 245, SPML 330, 340, 455, 487. Eight credits must be unique to the minor.

Sport Management and Leadership (BBA)	**Program Information**	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.
	Policy	• All students pursuing the BBA degree must maintain a cumulative grade point average of 2.5 or higher (on a 4.0 scale) in the major requirement courses, and students must receive a letter grade of C (2.0) or higher in each of these courses. If a grade of CD or below is earned in any of these courses, the course must be repeated until a grade of C or higher is achieved. Students pursuing the business education major must maintain a 2.75 grade point average in all business and education coursework. • All transfer students seeking an undergraduate degree offered by the Dahl School of Business must earn a minimum of 15 credits of business coursework at Viterbo University.
	Learning Outcomes	• Understand and appreciate the influence that cultural traditions, social values, psychosocial and international experiences have on sport managers • Apply managerial and leadership theories and techniques as they relate to the sport industry. • Analyze ethical issues to develop a personal philosophy regarding social responsibility in the sport management setting • Apply marketing concepts related to the sport industry to create effective internal and external communications • Apply principles of finance and budgeting within sport-related agencies with various organizational structures, functions, and authority • Apply legal concepts as they relate to the sport management and leadership environment The **Servant Leadership Embedded Certificate** is embedded within the Business Core curriculum. The certificate outcomes include the following: • Practice ethical decision-making • Communicate through storytelling • Develop contemplation and discernment • Understand how to build community and support the Common Good
	Core Curriculum	See Core Curriculum section of the Catalog
	Final Requirements	Complete a minimum of 120 college-level credits.
	Final Requirements	Complete a minimum of 40 upper division credits (300/400).
	Sports Mngmnt and Ldrshp, Major Requirements	ACCT 211, 212, ECON 101, 102, FINA 331, MATH 130 or BUSL 305, MATH 270, MGMT 101, 210, 250, 300, 341, 374, 447, 449, 492, MKTG 351, SPML 120, 330, 340, 350, 455, SVLD 260, four credits of SPML 487, six credits from BIOL 203, EDUC 312, MGMT 331, MKTG 356, PSYC 344, SOCL 245, or SPML 220. (70 credits)

Sport Science (Minor)	**Program Information**	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.
	Policy	Students majoring in sport management and leadership may not declare a sport science minor.
	Sport Science, Minor Requirements	SPSL 331, 338, BIOL 114 or 160, six credits from NUTR 231, 280, 340, 443, SOCL 245, BIOL 482. Eight credits must be unique to the minor.
Stage Management (Minor)	**Program Information**	The total credits of the minor requirements are 15–16. Transfer course, waivers and/or substitutions, and prerequisite courses could modify these credit totals.
	Stage Management, Minor Requirements	THTR-160, 175, 225, 250, 260. Eight credits must be unique to the minor.
Technical Theatre and Design (Minor)	**Program Information**	The total credits of the minor requirements are 15–16. Transfer course, waivers and/or substitutions, and prerequisite courses could modify these credit totals.
	Technical Theatre and Design, Minor Requirements	THTR-160, 175, 230, 260, 346. Eight credits must be unique to the minor.

Technology Education (BS)	**Program Information**	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.

Technology Education (BS)	**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.

Technology Education (BS)	**Bachelor of Science Requirement**	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.)
	Core Curriculum	See Core Curriculum section of the Catalog
	Final Requirements	Complete a minimum of 120 college-level credits.
	Final Requirements	Complete a minimum of 40 upper division credits (300/400).
	Technology Education, Major Requirements	EDUC 150, 215, 255, 290, 300, 302, 306, 316, 331, 408 or 425, 463, 482, THTR 365 ENVS 101 or PHYS 102 or CHEM 101, PSYC 171, four additional science credits. (55 credits)
	Technology Education, Major Requirements	EDUT 126, 128, 129, 148, 151, 155, 162, 163, 202, 207, 213, 217, 218, 236, 258, 282. All EDUT courses are taken at Western TC. (40 credits)

Theatre (BFA)	**Program Information**	This conservatory-style program is designed for students who demonstrate the talent, potential, commitment, and drive to pursue careers as professional actors. Our intensive actor training curriculum is enhanced with courses such as theatre history, dramatic literature, makeup, introductory design, technical production, and stage management, all designed to develop a comprehensive knowledge of the craft and industry. The Viterbo program is an excellent choice for those dedicated to becoming professional actors who also aspire to be multi-skilled theatre makers.
	Policy	• Students wishing to major in theatre or music theatre must audition and interview with a faculty committee. • All theatre and music theatre students are considered “candidates” for their designated degree program through the first four semesters. The process for determining each student’s degree track includes a meeting with faculty at the end of the first year of study to make a preliminary assessment about student progress toward the desired degree program and area of emphasis. In the spring semester of the sophomore year, students meet with the faculty to formally audition or interview for entry into the upper division of their desired degree program. Transfer students also audition or interview for entry into their desired program on a timeline determined by the faculty based on individual experience and background. • Students in all degree programs are considered part of the department’s theatre “company.” All majors are required to be actively involved in each production through design, performance, and technical support in one of the shops or in service as a member of a production crew. Through practical experiences in all aspects of theatre, students enhance their knowledge and gain a respect and appreciation for theatre as a collaborative art form. • Students in the BFA program: of the eight total credits of required theatre practicum for the acting emphasis (four semester in the theatre core; four in the major), one semester must be a performance of a minor role, and one must be a performance of a major role. • Students must earn a grade of C or higher in any theatre course required for the major or emphasis. Earning lower than a C will require the student to retake the course.
	Learning Outcomes	• Read and analyze a variety of texts for the purpose and intent of production. • Demonstrate familiarity with the history and traditions of theatre practice. • Make connections between academic training, classroom and studio experience, and production with the goal of a professional experience. • Demonstrate proficiency in the use of research for a variety of theatrical practices.
	Core Curriculum	See Core Curriculum section of the Catalog
	Final Requirements	Complete a minimum of 120 college-level credits.
	Final Requirements	Complete a minimum of 40 upper division credits (300/400).

Theatre (BFA)	**Theatre, Acting, Major Requirements**	THTR 107, 110, 121, 147, 155, 207, 217, 244, 303, 327, 341, 357, 407, 421, six credits from 160, 175, 180, or 260, six credits of THTR 119/319, four credits of THTR 276, two credits of THTR 476, DANC 110, MUTH 300, 2 credits of MUVO 168, CNSV 470.
Theatre (Minor)	**Program Information**	Minors at Viterbo University generally require between 15-25 credits upon completion. Transfer course and waivers and/or substitutions could modify these credit totals.
	Cert Thtr, Early Adol-Adol, Minor Rqrmnts	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.
	Theatre, Minor Requirements	THTR 155, 244, two credits from THTR 119, 319, three courses from THTR 107, 160, 175, 230, 250, 260, 300. Eight credits must be unique to the minor.

Other Undergraduate Programs	**Applied Music Lessons** Non-music majors have the opportunity to take private voice or piano lessons at Viterbo. Music majors should see the policy section in the Bachelor Degree Programs section of this catalog. The information below is only for non-music majors and non-music minors. **Policy** • Non-majors need the consent of the instructor or music chairperson before registering for lessons. • Students register for MUVO 168 or 368 if they wish to take voice lessons, and MUPI 168 or 368 if they wish to take piano lessons. 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. • Each .5 credit of applied study is a 25-minute lesson per week with minimum of twelve lessons to satisfy the credit requirement. • An applied lesson fee is charged for each credit of applied lessons. **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 minor in art. 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 (37 credits) - ARTS 111, 121, 160, 203, 216, 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

Certificate Programs (UG)

Viterbo offers the following certificate programs which can be added onto a current undergraduate degree program:

- American Sign Language Certificate - ASLD-201, 202, 301
- Computer Programming Certificate - CSCI-110, 200, 350

English Second Language Program (ESLP) Courses

Viterbo offers an ESLP Program for international, degree-seeking students who have not demonstrated English proficiency as outlined by the International Admissions Office. All ESLP courses are credit bearing and are calculated into a student's GPA. Students take a placement exam during Orientation Week and are placed into the appropriate level based on the test results:

- Students with a placement score of 31 or below are placed into Level 1.
- Students with a placement score between 32-40 are placed into Level 2.
- Students with a placement score between 41-52 will be placed into Level 3.
- Students who have not submitted English proficiency documentation and have a placement score of 53 or above do not need to take ESLP courses.

Level 1 courses include:

- ESLP 100: Writing and Grammar I (3 cr.)
- ESLP 103: Reading I (3 cr.)
- ESLP 115: Speaking and Listening I (4 cr.)

Level 2 courses include:

- ESLP 101: Writing and Grammar II (3 cr.)
- ESLP 104: Reading II (3 cr.)
- ESLP 116: Speaking and Listening II (4 cr.)

Level 3 courses include:

- ESLP 200: Advanced Writing and Reading (3 cr.)
- ESLP 216: Advanced Speaking and Listening (3 cr.)

Students must earn a C (73%) or above to progress to the next level of ESLP courses.

To exit the ESLP Program, students must earn a C (73%) or above in Level 3 ESLP courses and earn a 53 or above on the exit exam. If students do not meet both of these criteria, they may need to either retake ESLP coursework or take an ESLP support class (ESLP 286) as they continue in their degree-required classes.

While enrolled in ESLP coursework, students may take a limited number of degree-required courses:

- Students with a placement score below 40 will take no degree-required courses in their first semester.
- Students with a placement score at 40 or above may take 1 degree-required course in their first semester.

- Students may not exceed 18 semester credits of ESLP coursework and degree-required coursework combined.

In their first semester at Viterbo, students in any level of ESLP will also take ESLP 105: Orientation (3cr.). New international students who have demonstrated English proficiency will take UNST 115: Orientation to University Life (1 cr.) in their first semester.

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. Incoming students are invited to apply for the Honors Program based on one or more of the following:

- ACT scores of 26 or higher (SAT combined scores of 1200 or higher)
- A high school grade point average of 3.5 or higher
- Evidence of leadership and service during high school

Students who are currently enrolled at Viterbo and carry a GPA of 3.4 or higher may also apply for admission.

Requirements

- VUSM-100 Franciscan Values and Traditions - Honors section (3 credits)
- HONR-499 Honors Senior Capstone (1 credit)
- Digital portfolio documenting honors activities in five categories: global awareness, original inquiry, academic enrichment, leadership development, and service learning.

Internships

Students can find information about internships on the Advising and Career Development 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 (1 - 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. For specific section description, click to the Section Details in VitNet.

AADM-287 Experiential Learning: Internship (1 - 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 occurance, 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 (1 - 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. Prerequisite: 200. (Equivalent to THTR 300.)

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 (1 - 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. For specific section description, click to the Section Details in VitNet.

AADM-487 Experiential Learning: Internship (1 - 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 occurance, 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 (1 - 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.

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 (1 - 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. For specific section description, click on the Section Details in VitNet.

ACCT-287 Experiential Learning: Internship (1 - 12 Credits)

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. Contact Career Services for registration permission.

ACCT-288 Independent Study (1 - 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 (3 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 (3 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: 211.

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: 211.

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: 211.

ACCT-418 Advanced Accounting I (3 Credits)

This course examines accounting principles at an advanced level. Topics include consolidations at the date of acquisition, consolidations after the date of acquisition, accounting for subsidiaries in foreign nations, segment reporting, partnership accounting, and government accounting. Prerequisites: 211, 312.

ACCT-425 Auditing (3 Credits)

Discussion of concepts, procedures, ethics, conflicts of interest, responsibilities, and liabilities of auditing, including working paper preparation. Prerequisite: 211.

ACCT-486 Special Topics (1 - 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. For specific section description, click on the Section Details in VitNet.

ACCT-487 Experiential Learning: Internship (1 - 12 Credits)

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. Contact Career Services for registration permission.

ACCT-488 Independent Study (1 - 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.

ARED-300 Art in Early Childhood (2 Credits)

A study of the child146s development in art from infancy to kindergarten. Focus on appreciation of the value and function of art. Assessment of children146s 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 (3 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.

ARTS-207 Printmaking (3 Credits)

An introduction to the printmaking processes with emphasis on intaglio and relief processes. AE

ARTS-216 Painting (3 Credits)

An introduction to painting processes with emphases on acrylic and oil paint. AE

ARTS-218 Elements of Digital Media (3 Credits)

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. Prerequiste: 118

ARTS-228 Photography (3 Credits)

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.

ARTS-239 Intermediate Design (3 Credits)

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

ARTS-286 Special Topics (1 - 3 Credits)

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. For specific section description, click to the Section Details in VitNet.

ARTS-287 Experiential Learning: Internship (1 - 12 Credits)

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 occurance, 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.

ARTS-288 Independent Study (1 - 3 Credits)

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.

ARTS-300 Figure Drawing (3 Credits)

Figure drawing and figure composition. Work from the live model, from studies, and from art historical precedents. May be repeated for credit.

ARTS-305 Advanced Ceramics (3 Credits)

Further exploration of ceramics processes and techniques. Prerequisite: 203. May be repeated for credit.

ARTS-308 Drawing III (3 Credits)

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.

ARTS-316 Advanced Painting (3 Credits)

A continuation of ARTS-216, with further exploration of painting processes with an emphasis on oil painting. Prerequisite: 216. May be repeated for credit.

ARTS-317 Advanced Printmaking (3 Credits)

Further exploration of printmaking processes with emphases on intaglio and relief processes. Prerequisite: 207. May be repeated for credit.

ARTS-320 Sculpture (3 Credits)

Exploration of sculptural processes and approaches. May be repeated for credit. AE

ARTS-328 Advanced Photography (3 Credits)

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. Prequisite 228. May be repeated for credit.

ARTS-339 Advanced Design (3 Credits)

This course is a continuation of the intermediate level course of design. Prerequisite: 239. May be repeated for credit.

ARTS-350 Art History: Early Modernism (3 Credits)

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

ARTS-351 Art History: Late Modernism (3 Credits)

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

ARTS-360 Art in the Elementary/Middle School (3 Credits)

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.

ARTS-361 Methods in Art Education (3 Credits)

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.

ARTS-362 Advanced Methods in Art Education (3 Credits)

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.

ARTS-420 Independent Project (3 Credits)

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.

ARTS-463 Student Teaching Elementary/ Middle (K-9) (4 Credits)

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.

ARTS-464 Student Teaching: Secondary (9-12) (4 Credits)

Observation and supervised teaching at the secondary level. Prerequisites: admission to the teacher education program; admission to student teaching; passing Praxis II score.

ARTS-486 Special Topics (1 - 3 Credits)

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. For specific section description, click to the Section Details in VitNet.

ARTS-487 Experiential Learning: Internship (1 - 12 Credits)

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 occurance, 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.

ARTS-488 Independent Study (1 - 3 Credits)

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.

ARTS-489 Advanced Studio Problems (1 - 5 Credits)

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.

ASLD-201 ASL and Deaf Culture I (3 Credits)

This course introduces students to the language and culture of the Deaf community in the United States. Focus is on basic ASL linguistic concepts and vocabulary as well as Deaf culture behaviors, conversational strategies, history, and accommodations.

ASLD-202 ASL and Deaf Culture II (3 Credits)

This course continues the introduction to the language and culture of the Deaf community in the United States begun in ASL 1. Focus is on ASL linguistic concepts and vocabulary as well as Deaf cultural behaviors, conversational strategies, history, and accommodations. Prerequisite: 201.

ASLD-210 Deaf Visual and Performance Art (3 Credits)

Students will utilize basic art vocabulary and concepts to explore the diversity, intent, and context of Deaf Visual and Performing Art. A variety of works and genres will be discussed with special focuses on De'VIA and music based performance art. No previous ASL or Deaf Studies experience required.

ASLD-301 ASL and Deaf Culture 3 (3 Credits)

This course continues the study of language and culture of the Deaf community in the United States undertaken in ASL 2. Focus is on advancing ASL linguistic concepts and vocabulary as well as Deaf cultural behaviors, conversational strategies, history, and accommodations. Prerequisite: 202.

BIOL-004 Supplemental Anatomy and Physiology I (1 Credits)

This course is designed to provide additional support for students enrolled in BIOL-104 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 focus on topics presented in BIOL-104. These topics include foundational concepts of human anatomy and physiology such as relationships between form and function, homeostasis, anatomical terminology, cells and tissues, as well the integumentary, skeletal, muscular, and nervous systems. Graded credit/no credit. Credits not applicable toward graduation.

BIOL-014 Supplemental Anatomy and Physiology II (1 Credits)

This course is designed to provide additional support for students enrolled in BIOL-114 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 focus on topics presented in BIOL-114. These topics include the endocrine, cardiovascular, lymphatic, digestive, respiratory, urinary, and reproductive systems. Graded credit/no credit. Credits not applicable toward graduation.

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)

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, nutrition, and communication disorders and sciences students only. Offered every fall and spring.

BIOL-112 Science Success (1 Credits)

Designed for new students intending a course of study in biology and neuroscience, and/or one of the health science pre-professional programs such as pre-medicine, pre-dentistry, pre-physical therapy, or pre-pharmacy. The emphasis will be on development of effective learning skills and techniques to have success in college courses and in pursuit of science-related careers. 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 first-year biology and neuroscience major. Graded CR/NC. (Equivalent to CHEM 112, MATH 105.)

BIOL-114 Anatomy and Physiology II (4 Credits)

This course is a continuation of BIOL-104 and will build on the concepts learned in BIOL-104 and apply them to understanding body systems including; the endocrine, cardiovascular, lymphatic, digestive, respiratory, urinary, and reproductive systems. Prerequisite: C or higher in BIOL-104. Restricted to nursing, dietetics, and communication disorders sciences students only. Offered every fall and spring.

BIOL-160 General Biology I (4 Credits)

Three hours lecture and discussion/one three-hour lab per week. This introduction to biological science provides an overview of macromolecules, cell biology, energetics, genetics, and evolutionary survey of animal diversity with a focus on mammalian body systems. This is an introductory course for science majors. Offered fall and spring semester. 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 and evolutionary concepts, energetics, genetics, meiosis, speciation, and characterization of life and life forms with a focus on evolutionary adaptations of organisms to their environments. Includes an ecological and evolutionary survey of all biological kingdoms. This is an introductory course for science majors. Offered spring and fall semester. NS

BIOL-203 Human Biology (4 Credits)

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. Prerequisites: one year of high school biology and one year of high school chemistry are highly recommended. NS

BIOL-206 Health & Graduate Program Exam Review (2 Credits)

This course will assist students in preparation for entrance exams for graduate and medical programs such as the MCAT, DAT, OAT, GRE, 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-210 Agnes W.H. Tan Science Symposium Seminar (1 Credits)

One hour seminar per week. This discussion-based course engages students in the critical reading and analysis of selected primary research articles associated with the annual Agnes W.H. Tan Science Symposium. The emphasis will be on developing skills in reading, interpreting, and discussing primary scientific literature through collaborative peer-mentoring teams. Students will use articles authored by invited Tan Symposium speakers to prepare for and deepen their understanding of the scientific research presented at the symposium.

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-215 Field Study of Central and South America 1 (2 Credits)

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, coastal and mountainous regions of Central and South America. Additionally, the issues surrounding the conservation of biodiversity in these areas will be examined and discussed. The course is divided into three parts. The first part (Fall) 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 to a Central/South American country (Costa Rica, Galapagos etc.) and study ecosystems through guided hikes, lectures, tours, discussions, journal writings, and research projects to understand the ecology and study the biodiversity of the region. Finally, we will wrap up the course in the spring semester with continued discussion and preparation of a data driven research project. Prerequisite: 161 or ENVS 101 or by instructor consent.

BIOL-216 Field Study of Central and South America 2 (1 Credits)

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, coastal and mountainous regions of Central and South America. Additionally, the issues surrounding the conservation of biodiversity in these areas will be examined and discussed. The course is divided into three parts. The first part (Fall) 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 to a Central/South American country (Costa Rica, Galapagos etc.) and study ecosystems through guided hikes, lectures, tours, discussions, journal writings, and research projects to understand the ecology and study the biodiversity of the region. Finally, we will wrap up the course in the spring semester with continued discussion and preparation of a data driven research project. Prerequisite: 215.

BIOL-232 Experiences in Field Biology (2 - 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. 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 (1 - 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. For specific section description, click to the Section Details in VitNet.

BIOL-287 Experiential Learning: Internship (1 - 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 (1 - 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.

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: grade of C or higher in 251 or grade of C or higher in 161 and ENVS 101. MATH 130 or 230 recommended.

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. 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. Prerequisites: grade of C or higher in 251 or grade of C or higher in 161 and ENVS 101. MATH 130 or 230 recommended.

BIOL-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 104 or 160, PHYS 250 and 270 or 260 and 270 are recommended. (Equivalent to SPSL 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-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. (Equal to CHEM 370)

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-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. (Equal to CHEM-397) 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-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 (1 - 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. For specific section description, click to the Section Details in VitNet.

BIOL-487 Experiential Learning: Internship (1 - 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 occurance, 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 (1 - 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 (1 - 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 (1 - 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. (Equal to NEUR 499)

BLAW-286 Special Topics (1 - 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. For specific section description, click on the Section Details in VitNet.

BLAW-287 Experiential Learning: Internship (1 - 12 Credits)

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. Contact Career Services for registration permission.

BLAW-288 Independent Study (1 - 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 (1 - 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. For specific section description, click on the Section Details in VitNet.

BLAW-487 Experiential Learning: Internship (1 - 12 Credits)

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. Contact Career Services for registration permission.

BLAW-488 Independent Study (1 - 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.

BUSL-286 Special Topics (1 - 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. For specific section description, click to the Section Details in VitNet.

