



VITERBOUNIVERSITY

**GRADUATE CATALOG
2018–2019**

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Viterbo University is accredited by the Higher Learning Commission (hlcommission.org), a regional accreditation agency recognized by the U.S. Department of Education. 230 South LaSalle Street, Suite 7-500, Chicago, Illinois 60604-1411, 800-621-7440; 312-263-0456; info@hlcommission.org.

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

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

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

This catalog does not establish a contractual relationship. Its purpose is to provide students with information regarding programs, requirements, policies, and procedures to qualify for a degree from Viterbo University. Viterbo University reserves the right, through university policy and procedure, to make necessary changes to curriculum and programs as educational and financial considerations may require.

A student follows the curricular requirements in the catalog in effect at the time of entry (as a new degree seeking student) and duration of attendance at Viterbo provided attendance is uninterrupted and a degree is completed within a period of six years.

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

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

Accreditation and Approvals

Viterbo University and its programs are accredited by:

- The Higher Learning Commission
30 North LaSalle Street, Suite 2400, Chicago, IL 60602-2504; 800-621-7440;
www.ncahigherlearningcommission.org
- American Chemical Society (ACS)
1155 Sixteenth St. NW, Washington, DC 20036; 1-800-333-9511; <http://www.acs.org>
- American Society of Biochemistry and Molecular Biology (ASBMB)
11200 Rockville Pike, Suite 302, Rockville, MD 20852; 240-283-6600; <http://asbmb.org>
- Accreditation Council for Business Schools and Programs (ACBSP)
11520 West 119th Street, Overland Park, KS 66213, (913) 339-9356; www.acbsp.org
- Accreditation Council for Education in Nutrition and Dietetics (ACEND)
120 South Riverside Plaza, Suite 2000, Chicago, IL 60606-6995; 312-899-5400;
<http://www.eatright.org/students/education/accreditedprograms.aspx>
- Commission on Collegiate Nursing Education (CCNE)
One Dupont Circle, NW, Suite 530, Washington, DC 20036; 202-887-6791;
<http://www.aacn.nche.edu/accreditation/>
- Council for Accreditation of Counseling and Related Educational Programs (CACREP)
1001 North Fairfax Street, Suite 510, Alexandria, VA 22314; 703-535-5990; <http://www.cacrep.org>
- Council for the Accreditation of Educator Preparation (CAEP)
1140 19th St NW, Suite 400, Washington, DC 20036; (202) 223-0077; <http://www.caepnet.org>
- Council on Social Work Education (CSWE)
1725 Duke Street, Suite 500, Alexandria, VA 22314-3457; 703-683.8080; <http://www.cswe.org/>
11520 West 119th Street, Overland Park, KS 66213, 913-339-9356; www.acbsp.org
- National Association of Schools of Music (NASM)
11250 Roger Bacon Drive, Suite 21, Reston, VA 20190-5248; 703-437-0700;
<http://nasm.arts-accredit.org>

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

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

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

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

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

Degree and Other Offerings

Viterbo University offers the following graduate degrees:

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

Pre-And Post-Professional Programs

- Post-baccalaureate initial teacher licensure program
- Post-baccalaureate teacher licensure programs
- Post-Masters teacher licensure programs
- Post-Masters education administration programs

Mission, Vision, Identity – Core Values – History

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

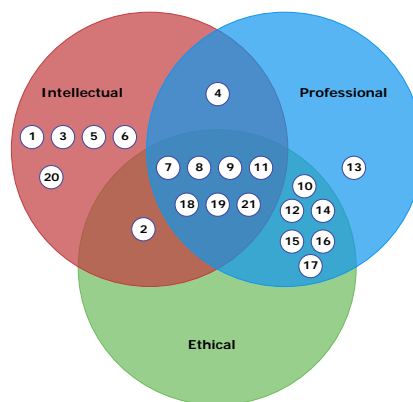
Campus Facilities and Grounds

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

Mission of Graduate Studies

<http://www.viterbo.edu/academics/graduate-studies>

Graduate Student Expectations



Intellectual

1. Learn research methods, ethical dimensions, and historical knowledge bases of the discipline.
2. Provide accurate and honest reporting of research results.
3. Read, reflect, research and write critically in a disciplined manner.
4. Dedicate the appropriate time and energy to accomplishing academic excellence and completing the degree in a timely fashion.
5. Learn the historical and theoretical context of the discipline.
6. Generate new ideas and ways of viewing things.
7. Discover new ways of serving and leading.
8. Initiate inquiry to advance your understanding of the discipline.
20. Develop a contemplative approach to synthesis of theory and praxis.

Professional

11. Develop personal and professional accountability in both theory and practice.
12. Understand and practice policies and procedures, specific program requirements, and standards of performance established by the specific discipline(s).
13. Behave in a professional and mature nature in all interactions with faculty, staff and other students.
14. Create an ethos of collegiality and collaboration through high levels of contribution and participation.
15. Demonstrate a commitment to the common good.
16. Participate in the university community to the extent able.
17. Develop, to the extent possible, a broad network of professional relations.

Ethical

9. Exercise the utmost integrity in all facets of the graduate program.
10. Commit to the personal & professional development of virtue and character.
18. Contribute to the University's and the program's mission as appropriate.
19. Develop a disciplined approach to integrating mind, body and spirit.
21. Apply ethical leadership humbly and diligently.

Practicing Academic Integrity as a Graduate Student

Violations of academic integrity at the graduate level can be either intentional or unintentional; however, even unintentional violations are subject to disciplinary action. (See Academic Integrity Policy.) The following are some examples of how students can avoid academic misconduct:

- Learn how to cite sources properly. There are several excellent guides to proper citation available in the Viterbo University library and bookstore. Students should always ask in advance if they are uncertain which citation style is required.
- When in doubt as to whether to cite or not cite a source, the rule of thumb is to make the citation. Students should ask the professor if they are unsure about what is acceptable and what is not. In general, it is better to err on the side of over-citation than under-citation.
- Take careful and complete notes when conducting research, and keep the notes in case the work's integrity is challenged. Also keep copies of successive drafts of work to keep track of the revisions made.
- Students should make sure they understand the professor's expectations about collaborating with others in the course or on a given assignment. Students should not assume that because collaboration was permitted on one assignment it is permitted on another. Students should not assume that each professor has the same standards; students should be sure to understand what "collaboration" means in each. The professor should be asked, if there is uncertainty about the given.
- Manage time. Most students who commit academic misconduct were tempted to do so when the deadline for an assignment was approaching, and they were unprepared and made a bad choice. If students run into unforeseen obstacles in completing an assignment and need more time, ask the professor for more time. Students should not take short cuts or call into question their integrity for one course or one assignment. The Academic Resource Center offers time management workshops that can help students with those skills.

Statement of Non-discrimination

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

Admissions

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

General Admissions Criteria

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

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

Applicants for admission or re-admission with criminal or disciplinary records must disclose information about their prior records. Failure of the applicant to accurately and completely provide information and records may result in denial of admission, revocation of admission, or discipline, up to and including permanent dismissal from the university. Information to be disclosed includes: (1) criminal offenses, felonies, misdemeanors, pending criminal charges, and diversion agreements (2) adjudicated delinquencies, (3) information on any behavior resulting in a suspension or expulsion from any high school or post-secondary institution, (4) information about less than honorable discharges from the military, (5) housing facility evictions, (6) other pertinent offenses or violations.

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

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

Procedure

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

The review committee will recommend admission or denial of admission in one of three ways: (1) admit or re-enroll the applicant without conditions, (2) admit or re-enroll the applicant with condition (i.e., restrictions on location or place, denial of option to live in university housing facilities, etc.), or (3) deny admission or re-enrollment of the applicant. Recommendations on admission or re-enrollment will be forwarded from the review committee to the appropriate university administrator who will formally admit or deny admission to the applicant based on the recommendation from the committee. The recommendation of the review committee is final and not subject to appeal. The review committee is typically comprised of the vice

president for student affairs, the vice president for academic affairs, the vice president for enrollment management, and the director of campus safety, or their respective designees.

Criminal Convictions Occurring After University Admission

Students are required to disclose in writing to the vice president for student affairs criminal convictions occurring since completing the application for admission. This policy applies to all Viterbo University incoming and current students.

Reentry and Readmission

The online application for re-entry can be found on the Viterbo web page.

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

International Student Admission

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

Applications from international students are welcome and actively sought. Scholastic achievement, use of the English language, and financial resources are given particular attention in reviewing applications to a graduate program from international students. International applications are processed in conjunction with the assistant director of international admissions.

Non-degree-seeking Students

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

Students desiring to audit or take selected courses for credit, but who do not expect to earn a degree or complete a program at Viterbo University, may be enrolled, at the discretion of the graduate program, for such courses as a non-degree-seeking student. Complete transcripts of college records may not need be submitted, but an earned bachelor's degree, or its equivalent is required. Students may be admitted as a degree-seeking student at a later date although admission is not guaranteed.

Tuition and Fees

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

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

Business Office Policies

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

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

Financial Aid

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

Financial Aid Application Procedures

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

Student Life

The student handbook and planner may be found on this Web page. This document contains student conduct policies and procedures. <http://www.thezonelive.com/zone/public/6/schoolHome.asp?i=316>

Campus Ministry

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

Cultural Activities (Fine Arts Center)

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

Dining Services

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

Health Services

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

Security/ Student Right-to-Know and Campus Security Act

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

Annual Security Report and Fire Safety Report

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

Graduation Rates

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

Academic Services

The development of the whole person is the goal of the university experience for each student at Viterbo University. This development occurs chiefly through an academic program conducted in a meaningful, growth-filled, Catholic, Franciscan environment.

Academic Resource Center

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

Disability Services

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

Library Services

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

Technology Support

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

Help Desk

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

Academic Regulations and Policies

Academic Calendar

<http://www.viterbo.edu/registrar/academic-calendar>

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

Academic 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 school (undergraduate program)
- Contact the vice president for academic affairs to notify that office that the student is involved in an allegation of academic misconduct and to discover if the student has previously violated the academic integrity policy.

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

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

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

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

In determining the appropriate sanction, the faculty member shall consider all pertinent facts, including the nature of the offense, mitigating and aggravating circumstances, and the student's response to the event. The faculty member shall notify the vice president for academic affairs that the misconduct was determined to be unintentional so that the vice president for academic affair'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, he or she shall refer the incident to the director of the relevant graduate program. The director of the program shall collect all pertinent facts, including the nature of the offense, mitigating circumstances, the student's response to the event, and the failure of the individual to comply with past sanctions. The program director shall make the final determination of whether or not academic misconduct occurred and, if so, whether said misconduct was intentional or unintentional.

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

Undergraduate Program Procedures

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

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

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 school dean meets with a student, the student may have a consultant present. The consultant may provide notes to the student during the meeting, but is not permitted to respond to questions for the student during the meeting. If the student is found to be in violation of the academic misconduct policy, the dean forwards her or his recommendation to the vice president for academic affairs, or designee, who may impose sanction(s) listed in the Code of Student Conduct.

The student will be notified in writing of the findings by the vice president for academic affairs. A copy of the decision letter will also be sent to the vice president for student development, or designee. This action is required for maintenance of complete disciplinary records.

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

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

- Interim suspension – Suspension from classes, campus facilities, university premises and/or university-sponsored functions, for an interim period pending disciplinary proceedings. A student suspended on an interim basis may discuss with the academic vice president or designee the reliability of the information related to the student's academic misconduct.
- University suspension – Separation from the University for a specified period of time. The academic vice president may specify conditions for readmission
- University expulsion – Permanent separation of the student from the University.

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

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

Procedural Norms for Academic Appeals

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

Appeals Process for the Academic Integrity Policy

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

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

- If the student disagrees with the dean's decision, the student may continue the written complaint and include copies of all communication used in the stages of the investigation to the vice president for academic affairs.

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Academic Policy Exception

Students seeking an exception to any university academic policy listed in this academic policy section may petition the vice president for academic affairs for an exception. The Academic Policy Exception form is found on the registrar's office Web page. This form cannot be submitted without the permission of the student's advisor, department chair and college dean.

Academic Standing

Graduate students must earn a C or better in all courses and have a cumulative grade point average of 3.0 or better. A student who earns less than a grade of C or NC (no credit) in any course must retake the course and achieve a grade of C or better. Any student who falls below a semester or cumulative grade point average of 3.0 will be placed on academic probation and while on academic probation must achieve a grade of B or better in all courses and must achieve a cumulative grade point average of 3.0 or better to earn a graduate degree.

A student on academic probation who receives a grade below a B in any course may be dismissed from the program. A student is removed from academic probation after his/her cumulative grade point average reaches a 3.00 or better. See program sections of this catalogue for specific requirements of each graduate program.

Dismissal for academic reasons (e.g., grades, academic dishonesty, professional integrity issues) precludes readmission.

Alternative Credit

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

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

Advanced Placement

Viterbo University participates in the Advanced Placement (AP) Program whereby high school students may enroll in advanced high school courses, take the AP exam and receive college credit (with the appropriate score). The student must be enrolled as a degree seeking student at Viterbo University to receive credit. The Advanced Placement course equivalency policy is on the registrar's office's Web page for further information.

American Council on Education

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

Credit by Examination

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

Credit for Prior Learning

The credit for prior learning (portfolio) program is for students who feel they have significant college-relevant learning from lifetime / work experience applicable toward college credit. The portfolio process ***must be completed during a student's first calendar year of enrollment***. A limit of nine credits may be earned by portfolio by associate and master's degree students and a maximum of 15 credits may be earned by portfolio by bachelor degree students.

To seek approval of undergraduate-level credits:

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

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

To seek approval of graduate-level credits:

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

- Be currently enrolled.
- Meet with the program director/coordinator to get instructions and make a plan for completing the portfolio.
- Complete Parts A and B of the Application for Credit for Prior Learning, and submit the portfolio review fee to the Business Office (obtaining their signature in Part C of the Application for Credit for Prior Learning).
- Construct a portfolio containing lifetime/work learning applicable to the student learning outcomes of a course in the Viterbo University catalog.
- Submit the portfolio to the program director/coordinator. The portfolio will be sent to the appropriate faculty reviewer(s) for evaluation.
- Upon receipt of the Application for Credit for Prior Learning with parts D and E completed by the faculty reviewer(s), and approved by the Vice President of Academic Affairs (VPAA), the program director/coordinator will notify you of the decision.

- Take the Application for Credit for Prior Learning to the Business Office and pay the portfolio fees for each credit approved by the faculty reviewer.
- Submit the completed application form, with all required signatures, to the Registrar's office so the approved credits can be awarded. Students who would like to know more about credit for prior learning are encouraged to contact their adviser, program director, or program coordinator. Not all graduate programs accept credit for prior learning.

Attendance

Viterbo University challenges students to be learners who assume responsibility for being part of a community of scholars. Student presence and participation in the classroom is an important component of this challenge. Each student is encouraged to develop a professional work ethic that reflects responsibility, initiative, and teamwork. In light of the above, students are expected to attend all classes. Students who are absent from class miss opportunities to contribute to the learning environment of the classroom and to learn from their colleagues. Each program has specific attendance policies. Absences from class may result in a loss of college financial aid. Federal regulation requires that students make satisfactory progress toward a degree in order to retain federal financial aid. Students not able to attend classes due to military obligations should refer to the military deployment policy.

Audit

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

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

Contact Hours

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

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

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

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

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

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

Regular Contact Hour Spanning the Duration of the Course

Instructional activities begin on the scheduled start date and occur regularly (that is, at least weekly) until the scheduled end date of the course. For partially online or blended courses, the scheduled start date may or may not be the first face-to-face meeting of the course.

Credit Load

Full-time credit load for graduate students is a minimum of six credits during any academic term, including summer. To reflect reasonable expectations for successful learning and course completion, a student may not take more than 15 graduate credits per semester.

Double Numbered (“Slash”) Courses

Requirements for a slash-listed course (e.g., courses in which both graduate and undergraduate students attend the same class but receive credit under different course numbers) must be significantly different for students at different levels (e.g., undergraduate students, graduate students) enrolled in the same course. Students taking the courses as higher level courses are expected to meet higher-level expectations through additional work and/or higher standards.

Syllabi must clearly specify how the nature (quality and quantity) of the work expected of students and the criteria for evaluation of the work aligns with expectations of that degree level. Academic unit leaders (e.g., department chairs, program directors) are responsible for assuring that course syllabi within their unit meet this policy through timely audits of syllabi prior to distribution to students.

A double numbered or slash course completed at the undergraduate level may not be retaken at the graduate level.

Dual Degree Graduate Program Arrangements

The policy governs graduate dual degree program arrangements including: (1) dual master’s; and (2) dual master’s/doctoral program arrangements.

A dual degree program arrangement is an academic structure in which students pursue two separate degree programs and receive two separate program completion credentials (e.g., certificates, endorsements, degrees). Normally, a dual degree program arrangement integrates two academic fields that are sufficiently related to each other to make integration practical, yet are sufficiently distinct to avoid duplication.

Dual degree program arrangements allow graduate students to enhance their educational experience and study related fields simultaneously with identified efficiencies in time and cost. Dual degree program structures may combine degree programs between individual Viterbo University units, or with programs offered through other institutions.

Credit sharing is permitted. In crafting such arrangements, University faculty and administrators shall preserve the essential academic integrity of each underlying component degree program. Dual degree programs must be approved by the Viterbo University Graduate Council and meet the following requirements:

- (1) Statement of Intent – Proposals for dual degree program arrangements must be accompanied by a written statement explaining:
 - a. the academic purpose behind the degree program,
 - b. the academic symmetries that exist between the underlying fields of study, and
 - c. specifications concerning the composition of an advisory committee, with representation from both programs.
- (2) Shared Credit Limit - A minimum of 50% of required credit hours must be unique to each degree and cannot be used for dual credit. Departments and programs may impose more stringent shared

- credit limits. An exception to the institutional credit sharing limit is that a Viterbo University certificate program may be double counted in its entirety within a Viterbo University degree program.
- (3) Students must meet all curricular requirements of both programs (e.g., must pass all comprehensive exams, practica, clinicals, etc.).
 - (4) No dual degrees will be awarded retroactively.