BUSL-287 Experiential Learning: Internship (1 - 12 Credits)

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. Contact Career Services for registration permission.

BUSL-288 Independent Study (1 - 3 Credits)

Individual and independent reading, research, and writing under the guidance of a School of Business faculty member and the Dean of the School of Business. 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.

BUSL-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.

BUSL-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. QQL Bachelor Completion.

BUSL-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.

BUSL-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.

BUSL-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. POC Bachelor Completion.

BUSL-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 firm's corporate social responsibility initiatives. Prerequisite: ECON 101 or 102.

BUSL-400 Human Resource Management (3 Credits)

This course examines the theory and application of human resource management. Topics include planning and analysis, legal and ethical context, talent acquisition, training and development, total rewards, and safety and labor relations. Professional written communication and information literacy skills are developed in this course. IFCR and PWC Bachelor Completion.

BUSL-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: BUSL 306 or HMGT 306. CCT Bachelor Completion.

BUSL-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

BUSL-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.

BUSL-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.

BUSL-486 Special Topics (1 - 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. For specific section description, click to the Section Details in VitNet.

BUSL-487 Experiential Learning: Internship (1 - 12 Credits)

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. Contact Career Services for registration permission.

BUSL-488 Independent Study (1 - 4 Credits)

Individual and independent reading, research, and writing under the guidance of a School of Business faculty member and the Dean of the School of Business. 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.

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. Corequisite: CHEM-106L. 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: grade of C or higher in 106 or 120.

CHEM-210 Subjectivity and Science I (1 Credits)

In the field of science, objectivity, facts, and data are core to our identity as scientists. However, in our current cultural context there is a growing claim that all knowledge is biased and influenced by a myriad of overt and covert agendas. While a minority of people in our current culture maliciously use information as means to change or control others (with no regard for what actually is true), many have long in good faith questioned whether true objectivity is even possible. Therefore, if subjectivity and bias does enter the way we think, the way we create our experiments, the way we process our data, and the implications of our conclusions, it is important to reflect on how we can become more aware of our own tendencies and make choices that limit the impact of those biases. This seminar-styled course will explore this issue through various readings, case studies and structured reflections. We will also engage with the Tan Science Symposium as part of this course as a place to learn more about these issues, apply our learning and work to have science contribute to the common good.

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 (0 - 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. For specific section description, click to the Section Details in VitNet.

CHEM-288 Independent Study (0 - 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-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-320 Energy (3 Credits)

Three hours lecture per week. A study of how energy interacts with and is transformed in chemical and biological systems. Topics include kinetic energy of molecules, thermodynamics, equilibrium, enzyme kinetics, spectroscopy and quantum properties. Prerequisite: grade of C or higher in 121.

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-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. (Equal to BIOL 370)

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. (Equal to BIOL 397) IL

CHEM-410 Subjectivity and Science II (1 Credits)

In the field of science, objectivity, facts, and data are core to our identity as scientists. However, in our current cultural context there is a growing claim that all knowledge is biased and influenced by a myriad of overt and covert agendas. While a minority of people in our current culture maliciously use information as means to change or control others (with no regard for what actually is true), many have long in good faith questioned whether true objectivity is even possible. Therefore, if subjectivity and bias does enter the way we think, the way we create our experiments, the way we process our data, and the implications of our conclusions, it is important to reflect on how we can become more aware of our own tendencies and make choices that limit the impact of those biases. This seminar-styled course will explore this issue through various readings, case studies and structured reflections. We will also engage with the Tan Science Symposium as part of this course as a place to learn more about these issues, apply our learning and work to have science contribute to the common good. Prerequisite: 210.

CHEM-475 Advanced Biochemistry (3 Credits)

Three hours of lecture 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-486 Special Topics (0 - 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. For specific section description, click to the Section Details in VitNet.

CHEM-487 Experiential Learning: Internship (1 - 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 occurance, 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 (0 - 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 (1 - 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 (1 - 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.

CNSV-171 Applied Alexander Technique (0 - 1 Credits)

Sometimes we are not aware of what we are doing or how we are doing it. This course explores the work begun by F.M. Alexander called the Alexander Technique. The Alexander Technique is a powerful method for bringing about physical and psychological change by teaching how to be more conscious, and how to pause and reconsider before acting. it empowers people to change mental and physical habits and become more authentic as performers, athletes, and communicators. This course gives students the opportunity to study AT privately; it can be taken for variable credit. Restricted to students with freshman and sophomore standing. May be repeated for credit.

CNSV-260 Music Theatre Sophomore Showcase (1 Credits)

This sophomore level course will engage students in pre-professional preparation and rehearsal for a sophomore showcase to be presented for select industry professionals for feedback about their professional trajectory. Restricted to music theatre and theatre acting emphasis majors. Restricted to students with a sophomore standing.

CNSV-270 Theatre Sophomore Showcase (1 Credits)

This sophomore level course will engage students in pre-professional preparation and rehearsal for a sophomore showcase to be presented for select industry professionals for feedback about their professional trajectory. Restricted to music theatre and theatre acting emphasis majors. Restricted to students with a sophomore standing.

CNSV-340 Half Recital (1 Credits)

A recital of at least 30 minutes with music of representative styles and periods.

CNSV-350 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.

CNSV-355 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.

CNSV-371 Applied Alexander Technique And Minors (0 - 1 Credits)

Sometimes we are not aware of what we are doing or how we are doing it. This course explores the work begun by F.M. Alexander called the Alexander Technique. The Alexander Technique is a powerful method for bringing about physical and psychological change by teaching how to be more conscious, and how to pause and reconsider before acting. it empowers people to change mental and physical habits and become more authentic as performers, athletes, and communicators. This course gives students the opportunity to study AT privately; it can be taken for variable credit. Restricted to students with junior standing or higher. May be repeated for credit.

CNSV-440 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. Prerequisite: 340.

CNSV-450 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: 350.

CNSV-455 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: 355.

CNSV-460 Music Theatre Senior Showcase (1 Credits)

In this capstone course students will engage in continued in research, professional preparation and rehearsal for a Senior Showcase to be presented for select industry professionals. Additional course fee required. Restricted to music theatre majors. Restricted to students with senior standing.

CNSV-470 Theatre Senior Showcase (1 Credits)

In this capstone course students will engage in continued in research, professional preparation and rehearsal for a Senior Showcase to be presented for select industry professionals. Additional course fee required. Restricted to BFA Theatre Acting emphasis majors. Restricted to students with senior standing.

CNSV-480 Theatre Senior Thesis (1 Credits)

This senior-level capstone course allows students to work on faculty-approved production project in their primary area of focus and concentration. This course is required of all BFA and BA theatre majors not completing CNSV 470. Permission of the department required.

CNSV-490 Senior Project (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 (Stage Management) and BA Theatre majors. Permission of department required.

COMD-111 Introduction to Speech Pathology & Audiology (3 Credits)

Provides a comprehensive introduction to communication sciences and disorders to the introductory-level student. Students gain basic knowledge in the areas of anatomy and physiology of speech and hearing, and an overview of the various disorders that affect voice, fluency, articulation, language, cognition, swallowing, and hearing across the lifespan.

COMD-112 Observation of Clinical Practice in Speech Pathology & Audiology (1 Credits)

Students observe and/or job shadow, clinical practice across a variety of communication disorders and ages in a variety of settings. Prerequisite: 111.

COMD-311 Anatomy and Physiology of Speech & Hearing Mechanisms (3 Credits)

This course provides study of structure and function of the respiratory, phonatory, auditory, articulatory, and nervous systems and their contribution to speech, language, and hearing. Prerequisite: 111

COMD-312 Introduction to Phonetics (3 Credits)

Provides a basic understanding of the recognition and production of spoken English sounds with analysis of their formation, phonetic transcription of speech, phonetic aspects of dialect variation. Prerequisite: 111

COMD-313 Normal Speech & Language Development (3 Credits)

Neruo-typical speech and language development across the life span. Prerequisite: 111

COMD-322 Neural Basis of Communication (3 Credits)

Provides an introduction to cognitive neuroscience associated with speech and language, including structure and functioning of the central nervous system, research methods in neuroscience, and theories and models of speech-language production, perception, and learning.

COMD-323 Introduction to Speech & Hearing Science (3 Credits)

Covers basic information on the physics of sound, acoustics, basic hearing science, the acoustic analysis of speech, and speech perception. It also introduces the physics, anatomy and physiology of respiration, phonation, and swallowing. Prerequisite: 311.

COMD-324 Introduction to Hearing Disorders & Aural Rehabilitation (3 Credits)

Introduction to hearing aid and cochlear implant components/characteristics, speech reading, the psychosocial effects, communication impairments, and remediation options for hearing loss across the life span.

COMD-411 Introduction to Language Disorders (3 Credits)

Etiology, diagnosis, and treatment of language impairments across the life span. Prerequisite: 313, 322.

COMD-412 Introduction to Speech Sound Disorders (3 Credits)

Etiology, diagnosis, and treatment of speech sound disorders across the life span. Prerequisites: 312, 313, 323.

COMD-425 Intercultural Communication (3 Credits)

Equips students with the knowledge and skills to become competent and confident intercultural communicators. Prerequisites: 313, 322.

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-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-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-286 Special Topics (1 - 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. For specific section description, click on the Section Details in VitNet.

COMM-287 Experiential Learning: Internship (1 - 12 Credits)

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. Contact Career Services for registration permission.

COMM-288 Independent Study (1 - 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.

COMM-486 Special Topics (1 - 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. For specific section description, click on the Section Details in VitNet.

COMM-487 Experiential Learning: Internship (1 - 12 Credits)

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. Contact Career Services for registration permission.

COMM-488 Independent Study (1 - 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.

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 America (3 Credits)

This course explores contemporary policing in the United States, emphasizing the evolving role of law enforcement and its interactions with diverse communities. Topics include police patrol strategies, community engagement, accountability, use of force, racial disparities, and the impact of technology on policing. Students will analyze policing models, leadership strategies, and community collaboration to evaluate their effectiveness in enhancing public safety and trust. Case studies and current research provide insights into the challenges and future of law enforcement in America.

CRMJ-240 Criminal Procedure and Investigation (3 Credits)

This course introduces students to the fundamental legal principles and investigative techniques essential to criminal investigations, focusing on evidence collection and preservation, and the constitutional requirements for lawful arrest, search, and seizure. Students will learn the legal standards necessary for the successful admission and use of investigative information in court. In addition to traditional investigative methods, the course includes forensic analysis labs, where students will gain hands-on experience with forensic evidence collection and analysis techniques. These labs will cover areas such as fingerprinting, DNA collection, trace evidence analysis, and crime scene reconstruction. The course provides practical skills for real-world investigations.

CRMJ-286 Special Topics (1 - 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. For specific section description, click to the Section Details in VitNet.

CRMJ-288 Independent Study (1 - 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.) SJE

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 examine key scholarly ideas and concepts that shape the practice of community policing, and how these concepts apply in both criminal justice and community settings. The course will focus on community engagement methods, capacity building, needs assessment, and fostering resilience within communities. As part of their final project, students will identify specific community members and groups, analyze the relationship between police and community needs, and develop a project aimed at addressing those needs. This course encourages students to explore the dynamics within their own communities and to consider the impact of community-driven change. Students will also explore the role of police as servant leaders, working collaboratively to promote positive change.

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-430 Victimology in Criminal Justice (3 Credits)

This course examines the role of victims and victimology in the criminal justice system. The course emphasizes the history, theories, and patterns of victimization across various crimes, including violent offenses, domestic violence, sexual assault, and human trafficking. The psychological, social, legal ramifications, and support systems for victims will be examined. Special attention will be given to marginalized and vulnerable populations, along with advocacy efforts. Prerequisite: 150.

CRMJ-486 Special Topics (1 - 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. For specific section description, click to the Section Details in VitNet.

CRMJ-487 Experiential Learning: Internship (1 - 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 occurance, 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 (1 - 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-490 Applied Ethics and Best Practices in Criminal and Community Justice (3 Credits)

This course provides an applied and in-depth exploration of the assessment, management, and rehabilitation of offenders, emphasizing evidence-based practices in criminal and community justice, corrections, and policing. Students will develop a strong foundation of offender rehabilitation across diverse socioeconomic and demographic backgrounds while examining strength-based approaches for working with both offenders and victims. Prerequisite: 150.

CSCI-110 Introduction to Software Engineering (Embedded Project) (4 Credits)

An overview of computer science principles, introducing students to the fundamentals of how computers and software operate. The course includes a study of the underlying structures of computer systems and programming basics, concentrating on programming control structure. Object-oriented ways of thinking are introduced.

CSCI-140 Programming Essentials (1 Credits)

Foundation in programming with a focus on data analysis and visualization. Learn to write basic scripts, manipulate data sets, and generate presentation-quality plots using a high-level numerical computing environment.

CSCI-200 Web Development (3 Credits)

An in-depth study of web development and design, emphasizing the creation of interactive and responsive web applications with visually appealing user interfaces. Event-driven programming is studied as well as advanced JavaScript topics such as DOM manipulation and asynchronous programming. Prerequisite: grade of C or higher in 110.

CSCI-210 Network and Cloud Computing (3 Credits)

The fundamental principles of computer networking with an emphasis on practical applications. Topics include network architectures and protocols, contemporary cloud computing services and essential security measures. Through hands-on activities, students will have the opportunity to implement and synergize various network services, fostering the skills to develop functional products in real-world settings. Prerequisite: grade of C or higher in 110.

CSCI-310 Database Systems (3 Credits)

This course provides an in-depth study of database management and design and considers how databases interact with software applications. Tools used to organize, maintain, and safeguard large volumes of data are presented. Students will study database structures, data modeling, and structured query languages (SQL). Prerequisite: grade of C or higher in 110.

CSCI-320 Embedded Systems Architecture (3 Credits)

Learn the basics of microcontroller internal architecture, functions and applications. Apply input/output interface protocols and debugging to create devices that can run independently. Analyze Low-level data operations, effective memory allocation, management strategies, resource utilization optimization, performance and reliability. This course develops a solid foundation of C programming, emphasizing its application in developing embedded systems. Prerequisites: grade of C or better in 110, MATH-261.

CSCI-350 Data Structures and Algorithms (4 Credits)

Students will understand data structures and develop skills to design and analyze software algorithms. This course is designed for students with foundational programming knowledge. Topics include arrays, trees, dictionaries, sorting, searching, recursion, and graph traversal. Emphasis will be placed on understanding algorithmic efficiency, Big-O notation, and performance trade-offs, equipping students to write efficient code for complex problem-solving. Prerequisites: 110, MATH-261.

CSCI-410 Embedded Operating Systems and Kernel Development (3 Credits)

Learn the fundamentals of operating systems that are optimized for embedded environments, with a dual focus on the customization of the Linux kernel and the principles of real-time operating systems (RTOS). Configure and enhance the Linux kernel and implement RTOS for deterministic performance in embedded applications. Prerequisite: grade of C or better in 320.

CSCI-487 Computer Science Internship (3 - 9 Credits)

Students will participate in an off-campus computer science internship, applying course knowledge and skills to problems within a work environment. Internship placements must be established prior to enrollment in the course in consultation with career services and a computer science faculty member. May be repeated for credit. Permission of instructor required. Graded CR/NC. Prerequisite: 310.

CSCI-488 Independent Study (1 - 4 Credits)

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

CSCI-490 Cooperative Learning Semester (3 - 9 Credits)

Application of computer science principles to solve real world problems at an organization while earning a wage. Students are expected to work part-time during the semester under the supervision of a software engineer. Restricted to computer science majors with junior standing and computer science faculty approval. Prerequisite: 310. Graded CR/NC.

CSCI-491 Computer Science Cooperative Learning Summer (0 - 9 Credits)

Application of computer science principles to solve real world problems at an organization while earning a wage. Students are expected to work full-time during the summer under the supervision of a software engineer. Restricted to computer science majors with junior standing and computer science faculty approval. Prerequisite: 310. Graded CR/NC.

CSCI-498 Capstone Design Lab 1 (3 Credits)

Students work with a team to explore a realistic, open-ended and multifaceted case under the guidance of a faculty advisor. Students carry out and document solution exploration, solution refinement, and prototyping. Restricted to computer science majors with junior or senior standing. Prerequisite: grade of C or higher in 310. A major specific (MATH) GPA of 2.5 or higher.

CSCI-499 Capstone Design Lab 2 (3 Credits)

Students work with a team to explore a realistic, open-ended and multifaceted case under the guidance of a faculty advisor. Students carry out and document solution exploration, solution refinement, and prototyping. Restricted to computer science majors with senior standing. Prerequisite: grade of C or highter in 498.

DANC-105 Introduction to Dance Technques (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 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 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 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 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 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 music, music theatre, and theatre majors and dance, music, music theatre, and theatre minors. May be repeated for credit.

DANC-286 Special Topics (1 - 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. For specific section description, click to the Section Details in VitNet.

DANC-287 Experiential Learning: Internship (1 - 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 occurance, 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 (1 - 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-300 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-314 Ballet II (1 Credits)

Intermediate studio practice in classical ballet technique with emphasis on ballet as a performing art. Prerequisite: 214. Restricted to 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 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, and theatre 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, and theatre 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 dance minors. May not 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, and theatre 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, and theatre 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, and theatre majors and dance, music theatre, theatre, and music minors. May be repeated for credit.

DANC-486 Special Topics (1 - 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. For specific section description, click to the Section Details in VitNet.

DANC-487 Experiential Learning: Internship (1 - 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 occurance, 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 (1 - 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 (1 - 3 Credits)

This course provides dance minors with the opportunity to showcase their work presented in a dance concert. Prerequisite: 360. Restricted to dance minors. May not be repeated for credit.

DATA-487 Data Analytics Internship (1 - 9 Credits)

Students will participate in an off-campus data analytics internship, applying course knowledge and skills to problems within a work environment. Internship placements must be established prior to enrollment in the course in consultation with career services and a computer science faculty member. May be repeated for credit. Permission of instructor required. Graded CR/NC. Prerequisite: CSCI 310.

DATA-498 Capstone Design Lab (3 Credits)

Students work with a team to explore a realistic, open-ended and multifaceted use case for Data Analytics under the guidance of a faculty advisor. Restricted to Data Analytics majors with junior or senior standing. Prerequisite: grade of C or higher in CSCI 310.

ECAS-100 Truth, Beauty, and Goodness: Introduction to Interdisciplinary Studies (3 Credits)

With a focus on collaborative, interdisciplinary problem-solving for the common good, this course uses a case study approach to explore historical and contemporary social issues. Rooted in a commitment to doing "scholarship for social change," students will learn how to make use of perspectives from history, philosophy, art, and other disciplines in order to creatively engage with the complex, often contentious issues in an imperfect world. PMI

ECAS-220 ECAS Seminar (1 Credits)

This seminar-style course will feature close reading of sources in Ethics, Culture and Society (ECAS), as determined by ECAS faculty in consultation with program majors. We will explore the value of utilizing an interdisciplinary approach in grappling with real-world challenges through focused readings, case studies, and structured reflections conducted in a small, informal discussion group. Content will include consideration of interdisciplinarity as a strategic approach to problem-solving as well as student-led discussion of additional texts and ongoing projects to be determined based upon participant interest and declared concentration areas within the ECAS major. Graded CR/NC.

ECAS-286 Special Topics (1 - 3 Credits)

Courses on topics of interest to ethics, culture, and society students offered on the basis of need, interest, or timeliness. Restricted to students with freshman or sophomore standing. May be repeated for credit. For specific section description, click to the Section Details in VitNet.

ECAS-287 Experiential Learning: Internship (1 - 12 Credits)

Non-classroom experiences in fields related to ECAS. 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.

ECAS-305 Resistance and Reconciliation in South Africa (3 Credits)

South Africa stands as a witness to the power of social movements to not only imagine but also bring into being a more just and compassionate world. Learn how South Africans draw on religion, music, and global justice movements to resist and rise from the violence of Apartheid, the AIDS and COVID epidemics, climate change, and persistent economic inequities. SJE, PMI

ECAS-320 ECAS Seminar (1 Credits)

This seminar-style course will feature close reading of sources in Ethics, Culture and Society (ECAS), as determined by ECAS faculty in consultation with program majors. We will explore the value of utilizing an interdisciplinary approach in grappling with real-world challenges through focused readings, case studies, and structured reflections conducted in a small, informal discussion group. Content will include consideration of interdisciplinarity as a strategic approach to problem-solving as well as student-led discussion of additional texts and ongoing projects to be determined based upon participant interest and declared concentration areas within the ECAS major. Grade CR/NC.

ECAS-400 Ethics, Culture, and Society Capstone (1 - 2 Credits)

Development of the ECAS interdisciplinary capstone proposal, research, the capstone project, and presentation of the project over the course of two semesters with faculty mentoring and guidance. Prerequisite: 310 or 311.

ECAS-486 Special Topics (1 - 3 Credits)

Courses on topics of interest to ethics, culture, and society students offered on the basis of need, interest, or timeliness. Restricted to students with junior standing or higher. May be repeated for credit. For specific section description, click to the Section Details in VitNet.

ECAS-487 Experiential Learning: Internship (1 - 12 Credits)

Non-classroom experiences in fields related to ECAS. 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.

ECAS-488 Independent Study (1 - 3 Credits)

Independent reading and/or research under the guidance of an ethics, culture and society faculty member. Refer to the academic policy section for independent study policy. Independent study contract is required. 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.

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-200 Personal Economics: Spending and Saving (3 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-286 Special Topics (1 - 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. For specific section description, click on the Section Details in VitNet.

ECON-287 Experiential Learning: Internship (1 - 12 Credits)

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. Contact Career Services for registration permission.

ECON-288 Independent Study (1 - 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-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-486 Special Topics (1 - 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. For specific section description, click on the Section Details in VitNet.

ECON-487 Experiential Learning: Internship (1 - 12 Credits)

NExperiential 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 meed 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. Contact Career Services for registration permission.

ECON-488 Independent Study (1 - 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)

This course is an introduction to the field of education. Students study the historical, philosophical, and social foundations of education. Legal, political, economic, and governmental basis of education is studied. An overview of innovative theories and practices are presented. The organization of U.S. schools as elementary, middle level, and secondary is examined. Field hours may be required by the instructor.

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)

This course introduces students to theories of learning and development. Students apply critical thinking and their knowledge of learning theories to explore and analyze motivation, classroom management, measurement, and evaluation. Field work may be required by the instructor. Prerequisite: grade of C or higher in 150 or concurrent. OC

EDUC-237 Creative Arts for Early Childhood (2 Credits)

This course is designed to facilitate the development of an understanding of the value and function of creative activity in a child's learning, and how to plan, implement and evaluate developmentally appropriate integrated experiences in creative art, dramatics, music, movement, and play for young children.

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. This course fulfills a pre-student teaching experience for licensure. Prerequisites: grade of C or higher in 150, 215 or concurrent.

EDUC-271 Curriculum and Assessment, Birth to 6 (3 Credits)

This course is a study of developmentally appropriate curriculum and assessment practices from birth to age 6, including children with special abilities and/or developmental differences. This course emphasizes healthy social and emotional development as the foundation for learning. Students utilize evidence-based instructional strategies to create supportive environments and experiences that increase each child's ability to learn through play and exploration. Additionally, there is an emphasis on developing parent and family partnerships, early learning academic standards, and interdisciplinary techniques across multiple content areas. Field work may be required by the instructor.

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. Prerequisite: 104 or C or higher in 105 or C or higher in 195. LA

EDUC-286 Special Topics (1 - 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. For specific section description, click to the Section Details in VitNet.

EDUC-288 Independent Study (1 - 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 (3 Credits)

This course is designed to provide teacher candidates with foundational knowledge in creating and maintaining a positive K¬12 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 and explore equitable Multi-Level Systems of Support (c) provide an overview of behavioral assessments; (d) present strategies that promote attitudes for supporting and fostering the acceptance of all students; (e) and assist in the communication between the teacher and families related to classroom behaviors. Students in this course may require field experience hours and a possible field trip. Prerequisites: grade of C or higher in 150, 255 or concurrent.

EDUC-300 Techniques of Secondary Methodology (3 Credits)

This course emphasizes secondary curriculum, instruction, and assessment. It investigates multiple curriculum resources and explores classroom climate strategies. Students explore best practices in research for specific content areas. This course fulfills a pre-student teaching experience requirement for licensure. Prerequisite: 331 (or concurrent), admission to the teacher education program.

EDUC-302 Diverse Learners (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. Field work may be required by instructor. LDW

EDUC-303 Educational Foundations (3 Credits)

This course is an introduction to the field of education. Students study the historical, philosophical, and social foundations of education. Legal, political, economic, and governmental basis of education is studied. An overview of innovative theories and practices are presented. The organization of U.S. schools as elementary, middle level and secondary is examined. Professional written communication and information literacy skills are developed in this course. Field hours may be required by the instructor. This course is restricted to students in the professional degree completion program. IFCR/PWC Bachelor Completion.

EDUC-304 Positive Classroom Environment (3 Credits)

This course is designed to provide teacher candidates with foundational knowledge in creating and maintaining a positive K-12 classroom climate, resolving conflict, and utilizing behavioral intervention strategies for students with mild to moderate behavioral challenges. The course content: (a) provides knowledge of behavioral technologies to support classroom teaching with diverse groups of students, including those with special needs, (b) details research-based prevention and intervention strategies and explore equitable multi-level systems of supports, (c) provides an overview of behavioral assessments, (d) presents strategies that promote attitudes for supporting and fostering the acceptance of all students, and (e) assists in the communication between the teacher and families related to classroom behaviors. Field work may be required by the instructor. This course is restricted to students in the professional degree completion program.

EDUC-305 Reading, Writing, Speaking, Listening (3 Credits)

This course provides an introductory overview of students' acquisition of language. Candidates explore the interdependence of reading, writing, speaking, and listening. Topics covered include comprehension, background knowledge, strategic reading, and strategies for teaching critical skills in the four domains of language. This course fulfills a pre-student teaching experience for licensure and is restricted to students in the professional degree completion program.

EDUC-306 Introduction to Special Education (3 Credits)

This course provides an introduction and overview to the field of disability studies in education, and examines inclusive practices in contemporary schools, grades PK-12. 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.

EDUC-307 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. This course develops skills in Oral communication and Critical Thinking.. This course is restricted to students in the professional degree completion program. Prerequisite: 303. CCT/POC Bachelor Completion.

EDUC-308 Emergent Literacy (3 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 phonological awareness, oral language development, phonemic awareness, word identification, phonics, and fluency are examined. The role of parents, community, and assessment tools will be explored. Prerequisite: 255 or concurrent

EDUC-309 Introduction to Special Education (3 Credits)

This course provides an introduction and overview to the field of disability studies in education, and examines inclusive practices in contemporary schools, grades PK-12. 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. This course is restricted to students in the professional degree completion program.

EDUC-311 Curriculum and Methods for Social Studies (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-312 Coaching Through Teaching and Leading (3 Credits)

This course is designed to provide aspiring and current coaches with the essential knowledge and skills to lead, manage, and inspire athletes in a variety of contexts, from youth leagues to interscholastic programs. This course blends sport management with practical application, emphasizing ethical conduct, athlete development, and effective communication to foster a positive and high-performing sports environment.

EDUC-313 World Views/Systems of Thinking (3 Credits)

This course explores the civic, theological, and philosophical challenges and opportunities involved in a pluralistic world. What might it mean to move beyond tolerance toward civic engagement among people of various worldviews Students will analyze and experience contemporary interfaith organizations and initiatives including those that foster cooperative action in an effort to promote "a more just and humane world." This course is restricted to students in the professional degree completion program.

EDUC-314 Literacy Birth-Age 9 (4 Credits)

The focus of this course is on the literacy development of children in pre-K to grade 3. 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 phonological awareness, oral language development, phonemic awareness, word identification, phonics, and fluency are examined. The role of parents, community, and assessment tools are explored. This course is restricted to students in the professional degree completion program.

EDUC-316 Technology-Enhanced Instruction (2 Credits)

In this course, students explore, plan, design, and assess the infusion of technology in learning environments, including adaptive technology. They develop awareness of teacher productivity tools and explore ethical and legal issues surrounding use of technology in Pre-K through Grade 12 learning environments. Technology policies in the school setting are examined. Prerequisite: 215.

EDUC-317 Creative Arts for Early Childhood (2 Credits)

This course is designed to facilitate the development of an understanding of the value and function of creative activity in a child's learning, and how to plan, implement and evaluate developmentally appropriate integrated experiences in creative art, dramatics, music, movement, and play for young children. This course is restricted to students in the professional degree completion program.

EDUC-319 Teaching Literacy in the Elementary/ Middle School (3 Credits)

Evidence-based, effective reading and writing instruction that supports successful literacy teaching in elementary/middle school. Best practices related to building background knowledge, teaching fluency, comprehension, vocabulary, morphological knowledge, and oral language development are a focus. Research-based literacy trends will be examined while participating in authentic classroom literacy practices. Prerequisites: 308, admission to the teacher education program.

EDUC-323 Curriculum and Methods for Science (4 Credits)

This course is designed to provide a framework for teaching effective, inquiry-based science at the elementary and middle school levels. It provides a solid foundation in the concepts and models of hands-on, student-centered science and its assessment as described in the Next Generation Science Standards. In addition, the course prepares preservice teachers to address the WI Standards for Environmental Education and Sustainability adopted by the Wisconsin legislature in 2018. Through discussions of concepts and content, practice of methodologies, and hands-on exploration, students develop greater comfort and skill in creating a learner-centered classroom focused on the excitement of science discovery. The purpose of this course is to motivate and prepare pre-service teachers to be exemplary teachers of elementary and middle school science. Prerequisites: one science course or concurrent, admission to the teacher education program.

EDUC-326 Technology-Enhanced Instruction (2 Credits)

In this course, students explore, plan, design, and assess the infusion of technology in learning environments, including adaptive technology. They develop awareness of teacher productivity tools and explore ethical and legal issues surrounding use of technology in Pre-K through Grade 12 learning environments. Technology policies in the school setting are examined. This course is restricted to students in the professional degree completion program. Prerequisite: 303.

EDUC-331 Disciplinary and Content Literacy (3 Credits)

Disciplinary and Content Literacy explores subject-specific literacies inside the literacy cycle. Students develop the knowledge and expertise necessary to teach K-12 learners. They learn how to negotiate and interpret complex texts and other multimodal forms of linguistic expression associated with specific contents. Students also review effective research-based strategies and practices in disciplinary literacies. Ultimately, students design and deliver discipline-specific instruction and select materials appropriate for diverse learners. Prerequisites: 150, 215, may take 255 concurrently.

EDUC-340 Behavior Management: Principles and Practices of Positive Behavior Supports (2 Credits)

This course is intended to provide an overview of both the principles that undergrid PBIS (Positive Behavioral Interventions and Supports) as a philosophy of practice and the practical applications of PBIS as a proactive approach in promoting optimal behavior across schoolwide, classroom, and individual levels. The reauthorization of IDEA in 2004 clearly mandates the use of PBIS as an evidence-based practice aimed at proactively addressing challenging behavior in students with disabilities. A central focus in this course is the application of this evidence-based practice with learners of all ages and abilities across learning environments, in particular students with Autism Spectrum Disorder. Prerequisites: 290 or PSYC-171, 306 or concurrent.

EDUC-343 Family and Community Partnerships (3 Credits)

This course focuses on leadership in building partnerships with families, colleagues, and the community at large. Topics include family systems theory, community collaboration approaches to meet the diverse needs of citizens, cultural and family diversity, impact of schools and education, and effective communication. As a result of this course, students will have a clear understanding of the critical importance of school/workplace-community relations, and the role of families, businesses, organizations, and leaders in creating a community of service for diverse needs. SJE

EDUC-344 Effective Teaching Methods in Special Education (3 Credits)

In this methods course, students will plan and implement instruction for students with disabilities. 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. The course content will include: (a) instructional design; (b) strategies to establish and maintain case records; (c) the use of assessment data to design goals and objectives for learning; and (d) information needed in the development of Individualized Education Plans. This course is restricted to students in the professional degree completion program. Field work is required.

EDUC-345 Science Methods (3 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. This course is restricted to students in the professional degree completion program. Prerequisite: 307.

EDUC-346 Math Methods (3 Credits)

This course emphasizes the 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. This course fulfills a pre-student teaching experience for licensure. This course is restricted to students in the professional degree completion program. Prerequisite: 307.

EDUC-347 Social Studies Methods (2 Credits)

Methods and materials for assessing, planning, implementing and evaluating social studies instruction based on model academic standards. Focused on development of curricula that promote equity, diversity, and social justice. This course is restricted to students in the professional degree completion program. Prerequisite: 307.

EDUC-353 Assessing 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.

EDUC-354 Behavior Management: Principles and Practices of Positive Behavior Supports (2 Credits)

This course is intended to provide an overview of both the principles that undergrid PBIS (Positive Behavioral Interventions and Supports) as a philosophy of practice and the practical applications of PBIS as a proactive approach in promoting optimal behavior across schoolwide, classroom, and individual levels. The reauthorization of IDEA in 2004 clearly mandates the use of PBIS as an evidence-based practice aimed at proactively addressing challenging behavior in students with disabilities. A central focus in this course is the application of this evidence-based practice with learners of all ages and abilities across learning environments, in particular students with Autism Spectrum Disorder.

EDUC-355 Math Curriculum and Methods (3 Credits)

This course emphasizes the principles, goals, methods, and strategies for teaching mathematics in elementary and middle schools. Topics include integrating math with literacy, differentiation, knowledge and implementation of curriculum, lesson planning, and assessment. This course fulfills a pre-student teaching experience for licensure. Prerequisites: 255, MATH 255 with C or better, admission to the teacher education program.

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: 290 or PSYC-171, 306 or concurrent.

EDUC-376 Curriculum and Assessment, Birth to 6 (3 Credits)

A study of developmentally appropriate curriculum and assessment practices from birth to age 6 including children with special abilities, disabilities, or developmental differences. There is an 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, stating early early learning and academic standards, and focusing on integrated approaches to teaching and assessment in social studies, science, literacy, mathematics and the arts. Field work may be required by instructor. This course is restricted to students in the professional degree completion program.

EDUC-380 Diverse Learners (3 Credits)

This course explores research-based strategies to increase achievement of diverse PK-12 populations. Students will be required to think critically and reflectively regarding meeting the academic, social, cultural, and emotional needs of a diverse range of students, including English learners and Wisconsin's Native American children and youth. This course is restricted to students in the professional degree completion program.

EDUC-385 Planning and Implementing Effective Teaching Strategies for Students With Exceptional Educational Needs (3 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. This course fulfills a pre-student teaching experience for licensure, so filed experience is required. Prerequisites: 290 or PSYC-171, 306, 340, 374 or concurrent.

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. Topics 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. Field experience may be required by instructor. Prerequisites: 237, 271.

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. Field work is required. Prerequisites: 237, 271.

EDUC-404 Technology and Learning in Online Environments (2 Credits)

This course serves a dual purpose: 1) it focuses on the fundamentals of instructional design and the use of multimedia technology as a teaching and learning strategy that addresses diverse student needs and encourages active participation in learning, 2) it emphasizes technology tools that facilitate communication and collaboration within local and global learning communities as a means of improvising leadership functions and effectively engaging in with others in oline and remote learning.

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 lessons that integrate the arts (theater, music, dance, visual arts) and address content area standards. This course fulfills a pre-student teaching experience requirement for licensure. Prerequisites: admission to the teacher education program. Restricted to students with junior or higher standing.

EDUC-406 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. Topics 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. Field experience may be required by instructor. This course is restricted to students in the professional degree completion program. Prerequisite: 317.

EDUC-407 Senior Clinical and Portfolio (2 Credits)

This course is designed as a preparatory experience to support students during pre-student teaching experiences in a variety of classroom environments. This course integrates prior education coursework, with an emphasis on planning, assessment, and preparation for student teaching. Topics include the process for applying to student teaching, preparation of professional documents, interview skills, assessment, and the development of a portfolio. Clinical experiences on Tuesdays and Thursdays are required. Prerequisite: admission to teacher education program, Corequisites: 355, 405, 413 (elem) or 300 (sec).

EDUC-408 Assessment in Education (2 Credits)

This course builds teacher candidates' assessment literacy by exploring the purpose, design, and implementation of formative, summative, and diagnostic assessments. Candidates learn how to use assessment strategies and tools to check for understanding, monitor student progress, and inform instructional decision making. The course emphasizes alignment between assessment and instruction, effective strategies for providing student feedback, and clear communication of assessment results to parents and the broader school community. Prerequisites: 355, 405, 300 or 413.

EDUC-409 Interdisciplinary Methods (2 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 lessons that integrate the arts (theater, music, dance, visual arts) and address content area standards. This course fulfills a pre-student teaching experience requirement for licensure and is restricted to students in the professional degree completion program. Prerequisite: 307.

EDUC-411 Early Childhood Education Capstone (1 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. Field work is required. This course is restricted to students in the professional degree completion program. Prerequsites: 317, 376.

EDUC-413 Assessment and Correction of Literacy Problems (3 Credits)

This course addresses the principles of corrective and remedial reading instruction. Students explore the nature and causes of reading difficulties and learn about diagnostic instruments and procedures. They learn how to implement strategies for correcting reading disabilities and incorporate computer-aided instruction. A case study is required. Field work is a required component of this course. Prerequisites: 319; admission to the teacher education program.

EDUC-415 Assessment and Correction of Literacy Problems (3 Credits)

This course addresses the principles of corrective and remedial reading instruction. Students explore the nature and causes of reading difficulties and learn about diagnostic instruments and procedures. They learn how to implement strategies for correcting reading disabilities and incorporate computer-aided instruction. A case study is required. Fieldwork is a required component of this course. Quantitative literacy skills will be developed. This course is restricted to students in the professional degree completion program. Prerequisite: 314. QQL Bachelor Completion.

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-426 Teaching Writing in the Language Arts Classroom (2 Credits)

Recognizing the relationship between reading and writing in developing student literacy, this writing course prepares teacher candidates to attend to the other half of literacy: writing. Participants will learn how to incorporate writing into their planning, instructing, and evaluating that builds K-9 learners' capacity to think and to share their thinking through writing. Emphasis is placed on the writing process, writing in the content areas, and specific instructional techniques. This course is restricted to students in the professional degree completion program.

EDUC-434 Ethical Issues in Contemporary Education (3 Credits)

This course addresses the ethical dimensions of educational practice and policy, with justice as the primary focus. Philosophical, theoretical, and empirical readings from a wide variety of disciplines will be used to analyze case studies of social issues shaping the 21st century classroom. As an ethics seminar, the course is designed to deepen students' understandings of educational justice, to engage with others about complex ethical judgments across multiple lines of difference, and to learn how to enhance educators' and policymakers' capacities to make ethical decisions under challenging conditions.

EDUC-441 Student Teaching: Elementary/Middle (10 Credits)

Student teaching occurs at the elementary and middle levels. This is a capstone experience that is typically completed in the final semester. Student teaching requires students to work full-time in a K-12 classroom for an entire semester. Prerequisites: admission to the teacher education program; admission to student teaching. Graded CR/NC.

EDUC-459 Student Teaching: Middle/High School (12 Credits)

Student teaching occurs at middle and secondary levels. This is a capstone experience that is typically completed in the final semester. Student teaching requires students to work in a K-12 classroom full-time for an entire semester. Prerequisites: admission to the teacher education program; admission to student teaching. Graded CR/NC.

EDUC-463 Student Teaching Secondary PK-12 (12 Credits)

Student teaching occurs at the K-12 grade level. This is a capstone experience that is typically completed in the final semester. Student teaching requires students to work in a K-12 classroom full-time for an entire semester. Graded CR/NC.

EDUC-482 Student Teaching Seminar (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, mandatory reporting, the evaluation process, professional organizations, resume preparation, interviews, legal rights and licensure. Prerequisite: admission to student teaching.

EDUC-486 Special Topics (1 - 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. For specific section description, click to the Section Details in VitNet.

EDUC-487 Experiential Learning: Internship (1 - 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 occurance, 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 (1 - 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-491 Student Teaching Seminar (2 Credits)

This course will assist student teachers in integrating theory with practice through discussion and personalized conferences. Special emphasis is on specific aspects of the teaching profession such as contracts, career, and life planning, professional organizations, resume preparation, interviews, legal rights and licensure. This course is restricted to students in the professional degree completion program. Prerequisite: admission to student teaching.

EDUC-492 Student Teaching (6 Credits)

Student teaching occurs at the elementary and middle school levels. This is a capstone experience that is typically completed during the final semester. Student teaching requires students to work in a K-12 classroom full-time for an entire semester. This course is restricted to students in the professional degree completion program. Graded CR/NC. Prerequisite: admission to student teaching.

EDUC-494 Student Teaching Cross-Categorical Special Education (1 Credits)

Teaching in a cross-categorical special education placement at the K-12 levels. Capstone experience is typically completed in the final semester. The cross-categorical special education placement requires students to work in a classroom full-time, during the semester of student teaching. This course is restricted to students in the professional degree completion program. Prerequisites: 304, 309, 344, 353, 354. admission to the teacher education program, admission to student teaching. Graded CR/NC.

EDUC-496 Student Teaching Cross-Categorical Special Education (1 Credits)

Teaching in a cross-categorical special education placement at the K-12 levels. Capstone experience is typically completed in the final semester. The cross-categorical special education placement requires students to work in a classroom full-time, during the semester of student teaching. Prerequisites: 290, 306, 340, 374, 385, admission to the teacher education program, admission to student teaching. Graded CR/NC.

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-126 Commercial Cabinetry (4 Credits)

(WTC course 31409335) In this course, students will study the materials and equipment used in the commercial cabinetmaking field, including high pressure laminates, substrates, adhesives, and hardware. Hands-on lab sessions will enable students to construct various types of commercial casework and countertops, utilizing traditional techniques alongside modern technologies such as CNC machines for enhanced precision and efficiency.

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-148 Basic Industrial Controls (2 Credits)

(WTC course 10620135) A variety of industrial control components and systems are explored. Emphasis is placed on relay control components and ladder logic applications along with three phase motors and motor starting. Photo electric and proximity sensors are introduced. Electronic overload protection and soft motor starting are explored. Adjustable Frequency AC motor drives are covered. Actual industrial equipment and manuals are used by students in the development and testing of practical circuits and systems. Students will interpret and create wiring diagrams.

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 Site Layout and Concrete (1 Credits)

(WTC course 410303) Students will be introduced to measuring and layout procedures and site development using surveying equipment such as digital theodolites, lasers, and total station. Concrete as a building material, foundation walls and footings, flatwork, and below grade foundation preparation will be studied as well.

EDUT-163 Construction Industry Basics (2 Credits)

(WTC course 10410103) This course provides an overview of the professions found within the construction industry. Students will research skills necessary for success within their chosen field and correlate to their personal strengths. Students will also learn to interpret architectural construction documents and be introduced to the assemblies that make up a building. An exploration of building science principles will provide a foundation for future coursework.