Grades

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

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

**For each credit*

Other Grades

CR	Credit granted (C or better work)
NC	No credit granted
AU	Audit (no credit)
I	Incomplete. Student has been doing passing work but must still meet certain requirements before the grade can be determined.
NR	Non-reported. The Office of the Registrar may use a grade of NR after the deadline for faculty to submit grades, but before the grade can be collected from the faculty member. The NR grade is not a permanent grade and will be changed as soon as the grade can be collected. An NR grade is not calculated in the grade point average.
W	Withdrawal from course

Incompletes

A grade of incomplete is given infrequently and only under unusual circumstances that are beyond the student's control such as a serious illness or death in the family or unanticipated complications in an original research project. To be considered for an incomplete, the student must have at least 50% of the course work complete and have a passing grade in the course. Students will find the form to request a grade of incomplete

on the registrar's office Web page. The student must seek the approval of the instructor, department chair, and dean or vice president for academic affairs. The completed form with approving signatures needs to be submitted to the registrar's office by the last class period (not the final exam day).

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

Grade Appeal (Academic Review Process)

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

Grade Point Average

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

Independent Study

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

Independent study courses may be of three types:

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

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

Leave of Absence

Graduate students may need to stop continuous enrollment for various reasons and should speak with their advisor about their decision. Semester-based program students who will not be taking a course the subsequent semester, but intend to return to Viterbo to complete a program should register for NENR-000 the subsequent semester/summer session(s). This will allow for the students' technology accounts and student records to remain active. Students will not be billed tuition for this course, nor will they receive financial aid or attendance verification.

The student may register for NENR-000 for a maximum of three continuous semesters/terms (fall, spring, summer). The student is responsible for registering for the NENR-000 via VitNet or Student Planning for each subsequent term, prior to the end of the first week of the subsequent term. After the third semester of NENR-000, the students' record and technology accounts will be deactivated. Students wishing to return to complete a program/degree, and are eligible to do so, will need to complete the reentry process and will be subject to the catalog and requirements at the time of reentry.

Military Deployment

Viterbo University has set forth the following policy for students serving in a branch of the armed forces and called to active duty, including state activation of members of the National Guard. This policy also applies to students who are spouses of activated service members if they have a dependent child.

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

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

Program Evaluation

Students will be asked to provide input and evaluation at various intervals during their program of studies and after graduation. Course evaluations will be done at the end of each course. Instructor evaluations will be completed at scheduled intervals. Interim/midpoint assessments may be conducted to allow students to reflect on their progress toward meeting the graduate outcomes and indicate their satisfaction with the

program. Student input for quality improvement is always welcome by instructors, advisors, directors, and deans.

Registration

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

Add/Drop

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

A full semester course may be added through the first week of the semester. When students wish to change a section or credit value for a full-semester class, they must drop and then add the class. These changes must also be completed by the end of the first week of the semester. At the request of the advisor, and only with the consent of the instructor, a full semester course may be added after the fifth day but before the 10th class day of the semester.

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

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

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.

Research Collection

Protocol for Graduate Culminating Scholarship Submissions and Submission Process can be found at the following Web page: <http://www.viterbo.edu/library>

The Viterbo Research Collection accepts complete, final and accepted culminating scholarship projects from students in Viterbo University graduate programs. Projects must include a completed signature page in order to be accepted into the collection.

Sex Discrimination, Sexual Harassment, and Sexual Misconduct

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

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

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

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

Resources and Supports

Confidential Viterbo Support Resources

LeeAnn Van Vreede Director of Counseling Services	4 Student Development Center	608-796-3808 levanvreede@viterbo.edu
Sue Danielson Director of Health Services	3 Student Development Center	608-796-3806 scdanielson@viterbo.edu
Fr. Conrad Targonski Dir. of Campus Ministry and University Chaplain	370 Murphy 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 Records

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

Right to Privacy

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

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

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

Viterbo University hereby designates the following student information as public or “directory information.” Such information may be disclosed by the institution for any purpose, at its discretion—name; address (home, local/campus, and email); telephone listings; date of birth/age; major/minor field of study; participation in officially recognized activities and sports; weight and height of athletic team members; dates of attendance; full-time/part-time status; photograph; registration course schedule; class level; academic level; degrees/academic recognitions/awards received; name/address/occupation of parent/guardian/spouse; and educational institutions or agencies attended. Currently enrolled students may withhold disclosure of directory information under the Family Educational Rights and Privacy Act of 1974, as amended. To withhold disclosure, written notification must be received in the Office of the Registrar by the end of the second week of each semester and the first week of summer school. Forms requesting the withholding of “directory information” are available through the Office of the Registrar.

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

As of January 3, 2012, the U.S. Department of Education's FERPA regulations expand the circumstances under which education records and personally identifiable information (PII) contained in such records — including Social Security Number, grades, or other private information — may be accessed without 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 records and PII without 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 the education records and PII without consent to researchers performing certain types of studies, in certain cases even when Viterbo University objects 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 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 consent PII from education records, and they may track participation in education and other programs by linking such PII to other personal information that they obtain from other Federal or State data sources, including workforce development, unemployment insurance, child welfare, juvenile justice, military service, and migrant student records systems.

Student Right to Know

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

In compliance with the Student Right to Know Act, the graduation/completion rates of full-time, degree-seeking, first-time undergraduate students entering Viterbo University with a completion rate of 150 percent of normal time to complete an educational program must be published.

Technology (Use of)

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

The assigned email address is used throughout the length of the student's time at Viterbo University and is the official means of communication to students. Students are responsible for reviewing all information transmitted to their Viterbo account, and are advised to check it daily.

Transcripts

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

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

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

Transfer Credit Policy/Transfer Students

Viterbo's graduate programs welcome applications from students attending, or having attended, other regionally accredited graduate programs. In cases where a specific agreement is held between Viterbo University and a non-regionally accredited institution for transfer between graduate programs, credit will be transferred in accordance with the agreement. Transfer students will be considered for admission as long as they have a cumulative grade point average of 3.0/4.0, 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.

Transfer applicants shall follow admission requirements set forth above. Individual consideration will be granted in the awarding of transfer credits by the specific program. Transfer credits must have been completed within the timeframe specified by the program. In order to be considered for transfer, the grade earned must be at least a B and fulfill program requirements. Only letter-graded coursework is accepted in transfer.

Students who wish to transfer credits must have an official transcript sent to the Viterbo University registrar after the completion of the graduate course. Courses will be evaluated for equivalency, and the director will provide written notification of acceptance of transfer credit to the student. Students enrolled in a graduate program at Viterbo University who wish to take a course at another institution must obtain prior approval from the program director to ensure the course will be transferred into the program.

Undergraduate Student Enrollment in Graduate Courses

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

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

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

Withdrawal from Viterbo University

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

Degree Requirements

Graduation Requirements

Curriculum requirements indicated in the catalog and from the specific graduate program at the time of a student's entry into Viterbo University remain in effect as long as the students attends on an uninterrupted basis and completes a degree within the timeline established by the specific program. Curriculum changes that occur between catalog publications are communicated to students in a timely manner.

Graduate Degree Requirements

Candidates for a graduate degree must successfully complete all program requirements and accomplish the following:

- successfully complete the minimum semester credit hours, including all courses required by the specific graduate program;
- have a minimum cumulative grade point average of 3.0 for all coursework, with no individual course grade lower than a C or 2.0.

Graduation and Commencement

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

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

Commencement ceremonies for the Master of Arts in Education program occur in July. The degree conferral date is August 1. Students will submit an application for degree upon registration for EDUC 604. All graduation fees will be assessed at that time. Degrees are official after the registrar confirms that students have met all graduation requirements. The date listed on the diploma/transcript will be the term in which the requirements were met. If students earn credit for prior learning after they have completed other graduation requirements, their diplomas will list the term in which the credit was granted. Summer degree conferral is August 1.

Time to Degree

A program shall be completed within seven years of the term in which the student is first enrolled in coursework as degree seeking. For example, a degree-seeking student who begins coursework in Fall 2018 shall complete all degree requirements by Summer 2025. (Note: Individual programs may specify requirements for a shorter time to degree.)

If at the end of the expected time to degree additional time is needed for the completion of the degree, a one-year extension may be requested. To request an extension, the student in consultation with the program director/coordinator shall submit an Academic Policy Exception form to the Vice President for Academic Affairs. The exception form should provide a timeline for completion that includes expected graduation date and the reason(s) necessitating the extension. Extensions may be considered for unanticipated circumstances. If the request for an extension is denied, the student may be dismissed from the program. In the event of dismissal, a student remains eligible to apply for re-entry into the program.

Diplomas

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

Graduate Degree Programs

Degrees Offered

Master of Arts in Education (programs for the classroom teacher and for the administrator)

Master of Arts in Servant Leadership

Master of Business Administration

Master of Business Administration (online Health Care Leadership program)

Master of Science in Mental Health Counseling

Doctor of Nursing Practice

Dual Degree Master of Business Administration/Doctor of Nursing Practice

Business

Master of Business Administration

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

Accreditation

Programs in the Dahl School of Business are accredited by the Accreditation Council of Business Schools and Programs, the leading specialized accreditation association for business education supporting, celebrating, and rewarding teaching excellence. Accreditation Council of Business Schools and Programs, 11520 West 119th Street, Overland Park, KS 66213, 913-339-9356, Fax: 913-339-6226, www.acbsp.org.

Admission

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

Program Learning Outcomes

MBA

- Ability to create innovative business strategies and processes on the basis of systems thinking and sustainability.
- Capability of ethically leading change through individual, team, organization and systemic collaboration.
- Apply integrative and critical thinking skills to make effective organizational decisions.
- Communicate effectively with a high level of professionalism.