EDUT-202 Introduction to Welding (1 Credits)

(WTC course 442105) A one-credit course to prepare welding students to be successful in the lab and online. Topics covered will include Blackboard (or current LMS), email, and basic metal shop safety. The students will also get introduced to the most frequently used equipment in the shop such as welders, grinders, saws, and shears.

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-207 Welding-SMAW 1 (2 Credits)

(WTC course 31442303) The study of welding techniques and applications for the flat and horizontal positions, to include electrode selection, fundamental joints, welding positions, and basic electricity for arc welding.

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-212 Welding-Oxy Fuel Metals Join (1 Credits)

(WTC course 442301) Introduction of gas welding and brazing techniques used to join metal pieces together.

EDUT-213 Wirefeed Welding 1 (2 Credits)

(WTC course 442306) The study of welding techniques and applications of the GMAW and FCAW processes in the flat and horizontal positions on ferrous materials (steel).

EDUT-217 Welding-Blueprint Reading 1 (1 Credits)

(WTC course 31442308) This course is designed to develop the student's skill in reading working drawings of weldments.

EDUT-218 Industrial Electricity (2 Credits)

(WTC course 10620103) This course covers fundamental DC and AC electricity concepts as applied to industrial control systems. Electrical quantities, measurements and circuit characteristics/ configurations will be introduced. DC and Single-Phase AC will be addressed along with transformers. Proper wiring practices and an introduction to residential wiring systems will be included. Soldering and de-soldering of wires and component connections will also be addressed.

EDUT-235 Manual Torch Metal Cutting (1 Credits)

(WTC course 442106) Instruction in tungsten inert gas welding of stainless steel sheet in all positions as well as on tubing and pipe. ASME and AWS requirements are used as guidelines. Special focus is given to food grade welding procedures such as purge welding.

EDUT-236 Intro to Mechatronics (2 Credits)

(WTC course 664110) In this course, learners are introduced to microprocessor controlled electromechanical systems. The learner examines how individual components work, and how they are integrated into simple systems. Upon completion of the course, learners will understand what technicians do in the workplace and how industry utilizes Mechatronics in advanced manufacturing.

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 manufacutre of a product. You will access the characteristics of materials that impact their selection through labe 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-255 Intro to Industrial Control Systems (2 Credits)

(WTC course 664102) This course covers fundamental wiring concepts, relay ladder logic, sensors, timers, motor fundamentals, motor starters and Variable Frequency Drives. It also includes an introduction to PLC hardware/programming along with Touch Screen/HMI applications.

EDUT-256 Intro to Industrial Robotics (2 Credits)

(WTC course 664107) In this course, learners are introduced to programming techniques for industrial robots. The learner examines teach pendant programming including I/O, routines, decision making, six frames of positional operation, and robot communication. Upon completion of the course, learners will be able to operate and program industrial robots commonly used in Industry 4.0.

EDUT-258 Residential Blueprint Reading (1 Credits)

(WTC course 31410329) In this course students will study various construction systems as they related to their drawings. Roof framing plans, stair construction from a section drawing, window schedules and catalogs, interior and exterior finishes, multifamily dwellings and code requirements for a residential structure will be referenced for related trade information.

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-280 Construction Fundamentals (2 Credits)

(WTC course 410105) Students study methods and materials used in construction to include footings and foundations, walls, floors, and roofs. Students will examine various insulation types and moisture and air control layers. Additionally, students will be introduced to construction documents. The safe use of the appropriate tools for each trade is covered.

EDUT-282 Framing Techniques (5 Credits)

(WTC course 31410333) This course introduces the theory, materials, methods, and procedures used to construct floor, wall, roof systems, and staircases for wood-framed structures. Students will build a full-size structure in the framing lab using the proper tools, layout techniques, and appropriate materials.

EDUT-488 Independent Study (1 - 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-098 The Writer's Workshop (1 Credits)

As a comparison to The Writer's Practice I, this workshop provides students with additional reading and writing support in a small group setting. Course activities will facilitate extended practice reading and analyzing texts along with drafting, editing, and revising various pieces of writing. Required: concurrent enrollment in ENGL 103.

ENGL-103 The Writer's Practice I (3 Credits)

In this introduction to college writing, students learn to read closely to summarize, analyze, and respond to literary texts and relevant scholarship. Students also practice the basic conventions of college essay writing, including crafting a thesis, organizing evidence, and achieving sentence-level effectiveness. By semester's end, students write a thesis-driven literary analysis supported by library research. Placement into this course requires an ACT English score of 18-22. Grade of C required to pass the course. Prerequisite to ENGL 104. WCI, IL

ENGL-104 The Writer's Practice II (3 Credits)

The second of two required first-year composition courses in the core curriculum, ENGL 104 builds on the skills established in ENGL 103. Students focus on reading a variety of texts, writing arguments, and incorporating research. They are also introduced to the fundamentals of multimodal composition, which culminates in a final project of their choosing. Prerequisite to all other English classes. Grade of C required to pass the course. Prerequisite: Grade of C or higher in 103 or transfer placement. WCI, IL

ENGL-105 Accelerated Writer's Practice (4 Credits)

This accelerated first-year writing course develops students' skills in college-level analysis and argument. In addition to critically reading literary and expository texts, students work in small group workshops to write literary analyses, researched arguments, and multimodal compositions. Grade of C required to pass. Placement into this course requires an ACT English score of 23 or higher. 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-213 Writing, Editing, and Publishing in the Public Sphere (3 Credits)

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

ENGL-214 Professional Writing and Technical Communication (3 Credits)

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

ENGL-215 Advanced Composition (3 Credits)

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.

ENGL-218 Journalism Experience (1 Credits)

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.

ENGL-219 Literary Journal Experience (1 Credits)

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.

ENGL-229 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. This course exists as both a 200-level for Core Curriculum students and as a more challenging 300-level course required for English majors and minors and open to other interested students and to those who need upper division credit. Prerequisite: 104 or C or higher in 105 or C or higher in 195. May be repeated once for credit. LA

ENGL-236 Shakespeare (3 Credits)

Major comedies, histories, and tragedies studied as poetry and as drama; selections from the sonnets. This course exists as both a 200-level course for Core Curriculum students and as a more challenging 300-level course required for English majors and minors and open to other interested students and to those who need UD credit. Prerequisite: 104 or C or higher in 105 or C or higher in 195. LA

ENGL-242 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. This course exists as both a 200-level course for Core Curriculum students and as a more challenging 300-level course required for English majors and minors and open to other interested students and to those who need UD credit. May be repeated once for credit. Prerequisite: 104 or C or higher in 105 or C or higher in 195. LA

ENGL-244 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. This course exists as both a 200-level course for Core Curriculum students and as a more challenging 300-level course required for English majors and minors and open to other interested students and to those who need UD credit. May be repeated once for credit. Prerequisite: 104 or C or higher in 105 or C or higher in 195. LA

ENGL-250 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. This course exists as both a 200-level course for Core Curriculum students and as a more challenging 300-level course required for English majors and minors and open to other interested students and to those who need upper division credit. May be repeated once for credit. Prerequisite: 104 or C or higher in 105 or C or higher in 195. LA

ENGL-251 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. This course exists as both a 200-level course for Core Curriculum students and as a more challenging 300-level course required for English majors and minors and open to other interested students and to those who need UD credit. May be repeated once for credit. Prerequisite: 104 or C or higher in 105 or C or higher in 195. LA

ENGL-252 Topics in World Literature (3 Credits)

Examines a theme, symbol, or image in Western and/or non-Western literature to consider how texts reveal, respond to, and influence culture or cultural change over time. Topics will vary in specificity and may explore more than one genre, literary-historical period, or culture. This course exists as both a 200-level course for Core Curriculum students and as a more challenging 300-level course required for English majors and minors and open to other interested students and to those who need UD credit. May be repeated once for credit. Prerequisite: 104 or C or higher in 105 or C or higher in 195. LA

ENGL-253 Genre Matters: Poetry, Fiction, Drama, and the Essay (3 Credits)

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 and English Education 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-262 AI Rhetoric and Literacy (3 Credits)

This course introduces students to digital rhetoric, critical AI literacy, and what it means to compose and read digital texts through human-computer interaction and the way that affects both writers and readers. Based on a critical-ethical stance for generative AI engagement, students are also introduced to AI ethics as they relate to reading and writing, and they gain experience with practical applications for using AI in the writing process. Prerequisite: ENGL 104 or 105 or 195. WC II, IL.

ENGL-263 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. This course exists as both a 200-level course for Core Curriculum students and as a more challenging 300-level course required for English majors and minors and open to other interested students and to those who need UD credit. May be repeated once for credit. Prerequisite: 104 or C or higher in 105 or C or higher in 195. LA

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. WCII.

ENGL-285 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. This course exists as both a 200-level course for Core Curriculum students and as a more challenging 300-level course required for English majors and minors and open to other interested students and to those who need UD credit. Prerequisite: 104 or C or higher in 105 or C or higher in 195.

ENGL-286 Special Topics (1 - 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. For specific section description, click to the Section Details in VitNet.

ENGL-287 Experiential Learning: Internship (1 - 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 occurance, 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 (1 - 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 argument 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-315 Creative Writing Workshop (3 Credits)

This creative writing workshop surveys multiple genres-fiction, poetry, and creative nonfiction-and the intersection of those genres. Students engage representative works to develop their voice, perspective, and preferred genre(s) of expression. Course discussions emphasize vital writing craft strategies such as structure, language, description, imagery, point of view, and setting. Students participate in workshops by composing original work in the genre of their choice and responding orally and in writing to the work of their peers in generative conversations. This creative writing workshop may be taken up to 3x, with each unique course theme, exercises, and reading list developing the student's writing abilities. Prerequisite: 211 or instructor consent.

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-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. Concurrent enrollment in the Advanced Writing Tutorial required. Prerequisite: 104 or C or higher in 105 or C or higher in 195. May be repeated once 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)

Students will engage with 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 will work with La Crosse area community members to produce a variety articles that address issues of social justice and the common good. Students must complete 10 hours of service for one community organization. Prior journalism courses such as ENGL 213 or 218 recommended. Prerequisite: ENGL 104 or 105 or 195. SJE

ENGL-336 Shakespeare (3 Credits)

Major comedies, histories, and tragedies studied as poetry and as drama; selections from the sonnets. Concurrent enrollment in Advanced Writing Tutorial required. Consent of department required. 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. This course exists as both a 200-level course for Core Curriculum students and as a more challenging 300-level course required for English majors and minors and open to other interested students and to those who need UD credit. Concurrent enrollment in the Advanced Writing Tutorial required. Consent of department required. 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. This course exists as both a 200-level course for Core Curriculum students and as a more challenging 300-level course required for English majors and minors and open to other interested students and to those who need UD credit. Concurrent enrollment in the Advanced Writing Tutorial required. Consent of department is required. 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. This course exists as both a 200-level course for Core Curriculum students and as a more challenging 300-level course required for English majors and minors and open to other interested students and to those who need UD credit. Concurrent enrollment in the Advanced Writing Tutorial required. Consent of department required. 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 Lenox, 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. This course exists as both a 200-level course for Core Curriculum students and as a more challenging 300-level course required for English majors and minors and open to other interested students and to those who need upper division credit. Concurrent enrollment in Advanced Writing Tutorial required. Consent of department required. 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. This course exists as both a 200-level course for Core Curriculum students and as a more challenging 300-level course required for English majors and minors and open to other interested students and to those who need UD credit. Concurrent enrollment in Advanced Writing Tutorial required. Consent of department required. 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 Western and/or non-Western literature to consider how texts reveal, respond to, and influence culture or cultural change over time. Topics will vary in specificity and may explore more than one genre, literary-historical period, or culture. This course exists as both a 200-level course for Core Curriculum students and as a more challenging 300-level course required for English majors and minors and open to other interested students and to those who need UD credit. Concurrent enrollment in the Advanced Writing Tutorial required. Consent of department required. May be repeated once for credit. Prerequisite: 104 or C or higher in 105 or C or higher in 195. LA

ENGL-362 AI Rhetoric and Literacy (3 Credits)

This course introduces students to digital rhetoric, critical AI literacy, and what it means to compose and read digital texts through human-computer interaction and the way that affects both writers and readers. Based on a critical-ethical stance for generative AI engagement, students are also introduced to AI ethics as they relate to reading and writing, and they gain experience with practical applications for using AI in the writing process. This course exists as both a 200-level course for Core Curriculum students and as a more challenging 300-level course required for English majors and minors. Other students seeking upper division credit for this course require department consent. Prerequisite: ENGL 104 or 105 or 195. WCII, IL.

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. This course exists as both a 200-level course for Core Curriculum students and as a more challenging 300-level course required for English majors and minors and open to other interested students and to those who need UD credit. Concurrent enrollment in the Advanced Writing Tutorial required. Consent of department required. Prerequisite: 104 or C or higher in 105 or C or higher in 195.

ENGL-392 Advanced Writing Tutorial (1 Credits)

The workshop-based writing tutorial runs concurrently with all English 300-level literature courses. In this course, students will advance the knowledge they receive in their literature classes and receive attentive faculty support to develop the writing and literary-analytical skills necessary to succeed as an English major. Department consent required. Concurrent enrollment in at least one 300-level literature class. Required of all students enrolled in 300-level literature classes.

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

Students in this course will draw from social justice-related literacy theories to read and analyze selections of prose and poetry especially suitable for a middle or high school audience. Readings will be drawn from a range of contemporary diverse authors whose stories and poems represent a variety of cultural and social contexts and viewpoints. Prerequisite: ENGL 104 or105 or 195. SJE

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: grade of C or higher in 104 or 105 or 195.

ENGL-481 Senior Thesis Seminar (1 - 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 (1 - 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. For specific section description, click to the Section Details in VitNet.

ENGL-487 Experiential Learning: Internship (1 - 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 occurance, 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 (1 - 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 Foundations for Engineering and Computing (4 Credits)

Explore metacognitive strategies to better understand how you learn, reflect on problem-solving approaches, and build habits for lifelong learning in technical fields. Develop an applied understanding of precalculus, linear algebra, spatial reasoning, and calculus.

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". AE

ENGR-140 Design Graphics (3 Credits)

Fundamentals of engineering graphics and drafting communication, with a focus on computer-aided design (CAD). Create and interpret 2D drawings and 3D solid models using industry-standard software. Apply drafting conventions to communicate technical ideas effectively through hands-on experience.

ENGR-230 Circuits (4 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 (4 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 PHYS 260. Prerequisite or Corequisite: MATH 221.

ENGR-280 Dynamics (4 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: 250 and MATH 221 and grade of C or higher in PHYS 260.

ENGR-286 Special Topics (1 - 4 Credits)

Courses on topics of interest to engineering 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. For specific section description, click to the Section Details in VitNet.

ENGR-288 Independent Study (1 - 4 Credits)

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

ENGR-289 Internship (1 - 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 (4 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: 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 220, 325. (Equivalent to MATH 365). QL, WCII

ENGR-370 Systems Engineering (4 Credits)

An introduction to the development and implementation of complex systems and effective management strategies to complete projects. Apply estimation, planning, and tracking to optimize systems emphasizing the phases of product lifecycle. Learn to verify and validate designs, manage risk, and formulate technical reviews. Course includes both lecture and lab components per week. Restricted to students with junior or senior standing.

ENGR-380 Fluid Mechanics (4 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. Prerequisite: MATH 320 or MATH 325.

ENGR-486 Special Topics (1 - 4 Credits)

Courses on topics of interest to engineering students offered on the basis of need, interest, or timeliness. Prerequisites: as determined by the instructor. Restricted to students with juniorstanding or higher. May be repeated for credit. For specific section description, click to the Section Details in VitNet.

ENGR-488 Independent Study (1 - 5 Credits)

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

ENGR-489 Capstone Internship (3 - 15 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. Graded CR/NC.

ENGR-490 Engineering Cooperative Learning Semester (4 Credits)

Application of engineering principles to solve real world problems in an actual industrial setting while earning a wage. Students are expected to work part-time during the semester for an engineering company under the supervision of an engineer on-site. Restricted to engineering majors with junior standing and engineering faculty approval. Graded CR/NC.

ENGR-491 Engineering Cooperative Learning Summer (0 Credits)

Application of engineering principles to solve real world problems in an actual industrial setting while earning a wage. Students are expected to work full-time during the summer for an engineering company under the supervision of an engineer on-site. Restricted to engineering majors with junior standing and engineering faculty approval. Graded CR/NC.

ENGR-498 Design Capstone 1 (3 Credits)

Work with a team to explore a realistic, open-ended and multifaceted case under the guidance of a faculty advisor. Carry out and document design exploration, design refinement, and prototyping. Restricted to engineering majors with senior standing. Prerequisite: 230, 250, 370; two courses from 280, 320, 350, 380, a major specific (ENGR) GPA of 2.5 or higher. (Equal to MATH-498)

ENGR-499 Design Capstone 2 (3 Credits)

Work with a team to explore a realistic, open-ended and multifaceted case under the guidance of a faculty advisor. Carry out and document design exploration, design refinement, and prototyping. Restricted to engineering majors with senior standing. Prerequisite: grade of C or higher in 498.

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 inwhich 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-210 Science and Environmental Education Seminar (1 Credits)

Overview of fundamental concepts of physical, life, and environmental science topics that will be built upon science methods courses. This course will include a hands-on lab component. This course is restricted to students in the professional degree completion program.

ENVS-286 Special Topics (1 - 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. For specific section description, click to the Section Details in VitNet.

ENVS-287 Experiential Learning: Internship (1 - 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 and pay. Credit for experiences must be sought prior to occurance, 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 (1 - 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 Enviornmental 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-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. Restricted to sophomore, junior, or senior standing.

ENVS-486 Special Topics (1 - 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. For specific section description, click to the Section Details in VitNet.

ENVS-487 Experiential Learning: Internship (1 - 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 and pay. Credit for experiences must be sought prior to occurance, 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 (1 - 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 (1 - 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 (1 - 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-100 Writing and Grammar I (3 Credits)

This course develops students' writing ability from the sentence level to the paragraph level. Students begin by writing short, simple compositions on familiar topics and daily life. Students will learn about paragraph structure and organization. By the end of the course, students will be able to write paragraph-length compositions using simple sentence patterns and vocabulary. Students must earn a C or above to pass the course. Prerequisite: score of 31 or below on placement exam.

ESLP-101 Writing and Grammar II (3 Credits)

This course develops students' writing ability from the paragraph level to the short-essay level. Students will learn short essay structure and organization to write short compositions on topic of personal interest. The class will emphasize writing as a process as students practice different modes of writing. Students will be able to use complex sentence structure and verb forms, as well as more academic vocabulary. Students will be introduced to the basics of writing from sources. Students must earn a C or above to pass the course. Prerequisite: score of 32-40 on placement exam or grade of C or better in ESLP-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)

Students will read a variety of short texts about areas of personal and social interest. They will make connections between different texts with comparable topics and be able to identify main ideas and important details in simple texts. They will begin making predictions and summarizing what they read to demonstrate comprehension. Students will increase their knowledge about the vocabulary, structures, and writing conventions of different descriptive and narrative texts. Students must earn a C or above to pass the course. Prerequisite: score of 31 or below on placement exam.

ESLP-104 Reading Level II (3 Credits)

This class will improve students' ability to read more complex short texts and a short novel. Students will improve their understanding of high-frequency vocabulary and common text structures. Students will be able to identify main ideas, supporting details, and commonalities developed across different texts and be able to discuss these ideas in writing and speaking. Students must earn a C or above to pass the course. Prerequisite: score of 32-40 on placement exam or grade of C or above 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 (4 Credits)

This course develops basic speaking and listening skills that students need for daily life and in academic settings. Students will learn conversational skills related to asking and answering simple questions and using collocations. Students will complete formal and informal speaking and listening tasks to improve comprehension, increase fluency, and improve pronunciation. Students must earn a C or above to pass the course. Prerequisite: score of 31 or below on placement exam.

ESLP-116 Listening and Speaking II (4 Credits)

This course focuses on preparing students for academic listening and speaking tasks and improving conversational English. Students will improve their ability to maintain and repair conversations. Students will give formal presentations to practice extensive speaking and clear communication, including pronunciation. Students will listen to a variety of short lectures on topics of academic and personal interest to improve comprehension of main ideas and supporting details and learn common features of oral presentations. Students must earn or C or above to pass the course. Prerequisite: score of 32-40 on placement exam or grade of C or above in ESLP-115.

ESLP-200 Advanced Reading and Writing (3 Credits)

This course further develops students' academic reading and writing skills in preparation for college-level reading and writing tasks across the curriculum. Students will begin to read more structurally and conceptually complex texts about topics of personal and academic interest. Students will learn the foundations of writing from sources, including critically evaluating texts, synthesizing information from multiple sources, researching, and documenting sources. Students must earn a C or above to pass the course. Prerequisite: score of 41-52 on placement exam or grade of C or above in ESLP-101 and ESLP-104.

ESLP-201 Advanced ESLP (1 Credits)

For students who have taken the second level of ESLP courses and placed into additional ESLP courses. If a final grade of A is not achieved, the student will repeat the course until a final grade of A is achieved. May be repeated for credit.

ESLP-215 Advanced Listening and Speaking (3 Credits)

This course further develops students' academic listening and speaking skills in preparation for college-level listening and speaking tasks across the curriculum. Students will listen to extended lectures in order to take notes and recall information for exams and assignments, give presentations to develop public speaking skills, and engage in classroom discussions with both their peers and instructor. Students must earn a C or above to pass the course. Prerequisite: score of 32-40 on placement exam or grade of C or above in ESLP-115.

ESLP-286 Special Topics (1 - 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. For specific section description, click to the Section Details in VitNet.

FINA-286 Special Topics (1 - 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. For specific section description, click on the Section Details in VitNet.

FINA-287 Experiential Learning: Internship (1 - 12 Credits)

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. Contact Career Services for registration permission.

FINA-288 Independent Study (1 - 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 BUSL-318.

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 Financial 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.

FINA-486 Special Topics (1 - 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. For specific section description, click on the Section Details in VitNet.

FINA-487 Experiential Learning: Internship (1 - 12 Credits)

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. Contact Career Services for registration permission.

FINA-488 Independent Study (1 - 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 georgraphy 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 (1 - 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. For specific section description, click to the Section Details in VitNet.

GEOG-288 Independent Study (1 - 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 (1 - 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. For specific section description, click to the Section Details in VitNet.

GEOG-488 Independent Study (1 - 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.

GLCZ-430 Institutional Inequalities in America: a Focus on the Criminal Justice System, Education, Workplace, and Health Care (3 Credits)

The purpose of this course is to give adult students an introduction to critical sociological ways of thinking that apply explicitly to real world settings. The course will accomplish this by focusing on the institutions of criminal justice, education, the workplace, and health care. These institutions have been chosen for their breadth and because they connect more directly to the lives of students-as most work, have dealings with healthcare and education, and have had some direct or indirect experience with the criminal justice system). Additionally, on the first day of class students will be asked about their profession or intended profession. This will allow the instructor to adapt the course to include readings, videos, and teaching examples that more concretely connect to the lives of students. In sum, by focusing on institutions the course will introduce important sociological concepts, topics, and issues (e.g., the sociological imagination, privilege, culture, racism, classism, sexism, heterosexism, homophobia, and social justice), but in a way that caters to students' lived experiences. Restricted to students in the bachelor completion programs.

GLCZ-435 Uncommon Humanity: Global Citizenship in a Modern World (3 Credits)

The course presents an interdisciplinary approach to exploring the history and contemporary challenges of global citizenship. A brief survey of past engagement with the concept provides historical context for modern consideration of such themes as migration, identity, and the relationship between personal liberty and communal responsibility. Analysis of varying sources will focus on the possibility that global citizenship may be the most promising model with which to tackle such ongoing complex problems as global pandemics, racial injustice, and climate change. Restricted to students in the bachelor completion programs.

GLCZ-440 Making the Case for Global Citizenship a Modern World (3 Credits)

In an increasingly globalized and rapidly changing world questions are often raised on what constitutes meaningful citizenship, as an individual, as a part of a group, and within the context of a global identity This course is designed to explore the concepts of global citizenship and identity from global perspectives via an individual lens. The course focuses on three explorations: 1) Who am I, in relation to personal self-identity and as a global citizen 2) What/who may be influencing the person I am and whom I wish to become in the world, and 3) What does it entail to be an engaged global citizen and what difference can I make in the world The first exploration seeks to investigate the foundational concepts of global studies and explore the real-world global perspectives from the students' lived experiences and constructed identities. Throughout the second exploration, students will be encouraged to examine their role, impact, and consequent responsibilities as a global citizen. Restricted to students in the bachelor completion programs.

GLCZ-445 Global Citizenship Through Critical Inquiry and Empathy (3 Credits)

This course examines the internal motivation for global citizenship. Neuroscience has demonstrated that social emotional learning is necessary to understanding and acting on inequalities and promoting empathy towards others in a global context. One's motivation towards enacting change and understanding of others is examined through an epistemological and social emotional learning development lens. Students will also learn how systems thinking is needed to understand the complex nature of global challenges and relationships. Restricted to students in the bachelor completion programs.

GLCZ-450 Global Citizenship in a Changing World (3 Credits)

This course explores the importance of understanding others in a global world. What does it mean to be a global citizen among people of varying worldviews Students will learn what it means to be a global citizen and explore global issues, including those that foster cooperative action to promote "a more just and humane world."

GLCZ-486 Special Topics (1 - 4 Credits)

Viterbo University global citizenship 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.

GLCZ-488 Independent Study (1 - 3 Credits)

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

GLST-200 Off-Campus Study (1 - 18 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 (1 - 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. For specific section description, click to the Section Details in VitNet.

GLST-288 Independent Study (1 - 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 (1 - 18 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 (1 - 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. For specific section description, click to the Section Details in VitNet.

GLST-488 Independent Study (1 - 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-Comlumbian 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 Christianitys origins, we gain a clearer understanding of the ancient struggle between roman Power and the Jewish peoples 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 (1 - 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. For specific section description, click to the Section Details in VitNet.

HIST-288 Independent Study (1 - 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 perpspectives: 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: Capitalism and Consumerism (3 Credits)

This course examines significant concepts in the letters and sciences, especially around the topics of civilization, progress, and the inequities associated with the rise of modern consumer society. 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. SJE, HA

HIST-342 Slavery and Race in the Americas (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 to the present. The central part of the course will focus on the systems of race and racism which transformed the Atlantic world. SJE, 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. SJE, 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-486 Special Topics (1 - 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. For specific section description, click to the Section Details in VitNet.

HIST-487 Experiential Learning: Internship (1 - 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 occurance, 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 (1 - 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-286 Special Topics (1 - 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. May be repeated for credit. For specific section description, click to the Section Details in VitNet.

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. IFCR/PWC Bachelor Completion.

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, assessment of 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. Students 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-486 Special Topics (1 - 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. For specific section description, click to the Section Details in VitNet.

HMGT-487 Experiential Learning: Internship (1 - 12 Credits)

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. Contact Career Services for registration permission.

HMGT-488 Independent Study (1 - 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.

HONR-286 Special Topics (1 - 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. For specific section description, click to the Section Details in VitNet.

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 (1 - 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. For specific section description, click to the Section Details in VitNet.

HONR-488 Independent Study (1 - 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 Capstone (1 Credits)

Capstone course for honors students offered every fall and spring. Students should enroll during the semester in which they will graduate. Students will finalize their honors portfolios, submit completed portfolios for review by the honors director, and present during an end-of-semester capstone celebration. Restricted to senior students enrolled in the honors program. Graded CR/NC.

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-200 Management Information 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-driven organizations.

INFO-287 Experiential Learning: Internship (1 - 12 Credits)

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. Contact Career Services for registration permission.

INFO-288 Independent Study (1 - 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-430 Advanced Business Intelligence (3 Credits)

This course focuses on the persuasive elements of business intelligence. Students will learn to prepare and clean data into useful and compelling forms, and then utilize that data to first create charts, graphs, and kernel density plots. The course culminates in expanding the data to full visual analysis through visual storytelling from data and reactive real-time data displays.

INFO-487 Experiential Learning: Internship (1 - 12 Credits)

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. Contact Career Services for registration permission.

INFO-488 Independent Study (1 - 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.

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 (1 - 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-288 Independent Study (1 - 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 (1 - 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.

LANG-286 Special Topics (1 - 3 Credits)

Courses on topics of interest to language students offered on the basis of need, interest, or timeliness. Restricted to students with freshman or sophomore standing. May be repeated for credit. For specific section description, click to the Section Details in VitNet.

LANG-288 Independent Study (1 - 3 Credits)

Independent reading and/or research under the guidance of a language faculty member. 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 perspsective. 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 (1 - 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 (1 - 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 (1 - 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. For specific section description, click to the Section Details in VitNet.

LASP-487 Experiential Learning: Internship (1 - 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 (1 - 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.

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. After successful completion of 091, students continuing on to 111 or 112 are required to take 081 as a co-requisite and students continuing on to 130 are required to take 083 as a co-requisite.

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. Students who successfully completed 091 are required to take 081 as a co-requisite. 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. Students who successfully completed 091 are required to take 081 as a co-requisite. 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. Students who successfully completed 091 are required to take 083 as a co-requisite. 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-210 Math for Elementary and Middle School Teachers Seminar (1 Credits)

Overview of foundational math skills for PK-9 (elementary-middle) school teachers. This course is restricted to students in the professional degree completion program.

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 Statistics With R Programming (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-261 Discrete Mathematics (4 Credits)

Mathematical logic and proofs are introduced and used to discuss sets, functions, mathematical induction, and countability. Counting methods are covered which include permutations, combinations, and applications to probability. Introductory graph theory topics may include isomorphisms, Euler and Hamiltonian circuits, directed graphs, spanning trees. Computer programming is used to carry out various algorithms throughout the course. Prerequisite: acceptable placement score or grade of C or higher in MATH 112.

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 (1 - 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. For specific section description, click to the Section Details in VitNet.

MATH-287 Experiential Learning: Internship (1 - 12 Credits)

Non-classroom experiences in the field of mathe- matics. Placements are off-campus, and may be full- or part-time, and with or without pay. Credit for experiences must be sought prior to occurance, 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 (1 - 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-325 Differential Equations and Linear Algebra (4 Credits)

Four hours lecture per week. First order equations, second order linear equations, linear systems of equations, numerical methods, nonlinear systems and phase place analysis, matrices and linear systems, matrix operations, determinants, linear transformations, vector spaces, eigenvalues and eigenvectors. 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-335 Data Analysis (3 Credits)

Data analysis using simulation, machine learning algorithms: logistic regression, Naive Bayes, decision trees, k-means, k-nearest neighbors, and dimension reduction (principal component analysis). Students will learn how to test and validate models as well as format and display data. A data analysis project will be completed. Prerequisite: grade of C or higher in 230.

MATH-344 Abstract Algebra (3 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 112. 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, 325. (Equivalent to ENGR 365). QL, WCII

MATH-420 Real Analysis (3 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. 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 (1 - 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 juniorstanding or higher. May be repeated for credit. For specific section description, click to the Section Details in VitNet.

MATH-487 Applied Math Internship (3 Credits)

Students will participate in an off campus applied mathematics internship. 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 mathematics faculty member. May be repeated for credit. Restricted to students with junior or senior standing. Graded CR/NC.

MATH-488 Independent Study (1 - 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 Analytics Capstone 1 (3 Credits)

Work with an interdisciplinary team to solve a realistic and complex problem. Teams will provide status reports and proper documentation throughout the project. Restricted to students with senior standing. A major specific (MATH) GPA of 2.5 or higher. Prerequisite: ENGR 370. (Equal to ENGR-498)

MATH-499 Analytics Capstone 2 (3 Credits)

A continuation of Analytics Capstone 1. Work with an interdisciplinary team to solve a realistic and complex problem. Teams will provide status reports and proper documentation throughout the project. Prerequisite: grade of C or higher in 498. (Equal to ENGR-499)

MGMT-101 Introduction to Business: Viterbo Style (1 Credits)

This course introduces students to the Dahl School of Business. Students will explore how to be successful as a business student, their vocation, servant leadership, and their own mission, vision, and values. Students will begin work on their culminating portfolio and will attend community lectures and workshops.

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-210 Management Information 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-250 Professional and Personal Branding (2 Credits)

This course focuses on reflection, contemplation, and development of your unique brand. It will be delivered in an experimental 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, 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 (1 - 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. For specific section description, click on the Section Details in VitNet.

MGMT-287 Experiential Learning: Internship (1 - 12 Credits)

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. Contact Career Services for registration permission.

MGMT-288 Independent Study (1 - 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-331 Data Analytics for Business and Sport (3 Credits)

Data analytics-the art and science of using data to solve problems and make decisions-has become an important strategic tool across all industries and organizations. In this course, students will apply a variety of statistical methods to analyze existing data sets from business and sports, among other areas. The course will focus on practical, real-world applications of data analytics. Students will be introduced to data management and statistical programming using the R programming language and environment, although no prior experience with syntax or programming is needed. Topics may include multiple linear regression, logistic regression, mediation and moderation, advanced sports statistics, simulation, data visualization, and other ideas driven by student interest. Prerequisite: Grade C or higher in MATH 130, MATH 230, MGMT 230, PSYC 223, or SOCL 223

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 Organzations (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 Diversity in Global Business (3 Credits)

This social justice and equity course is designed to develop servant leadership competence in students to create a just and equitable business culture through the development of empathy and curiosity. The seminar will explore research in best practices regarding diversity as it relates to recruitment strategies, team success, product development, promotion strategies, and other business initiatives. SJE

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 or HMGT-306 or BUSL-306.

MGMT-396 Diversity and Inclusion in the Workplace (3 Credits)

Diversity and inclusion are critical elements of every recruitment and retention strategy in the workplace. In addition to being a social, ethical, and moral responsibility, diversity and inclusion provide many benefits for organizations. In this course, students will build knowledge and skills needed to be advocates for cultural competency and explore strategies to create a diverse workforce and inclusive culture, which will lead to employee engagement and productivity.

MGMT-447 Production and Operations Management (3 Credits)

This course analyzes operating decisions commonly encountered in the production process. This course is 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-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 HMGT 340 or SPML 330. Restricted to students with senior standing.

MGMT-486 Special Topics (1 - 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. For specific section description, click on the Section Details in VitNet.

MGMT-487 Experiential Learning: Internship (1 - 12 Credits)

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. Contact Career Services for registration permission.

MGMT-488 Independent Study (1 - 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 is a review of content from the full business core of the Dahl School of Business to prepare students to be assessed on a comprehensive evaluation. Course should be taken in senior year, preferably in the student's final semester.

MGMT-498 Applied Interdisciplinary Business Project 1 (3 Credits)

Work with a team to explore a realistic, open-ended, and multifaceted project under the guidance of a faculty advisor. Tasks may include research, design exploration, design refinement, prototyping, documentation, customer discovery, marketing, or program management. This course provides disciplinary expertise to a capstone engineering project. Consent of instructor required.

MGMT-499 Applied Interdisciplinary Business Project 2 (3 Credits)

Work with a team to explore a realistic, open-ended, and multifaceted project under the guidance of a faculty advisor. Tasks may include research, design exploration, design refinement, prototyping, documentation, customer discovery, marketing, or program management. This course provides disciplinary expertise to a capstone engineering project. Consent of instructor required.

MKTG-286 Special Topics (1 - 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. For specific section description, click on the Section Details in VitNet.

MKTG-287 Experiential Learning: Internship (1 - 12 Credits)

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. Contact Career Services for registration permission.

MKTG-288 Independent Study (1 - 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 the marketing concept, the marketing mix, consumer behavior, and market segmentation. An ethical approach to marketing principles will be embedded.

MKTG-353 Marketing 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)

In a project-based environment, students will learn how to leverage social media platforms to connect with target audiences to build brand awareness, create and distribute valuable, relevant, and consistent content to attract and retain a clearly defined audience - and ultimately to drive profitable customer action. Prerequisite: 351.

MKTG-356 Professional Selling (3 Credits)

This course introduces 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. Prerequisite: 351.

MKTG-362 New Media Marketing (3 Credits)

This course covers tools and techniques in media production and development for marketing professionals. Students will produce media deliverables for print, Web, social media, and television deliverables that explore both the aesthetic and technical aspects of media. Attention will be paid to the rhetorical nature of media, advertising, and visual communication.

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)

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. Students will study and apply the theories and practices used to promote products, services, and ideas through various mediums emphasizing consistency in the development, implementation, and evaluation of varying marketing communication tools. Prerequisite: 353.

MKTG-486 Special Topics (1 - 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. For specific section description, click on the Section Details in VitNet.

MKTG-487 Experiential Learning: Internship (1 - 12 Credits)

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. Contact Career Services for registration permission.

MKTG-488 Independent Study (1 - 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 outsde 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)

Forcuses 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-288 Independent Study (1 - 3 Credits)

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

MSCI-301 Training Management and the Warfighting Functions (3 Credits)

Focuses on traininig 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 responsibilites. 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 (1 - 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 (0 - 1 Credits)

Private music instruction. Restricted to students with freshman and sophomore standing. May be repeated for credit.

MUIN-371 Applied Music Lessons (0 - 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 (0 - 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 (0 - 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 (0 - 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 (0 - 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-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.

MUSC-100 Music Essentials (3 Credits)

This course presents the rudiments of music (elements of notation, the staff, clefs, scales, chromatic signs, intervals and their inversions, rhythms and rhythmic patterns, time and key signatures, and basic chords and chord structures), utilizing textbook author Andrew Gerle's accessible method for teaching singer-actors to learn a score more quickly and understand the connection between storytelling and music. This course is ideal for aspiring musicians and general education students who have a passion for stage music and want to develop their music literacy. Pre-requisite for MUSC 151. AE

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-106 Aural Skills I (1 Credits)

Introduction to the study and development of listening and musicianship skills. This course will cover the applications of moveable-do Solfege and la-based minor, melodic dictation, rhythmic dictation, and sight singing.

MUSC-107 Aural Skills II (1 Credits)

A continuation of the study and development of listening and musicianship skills. This course will cover the applications of moveable-do solfege and la-based minor, melodic dictation, rhythmic dictation, and sight singing. Prerequisite: 106.

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-134 Choral Arts (1 Credits)

Open to all students and community members, Choral Arts offers singers the opportunity to perform deeply rich, engaging, and varied works in an environment that is welcoming and accommodating. There is no expectation that participants study (or have studied) music, only that they bring a passion for choral music that will be shared through rehearsals and performance. AE

MUSC-135 Rose Chorale (0 - 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-137 Concert Choir (0 - 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-138 Diamond Edition (0 - 1 Credits)

A select treble show choir ensemble drawn from all major areas in the college community. Emphasis on performing literature from the pop, rock 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-139 9th Street Singers (0 - 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)

Fundamental melodic, rhythmic, and harmonic elements of music will be explored and developed. Specific content includes the study of melodic and rhythmic notation, meter, tonality/modality, intervals, chords and inversions, cadences, with attention to harmonic progression and melodic organization. Students will apply fundamental principles of melody, rhythm, and harmony through performance, analysis, and composition. The course will utilize Noteflight® music writing software. Prerequisite: MUSC 100 or a minimum of 80% on the Music Fundamentals Proficiency Exam.

MUSC-152 Theory II (3 Credits)

Fundamental melodic, rhythmic, and harmonic elements learned in MUSC 151 are further developed. Specific content includes an introduction to form in popular and classical music, melodic analysis, non-chord tones, and voice leading/part writing, as well as an introduction to chromatic harmony and modulation via study of secondary dominant and leading tone chords. Students will apply these principles through performance, analysis, and composition. Prerequisite: 151.

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). Sight-reading and repertoire will be at a level higher than that of Piano Proficiency I. Transposition of folk melodies will include a left hand blocked-chord accompaniment. Students will also demonstrate the ability to collaborate and read open score. Students can take the exam at the end of the semester or by appointment. Target completion 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, black-key major and minor scales (hands together, 2 octaves) and chord progressions (inversions + ii chord). Sight-reading and repertoire will be at a higher level than that of Piano Proficiency II. Transposition of folk melodies will include an accompaniment more elaborate than blocked chords. Students need to demonstrate that they can collaborate and read and open score. The exam can be taken at the end of the semester or by appointment. Target completion date of this exam is spring semester of sophomore year. Graded CR/NC.

MUSC-207 Aural Skills III (1 Credits)

A continuation of the study and development of listening and musicianship skills. This course will cover the applications of moveable-do solfege, fixed-do solfege, la-based minor, melodic dictation, rhythmic dictation, and sight singing. Prerequisite: 107.

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 Musical Structures (3 Credits)

Mathematics and music are deeply connected disciplines, with math providing the underlying structure for the physics of sound, musical theory, and composition. Since the time of the ancient Greeks, thinkers have used mathematical principles to analyze and create music. This course will explore the mathematical principles inherent in music via analysis of works from the Renaissance through the present day. Specifically, students will calculate intervals from the lowest sounding voice, qualify dissonances, employ Roman numerical analysis, explore the expansion of the harmonic language through chromatic alteration and chord extensions (7, 9, 11, 13), and explore atonal structures. This course fulfills the requirements for Foundations Quantitative Literacy. Prerequisite: MUSC 151. QL

MUSC-252 Music Composition (3 Credits)

This course explores the fundamentals of music through music composition. Students will learn how to compose a compelling melody, discover why some chords sound better than others, learn how to set text more effectively, and write better piano accompaniments. The course includes basic jazz harmony, how to read Lead Sheet, and lessons on music engraving using Dorico music writing software. Students will write an art song or pop song, a work for vocal ensemble, and a work for an instrumental ensemble. One assignment will be chosen for "workshopping" and performance at the end of the semester. Prerequisite: 151. QL

MUSC-265 Conducting I (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 (1 - 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. For specific section description, click to the Section Details in VitNet.

MUSC-287 Experiential Learning: Internship (1 - 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 (1 - 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-311 Instrumental Techniques I (2 Credits)

Instrumental Techniques I introduces music education students to fingering, notation, and pedagogy related to woodwind and brass instruments. Students will learn basic information for classroom and arranging purposes. Prerequisite: 151, 152.

MUSC-312 Instrumental Techniques II (2 Credits)

Instrumental Techniques II introduces music education students to fingering, notation, and pedagogy related to string and percussion instruments. Students will learn basic information for classroom and arranging purposes. Prerequisite: 151, 152.

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: 151. 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: ENGL 104 or 105 or 195. WCII, HA

MUSC-332 Vocal Literature (3 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 and opera composers from the U.S. and abroad. Class activities will focus on stylistic characteristics of this literature through a combination of lecture and directed listening. Prerequisite: 151.

MUSC-333 Keyboard Literature (3 Credits)

A survey of advanced literature for stringed keyboard instuments 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 (0 - 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-337 Concert Choir (0 - 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-338 Diamond Edition (0 - 1 Credits)

A select treble show choir ensemble drawn from all major areas in the college community. Emphasis on performing literature from the pop, rock 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 junior and senior standing. May be repeated for credit. AE

MUSC-339 9th Street Singers (0 - 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 concentration 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 through a range of student learners including those with learning disabilities; 7) teach multicultural music; 8) apply phonetics to the teaching of literacy through music; and 9) 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 concentration).