MBA Online – Health Care Leadership Emphasis

- Ability to create innovative business strategies and processes on the basis of systems thinking and sustainability within a global business environment.
- Ethically lead change through individual, team, organization and systematic collaboration.
- Apply a strategic level of understanding of management, marketing, economics, quality control, budgeting, and informatics within health care to critically evaluate organizational issues within health care.
- Communicate effectively with a high level of professionalism.

Policy

Grades

Students must maintain a cumulative grade point average of 3.0 for all MBA coursework, with no individual course grade lower than a C.

Attendance

All graduate business students are expected to attend all class meetings. However it is understood that busy professionals may have to miss a class. If a student is unable to attend a class, the student must contact the instructor and take responsibility to meet the class objectives. This makeup will ordinarily require additional written work. It is the duty of the students to make arrangements for missed work. Outside of class, students must be able to schedule their time carefully and condition themselves to meet the rigorous demands of the program. If more than one class meeting will be missed within a course, the student shall contact the instructor and/or the MBA director in advance to discuss whether the student should enroll in the course at another time.

Transfer Credit

Students may transfer up to 12 graduate credits taken within the last 10 years from a regionally accredited college or university into the MBA program. Requests to transfer credits must be made in the student's first semester and accompanied by an official transcript from the institution at which prior credits were earned.

Requirements - Master of Business Administration (MBA)

- ACCT 510, BLAW 530, ECON 510, MGMT 511, 512, 520, 525, 550, 582 or 584, MKTG 530 or 540, six graduate credits from ACCT, BLAW, CISS, ECON, ETHL, FINA, HMGT, MGMT, MKTG, or SVLD, excluding MGMT 501

Accounting emphasis: the above requirements, including six credits from HMGT 640, or any ACCT or FINA courses approved by the MBA chair. In addition, students pursuing this emphasis must focus their MGMT 525 project on an accounting topic.

Ethical leadership emphasis: the above requirements, including six credits from ETHL 531, 532, MGMT 546, 582, 635, or any SVLD graduate coursework. In addition, students pursuing this emphasis must focus their MGMT 525 project on a leadership topic.

Health care management emphasis: the above requirements, including six credits from HMGT 546, 630, or 640. In addition, students pursuing this emphasis must focus their MGMT 525 project on issues related to health care.

International business emphasis: the above requirements, including six credits from MGMT 546, 590, 630, or 635. In addition, students pursuing this emphasis must focus their MGMT 525 project on an international business topic.

Nonprofit leadership emphasis: the above requirements, including six credits from MGMT or SVLD courses approved by MBA program chair. In addition, students pursuing this emphasis must focus their MGMT 525 project on issues related to nonprofit organizations.

Project management emphasis: the above requirements, including six credits from MGMT 546, 549, 615, or 625. In addition, students pursuing this emphasis must focus their MGMT 525 project on a project management topic.

Requirements - Master of Business Administration (MBA) – Health Care Leadership (online)

- MGMT 512, 525, 550, 584, HMGT 630, 635, 640, 650, 660, 685, 690, 695

DNP/MBA Dual Degree Program

The DNP/MBA dual degree program is for BSN registered nurses with an interest in business administration and leadership. The curriculum allows the student to complete both degrees through an integrated curriculum. Both the DNP and MBA in Health Care Leadership are awarded upon completion of the integrated program. The student applies for admission to the integrated program; a committee consisting of DNP and MBA program representatives makes admission decisions on applications to the integrated program. Students must meet the admission requirements for both programs.

There are two different options for entry to the DNP/MBA Dual Degree Program – an entry point for students who have earned a Master of Science in Nursing (MSN), and an entry point for students who have completed only the Bachelor of Science in Nursing (BSN) degree.

BSN to DNP, Dual MBA/DNP

- NURS 530, 550, 700, 710, 720, 730, 800, 801, 820 (seven credits), 825 (four credits), HMGT 630, 640, 650, 690, 695, MGMT 525, 550, 584, six credits of graduate electives

Post MSN to DNP, Dual MBA/DNP

- NURS 550, 700, 710, 720, 730, 800, 801, 820 (seven credits), 825 (four credits), HMGT 630, 640, 650, 690, 695, MGMT 525, 550, 584

Health Care Management Certificate Program

Credit Requirement: To obtain a graduate business certificate from Viterbo University, all credits must be taken at Viterbo. Students with substantial academic background relevant to a specific course may have the course waived, but the waiver does not reduce the overall number of credits required for the certificate. The only exception is Viterbo graduate program alumni, who may have the certificate requirements reduced by one course.

Admission to Other Graduate Programs: Admission to a specific degree or certificate program does not imply admission to any other degree or certificate program. A separate application must be submitted to apply for admission to another program.

Credits Applied to the MBA: A graduate course taken as part of a certificate program may later be applied to satisfy MBA program requirements, given:

- The student has applied and been accepted into the MBA program.
- A grade of B or better has been received on the certificate course.
- The course is considered relevant to the MBA at the time of admission.
- The course was taken within the timeframe specified for transferrable credits
- A student who completes a certificate and then enters the MBA program cannot declare the certificate program as an emphasis. If they choose to declare a different emphasis during the MBA program, that will be the emphasis designation on the official transcript.

Requirements

- MGMT 512 or 525 or 550, nine credits HMGT (three credits may be earned by completing MGMT 685 or HMGT 685 with a health care related project)

Education

<http://www.viterbo.edu/graduate-programs-education>

Accreditation/State Approval

Viterbo University undergraduate and graduate programs in education are accredited by the National Council for Accreditation of Teacher Education (NCATE); 2010 Massachusetts Ave. NW, Suite 500; Washington, DC 20036; 202-466-7496; www.ncate.org.

The education program is approved by the Wisconsin Department of Public Instruction for the certification of teachers in the elementary and secondary schools and for the training of veterans. The Iowa Educational Leadership Program is approved by the Iowa State Board of Education and other endorsement programs are recognized by the Iowa Board of Educational Examiners.

Policy

Admission Requirements for all Graduate Programs in Education (degree, license, endorsement, or certificate) include the following, but may include additional program-specific admission requirements:

- A minimum cumulative undergraduate GPA of 2.75 or at least a 3.0 cumulative GPA for 12 graduate credits from an accredited institution in order to be admitted in good standing
- Earned teaching or administrative license
- One academic reference contact required for Wisconsin Educational Leadership programs; two academic reference contact required for Iowa Educational Leadership programs.

All requirements for any graduate program in education must be completed within seven years from the date of application to the graduate program. Coursework must have been taken within the last 7 years from the date of application to be applied to program requirements, with the exception of Iowa Educational Leadership programs which is limited to five years.

A student must have a cumulative grade point average of 3.0 to complete any graduate program in education and a grade of C or higher earned in all Viterbo University coursework.

Transfer Credit

Master of Arts in Education and Educational Leadership

Upon acceptance, student may transfer up to six credit hours of graduate credit taken within seven years of application date to be applied to the MAE degree program. Up to six credit hours taken within seven years of application may be considered for the Wisconsin Educational Leadership program for equivalent graduate courses. Up to six semester credit hours taken within five years of application may be considered for the Iowa Educational Leadership program for equivalent graduate courses.

Wisconsin License (Reading 316/ Cross-categorical Special Education)

Upon acceptance, student may transfer up to six credit hours of graduate credit taken within seven years of application date.

Wisconsin Reading Specialist 17

Upon acceptance, student may transfer up to three credit hours of graduate credit completed within seven years of application date, in order to fulfill the literacy research requirement.

Master of Arts in Education Program

Admission

<http://www.viterbo.edu/master-arts-education>

Program Learning Outcomes

(See separate certificate/license program for related program learning outcomes)

- Action Research: Synthesize information and experiences to grow professionally and actively participate in the educational community of which he/she is a part.
- Leadership: Apply quality principles of teacher leadership - including the skills of effective communication, collaboration, and motivation to shape, change, and improve student learning.
- Synthesis: Integrate opportunities to grow professionally and actively participate in the educational community of which they are a part.
- Ethics: Integrate historical, philosophical, and social foundations of education into their educational practices.
- Pedagogy: Demonstrate the ability to provide different approaches to learning and create instructional opportunities that are equitable, based on developmental needs of students, and that are adapted to the diverse needs of students.
- Assess: Integrate student achievement data, local, state, and national standards, and district initiatives into plans for instruction.

Policy

Proseminar

In order to attend EDUC 604 Proseminar and engage in commencement ceremonies, students must have completed all required courses in their program of study. Proseminar is the culminating course in the MAE program; it is offered on campus each summer only. Proseminar provides students with the opportunity to present their research and to participate in commencement ceremonies. Degrees are conferred in August after successful completion of all required coursework including EDUC 604 Proseminar.

Registration

Students must apply online and be accepted into the program of their choice before registering for courses. Students will be assisted by their advisor/program specialist when registering for the first semester. In all subsequent semesters, the student will register online in VitNet/Student Planning.