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, strategies for teaching students with disabilities, 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 (music ed concentration).

MUSC-343 Music for Social Change (3 Credits)

This course will provide definitions of social justice and equity combined with discussions about identity and commitment to change/develop. We will explore programs in the United States that have made significant contributions and impact in challenging social conditions. Specifically, this course will explore music initiatives for underrepresented groups including: The Institute for Composer Diversity, Rising Tide Music Press, Lin-Manuel Miranda's philanthropic initiatives (RISE, Hamilton Education Program, Flamboyán Foundation, and more), and other important music initiatives that have risen from the quest to seek advancement in diverse representation in music and music education in this country. SJE, AE

MUSC-351 Dementia Care: Service Through Arts (3 Credits)

This course will emphasize the importance of Arts Therapy as a lay person when working with the Geriatric Dementia and Alzheimer's Communities. Students will learn the importance and value of spending time bringing joy to geriatric individuals through use of visual, musical, or chair dancing arts. After three weeks of background knowledge and information about how the elderly, especially with dementia, qualify as an under-served community, students will explore different arts-based techniques to engage cognitive connections. Students will create activities to engage this community using a variety of arts therapy-based techniques. Students will spend two hours with this population to implement artistic therapeutic activities. They will then reflect on the efficacy of these techniques. Prerequisite: any 100-level VUSM course or transfer student placement. SJE, AE

MUSC-365 Conducting II (2 Credits)

A continuation of the development of skills learned in Conducting I, with emphasis on baton technique, gesture, score preparation, score reading and interpretation, performance practice, and rehearsal sequencing. Prerequisite: 265.

MUSC-382 Opera Production (0 - 1 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-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 learning anatomy and function of the vocal instrument, teaching observation, practice teaching, and studio business practices of private teaching. The teaching of private voice lessons is a practicum experience for the student teacher/singer. Restricted to students with junior or senior standing.

MUSC-425 Student Teaching Elementary (5 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.

MUSC-429 Student Teaching Secondary (5 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.

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.

MUSC-486 Special Topics (1 - 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. For specific section description, click to the Section Details in VitNet.

MUSC-487 Experiential Learning: Internship (1 - 10 Credits)

Non-classroom experiences in the field of Music. 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. Department Chair approval required prior to scheduling. Graded CR/NC.

MUSC-488 Independent Study (1 - 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.

MUTH-170 Music Theatre Studio (2 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-286 Special Topics (1 - 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. For specific section description, click to the Section Details in VitNet.

MUTH-287 Experiential Learning: Internship (1 - 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 occurance, 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 (1 - 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 Through Song (3 Credits)

This course explores the principles and practice of acting through song. Its purpose is to explore a variety of approaches to provide an integration of acting, vocal and stylistic techniques, so each supports and strengthens the other. Restricted to music, music theatre, and theatre majors and minors.

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 prior acting, voice, and dance course foundations. Students will work to explore the acting and stylistic requirements of the period genres and the musicianship requirements of the musical styles. Prerequisites: MUTH 170, THTR 207. Restricted to music 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 prior acting, voice, and dance course foundations. Students will work to explore the acting and stylistic requirements of the period genres and the musicianship requirements of the musical styles. Prerequisite: 326. Restricted to music theatre majors. 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.

MUTH-370 Music Theatre Studio (2 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-486 Special Topics (1 - 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. For specific section description, click to the Section Details in VitNet.

MUTH-487 Experiential Learning: Internship (1 - 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 occurance, 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 (1 - 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.

MUTR-171 Applied 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.

MUTR-172 Applied Vocal Coaching (0 Credits)

The course is comprised of a regularly scheduled vocal coaching session with a faculty coach-accompanist and scheduled collaborative work in the student's MUTR-171 applied voice sessions. Vocal coaching will address the style, musical markings, tempo, language, phrasing, and interpretation of the applied lesson repertoire.

MUTR-371 Applied 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.

MUTR-372 Applied Vocal Coaching (0 Credits)

The course is comprised of a regularly scheduled vocal coaching session with a faculty coach-accompanist and scheduled collaborative work in the student's MUTR-371 applied voice sessions. Vocal coaching will address the style, musical markings, tempo, language, phrasing, and interpretation of the applied lesson repertoire.

MUVO-168 Applied Voice Lessons for Non-Music Majors (0 - 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 (0 - 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 (0 - 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 one credit of MUVO 171 must register concurrently for one 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 (0 - 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 (0 - 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 (0 - 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 one credit of MUVO 371 must register concurrently for one credit of MUVO 372. Restricted to music majors. Restricted to students with junior and senior standing. May be repeated for credit.

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.

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-286 Special Topics (1 - 4 Credits)

Courses on topics of interest to neuroscience 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. For specific section description, click to the Section Details in VitNet.

NEUR-288 Independent Study (1 - 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-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: PSYC-171. Restricted to students with junior standing or higher.

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.

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, neurotoxiclogy, 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 (1 - 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 occurance, 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 (1 - 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 (1 - 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. (Equal to BIOL 499)

NURS-201 Nursing Ways of Knowing: Foundations (3 Credits)

This course introduces students to the professional role of the nurse within society, emphasizing ethical practice, clinical judgment, and holistic, person-centered care. Students will explore foundational nursing concepts including the nursing process, care planning, and health promotion, while examining the historical and theoretical roots of nursing. The course also develops students' clinical judgment through building skills in critical thinking, professional writing, research literacy, reflective practice, and self-care. Prerequisites: BIOL 114, CHEM 106 or 121, admission to professional nursing sequence.

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-222 Holistic Health Assessment and Promotion Across the Lifespan (3 Credits)

This course introduces health promotion and disease prevention strategies within the framework of person-centered care that supports health and health equity among diverse adult populations. Students develop the knowledge and skills to conduct comprehensive, culturally competent, and holistic health assessments that address physical, psychosocial, spiritual, and cultural dimensions of well-being. Through guided learning and hands-on practice in the skills laboratory, students perform health histories and physical examinations, identify normal and abnormal findings, and apply clinical judgment to support mental and physical health. Ethical decision-making and the nursing process guide students in developing foundational competence for holistic and evidence-based nursing practice. Prerequisites: BIOL 114, CHEM 106 or 121, admission to professional nursing sequence. Corequisite: 222L.

NURS-231 Holistic Care of the Older Adult (3 Credits)

This course introduces students to nursing care that supports healthy, active aging across the continuum of healthcare settings. Students will assess and differentiate states of wellness and illness in older adults, applying clinical judgment and person-centered strategies that promote dignity, equity, and self-determination. Emphasis is placed on interdisciplinary collaboration and understanding the impact of social determinants of health on aging populations. Prerequisites: 201, 222, 342, BIOL 296, PSYC-220 or concurrent. Must take concurrent with 232.

NURS-232 Holistic Care of the Older Adult Clinical (2 Credits)

This clinical course provides students with hands-on experience delivering holistic, relationship-based care to aging individuals across a variety of healthcare settings. Students will use caring communication to explore patient life histories, apply the nursing process to develop inclusive, equity-focused interventions, and interpret health data to plan evidence-informed care. Emphasis is placed on clinical judgment, understanding diverse preferences, and advocating for older adults through analysis of healthcare policy, delivery systems, and social determinants of health. Prerequisites: CNA certification, AHA CPR certification, health physical, required immunizations, caregiver criminal background check, 201, 222, 342, BIOL 296. Must take concurrent with 231.

NURS-242 Interprofessional Communication and Healthcare Partnerships (3 Credits)

This course develops therapeutic communication skills to support inclusive, equitable, and person-centered care across diverse populations. Students will explore and apply written, verbal, nonverbal, and active listening techniques to build healing and collaborative relationships with patients, families, and members of the interprofessional team. Emphasis is placed on using evidence-based strategies to foster collaboration and create supportive care environments. Prerequisites: 201, 222, 342, BIOL 296. OC

NURS-286 Special Topics (1 - 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. For specific section description, click to the Section Details in VitNet.

NURS-288 Independent Study (1 - 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-314 Integrative Care for Mental Health (2 Credits)

This course equips students to deliver holistic, evidence-based mental health care across diverse settings, focusing on individuals with acute and chronic mental health conditions. Students will apply the nursing process, clinical judgment, and therapeutic communication to assess and address the impact of mental illness on individuals, families, and communities. Through experiential learning, students will explore issues of equity, social justice, and social determinants of health, advocating for accessible, person-centered care for underserved populations.

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. QQL Bachelor Completion.

NURS-326 Holistic Care of Childbearing Families (3 Credits)

This didactic and clinical course introduces students to holistic, relationship-based care for healthy and high-risk families during the childbearing years. Students will apply the nursing process and clinical judgment to assess and manage maternal and neonatal health outcomes, incorporating evidence-based practice and person-centered care. Emphasis is placed on providing equitable, inclusive care to diverse populations and understanding the influence of social determinants of health. Prerequisites: 231, 232, 242, 349, PSYC 220, WCII course.

NURS-328 Holistic Care of Children and Adolescents (3 Credits)

TThis didactic and clinical course introduces students to holistic, relationship-based nursing care for children from birth through adolescence and their families. Students will apply the nursing process and clinical judgment to assess, manage, and evaluate health promotion and health alterations in pediatric populations. Emphasis is placed on providing equitable, inclusive care that reflects diverse family experiences and integrates social determinants of health. Prerequisites: 231, 232, 242, 349, PSYC 220, WCII course.

NURS-336 Holistic Care of the Adult (4 Credits)

This didactic course prepares students to analyze system disorders and differentiate between states of health and illness across diverse populations. Students will apply clinical judgment and evidence-based nursing interventions to promote quality outcomes and compassionate, person-centered care. Emphasis is placed on interpreting social determinants of health to address inequities and support holistic practice. Prerequisites: 201, 222, 231, 232, 242, 342, 349, BIOL 296, WCII course. Must take concurrent with NURS 337.

NURS-337 Holistic Care of the Adult in Clinical Practice (3 Credits)

This clinical course advances students' nursing competencies through hands-on experiences in diverse healthcare settings, emphasizing holistic, person-centered care. Students will apply clinical judgment to interpret health data, correlate conditions with individual preferences and plan evidence-based interventions that support equitable outcomes. Through the nursing process, students will explore social determinants of health, advocate for inclusive care, and examine healthcare policy and diversity. Prerequisites: 201, 222, 231, 232, 242, 349, BIOL 296, WCII course. Must take concurrent with NURS 336, 337L.

NURS-340 Expanding Roles and Exploring Values (3 Credits)

Expand on foundational nursing knowledge, attitudes, and skills to the integrate and apply evolving disciplinary knowledge and ways of knowing with a foundation in liberal arts. A central component includes the interpersonal and interprofessional communication skills needed to be effective in providing high-quality, individualized holistic nursing care. Concepts of information literacy are developed to critically analyze levels of evidence in scholarly literature to make informed decisions for quality and safe care based on best practice. Prerequisite: ENGL 103. IL. IFCR Bachelor Completion.

NURS-342 Pathophysiology (3 Credits)

This course introduces students to the pathophysiology of disease and illness across biological systems, emphasizing a holistic understanding of physiological responses and diagnostic processes. Students will apply clinical judgment and the nursing process to analyze health alterations and develop evidence-informed care strategies. Focus is placed on recognizing the impact of social determinants of health and promoting equitable, person-centered care. Prerequisites: BIOL 114, CHEM 106 or 121, BIOL 296 (or concurrent), admission to professional nursing sequence.

NURS-349 Pharmacology (3 Credits)

This course introduces students to the principles of pharmacology, focusing on the absorption, distribution, metabolism, and excretion of medications across the lifespan. Students will apply clinical judgment and the nursing process to evaluate the biochemical, physiological, and psychosocial effects of drug therapy in the context of various health conditions. Emphasis is placed on safe, evidence-informed medication management and equitable care delivery. Prerequisites: 201, 222, 342; CHEM 106 or 121, BIOL 296, admission to professional nursing sequence.

NURS-351 Women's Health Issues (2 - 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)

Distinguish professional nursing practice to expand clinical judgement based on evidence from nursing history stemming from Florence Nightingales holistic practice, nursing theory, and other disciplines to further nursing perspective of accountability and collaboration that reflects nursing's professional identity, characteristics, and values. The nurse's role in advocating for health policy that impacts patient care and the profession is explored to include the exploration of professional organizations to support patient and professional practice. Integral to nurses' practice is the emphasis on life-long learning and responsibility to oneself, considering self-care practices. Prerequisite: 340 and RN License.

NURS-360 Leading Change: Applying Evidence to Practice (3 Credits)

In this course, students build skills as curious scholars, ethical leaders, and active citizens by critically evaluating health-related research and applying evidence to guide holistic nursing care. Through collaborative inquiry and analysis, students explore ethical research practices, assess quality improvement strategies, and examine team dynamics and change theories to improve care at both individual and community levels. Prerequisites: 231, 232, 242, 349, MATH-130 or 230, WCII course.

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, WCII course.

NURS-390 Mind Body Therapies: Applications to Health and Illness (2 - 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.

NURS-413 Integrative Care for Public Health and Diverse Communities (4 Credits)

Students apply public health nursing principles to promote and protect the health of individuals, families, communities, and populations across the lifespan. Emphasizing disease prevention, epidemiology, environmental health, and health policy, the course integrates evidence-based practice, systems thinking, and population-focused care. Grounded in social justice, students advocate for health equity and address the needs of vulnerable groups. Clinical experiences provide opportunities to collaborate with interprofessional teams, conduct population assessments, and implement interventions that enhance community health and well-being. Prerequisites: 326, 328, 336, 337, 360.

NURS-414 Integrative Care for Mental Health (4 Credits)

This course focuses on a broad-based understanding and clinical application of mental health concepts. Students will explore the concepts of compassionate, holistic care that affect the person with altered mental health in structured and non-structured settings. Students analyze the nursing process as it relates to the impact mental health and mental illness has on individuals, families, communities, and the health care system. This course will focus on acute and chronic mental illness while exploring the issues of equity, social justice, and social determinants of health as they apply to access of services and care for the underserved. Prerequisites: 326, 328, 336, 337, 360.

NURS-415 Integrative Care for Advanced Adult Health (4 Credits)

This didactic course prepares students to care for culturally diverse adults with complex, high acuity needs. It emphasizes clinical judgment, evidence based practice, safety, quality, communication, and ethical decision making. Students build theoretical understanding to support person centered care, interprofessional collaboration, and health equity in acute care settings. Prerequisites: 326, 328, 336, 337, 360.

NURS-416 Integrative Care for Advanced Adult (4 Credits)

This didactic course prepares students to care for culturally diverse adults with complex, high acuity needs. It emphasizes clinical judgment, evidence based practice, safety, quality, communication, and ethical decision making. Students build theoretical understanding to support person centered care, interprofessional collaboration, and health equity in acture care settings. Prerequisites: 326, 328, 336, 337, 360. Must be taken concurrent with 417.

NURS-417 Integrative Care for Advanced Adult Health Clinical (3 Credits)

This clinical course further advances students competencies to care for culturally diverse adults with complex, high-acuity medical-surgical conditions. Students will apply clinical judgment, evidence-based practice, and interprofessional collaboration to deliver safe, person-centered care while demonstrating leadership, communication, and ethical decision-making. Through immersive clinical experiences, students will synthesize prior knowledge and engage in quality improvement, uphold professional standards, and advocate for health equity in acute care and high-acuity settings. Prerequisites: 314, 326, 328, 336, 337, 360. Must be taken concurrent with 416.

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-448 Nursing Practice Immersion (4 Credits)

This clinical course provides students with a culminating experience that integrates prior theoretical and clinical knowledge to support their transition to professional nursing practice. Students will apply clinical judgment, engage in interprofessional communication, and make evidence-informed decisions to promote quality health outcomes. Emphasizing person-centered care, students will adapt their practice to diverse populations while considering social determinants of health, equity, and ethical responsibilities. Prerequisites: 326, 328, 336, 337, 360, 463. Register in final semester of program.

NURS-450 Public Health Nursing and Population Health (3 Credits)

Person-centered and holistic care for individuals, families, groups, and communities across the healthcare delivery continuum from prevention to disease management is studied for ways to collaborate and provide the highest quality care which is grounded in social justice, recognizing oppression, prejudice, and discrimination, with a commitment to serving and advocating for diversity, equity and inclusion. In addition, considering the social determinants of health such as personal, social, economic, and environmental factors to advocate for healthy environments that impact our world. Prerequisites: 340; Corequisite: 451.

NURS-451 Clinical Applications in Public Health Application (1 Credits)

Traditional and non-traditional partnerships are explored with a commitment to provide compassionate, respectful, dignified and evidence-based care to serve underrepresented and diverse populations. Attention will be placed on promoting community engagement and population-focused health education to improve equitable population health outcomes and to provide safe, quality, and evidence-informed care across the lifespan. Engagement in direct and indirect experiences will include wellness and disease prevention, chronic disease management, regenerative or restorative care, and palliative or hospice care. 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 studies 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-a 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)

Explore nursing topics and the synthesis of scientific knowledge through the critical appraisal of research studies. Examine nurses' role to support bioethical research principles to advocate and support participants. And, analyze the nurses' role in contributing to improving health and transforming health care using evidence-based practice, which is foundational for nurses as a problem-solving approach to the deliver the best healthcare outcomes. The process involves integrating the best evidence from research and patient care data using clinician expertise and patient preferences and values as the guide to drive decision making and expand knowledge and wisdom for practice. Prerequisite: 340 or concurrent, 315 or MATH 130. POC Bachelor Completion.

NURS-463 Nursing Leadership in Healthcare Delivery (3 Credits)

In this course, students build advanced leadership and management competencies essential for improving clinical outcomes across diverse patient populations and care settings. Through analysis of leadership roles, systems thinking, and evidence-based strategies, students explore how nurse leaders influence quality, safety, and equity in healthcare. Emphasis is placed on applying leadership principles to real-world scenarios, preparing students to lead interprofessional teams and drive change within complex healthcare environments. Prerequisites: 326, 328, 336, 337, 360.

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 or concurrent: 340.

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. CCT Bachelor Completion.

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 and 451 or concurrent, 462. PWC Bachelor Completion.

NURS-482 Professional Nursing: Clinical Capstone (4 Credits)

Application and synthesis of safe, evidence-based practice emphasizing clinical expertise, patient expectations, and the best research evidence. Integration of leadership and professional values of the nurse as provider and coordinator of holistic care. Emphasis on the transition to practice as a professional nurse with a focus on evaluation of critical thinking and clinical reasoning skills when providing safe, evidence-based, quality nursing care. 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 2 year nursing students who are eligible to take ATI Predictor in their final semester concurrent with 482.

NURS-484 Transition to Professional Nursing Practice (3 Credits)

This course supports students in analyzing and applying transition-to-practice competencies essential for the shift from graduate nurse to professional registered nurse following NCLEX completion. Students will explore strategies for career development, lifelong learning, and resilience-building while reflecting on their evolving professional identity. Emphasis is placed on integrating clinical judgment, ethical practice, and systems thinking to navigate complex healthcare environments. Prerequisite: 326, 328, 336, 337, 360, 463. Register in final semester of program.

NURS-486 Special Topics (1 - 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. For specific section description, click to the Section Details in VitNet.

NURS-488 Independent Study (1 - 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 Nutrition 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 Culinary Foundations (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. Restricted to freshmen and sophomores in the Community Medical Dietetics program; others require permission from the course instructor.

NUTR-231 Sports Nutrition (3 Credits)

Apply fundamental nutrition concepts to understand how diet and exercise intersect with health and performance. For the athlete to maximize performance and for the general consumer interested in overall fitness, health and wellbeing. OC

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, C or higher in ENG 104 or 105 or 195. WCII

NUTR-286 Special Topics (1 - 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. For specific section description, click to the Section Details in VitNet.

NUTR-288 Independent Study (1 - 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 Nutrition and Wellness (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. Prerequisite: grade of C or higher in ENG 104 or 105 or 195. WCII

NUTR-341 Nutrition and Metabolism (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 Quantity Food Production and Safety (4 Credits)

Four 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 Sustainable Food Systems (2 Credits)

Explore the relationship between food systems, nutrition and health. Discuss sustainability, resilience, and health in food systems through the lens of environmental, economic and social factors.

NUTR-368 Health Assessment Techniques (3 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 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; 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 older adult. Prerequisite: 341. Restricted to students accepted into the CMD program. Graded CR/NC.

NUTR-370 Lifecycle Nutrition: Pre-Conception to Adolescence (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. Factors that help explain food/nutrient intake of individuals. Prerequisite: 280 or 340 (non-majors); acceptance into CMD program (majors).

NUTR-372 Nutrition in Chronic Disease Prevention (3 Credits)

Three hours lecture per week. Cardiovascular health and disease, weight management, and diabetes. Prerequisite: 280 or 340 (non-majors); 370 (majors).

NUTR-374 Nutrition Through the Adult Life Cycle (3 Credits)

This course involves the study of special nutritional needs, physiology, and health concerns of older adults. Prerequisite: 340, 341.

NUTR-430 Evidence Based Nutrition Practice (3 Credits)

Exploration of the processes used by the Cochrane Library and the Academy of Nutrition and Dietetics Evidence Analysis Library to analyze scientific evidence to improve nutrition practice. Students will develop a unique PICO question and conduct a systematic analysis of relevant evidence using the protocol from the Academy of Nutrition and Dietetics Evidence Analysis Library. Prerequisites: 341 and MATH 130.

NUTR-440 Nutrition Education and Communication (3 Credits)

This course introduces future healthcare professionals to the fundamentals of nutrition education. Students will learn about education provided to individuals, groups/community members. Students will explore how to provide nutition education to both traditional and social media outlets. Prerequisite: 280 or 340.