Options for the Master of Arts in Education degree

Master of Arts in Education Generalist

Policy

- Completion of an electronic portfolio

Requirements

- EDUC 600, 601, 602, 604, 606, 623, 15 approved elective chosen from EDUC, EDEL, EDUL, EDUP (maximum six EDUP credits; EDUC-510, 546, 547, 548, 549 are not approved electives)

Innovative Teacher Leadership and Instructional Coaching plus Master of Arts in Education

Policy

- Completion of an electronic portfolio

Requirements

- EDUC 505, 506, 507, 508, 600, 601, 602, 604, 606, 623, five approved elective credits chosen from EDUC, EDEL, EDUL, EDUP (EDUC-510, 546, 547, 548, 549 are not approved electives)

Wisconsin Cross-Categorical License (WI 801) plus Master of Arts in Education**Policy**

- Completion of an electronic portfolio

Requirements

- EDUC 600, 601, 602, 604, 606, 613, 614, 619, 623, 626, 630, 627 or 629 or 631

Wisconsin Reading Teacher License, PK-12 (WI 316) plus Master of Arts in Education**Policy**

- Completion of an electronic portfolio

Requirements

- EDUC 529, 580, 600, 601, 602, 604, 605, 606, 623, 640, 650, 681, 683

Wisconsin Reading Specialist License (WI 17) plus Master of Arts in Education**Policy**

- Completion of an electronic portfolio

Requirements

- EDUC 590, 596, 597, 600, 601, 602, 604, 606, 623, 639, three to six approved elective credits chosen from EDUC, EDEL, EDUL, EDUP (EDUC-510, 546, 547, 548, 549 are not approved electives)

Iowa PK-12 Principal -Supervisor of Special Education License (IA 189) plus Master of Arts in Education

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

Policy

- Completion of internship requirements (400 hours)
- Presentation of capstone portfolio indicating proficiency on Iowa Standards for School Leadership

Requirements

- EDUL 603, 604, 606, 607, 608, 609, 610, 611, 612, 613, 614, 615, 616, 617, 618, 619, 620

Wisconsin Principal's License (WI 51) plus Master of Arts in Education

<http://www.viterbo.edu/wi-principal-51>

- EDUC 601, 602, 604, 606, 608, EDUL 634, 635, 636, 637, 638, 639, 640, 767

Wisconsin Director of Instruction License (WI 10) plus Master of Arts in Education

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

- EDUC 601, 602, 604, 606, 608, EDUL 634, 635, 636, 637, 638, 639, 640, 704, 768

Wisconsin Director of Special Education and Pupil Services License (WI 80) plus Master of Arts in Education

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

- EDUC 601, 602, 604, 606, 608, EDUL 634, 635, 636, 637, 638, 639, 640, 651, 654, 655, 769

Wisconsin School Business Administrator License (WI 08) plus Master of Arts in Education

- EDUC 601, 602, 608, EDUL 635, 637, 660, 661, 662, 663, 664, 665, 770

Licensure/Endorsement/Certificate Programs**Policy**

- Students who have completed any Viterbo University graduate program within the last seven years may use up to 15 credits of eligible graduate level courses to satisfy the elective requirements for degree candidacy in the Master of Arts in Education Program
- Students who have completed the Viterbo University Post-baccalaureate program within the last seven years may use up to six credits of eligible graduate level courses toward the elective requirement for degree candidacy in the Master of Arts in Education Program

Innovative Teacher Leadership and Instructional Coaching

<http://www.viterbo.edu/graduate-programs-education>

Program Learning Outcomes

- Advance leadership skills to lead with integrity, demonstrate a strong work ethic, reflect on their work, serve the common good, and bring change to organizations
- Sharpen and cultivate their ability to think critically, analyze student data, work as team members, and be flexible in their coaching
- Work as a colleague with peers, providing personalized support that is based on the goals and identified needs of the educator
- Communicate and demonstrate research-based instructional practices that result in increased student engagement and excellence for all

Policy

- Completion of an electronic portfolio

Requirements

- EDUC-505, 506, 507, 508

Iowa PK-12 Principal -Supervisor of Special Education License (IA 189)

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

Program Learning Outcomes

- **Standard 1:** To promote the success of all students facilitating the development, articulation, implementation, and stewardship of a vision of learning that is shared and supported by the school community
- **Standard 2:** To promote the success of all students by advocating, nurturing, and sustaining a school culture and instructional program conducive to student learning and staff professional development
- **Standard 3:** To promote the success of all students by ensuring management of the organization, operations, and resources for a safe, efficient and effective learning environment
- **Standard 4:** To promote the success of all students by collaborating with families and community members, responding to diverse community interests and needs and mobilizing community resources
- **Standard 5:** To promote the success of all students by acting with integrity, fairness, and in an ethical manner
- **Standard 6:** To promote the success of all students by understanding the profile of the community and, responding to, and influencing the larger political, social, economic, legal and cultural context

Policy

- Completion of internship requirements (400 hours)
- Presentation of capstone portfolio indicating proficiency on Iowa Standards for School Leadership

Requirements

- EDUL 603, 604, 606, 607, 608, 609, 611, 614, 615, 616, 617, 618, 619, 620

Wisconsin Cross-Categorical License (WI 801)

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

Program Learning Outcomes

Students will demonstrate proficiency in:

- Philosophical, historical and legal foundations of special education
- Characteristics of learners
- Assessment, diagnosis, and evaluation
- Instructional content and practice
- Planning and managing the teaching and learning environment
- Managing student behavior and teaching social interaction skill

- Communication and collaborative partnerships
- Professional and ethical practices

Demonstrate the ability to align instructional practices to academic standards

- Viterbo Core Teaching Standards
- Council for Exceptional Children (CEC) Standards

Policy

- Possess a current Wisconsin teaching license
- Earn a passing score on electronic portfolio
- Earn a passing score on the Wisconsin Foundations of Reading Test

Wisconsin Cross-Categorical License (WI 801) with emphasis in Intellectual Disabilities (810) at MC-EA (72) Developmental Level

Requirements

- EDUC 613, 614, 619, 621, 626, 627, 630

Wisconsin Cross-Categorical License (WI 801) with emphasis in Intellectual Disabilities (810) at EA-A (73) Developmental Level

Requirements

- EDUC 613, 614, 619, 621, 626, 627, 630

Wisconsin Cross-Categorical License (WI 801) with emphasis in Emotional/Behavior Disabilities (830) at MC-EA (72) Developmental Level

Requirements

- EDUC 613, 614, 619, 621, 626, 630, 631

Wisconsin Cross-Categorical License (WI 801) with emphasis in Emotional/Behavior Disabilities (830) at EA-A (73) Developmental Level

Requirements

- EDUC 613, 614, 619, 621, 626, 630, 631

Wisconsin Cross-Categorical License (WI 801) with emphasis in Specific Learning Disabilities (811) MC-EA (72) Developmental Level

Requirements

- EDUC 613, 614, 619, 621, 626, 629, 630

Wisconsin Cross-Categorical License (WI 801) with emphasis in Specific Learning Disabilities (811) at EA-A (73) Developmental Level

Requirements

- EDUC 613, 614, 619, 621, 626, 629, 630

Wisconsin Reading Specialist License (WI 17)

<http://www.viterbo.edu/17readingspecialist/>

Program Learning Outcomes

- Shared Vision of Learning: Ability to lead by facilitating the development, articulation, implementation, and stewardship of a vision of learning that is shared by the school and community
- Management of school culture and instructional programs: a) Ability to manage by advocating, nurturing, and sustaining a school culture and instructional program conducive to student learning and b) Ability to ensure management of the organization, operations, finances, and resources for a safe, efficient, and effective learning environment

- Collaboration: Ability to collaborate with stakeholders, families, and community mentors—responding to diverse community interests, needs, and resources.
- Ethical Leadership: Ability to act with integrity, fairness, and in an ethical manner
- Public Relations: Ability to understand, respond to, and interact within larger political, social, economic, legal, and cultural context that effects schooling
- Best Practices of Supervision and Communication: Ability to supervise and coach teachers and other school personnel through positive communication
- Demonstrate the ability to align instructional practices to academic standards
 - Viterbo Core Teaching Standards
 - Wisconsin Administrator Standards
 - Wisconsin Model Academic Standards for English Language Arts
 - National Standards for the English Language Arts
 - Common Core Teaching Standards

Policy

- Additional Admission Requirements:
 - Possess a current Wisconsin Reading Teacher 316 license
 - Demonstrated three years of regular full-time teaching experience
 - Have a master's degree in education OR be enrolled in Viterbo University's MAED program
- Completion of an electronic portfolio within six months of final course completion
- Earn a passing score on the Wisconsin Foundations of Reading Test

Requirements

- EDUC 590, 596, 597, 639

Wisconsin Reading Teacher License, PK-12 (WI 316)

<http://www.viterbo.edu/316reading/>

Program Learning Outcomes

Demonstrate current knowledge, skills, and dispositions in reading, writing, and literacy development

- Foundations of Reading/Literacy Development
- Development of Reading Comprehension
- Reading Assessment and Instruction
- Integration of Reading/Literacy Knowledge and Understanding

Demonstrate the ability to align instructional practices to academic standards

- Viterbo Core Teaching Standards
- Wisconsin Model Academic Standards for English Language Arts
- National Standards for the English Language Arts
- Common Core Teaching Standards

Policy

- Possess a current Wisconsin Teaching license
- Demonstrated two years of regular full-time teaching experience
- Completion of an electronic portfolio within six months of final course completion
- Earn a passing score on the Wisconsin Foundations of Reading Test

Requirements

- EDUC 529, 580, 605, 640, 650, 681, 683

Wisconsin Principal's License (Pre-K–12 Principal) (WI 51)<http://www.viterbo.edu/wi-principal-51>**Program Learning Outcomes**

- **WAS 1** The Administrator has an understanding of and demonstrates competence in the teacher Standards under s. PI-34.02
- **WAS 2** The administrator leads by facilitating the development, articulation, implementation, and stewardship of a vision of learning that is shared by the school community
- **WAS 3** The administrative manages by advocating, nurturing, and sustaining a school culture and instructional program conducive to pupil learning environment
- **WAS 4** The administrator ensures management of the organization, operations, finances, and resources for a safe, efficient, and effective learning environment
- **WAS 5** The administrator models collaborating with families and community members, responding to diverse community interests and needs, and mobilizing community resources
- **WAS 6** The educator reflects on how to incorporate integrity, fairness, and ethics into his/her leadership as a building principal
- **WAS 7** The administrator understands, responds to, and interacts, with the larger political, social, economic, legal and cultural context that affects schooling

Policy

- Completion of an electronic portfolio

Requirements

- EDUL 634, 635, 636, 637, 638, 639, 640, 767

Wisconsin Director of Instruction (WI 10)<http://www.viterbo.edu/directorofinstruction/>**Program Learning Outcomes**

- **WAS 1** The administrator has an understanding of and demonstrates competence in the teacher standards under PI 34.02.
- **WAS 2** The administrator leads by facilitating the development, articulation, implementation, and stewardship of a vision of learning that is shared by the school community.
- **WAS 3** The administrative manages by advocating, nurturing, and sustaining a school culture and instructional program conducive to pull learning environment.
- **WAS 4** The administrator ensures management of the organization, operations, finances, and resources for a safe, efficient, and effective learning environment.
- **WAS 5** The administrator models collaborating with families and community members, responding to diverse community interests and needs, and mobilizing community resources.
- **WAS 6** The administrator acts with integrity, fairness, and in an ethical manner.
- **WAS 7** The administrator understands, responds to, and interacts, with the larger political, social, economic, legal and cultural context that affects schooling.

Policy

- Completion of an electronic portfolio

Requirements

- EDUL 634, 635, 636, 637, 638, 639, 640, 704, 768

Wisconsin Director of Special Education/Pupil Services (Pre-K, Pre-K–12, WI 80)<http://www.viterbo.edu/specialeducationpupilservices/>**Program Learning Outcomes**

- **WAS 1** The administrator has an understanding of and demonstrates competence in the teacher standards under PI 34.02
- **WAS 2** The administrator leads by facilitating the development, articulation, implementation, and stewardship of a vision of learning that is shared by the school community

- **WAS 3** The administrator manages by advocating, nurturing, and sustaining a school culture and instructional program conducive to a positive learning environment
- **WAS 4** The administrator ensures management of the organization, operations, finances, and resources for a safe, efficient, and effective learning environment
- **WAS 5** The administrator models collaborating with families and community members, responding to diverse community interests and needs, and mobilizing community resources
- **WAS 6** The administrator acts with integrity, fairness, and in an ethical manner
- **WAS 7** The administrator understands, responds to, interacts, with the larger political, social, economic, legal and cultural context that affects schooling

Policy

- Completion of an electronic portfolio

Requirements

- EDUL 634, 635, 636, 637, 638, 639, 640, 651, 654, 655, 769

Wisconsin School Business Administrator (WI 08)**Program Learning Outcomes**

- **WAS 1** The Administrator has an understanding of and demonstrates competence in the teacher Standards under s. PI-34.02
- **WAS 2** The administrator leads by facilitating the development, articulation, implementation, and stewardship of a vision of learning that is shared by the school community
- **WAS 3** The administrative manages by advocating, nurturing, and sustaining a school culture and instructional program conducive to pupil learning environment
- **WAS 4** The administrator ensures management of the organization, operations, finances, and resources for a safe, efficient, and effective learning environment
- **WAS 5** The administrator models collaborating with families and community members, responding to diverse community interests and needs, and mobilizing community resources
- **WAS 6** The educator reflects on how to incorporate integrity, fairness, and ethics into his/her leadership as a building principal
- **WAS 7** The administrator understands, responds to, and interacts, with the larger political, social, economic, legal and cultural context that affects schooling

Policy

- Completion of an electronic portfolio

Requirements

- EDUL 635, 637, 660, 661, 662, 663, 664, 770

Wisconsin Superintendent (WI 03)

<http://www.viterbo.edu/wi-superintendent-03>

Program Learning Outcomes

- **WAS 1** The administrator has an understanding of and demonstrates competence in the teacher standards under S.PI-34.02
- **WAS 2** The administrator leads by facilitating the development, articulation, implementation, and stewardship of a vision of learning that is shared by the school community.
- **WAS 3** The administrator manages by advocating, nurturing, and sustaining a school culture and instructional program conducive to a pupil learning environment.
- **WAS 4** The administrator ensures management of the organization, operations, finances, and resources for a safe, efficient and effective learning environment.
- **WAS 5** The administrator models collaborating with families and community members, responding to diverse community interests and needs, and mobilizing community resources.
- **WAS 6** The educator reflects on how to incorporate integrity, fairness, and ethics into his/her leadership as a building principal.

- **WAS 7** The administrator understands, responds to, and interacts, with the larger political, social, economic, legal and cultural context that affects schooling

Policy

- Completion of an electronic portfolio

Requirements

- EDUL 661, 700, 701, 702, 704, 771, ETHL 531, 532

Iowa Principal-Supervisor of Special Education (IA 189)

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

Program Learning Outcomes

- **Standard 1:** To promote the success of all students facilitating the development, articulation, implementation, and stewardship of a vision of learning that is shared and supported by the school community
- **Standard 2:** To promote the success of all students by advocating, nurturing, and sustaining a school culture and instructional program conducive to student learning and staff professional development
- **Standard 3:** To promote the success of all students by ensuring management of the organization, operations, and resources for a safe, efficient and effective learning environment
- **Standard 4:** To promote the success of all students by collaborating with families and community members, responding to diverse community interests and needs and mobilizing community resources
- **Standard 5:** To promote the success of all students by acting with integrity, fairness, and in an ethical manner
- **Standard 6:** To promote the success of all students by understanding the profile of the community and, responding to, and influencing the larger political, social, economic, legal and cultural context

Policy

- Completion of an electronic portfolio

Requirements

- EDUL 603, 604, 606, 607, 608, 609, 610, 611, 613, 614, 615, 616, 617, 618, 619, 620

Wisconsin Secondary Teacher Licensure (Post-Baccalaureate)

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

Program Learning Outcomes

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

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

decision making.

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

Policy

- Completion of required content and/or general education coursework.
- Methods coursework in the content area (art, broad field social studies, business education, cross-categorical, English, mathematics, music, science, Spanish, technology education, or theatre).
- 50 hours of field experience
- Earn a passing score on electronic portfolio for admission to student teaching/program completion
- Earn a passing score on the Wisconsin Foundations of Reading Test.

Middle Childhood through Early Adolescence (MC-EA, ages 6-12/13, grades 1-8)

- EDUP 506, 515, 516, 520, 530, 550, 561, 582, 583, 590; a methods course

Cross-Categorical with emphasis in Specific Learning Disabilities (LD), Intellectual Disabilities (ID), or Emotional/Behavior Disabilities (EBD)

- EDUC 519 or 520, 613, 614, 619, 626, 629 (LD) or 631 (EBD) or 632 (CD), 640, EDUP 516, 520, 550, 561, 582, 583, 590

Early Childhood through Adolescence (EC-A, ages birth-21; grades PK-12)

Art education, business education, music education, Spanish, technology education, and theatre education

- EDUP 531 (or content area methods course), 550, 555, 563, 582, 583, 590, EDUC 626, 650

Early Adolescence through Adolescence (EA-A, ages 10-21, grades 5-12)

Biology, broad field science, broad field social studies, chemistry, cross-categorical, English language arts, and mathematics

- EDUP 531, 550, 555, 559, 582, 583, 590, EDUC 626, 650

Cross-Categorical with emphasis in Specific Learning Disabilities (LD), Intellectual Disabilities (ID), or Emotional/Behavior Disabilities (EBD) (Early Adolescence-Adolescence)

- EDUC 519 or 520, 613, 614, 619, 621, 626, 627 (CD) or 629 (LD) or 631 (EBD), 640, EDUP 516, 520, 550, 559, 582, 583, 590

Mental Health Counseling

Master of Science in Mental Health Counseling

<http://www.viterbo.edu/master-science-mental-health-counseling>

Accreditation

The Master of Science Mental Health Counseling Program is accredited by the Council for Accreditation of Counseling and Related Educational Programs (CACREP).

Admission

<http://www.viterbo.edu/master-science-mental-health-counseling/admission-requirements>

Program Learning Outcomes

- *Professional Orientation and Ethics:* Construct a philosophy of counseling based on the history and future trends of the profession, professional roles and responsibilities, with an emphasis on ethical practice within the framework of American Counseling Association Ethical Guidelines
- *Diversity & Advocacy:* Prioritize and respond to all aspects of social and cultural diversity, optimizing human development with clients
- *Human Growth & Development:* Compare and contrast theories of human development across the life-span and the full continuum of mental health issues to facilitate effective life transitions
- *Career and Life Planning:* Utilize theories and skills to facilitate career and life decisions with clients
- *Helping Relationship:* Demonstrate the foundational framework for establishing a therapeutic alliance with clients
- *Counseling Continuum:* Work effectively in a variety of modalities (individual, group, family) and to use crisis intervention, brief counseling, and long term mental health approaches with clients
- *Group Work:* Articulate group theory and assess their ability to deliver effective group therapy with clients
- *Research and Evaluation:* Utilize relevant research strategies within an evidence-based counseling perspective
- *Assessment:* Accurately select assessment instruments for client needs and program evaluations
- *Diagnosis:* Conceptualize and apply relevant diagnostic procedures for clients

Policy

Grades

Students must maintain a cumulative grade point average of 3.0 for all MSMHC coursework, with no individual course grade lower than C.