NUTR-443 Nutrition and Athletic Performance in Sevilla, Spain: The Mediterranean Approach (3 Credits)

Study of the components of the Mediterranean diet and how this diet is able to reduce the risk of chronic diseases (obesity, diabetes, cardiovascular disease, and cancer). Study of the role of nutrition and the Mediterranean diet in physical performance and health. Specific regimens applicable to athletes/personal fitness programs, ranging from the training diet to fluid, electrolyte and glycogen replacement. Professional Spanish and interpreting skills will be reviewed. This information will serve as background knowledge for interaction with both middle school-age children and athletes. A working knowledge of nutrition is strongly encouraged.

NUTR-468 Advanced Health Assessment Analysis (3 Credits)

This course covers advanced nutrition and health assessment. Students will learn and apply various methods for assessing dietary intake and advanced anthropometry and physical examination. In addition, this course will cover the assessment of visceral and somatic protein, vitamins, minerals, blood chemistry, and novel nutrition biomarkers. Further, this class will delve into the treatment of abnormal blood-based nutritional biomarkers.

NUTR-470 Medical Nutrition Therapy (3 Credits)

TThree 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-472 Public Health Nutrition (3 Credits)

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-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. Prerequsite: 470.

NUTR-481 Professional Practice in Food Service Management (2 Credits)

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. Prerequisite: 351.

NUTR-486 Special Topics (1 - 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. For specific section description, click to the Section Details in VitNet.

NUTR-488 Independent Study (1 - 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.

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 Offered every semester.

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 Offered spring even years.

PHIL-244 Philosophy of Education and the Role of Philosophy for Children (3 Credits)

This course will explore the philosophical and ideological assumptions behind different theories and methods of education, paying close attention to how views of education have developed and changed over time. 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, how do we make quality education more accessible and affordable, what kind of testing works best for student learning, and similar contentious issues to do with school reform. PMI, SJE

PHIL-286 Special Topics (1 - 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. For specific section description, click to the Section Details in VitNet.

PHIL-288 Independent Study (1 - 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-299 Artificial Intelligence and the Human Condition AI and Human Condition (3 Credits)

This course introduces students to basic aspects of how systems of artificial intelligence operate and the wide variety of challenges (and opportunities) that AI systems pose for human beings. The course will explore the role AI plays in understanding/modeling human thought, exploring the nature of consciousness, shaping social interaction, and organizing society. We will pay particular attention to the many philosophical questions/problems raised by AI: the ontological challenge of what kind of entity/being is AI; the ethical challenges AI poses to individuals, society and the planet; and current/future challenges of a truly autonomous AI (independent general machine intelligence) and the prospects of post and trans humanism. PMI

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. One key theme of course class is whether concerns of justice demand we expand our moral concepts and legal institutions to include other non-human animals and even aspects of the larger natural environment. Exploring this problem will introduce us to a variety of related concerns like environmental racism, the rationale of global capitalism and link between the objectification of nature and the objectification of women. SJE, 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-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. SJE, 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 Offered as needed, every 3rd semester.

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 Offered every semester.

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-342 Just Food: Putting Ethics Back on the Table (3 Credits)

What is the relationship between the good life and good food Between a society and a just food system Moving between the local and the global, the personal and the political, this course takes up the many and diverse ethical questions that attend to one of our most basic human activities: eating. PMI

PHIL-360 Political Philosophy and Critical Theory Of Social Movements (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. SJE, 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. SJE, 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 may of the most influential writes on aesthetics; for example: Plato, Kant, Hegel, Nietzsche, Dewey, and Danto. The overall goal of the class is to introduce students to the depth and range of artistic activities, help student recognize the various ways in which art appeals to human beings, and show students the larger implications that questions about art and beauty can have for understanding human nature. PMI

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-481 Capstone (1 - 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 (1 - 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. For specific section description, click to the Section Details in VitNet.

PHIL-488 Independent Study (1 - 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 (1 - 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 (1 - 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. For specific section description, click to the Section Details in VitNet.

PHYS-288 Independent Study (1 - 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-486 Special Topics (1 - 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. For specific section description, click to the Section Details in VitNet.

PHYS-488 Independent Study (1 - 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 (1 - 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 Offered every Fall

POSC-286 Special Topics (1 - 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. For specific section description, click to the Section Details in VitNet.

POSC-287 Experiential Learning: Internship (1 - 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 occurance, 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 (1 - 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. For specific section description, click to the Section Details in VitNet.

POSC-487 Experiential Learning: Internship (1 - 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 occurance, 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 acadmic policy section for independent study policy. Independent study contract is required. May be repeated for credit.

PROJ-449 Lean Six Sigma Project Management (3 Credits)

Enterprises of all sizes, as well as business units within enterprises, need to continually improve to be sustainable. This often entails leading and managing strategic projects within the organization. Incorporating process improvement techniques such as Lean and Six Sigma into the project management approach can assist in making projects less costly, timelier, and evidence-based. In this course, students will be introduced to strategic project management and process improvement by developing a Lean project and completing the White Belt Certification in Lean Six Sigma.

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-210 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. Prerequisite: 171.

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 Data Analysis in Psychology (3 Credits)

This course prepares students to understand, interpret, and conduct analyses of data for psychological studies and simple experiments. By the end of the course, students will be able to understand descriptive statistics, sampling error, statistical significance, effect size, and confidence intervals. Prerequisite: acceptable math placement score or grade of C or higher in MATH 112. 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: grade of C or better in 171, 223. Open to psychology majors only (or with instructor permission)

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 NEUR 261.)

PSYC-270 Counseling Microskills (3 Credits)

The essence of this course is communication micro-skills, such as: attending, questioning, reflecting content and feelings, confronting, self-disclosing, interpreting, information giving, and enlisting cooperation and action. It is taught through a counseling psychology lens and provides opportunity to develop and practice skills. In addition, the techniques transcend disciplines and are valuable for a variety of interpersonal relationships. OC

PSYC-286 Special Topics (1 - 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. For specific section description, click to the Section Details in VitNet.

PSYC-287 Experiential Learning: Internship (1 - 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 occurance, 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 (1 - 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-310 Child and Adolescent Psychopathology (3 Credits)

This course provides a comprehensive examination of psychological, behavioral, and neurodevelopmental disorders with onset typically occurring in childhood and adolescence. Emphasis is placed on the diagnostic criteria, classification systems, and symptomatology as delineated in the DSM. The curriculum addresses potential causes and risk factors, evidence-based interventions, and preventive strategies, integrating multiple theoretical orientations and empirical findings. Special focus is given to the application of diagnostic and treatment principles within professional practice settings. Prerequisite: 171. SS

PSYC-320 Geropsychology (3 Credits)

Applies psychological science to the assessment, intervention, and consultation needs of older adults and their families, addressing normative and pathological aging processes within a biopsychosocial framework. This course examines theoretical models of adult development and aging, DSM relevant disorders, and core competencies in assessment, evidence-based treatment, and interdisciplinary collaboration. Topics include cognitive decline, mood and anxiety disorders, health-related stressors, decisional capacity, and health promotion. Prerequisite: 171.

PSYC-330 Research Methods II (3 Credits)

In this course, students learn about causal claims and experimental methods in psychology. Emphasis will be placed on understanding simple experiments, factorial designs, ethics in experiments with human subjects, and replication and open science principles. The major assignment is a comprehensive research project that requires students to design and implement an experiment, analyze the data, and prepare a final presentation and paper in APA style. Prerequisite: grade of C or higher in PSYC 223 and 230. Open to psychology majors only.

PSYC-335 Cognitive Psychology (3 Credits)

Students learn how contemporary psychologists use the scientific method to study mental processes (that is, the "mind"), with an emphasis on major constructs: perception, attention, memory, language, and reasoning. Regular activities include hands-on experiments to collect data, followed by basic data analysis, visualization, and interpretation. Students will also critically evaluate several cognitive psychology journal articles. 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-348 Psychology of Race and Belonging (3 Credits)

Considering the increasing diversity of the United States and a more interconnected world, this course has two aims. First, this course provides students with an understanding of why fostering belonging is necessary to create healthy and thriving diverse communities. Second, this course provides students with an understanding of how to create communities of belonging. Through a multidisciplinary lens, we will explore and discuss when, why, and how race was invented. Through the lens of psychology, we will explore how the invention of race and doing race lead to othering and maintain "us" versus "them" perspectives and structures in society. We will also use psychological concepts and theories to explore and discuss ideas for moving beyond racism, race, and othering to create communities of belonging. SJE

PSYC-350 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-350 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-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-374 Positive Psychology (3 Credits)

Positive psychology focuses on aspects of life that include well-being and pro-social behavior. Topics in this course will include subjective well-being, mindfulness, character strengths, achievement, flow, resilience, optimism, and supportive relationships. Emphasis will be on both scientific findings and the application of those findings in one's personal life. Throughout the course, students will have the opportunity to engage in activities that are supported by research to improve subjective well-being. Prerequisite: PSYC 171

PSYC-421 Couples and Family Therapy (3 Credits)

This course prepares students to examine the systemic framework of couples and families. Emphasis will be placed on development of basic clinical skills, case conceptualization strategies, and intervention techniques relevant to couples and family therapy. The course fosters collaborative learning and critical discussion while integrating theory with practice through experiential activities such as role-plays, case simulations, and guided exercises. Prerequisite: PSYC 270 or SOWK 280. 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 or concurrent. Restricted to junior standing or higher.

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, neurotoxiclogy, and CNS disorders. Prerequisite: 261 or BIOP 261 or BIOL 353. Restricted to students with junior standing or higher. (Equivalent to BIOP 430.)

PSYC-450 Personality and Individual Differences (3 Credits)

In this course students will learn the various ways in which psychologists study and measure personality factors, traits, and individual differences. Students will compare and contrast different models of personality and evaluate the empirical evidence for each. Contemporary theories related to personality stability, development, and change will be also discussed. Students will also explore research on the psychology of individual differences beyond stable personality factors. Topics may include styles of motivation, emotion, trust, authoritarianism, and others. By the end of this course, students will have a deeper understanding of themselves and the ways in which each individual person is unique. Prerequisites: 171, 230.

PSYC-486 Special Topics (1 - 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. For specific section description, click to the Section Details in VitNet.

PSYC-487 Experiential Learning: Internship (1 - 9 Credits)

Applied experiences in the field of psychology. In order to complete an internship, students can request a list of psychology specific sites or work with Career Services to identify possibilites. Prior to the semester start, students send a resume and cover letter to sites on and off campus, interview, and if accepted, complete a learning contract. The number of credits determines the required hours. For the classroom portion of this advanced experience, students meet weekly with the other interns and an instructor to discuss the experience along with other professional topics. 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 (1 - 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 (1 - 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. Requires department chair permission.

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: 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. TI

RLST-181 Theological Research Methods (1 Credits)

Designed for students intending a course of study in religious studies and theology. The emphasis will be on the development of effective learning, writing, and reading skills needed for the discipline. Topics include reading of primary texts, presenting on theological work, goal setting, research skills and resources. Restricted to and required for RLST majors during their first four semesters in the department; recommended for RLST minors. May be repeated for credit. OC

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 or 342. WCII, IFP

RLST-225 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 or 342. IFP

RLST-235 Leading Lives That Matter (3 Credits)

This course will help students to understand the purpose of work and a Christian understanding of vocation. Students will develop the capacity to practice critical reflection on experience to gain a better understanding of their unique identity and purpose in their vocation. Consideration will be given to (1) understandings of vocation in various historical, cultural, and religious contexts, (2) theological and ethical perspectives on work and calling, and (3) the changing character of vocation over the lifespan of individuals. They will also refine their personal understanding of what their calling or vocation might be and how it fits into God's purposes and a Christian worldview. 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. Prerequisite: 160 or 342. IFP

RLST-286 Special Topics (1 - 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. For specific section description, click to the Section Details in VitNet.

RLST-287 Experiential Learning: Internship (1 - 3 Credits)

Non-classroom experience in the field of ministry, non-profit, or other related areas. Credit for experience must be sought prior to occurence. Placements are generally part-time and off campus. Course includes theological preparation and reflection on the experience. Areas of experience include children, youth, adults, aged, sick, dying, needy, etc. Prerequisite: six RLST credits. Restricted to students with freshman or sophomore standing. Permission of advisor or internship coordinator required. Graded CR/NC.

RLST-288 Independent Study (3 Credits)

With the consent of chairperson and in consulation 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 reqistration. Refer to the academic policy section for independent study policy. An Independent Study Contract is required. 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 or 342. This course is resticted to students in bachelor completion programs.

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 or 342. 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 pratice 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 or 342. IFP

RLST-323 Health, Healing, and Christian Spirituality (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. Prerequisite: 160 or 342. IFP

RLST-331 The Historical Search for Truth (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 or 342. 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. Banking on the adult learner's experience and wisdom, students will be given additional tools 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 or 305. 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 or 342. SJE, 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 or 342. 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 religous 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 or 342. 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 or 342. 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 or 342. IFP

RLST-382 Christianity and Economic Equality (3 Credits)

In the face of the vast, increasing economic inequality, this seminar interrogates the role of religious institutions and individuals. Do our religious institutions sustain or challenge economic inequality, and how This class will attempt to answer this question with a focus on three types of texts: classical texts that shaped 20th Century U.S. Christian consciousness; contemporary works that analyze the effects of economic inequality on the social fabric; and texts that clarify the vital roles some contemporary religious movements are playing in supporting economic inequality. SJE, 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 or 342. 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 committment, sickness and death. Prerequisite: 160 or 342. 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 or 342. IFP

RLST-481 Capstone: Interpreting Religion (1 - 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. May berepeated for credit.

RLST-486 Special Topics (1 - 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. For specific section description, click to the Section Details in VitNet.

RLST-487 Experiential Learning: Internship (1 - 12 Credits)

Non-classroom experiences in the field of ministry, non-profit, or other related areas. Placements are off-campus, and may be full- or part-time, and with or without pay. Includes internship experience arranged by advisor and/or internship coordinator. Prerequisites: six credits of RLST. Restricted to students with junior standing or higher. Graded CR/NC.

RLST-488 Independent Study (1 - 3 Credits)

With the consent of chairperson and in consulation 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 reqistration. Refer to the academic policy section for independent study policy. An independent study contract is required. 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. Prerequisite: any 100-level VUSM course or transfer student placement. LDW, SS

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-243 Data Analysis in the Social Sciences (3 Credits)

This course prepares students to understand, interpret, and conduct analyses of data for psychological studies and experiments. The course emphasizes the following concepts: 1) descriptive statistics (e.g., means, standard deviations), 2) standardized scores, 3) sampling error and uncertainty, 4) confidence intervals, 5) statistical significance, and 6) effect size. Analysis techniques are discussed for one-sample and paired-samples designs, mean comparisons between groups, meta-analysis, factorial designs, and correlation and multiple regression. Students will learn to use software to conduct statistical analyses and write about statistical results. Access to a personal computer or laptop running Windows, MacOS, or Linux is highly recommended. Prerequisite: acceptable math placement score or grade of C or higher in MATH 001 or 091. 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-286 Special Topics (1 - 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. For specific section description, click to the Section Details in VitNet.

SOCL-287 Experiential Learning: Internship (1 - 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 occurance, 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 (1 - 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-301 Death and Dying (3 Credits)

This course takes a sociological perspective on the subject of death. This means that the course is not designed to be therapeutic (e.g., it does not teach students how to grieve "properly" nor does it offer a systematic method for coping with death). Instead, we will adopt an analytical approach and examine the social aspects of death and dying. We will focus specifically on the variations in the ways that human beings interpret, react to, and deal with the biological phenomenon of death. Course topics include how the definition of death has become problematic, the demographics of death, cultural and historical variations in funeral rites and explanations of death, the American funeral industry, treatment of the dying, and other end-of-life issues.

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 Race and Ethnicity in Society (3 Credits)

This course will examine, from a sociological perspective, the ways race and ethnicity matters in society and the consequence of how we organize these concepts for people's lives. These questions will be addressed: How does race and ethnicity shape social life How do social inequalities get organized along racial lines How does race and ethnicity intersect with other social categories of difference (e.g., class, gender, sexuality, ethnicity, etc) How have inequalities developed over time, and in what ways have they transformed How racism shapes and is shaped by media, aesthetics, social movements, politics, the economy, housing policy, education, the environment, the criminal justice system, immigration, and intimate relationships will be explored. Prerequisite: any 100-level VUSM course or transfer student placement. SJE, 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 Social Science Research (3 Credits)

This course will provide an overview of research in the social sciences. In this course you will learn how to read and evaluate research methods and design your own research study. The course follows the basic steps in social science research: problem identification, research design, subject selection, data collection, analysis, and interpretation. In learning these steps, you will also be introduced to the dominant methods used in social science research: surveys, experiments, qualitative interviews, ethnography, program evaluation, and mixed methods. Prerequisite: 125.

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-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 of the relationship between youth as victims and as offenders, the role of the juvenile justice system, delinquents' rights, and traditional and alternative ways of dealing with juvenile crime. It will briefly examine the social and etiological features of delinquency. (Equivalent to CRMJ 364.) SJE

SOCL-486 Special Topics (1 - 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. For specific section description, click to the Section Details in VitNet.

SOCL-487 Experiential Learning: Internship (1 - 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 occurance, 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 (1 - 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. OC, 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, Criminal and Community Justice, and Communication Disorders majors. WCII, IL.

SOWK-275 Serving Vulnerable Populations (3 Credits)

This three-credit course enables students to explore the unique circumstances of vulnerable and disadvantaged populations through an ADEI lens. Students will also gain experience serving these populations outside the classroom. Students will meet for class once a week and complete 3-5 hours of service/shadowing per week starting week 3. Students will complete at least 30 hours of service/shadowing by the end of the semester. At the beginning of the semester, students will develop a service-learning plan that includes the agencies where they will complete their hours, the agency supervisors, the activities they will participate in, and the learning objectives for each agency. Students will get experience with a minimum of 5 different populations throughout the semester. Assignments support the integration of course material with experience and will focus on incorporating ADEI values into social work practice. Students examine the congruence of personal values with professional values, study social work ethics, and learn about professional boundaries. Prerequisite: 210 or concurrent.

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 (1 - 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. For specific section description, click to the Section Details in VitNet.

SOWK-288 Independent Study (1 - 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-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-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-341 Social Welfare Policy (3 Credits)

This course provides students with an understanding of basic, universal human rights and social welfare policy as a potential instrument to advance social justice. The historical, social, cultural, economic, environmental, and global influences on social welfare are examined. Students will learn about the major social welfare programs that address financial and basic human needs, civil rights, aging, health, mental health and child welfare. Knowledge of and skills in policy formulation, analysis, and advocacy will be developed. Prerequisite: POSC 121, 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-442 Theory and Practice With Groups and Communities (3 Credits)

This course focuses on the theory, practice skills, and knowledge needed for social work practice with groups, and communities. Emphasis is on executing the planned change process with multiple system levels in generalist practice. Inclusion and diversity issues are examined in mezzo and macro system change efforts. Theory provides a basis for understanding social issues in communities and groups and underpinning for intervention models. Students examine ethical conflicts in community and group work. Prerequisite: admission to the social work program, 321, 331.

SOWK-479 Competent Practice for Practicum Education (3 Credits)

This course prepares students for the practicum education experience, focusing on the work required to obtain an approved education placement. Content and procedures regarding admission to practicum education, placement process, and agency interviews are covered, cumulating in an approved practicum placement. Course content includes an overview of practicum education, expectations of practicum education, the practicum learning contract, and the Senior Capstone course. Aspects of practicum education including court work, mandated reporting, interprofessional practice, and the NASW Code of Ethics, will be emphasized. Pre-requisite: concurrent enrollment or completion of social work professional courses except for SOWK 480 and 482. Restricted to students with senior standing.

SOWK-480 Practicum 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 26 hours per week, for a minimum of 400 hours, in an agency setting approved by the Viterbo University social work practicum 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 practicum education, 366 or PSYC 340, MATH 130. 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.

SOWK-486 Special Topics (1 - 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. For specific section description, click to the Section Details in VitNet.

SOWK-488 Independent Study (1 - 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 communication skills in Spanish for everyday conversations and interactions. Students will practice common words and phrases such as exchanging greetings, introducing themselves, and identifying everyday objects and occurrences. By the end of the semester, students will reach the Novice Mid proficiency level established by the American Council on the Teaching of Foreign Languages. Recommended for students with no previous Spanish study. Prerequisite for 102: C or better in 101 or by departmental exam.

SPAN-102 Elementary Spanish (3 Credits)

Culturally authentic technology and print materials at the introductory level are used to facilitate communication skills in Spanish for everyday conversations and interactions. Students will practice reading, writing, and speaking skills such as using complete sentences, responding to questions, and building vocabulary and syntax knowledge. By the end of the semester, students will reach the Novice High proficiency level established by the American Council on the Teaching of Foreign Languages. Recommended for students with no previous Spanish study. Prerequisite: C or higher in 101 or by departmental exam.