Attendance

All graduate students are expected to attend all class meetings. If a student is unable to attend a class, the student must contact the instructor and take responsibility to meet the class objectives. This makeup will ordinarily require additional written work. It is the duty of the student to make arrangements for missed work. If more than one class meeting is missed within a course, the student shall contact the instructor and the MSMHC director in advance to discuss whether the student should enroll in the course at another time.

Transfer Credit

Individual consideration will be granted in the awarding of transfer credits in order to ensure that the student

meets the licensure requirements as a Professional Counselor. Up to 15 credits may be transferred from another CACREP accredited program.

Requirements

All students are required to complete 60 credits and maintain a 3.0 grade point average to be awarded the Master of Science in Mental Health Counseling degree. Those credits include core courses to be completed by all students, as well as electives to fulfill requirements of one of the program's optional concentrations. The core courses will include practicum experiences and research activities. Initial contact with one's academic advisor will focus on developing an academic plan.

Required Core Courses

- COUN 510, 520, 530, 540, 550, 565, 570, 580, 590, 595, 640, 660, 665, 675, 680, 690, three credits of 695, three credits of 696, two three-credit electives (which may be used to complete one of the available concentrations).

Concentration Options

- Integrated Health, COUN 581, 582
- Child and Adolescent Counseling, COUN 571, 572
- Substance Abuse Counseling, COUN 591, 592, allows for AODA specialty designation. COUN 650 is required for those planning dual licensure as a Substance Abuse Counselor, and/or licensure in Minnesota.

Research Project Requirements

All students will complete an action research project prior to graduation. This advocacy and research project will be completed in conjunction with their internship experiences. This research project will address an issue, need, or problem relevant to the counseling profession. The student will develop a research proposal, as well as methodology for the identification, collection, and analysis/synthesis of project data. A final research paper will be submitted to the program director, archived in the Viterbo University Todd Wehr Memorial Library, and presented at the annual graduate research symposium, which will be opened to the professional public.

Nursing

Graduate Programs in Nursing

<http://www.viterbo.edu/graduate-program-nursing>

Accreditation

The School of Nursing is approved by the Wisconsin State Board of Nursing; P.O. Box 8935, Madison, WI 53708; 608-266-2112; web@drl.state.wi.us; and accredited at the DNP level by the Commission on Collegiate Nursing Education; One Dupont Circle, NW, Suite 530; Washington, DC 20036; 202-887-6791; 202-887-8476 (fax); www.aacn.ncbe.edu/accreditation.

Admission

Program admission requirements and procedures may be found at <http://www.viterbo.edu/graduate-program-nursing/application-procedures>

Provisional Admission

Occasionally a student does not meet the admission criteria in all respects, but shows promise of the ability to be successful in graduate school. In this case, the student may be admitted to the graduate nursing program on probation. After two semesters (12 credits) of achieving a B or better in all courses, the probation status will be discontinued. If unable to meet this criterion, the student will be required to withdraw from the program.

Policy and Guidelines Applying to Non-Discrimination on the Basis of Disabilities

The School of Nursing supports the Viterbo University policy and guidelines relating to the non-exclusion of qualified students from university programs solely by reason of disability. To meet the requirements of and to successfully participate in the graduate nursing program at Viterbo University, a student must be able to perform skills which are essential to advanced nursing roles. While Viterbo University will provide reasonable accommodations in certain course requirements to assist a special needs student to meet certain course outcomes, there are some essential skills for which there are no known substitutes. The applicant to the graduate nursing program and the student throughout the program must be able to meet the requirements of the track chosen. Accordingly, these specific requirements may vary somewhat.

Program Learning Outcomes

- Practice in an expanded, specialized, and/or advanced nursing role.
- Affirm the dignity of life and human diversity.
- Advocate for quality outcomes for individuals, families, populations, and systems.
- Demonstrate ethical leadership and faithful service in their chosen roles and settings.
- Facilitate the translation of research and evidence into practice.
- Utilize technology to impact best practice.

Policy

Academic Standing - Satisfactory Progress

Graduate nursing students are expected to earn a B or better in all of their courses AND maintain a semester GPA of at least 3.0 or better.

Required Background Check

Federal and state statutes require that criminal background checks be completed for all persons who provide nursing care for others or who have access to people who receive care. Clinical agencies prohibit placement of students with criminal histories of specific crimes and offenses that have been identified by the state of Wisconsin or others as bars to employment or licensure (such as abuse, assault, or neglect). The School of

Nursing requires that all students complete a background information disclosure statement and a criminal history search. Individuals whose background check identifies bars to the provision of care in contracted agencies or places restrictions on client contact will not be allowed to progress in the program.

Transfer Credits Upon Admission

Individual consideration will be granted in the awarding of transfer credits. Up to 18 credits may be transferred from another program and utilized to meet the post-baccalaureate to DNP program requirements of Viterbo University if equivalent. Up to nine credits may be transferred to the post-MSN to DNP program, if equivalent. In order to be considered for transfer, the grade earned must be at least a B. Transfer credits must be graduate credit taken from an accredited institution of higher education completed within the last five years and equivalent to the course it is replacing in the requirements at Viterbo. Courses older than five years may be given credit based on individual review. Students who wish to transfer credits must have an official transcript sent to the director of graduate nursing program. Courses will be evaluated for equivalency and written notification of acceptance of transcript credit will be provided to the student by the director.

Transfer Credits After Admission

The faculty of the Viterbo University graduate nursing program has carefully planned and developed a curriculum to meet the needs of the potential graduates of the chosen tracks. The content for the curriculum was designed for the curricular and graduate outcomes unique to this program and the specific role preparation. In view of the connection of the curriculum to the desired outcomes and the quality of the graduate, once a student has begun classes as a degree-seeking student in the Viterbo University graduate nursing program, all classes (excluding electives) must be taken at Viterbo University. Note: This policy is not applicable to post-MSN to DNP students wishing AGNP or FNP role preparation whose plan of study will be determined on an individual basis or to agreements established with collaborating institutions.

Time for Completion of Graduate Nursing Degrees

Six credits per semester is considered full-time study; however some semesters contain substantially more credits in the full time plan of study.

- The post BSN to DNP program can be completed in three years. It is expected that students will complete the program within seven years or less.
- The post MSN to DNP program can be completed in two years. It is expected that students will complete the program in four years or less.
- The post MSN to DNP program including NP role preparation can be completed in three years. It is expected that students will complete the program in seven years or less.
- Time spent as a non-degree student does not count toward the completion period, but students will be subject to the catalog/curriculum requirements in effect at the time they become degree seeking.
- All full-time and part-time degree-seeking students who have not been granted a leave of absence must register each semester until all degree requirements are completed.

Practicum/Clinical Experiences

- A student receiving a C or less for clinical practicum may be dismissed from the program. If dismissal does not occur, the student will be placed on a clinical remediation contract for the subsequent practicum, must repeat the course with a B or better grade, and must achieve B or better in all remaining practicum courses to remain in the program.
- Prescribed numbers of clinical hours have been incorporated into the various plans of study available within the graduate nursing program. Students must have an RN license for the state in which the clinical site is located. The number of clinical hours varies depending on the track chosen. A ratio of four clock hours to one didactic hour per week is used; therefore one credit of practicum credit is 60 hours of clinical for the APRN and NP tracks. The student will receive a grade for clinical practicum experiences, a BC or better is required for progression. Receiving C or below may contribute to a decision to dismiss a student from the program or specific remediation procedures.

Didactic Classes (includes theory, seminar, and culminating project credits)

- A student in the graduate nursing program who earns a C in any course, OR goes below a semester GPA of 3.0, will be placed on probationary status and must achieve a grade of B or better in all subsequent courses AND maintain a semester GPA of 3.0 or better to remain in the program.
- A student who earns less than a C will be required to **repeat** the course and earn B or better in this and all subsequent classes and maintain a semester GPA of 3.0 or better to remain in the program.

DNP Project

Students will conduct a scholarly project over two or more semesters. This project is an opportunity for students to engage in independent research/evidence-based inquiry/scholarly work in a defined area of significance to the advanced nursing role. Students will work with faculty advisors for assistance, critique, and expertise. The student will receive a grade at the end of each semester of DNP project registration, and B or better indicates satisfactory progress. Students are required to disseminate their work in a prescribed way.