SPAN-103 Beginning Spanish (3 Credits)

Intended for students who have some experience with Spanish, this course reviews concepts from beginning Spanish through the use of culturally authentic audio, video, and text materials. The course is designed to help students review and further develop their basic speaking, writing, reading, and listening skills. By the end of the semester, students will reach the Novice High proficiency level established by the American Council on the Teaching of Foreign Languages. Students who complete this class as their first college 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 an emphasis on speaking and listening to discuss civic engagement issues related to the Spanish speaking world both in and outside the United States. This course will use culturally authentic audio, video, and text materials as well as guest speakers to expose students to current Spanish language practices. By the end of the semester, students will reach the Intermediate Low proficiency level established by the American Council on the Teaching of Foreign Languages. Students who complete 250 or 251 as their first college Spanish class with at least a C receive six retroactive credits for SPAN 101 and 102. Prerequisite: C or higher in 102 or 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 examine issues both within the local community and beyond our national borders related to Latinx and Latin American and Spanish cultures in the world. Authentic materials such as audio, visual, text, guest speakers, etc. are used to facilitate intermediate spoken and written skills in Spanish for everyday conversations and interactions. By the end of the semester, students will reach the Intermediate Mid proficiency level established by the American Council on the Teaching of Foreign Languages. Students who complete 250 or 251 as their first college Spanish class with at least a C receive six retroactive credits for SPAN 101 and 102. Prerequisite: C or higher in 102 or 103 or by departmental placement exam.

SPAN-286 Special Topics (1 - 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 sophomoer standing. May be repeated for credit. For specific section description, click to the Section Details in VitNet.

SPAN-287 Experiential Learning: Internship (1 - 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 (1 - 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 course works to incorporate higher level grammar skills into active spoken conversation by studying the process of building and conducting interviews with native speakers of Spanish. Coursework aims to take intermediate conversation skills and improve proficiency and includes some written composition. By the end of the semester, students will reach the Intermediate High proficiency level established by the American Council on the Teaching of Foreign Languages. Students who complete 305 or 306 as their first college Spanish class with at least a C receive 12 retroactive credits for SPAN 101 and 102, 250 and 251. Prerequisite: C or higher in 250 or 251 or by departmental placement exam.

SPAN-306 Writing Spanish: Newspaper Journalism (3 Credits)

This course emphasizes writing as students publish El Sol, Viterbo's Spanish newspaper. This requires students to interact with the local Hispanic community, conduct research, read and watch culturally authentic materials, prepare oral presentations, and compose several written pieces. By the end of the semester, students will reach the Intermediate High proficiency level established by the American Council on the Teaching of Foreign Languages. Students who complete a 305 or 306 as their first college Spanish class with at least a C receive 12 retroactive credits for SPAN 101 and 102, 250 and 251. Prerequisite: C or higher in 250 or 251 or by departmental placement exam.

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 C or higher in 305 or 305 or by departmental placement exam.

SPAN-323 Topics in Spanish Lanuage: Heritage Speakers (3 Credits)

This course is for heritage Speakers of Spanish, which means students who were raised in a home where Spanish was spoken and who are to some degree bilingual in Spanish and English. The course focuses on the common difficulties specific to heritage speakers, including, but not limited to, complex grammar structures, diverse vocabulary, varying registers, code-switching, etc. Students build on already high proficiency skills to speak and write the language in varying social contexts. By the end of the semester, students will reach the Advanced Mid proficiency level established by the American Council on the Teaching of Foreign Languages. Heritage speaker students who complete 323 as their first college Spanish class with at least a C receive 12 retroactive credits for SPAN 101 and 102, 250 and 251. SPAN 323 substitutes for SPAN 305 and, if taken twice, for SPAN 306. May be repeated for credit. Prerequisite: 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 C 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 C 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 C 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: grade of C or higher in 305 or 306.

SPAN-481 Capstone (1 - 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 (1 - 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. For specific section description, click to the Section Details in VitNet.

SPAN-487 Experiential Learning: Internship (1 - 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-488 Independent Study (1 - 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-120 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. It is recommended that students enroll in this course the spring of their freshman year.

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 (1 - 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. For specific section description, click on the Section Details in VitNet.

SPML-287 Experiential Learning: Internship (1 - 12 Credits)

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. Contact Career Services for registration permission.

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 sport events have on communities. Prerequisite: FINA-331 or concurrent.

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 or concurrent.

SPML-486 Special Topics (1 - 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. For specific section description, click on the Section Details in VitNet.

SPML-487 Experiential Learning: Internship (1 - 12 Credits)

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. Contact Career Services for registration permission.

SPSL-286 Special Topics (1 - 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. For specific section description, click to the Section Details in VitNet.

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 are recommended. (Equal to BIOL-338)

SPSL-486 Special Topics (1 - 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. For specific section description, click to the Section Details in VitNet.

SVLD-260 Foundations of Servant Leadership (3 Credits)

The course is an orientation to the foundations of Servant Leadership. Students will explore Servant Leadership in the context of leadership theory and will develop skills in communication and storytelling, ethical decision making, fostering community, and contemplation.

SVLD-286 Special Topics (1 - 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. For specific section description, click to the Section Details in VitNet.

SVLD-287 Experiential Learning: Internship (1 - 3 Credits)

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. Contact Career Services for registration permission.

SVLD-288 Independent Study (1 - 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.

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-330 Meaningful, Ethical, and Practical Servant Leadership (3 Credits)

Students will study the underlying philosophical foundation of servant leadership, the ethical consequences of this type of leadership, and practical ways to bring about change in organizational culture through leading by serving others. Students will read and analyze important literature in Servant Leadership by authors such as James Hunter, Robert Greenleaf, Linda Belton, and Juana Bordas.

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-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-430 Mission, Vision, and Virtue in Organizations (3 Credits)

This course develops servant leaders using strategic core values of mission, vision and virtues to build people and inspire communities. Students will apply servant leadership concept of foresight to develop talents and aptitudes in finding purpose at work. They will examine writings of different servant leadership authors as well as current media and local case studies where servant leaders can be seen in action.

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-486 Special Topics (1 - 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. For specific section description, click to the Section Details in VitNet.

SVLD-487 Experiential Learning: Internship (1 - 12 Credits)

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. Contact Career Services for registration permission.

SVLD-495 Building 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 (2 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-110 Fundamentals of Technical Theatre (1 Credits)

This fundamental skills course is designed to acquaint students with theatre production spaces, practicum protocol, and the efficient use of shop and stage equipment. Additionally, this course will prepare students with an appreciation and understanding of performance requirements, which may include the department's production position agreement, hair and makeup needs, microphone usage, costume care, and production responsibilities. Graded CR/NC. Cannot be repeated for credit.

THTR-119 Theatre Practicum (1 - 2 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 various production areas such as: scenic, lighting, costumes, props, stage management, or backstage production crew. The specific area will be assigned by theatre faculty at the start of the semester taking into consideration each student's experience, their educational needs, and the technical needs of each production. Graded CR/NC. Two credit registration requires instructor approval.

THTR-121 Voice and Movement (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 and body to become more expressive. Actors will develop a regimen 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)

Through its focus on dramatic literature as a written art form, Text Analysis fulfills the goals of the Literary Analysis core by cultivating students' ability to interpret how language, structure, and genre shape meaning and to construct written interpretations grounded in textual evidence. The course situates theatre as a mode of literary inquiry, enabling students to apply critical reading and analytical writing skills transferable to all forms of literary study. Prerequisite: 104 or C or higher in 105 or C or higher in 195. LA

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 (3 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, 147.

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-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-230 Theatrical Design Fundamentals (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 (1 - 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 (3 Credits)

A comprehensive survey course that encompasses the study of important periods of Western theatre history and dramatic literature form 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, HA

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 (2 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 World Theatre (3 Credits)

This course is a survey of performance traditions and dramatic texts from antiquity through 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 (1 - 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. For specific section description, click to the Section Details in VitNet.

THTR-287 Experiential Learning: Internship (1 - 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 occurance, 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 (1 - 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 theatre practice and dramatic texts focusing on the trends and playwrights that shaped the theatre from the turn of the 18th century to the present. Students examine, in addition to the dramatic texts of the period, the impact of performance spaces, aesthetic theories, religious beliefs, and the contemporary politicis 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. Prerequisite: AADM 200. (Equivalent to AADM 300.)

THTR-302 Improv (3 Credits)

This course will explore and develop the foundations, principles and skills related to improvisational theatre, including the realm of communication skills role-play and feedback facilitation. Prerequisite: 207.

THTR-303 Acting V: Accents and Dialects (3 Credits)

In this advanced course, students will explore a systematic approach to dialect acquisition. Students will extend the use of voice and body to play heighten language texts and learn to use the International Phonetic Alphabet as a tool for dialect study. Prerequisites: 107, 155.

THTR-307 Acting VI: Acting for the Camera (3 Credits)

This course explores on camera acting techniques. This course will explore acting scenes on camera as well as self-tapes Cannot be repeated for credit. Prerequisites: 107, 147.

THTR-318 Stage Management Studio (2 Credits)

This course is designed to give the student a comprehensive understanding of stage managment 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. Prerequiste: 250. May be repeated for credit.

THTR-319 Theatre Practicum (1 - 2 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 various production areas such as: scenic, lighting, costumes, props, stage management, or backstage production crew. The specific area will be assigned by theatre faculty at the start of the semester taking into consideration each student's experience, their educational needs, and the technical needs of each production. Graded CR/NC. Two credit registration requires instructor approval. Prerequisite: Two credits of 119.

THTR-320 Exploring the American Theatre Canon (3 Credits)

Through weekly reading and discussion, this course explores plays and playwrights that are at the forefront of the American professional theatre repertory. Content is adjusted to reflect new plays in the expanding canon as well as older texts that are regularly revived for production. 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-341 Voice and Text (3 Credits)

This practical performance laboratory course continues exploring the physical and vocal foundations for the actor. Students will continue learning techniques for a healthy, effective, and expressive voice and body. Particular attention to expanded range and resonance will be applied to text. Prerequisite: 121. OC

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-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-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-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-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 Identity and the American Theatre (3 Credits)

Identity in Theatre explores the ethical and moral evolution of identity through the scripts and practices of our contemporary Theatre. It approaches this through the dialectic as well as class projects such as the personal diversity statement as outlined in the PowerPoint (pdf) submitted for review. In this course, we find that there are no dichotomous answers but much of our discussion examines the grey spaces in between and how there is no one right answer or structure that will solve everything. Ultimately, the course requires the students to examine pre-held belief structures and evolve their way of thinking into a more nuanced and fluid process. Prerequisites: LDW course, ENGL-104 or 105 or 195.

THTR-443 Theatre in the City (1 - 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-465 Playwriting (3 Credits)

The art of dramatic writing is explored, as well as the production of scripts for stage presentation. Prerequisite: ENGL-104 or 105 or 195.

THTR-476 Acting Studio (2 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 (1 - 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. For specific section description, click to the Section Details in VitNet.

THTR-487 Experiential Learning: Internship (1 - 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 occurance, 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 (1 - 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.

TRIO-075 TRiO Math Success (1 Credits)

TRIO 075 provides tailored assistance for TRIO students struggling with math concepts. Through personalized tutoring sessions and targeted practice exercises, participants will strengthen their foundational skills and boost their confidence in handling mathematical problems. The course aims to empower TRIO students to excel in their math courses and overcome any challenges they may face in mastering mathematical concepts. TRIO 075 is designed for TRIO students concurrently taking MATH 091, 112, 130, 155, or PSYC 223. If students take TRIO 075, they will not take other math companion courses (081, 083) and TRIO 075 replaces those traditional companion courses. This course does not count towards QL or graduation requirements and is graded CR/NC.

TRIO-101 Success Strategies for TRIO Students (1 Credits)

This course will ask TRIO students to consider their personal definition of success and consider how they can achieve academic success. Topics include mindset, resillience, 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. Students must be in the TRIO program.

TRIO-102 Success Strategies for TRIO Pre-Nursing Students (1 Credits)

This course will ask TRIO pre-nursing students to consider their personal definition of success and consider how they can achieve academic success. Topics include adjustment issues, effective learning, growth mindset, challenge mindset, resilience, time management, goal setting, stress management, self-advocacy behaviors, and other related topics. The class format is a combination of lecture, small group activities, guest speakers, videos, and discussion. Restricted to pre-nursing students in the TRIO program.

TRIO-105 TRIO Student Orientation (1 Credits)

This comprehensive course aims to equip TRIO students with essential skills and knowledge necessary for both academic and personal success throughout their college journey. Through a series of engaging activities, discussions, and hands-on experiences, students will be able to navigate campus resources effectively, leverage technology ethically to enhance their work, and develop proficiency in college-level reading, research, and writing. Additionally, students will be able to navigate academic policies and study strategies, hone time management and communication skills, and actively engage within the campus community. With a focus on holistic wellness, students will be able to manage their health and wellness practices, financial literacy, and career exploration. Through activities that promote diversity, equity, and inclusion awareness, as well as the understanding and implementation of Viterbo's core values, students will emerge from the course not only academically prepared but also equipped with the essential life skills needed for personal and professional growth. Students must be participants in the TRIO program to take this course.

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, resillience, 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-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 (1 - 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. For specific section description, click to the Section Details in VitNet.

UNST-287 Internship (1 - 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 (1 - 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-486 Special Topics (1 - 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. For specific section description, click to the Section Details in VitNet.

UNST-487 Internship (1 - 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 (1 - 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-499 Experiential Learning for Multidisciplinary Entrepreneurship (3 Credits)

Work with a team to explore a realistic, open-ended and multifaceted project under the guidance of a faculty advisor. Tasks may include research, design exploration, design refinement, prototyping, documentation, customer discovery, marketing, or program management. This course provides disciplinary expertise to a capstone engineering project. Consent of instructor required.

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-200 Living in a Diverse World (3 Credits)

Students in this seminar will define, identify, and evaluate diverse notions of justice, equity, equality, oppression, discrimination, and prejudice specifically related to diversity. While thinking more broadly about what constitutes a fair and just society, students will build skills in cultural awareness and empathy. The course culminates in a group problem-solving project. Prerequisite: any 100-level VUSM course or transfer student placement. LDW

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-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 Gender 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-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-286 Special Topics LDW (1 - 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. For specific section description, click to the Section Details in VitNet. LDW

VUSM-288 Independent Study (1 - 3 Credits)

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

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-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-386 Special Topics SCG (1 - 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 activites 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-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 SJE 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 SJE 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 SJE 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 SJE 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 SJE course or transfer student placement, WCII course. TEL, PMI

VUSM-486 Special Topics (1 - 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. TEL

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 womens issues.

WMST-286 Special Topics (1 - 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. For specific section description, click to the Section Details in VitNet.

WMST-288 Independent Study (1 - 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 (2 - 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 (1 - 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. For specific section description, click to the Section Details in VitNet.

WMST-488 Independent Study (1 - 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.

Directory
Michael Alfieri
Dean, Professor, Biology, Biochemistry, and Neuroscience
PhD, University of Louisville, BS, State University of New York at Binghamton
Jennie Anderson-Meger
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DSW, Capella University, MSSW, University of Wisconsin-Madison, BSW, University of Wisconsin-Eau Claire
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Kyle Backstrand
Professor, Biology, Biochemistry, Neuroscience
PhD, University of Utah, BS, North Dakota State University
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MFA, University of Pittsburgh, BFA, Emerson College
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Director, Honors Program, Professor, Ethics, Culture, and Society
PhD, Emory University, MART, United Theological Seminary of the Twin Cities, BA, Luther College
Rochelle Brooks
Professor, Management and Marketing
PhD, Capella University, MEPD, University of Wisconsin-La Crosse, BS, University of Wisconsin-Stout
Jennifer Brown
Instructor, Theatre and Musical Theatre
BTA, Viterbo University
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Associate Professor
MSN, University of Wisconsin-Madison, BSN, Viterbo College
Luke Bussiere
Assistant Professor, Department Chair, Biology, Biochemistry, and Neuroscience
PhD, Iowa State University, BS, University of Wisconsin-Green Bay
Kerri Busteed
Assistant Professor
PhD, Capella University, MSN, University of Phoenix, BSN, Carroll University
Lindsey Byom
Associate Professor, Speech-Language Pathology
Jun Woo Choi
Assistant Professor, Sport Management and Leadership
Ph.D. Candidate (Dissertation defense scheduled for March 2026) — Indiana University, Human Performance with a concentration in Sport Management, J.D. — Sungkyunkwan University Law School , B.A. — Sungkyunkwan University, French Language and Literature & International Commerce
Steven Covey
Visiting Associate Professor
Emily Craver
Assistant Professor, Musical Theatre

Aeriana Culpitt
Director of Clinical Education, Speech Language Pathology
Lucille Downing
Assistant Professor
PhD, Liberty University in progress, MSN, Western Governor's University, BSN, Viterbo University
Rachael Duster
Assistant Professor, Nursing
Emily Dykman
Professor, Religious Studies and Theology
DMin, Luther Seminary, MAE, Saint Mary's University of Minnesota, BM, Viterbo College
Jesús Emiliano Jambrina Pérez
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PhD, University of Iowa, MAE, University of Iowa, BA, University of Havana
Daisy Figueroa
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LuAnn Fowler
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Taylor Hanson
Assistant Professor, Economics and Management
MBA, Viterbo University, BS, Viterbo University
Sherry Harris
Assistant Professor, Graduate Nursing
DNP, Indiana State University, MS, Indiana State University, BS, Winona State University
Rowan Hart
Assistant Professor
MSN, Marquette University, BS, Carroll University
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Associate Professor
DNP-Ethical Leadership, Viterbo University, MSN, Viterbo University, BSN, Viterbo University, AAS, Western Technical College
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PhD, Washington University in St. Louis, MM, Washington University in St. Louis, BA, College of Saint Scholastica
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Ph.D. — University of Minnesota, Curriculum and Instruction, B.A. — Illinois Wesleyan University, Sociology and History
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Scott Mihalovic

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Assistant Professor, Theatre and Musical Theatre

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Professor, Sr. Grace Clare Beznouz Professor

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BM, Viterbo College

Jessica Stoeffler

Assistant Professor

Kerry Sullivan-Flock

Visiting Assistant Professor

Sarah Tellier

Instructor, Coach Accompanist, Musical Theatre

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MAE, Saint Mary's College, BA, Saint John's University

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Assistant Professor

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Emeritus	
La Vonne Abts, FSPA	Professor Emerita, Chemistry
Nancy Allen	Professor Emerita, Music
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
Rochelle Brooks	Professor Emerita, Business
Michael John Collins	Professor Emeritus, Chemistry
Sara Cook	Professor Emerita, Business
Tim Crane	Professor Emeritus, Art
Debra Daehn-Zellmer	Professor Emerita, Social Work
Nancy Danou	Professor Emerita, Nursing
Apryl Denny	Professor Emerita, English
Vicky Eiben	Professor Emerita, Education
Jan Eriksen	Professor Emerita, English
Lyon Evans, Jr.	Professor Emeritus, English
Marlene Fisher	Professor Emerita, Criminal Justice and Sociology
Diane Foust	Professor Emerita, Music
Vivien Edwards	Professor Emerita, Nursing
Connie Fossen	Professor Emerita, Social Work
David Gardiner	Professor Emeritus, Theatre
Karen Gibson	Professor Emerita, Nutrition
Larry Harwood	Professor Emeritus, Philosophy
John Havertape	Professor Emeritus, Education
Alida Herling	Professor Emerita, Nutrition
Sheryl Jacobson	Professor Emerita, Nursing
Jan Janiszewski	Professor Emeritus, Business
Daniel Johnson-Wilmot	Professor Emeritus, Music
Joan Keller-Maresh	Professor Emerita, Nursing
Patrick Kerrigan	Vice President Emeritus
Carol Klitzke	Professor Emerita, Nutrition
Tom Knothe	Professor Emeritus, Business
Keith Knutson	Professor Emeritus, History
Dale Krageschmidt	Professor Emeritus, Busines
Lawrence Krajewski	Professor Emeritus, Mathematics
Jackie Kuennen	Professor Emerita, Nursing
James Larson	Professor Emeritus, Chemistry

Marie Leon LaCroix, FSPA	Professor Emerita, Theatre
Arlene Laverdiere, FSPA	Professor Emerita, Music
Michael Lopez-Kaley	Professor Emeritus, Religious Studies
Frank Ludwig	Professor Emeritus, Theatre
Richard Maresh	Professor Emeritus, Mathematics
JoAnn Marson	Professor Emerita, Business
Janet McLean	Professor Emerita, Theatre
Richard Morehouse	Professor Emeritus, Psychology
Debra Murray	Professor Emerita, Counseling
Roland Nelson	Professor Emeritus, English
Bonnie Nesbitt	Professor Emerita, Nursing
Darrell Pofahl	Professor Emeritus, Sociology
Rev. William Reese	Professor Emeritus, Religious Studies
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
Rolf Samuels	Professor Emeritus, English
Ronald Schafer	Professor Emeritus, Psychology
Lisa Schoenfielder	Professor Emerita, Art
John Schroeder	Professor Emeritus, Business/Education
Grant Smith	Professor Emeritus, English
Michael Smuksta	Professor Emeritus, History
Bernyne Stark, FSPA	Professor Emerita, French
Mary Ellen Stolder	Professor Emerita, Nursing
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

	2026-2027	2027-2028	2028-2029	2029-2030
SEMESTER I				
Classes Begin	August 31	August 30	August 28	August 27
Labor Day	September 7	September 6	September 4	September 3
Mid-semester Break	October 23	October 22	October 20	October 19
Thanksgiving Break	November 25-29	November 24-28	November 22-26	November 21-25
Final Exams	December 14-18	December 13-17	December 11-15	December 10-14
Commencement	December 19	December 18	December 16	December 15
SEMESTER II				
Classes Begin	January 18	January 17	January 15	January 14
Spring Break	March 8-12	March 13-17	March 12-16	March 11-15
Easter Break	March 25-29	April 13-17	March 29-April 2	April 18-22
Final Exams	May 10-14	May 8-12	May 7-11	May 6-10
Commencement	May 15	May 13	May 12	May 11
SUMMER				
	May 24-July 2	May 22-June 30	May 21-June 29	May 20-June 28
	July 5-August 13	July 3-August 11	July 2-August 10	July 1-August 9