Certification

<http://www.viterbo.edu/graduate-program-nursing>

Requirements**BSN to DNP, Adult-Gerontology Nurse Practitioner**

- NURS 520, 530, 535, 540, 602, 603, 605, 610, 612, 615, 616, 699, 700, 710, 720, 730, 800, 801, 810 (six credits), 825 (four credits), HMGT 690

BSN to DNP, Family Nurse Practitioner

- NURS 520, 530, 535, 540, 550, 605, 610, 612, 688, 689, 692, 693, 695, 697, 700, 710, 720, 730, 800, 801, 810 (six credits), 825 (four credits), HMGT 690

BSN to DNP, Certified Registered Nurse Anesthetist

- NURS 700, 710, 720, 730, 800, 801, 810 (two credits), 825 (four credits), 22 credits from Franciscan Healthcare School of Anesthesia

Post MSN to DNP for APRNs

- NURS 550, 700, 710, 720, 730, 800, 801, 810 (four credits), 825 (four credits), HMGT 690, three graduate elective credits

Post MSN to DNP, Adult-Gerontology Nurse Practitioner

- NURS 520, 535, 540, 550, 602, 603, 605, 610, 612, 615, 616, 699, 700, 710, 720, 730, 800, 801, 810 (six credits), 825 (four credits), HMGT 690

Post MSN to DNP, Ethical Leadership

- NURS 550, 700, 710, 720, 730, 800, 801, 820 (four-seven credits), 825 (four credits), MGMT 525, HMGT 630, 690, three graduate elective credits

Post MSN to DNP, Family Nurse Practitioner

- NURS 520, 535, 540, 550, 605, 610, 612, 688, 689, 692, 693, 695, 697, 700, 710, 720, 730, 800, 801, 810 (six credits), 825 (four credits), HMGT 690

DNP/MBA Dual Degree Program

The DNP/MBA dual degree program is for BSN registered nurses with an interest in business administration and leadership. The curriculum allows the student to complete both degrees through an integrated curriculum. Both the DNP and MBA in Health Care Leadership are awarded upon completion of the integrated program. The student applies for admission to the integrated program; a committee consisting of

DNP and MBA program representatives makes admission decisions on applications to the integrated program. Students must meet the admission requirements for both programs.

There are two different options for entry to the DNP/MBA Dual Degree Program – an entry point for students who have earned a Master of Science in Nursing (MSN), and an entry point for students who have completed only the Bachelor of Science in Nursing (BSN) degree.

BSN to DNP, Dual MBA/DNP

- NURS 530, 550, 700, 710, 720, 730, 800, 801, 820 (seven credits), 825 (four credits), HMGT 630, 640, 650, 690, 695, MGMT 525, 550, 584, six credits of graduate electives

Post MSN to DNP, Dual MBA/DNP

- NURS 550, 700, 710, 720, 730, 800, 801, 820 (four to seven credits), 825 (four credits), HMGT 630, 640, 650, 690, 695, MGMT 525, 550, 584

Master of Arts in Servant Leadership

<http://www.viterbo.edu/master-arts-servant-leadership>

Admission

Program admission requirements and procedures may be found at <http://www.viterbo.edu/master-arts-servant-leadership/admission-and-program-information>

Program Outcomes

- Critically analyze, apply, and reflect on the theories and practices of servant leadership in a variety of contexts.
- Demonstrate the ability to critically evaluate the theological and philosophical foundations of servant leadership.

Policy

Transfer Credit

Participants may transfer up to nine credits of prior graduate coursework into the MASL program. Credit will only be granted for coursework completed within the last 10 years at a regionally accredited university.

Requests to transfer credits must be made in the student's first semester and accompanied by an official transcript from the institution at which prior credits were earned. To be considered for credit, students must: 1) demonstrate the relevance of the prior coursework to existing MASL program learning outcomes and 2) have earned a B or better in the prior coursework.

Portfolio

MASL students often bring a level of experience and knowledge to academic programs that has been acquired through work, training, or life experiences. For more information on how students may earn graduate credits for prior learning, see the Credit for Prior Learning policy under the Academic Policies and Regulations (Alternative Credit) section of the catalog.

Course Cancellation Policy

In the event that a weekend class must be cancelled due to an event beyond the control of Viterbo University and/or the Master of Arts in Servant Leadership program (e.g., weather, faculty illness, etc.), every effort will be made to reschedule the class. The professor will issue a revised syllabus and make-up coursework.

Requirements

- SVLD 501, 502, 504, 690, 18 credits chosen from COUN 581, EDUC 600, 603, EDUL 603, 635, ETHL 531, 532, NURS 710, 730, or any graduate course from ACCT, BLAW, ECON, HMGIT, MGMT, MKTG, SVLD

Nonprofit leadership emphasis: the above requirements, including six credits from MGMT or SVLD courses approved by MASL program chair. In addition, students pursuing this emphasis must focus their research project on issues related to nonprofit organizations.

Other Graduate Academic Programs

Ethical Leadership in Organizations

Policy

Students interested in pursuing the certificate in Leading Ethical Organizations or interested in enrolling in ETH 531 or 532, must apply to the certificate program. The application form must be accompanied by a resume.

To enroll in coursework in the certificate in Leading Ethical Organizations, a student must possess a bachelor's degree from a regionally accredited institution.

Viterbo University recognizes that the range and intensity of one's training and accomplishment (professional experience, training, etc.) may be comparable to those individuals holding a bachelor's degree and may waive the requirement of a bachelor's degree for enrollment into the certificate courses. The director of the program will make this determination based on the applicant's resume. The resume is provided at the time of application to the certificate program.

Students granted a waiver of the bachelor's degree requirement will enroll in coursework on a credit/no credit basis, and must register as such each semester per the credit/no credit policy. The use of these credits (courses) in a Viterbo University master's program will be up to each specific master's program. Students who have already taken two of the elective courses listed may earn the certificate by completing ETHL 531 and 532.

Students who complete the certificate prior to entering a Viterbo University master's degree program or who earn the certificate concurrent with a master's degree program may use the ETHL towards master degree requirements under the following parameters:

- Students in the Master of Arts in Education (general track) program may use both ETHL courses as elective credit toward the MAE degree.
- Students in the Master of Arts in Servant Leadership program may use both ETHL courses as elective credit toward the MASL degree.
- Students in the Master of Business Administration program may use both ETHL courses as elective credit toward the MBA degree.
- Students in the Doctor of Nursing Practice program, where elective credit is available, may use both ETHL courses as elective credit towards the DNP degree.

Requirements

- A minimum of 10 credits, including ETHL 531, 532; and two courses selected from EDUC 608, EDUL 635, MGMT 512, 524, 530, NURS 710, 730, SVLD 501, 504, 550, 553, 557, 559

Course Descriptions

Courses

Courses listed in this catalog are subject to change through normal academic channels. New courses and changes in existing coursework are initiated by respective departments or programs.

Course Numbering System

Courses numbered 500–899 for graduate students. Courses numbered 500 are typically offered to post-baccalaureate degree and master degree students and courses numbered 600 are for more advanced master degree courses. Those numbered 700 are typically offered to post-master degree and doctoral students. Courses offered at the 800 level are for doctoral level work.

Additional Course Offerings

In addition to the courses listed on the following pages, Viterbo University offers three additional courses, using standard prefixes and numbers.

546 Special Topics

A course, on a special topic in the discipline at the post-baccalaureate or master degree level, offered on the basis of need, interest, or time lines. See registrar's office current class schedules Web page for current semester descriptions. May be repeated for credit. Also offered as 547, 548, and 549 with the prefix EDPD (Graduate Education Professional Development).

786 Special Topics

A course, on a special topic in the discipline at the post-master degree level, offered on the basis of need, interest, or time lines. See registrar's office current class schedules Web page for current semester descriptions. May be repeated for credit.

588 Independent Study

This course provides independent reading and/or research, at the post-baccalaureate or master degree level, under the direction of a faculty member. Refer to the academic policy section for independent study policy. May be repeated for credit.

788 Independent Study

This course provides independent reading and/or research, at the post-master degree level, under the direction of a faculty member. Refer to the academic policy section for independent study policy. May be repeated for credit.

Accounting (ACCT)

510 – Analysis of Financial Performance through Managerial Accounting, 3 Cr.

This course will enable students to integrate managerial accounting information, along with financial statements analysis, to provide organizations with the information needed to plan, control, and effectively evaluate operational and financial performance.

546—Special Topics—see page 43 for description.

550 – Fraud Examination, 3 Cr.

Study of fraud prevention, detection, and investigation. Topics include the fraud triangle, procedures that can be implemented to prevent fraud, types of fraud committed against the organization, types of fraud committed on behalf of the organization, techniques for determining the presence of fraud, and methods for investigating fraud.

588—Independent Study—see page 43 for description.

Business Law (BLAW)

530 – Ethical and Legal Decision Making, 3 Cr.

Examination of the legal, ethical, and regulatory issues involved business practice. In addition to exploration of business law, learners develop practical tools to handle moral dilemmas in the workplace and in the world.

540 – Legal, Ethical, and Global Environment of Business, 3 Cr.

Examination of the legal, ethical, and regulatory issues involved in integrating practical business practices for tomorrow's business managers. Restricted to students in the Master of Business Administration program.

546—Special Topics—see page 43 for description.

550 – Legal Aspects of Financial and Commercial Transactions, 3 Cr.

This course examines legal issues encountered in conducting financial and commercial business transactions. Students will gain knowledge to prepare them to participate in these transactions, particularly with regard to financial and accounting aspects of the transactions. Topics include laws relating to business organizations, sales, environmental regulation, commercial paper, secured transactions, documents of title, bankruptcy, securities regulations, and accountants' legal liability. (Cross-listed with BLAW 450)

588—Independent Study—see page 43 for description.

Computer Information System (CISS)

602 – Aligning Technology with Organizational Strategy, 3 Cr.

This course focuses on aligning information systems with organizational goals and leveraging technology to gain or sustain competitive advantage. Students gain executive level understanding of infrastructure and technology pertaining to strategic uses of information. Additional topics include outsourcing, globalization, project management, systems integration, security, and ethics.

Counseling (COUN)

510 – The Counseling Profession and Ethics, 3 Cr.

This course equips the entry-level counselor with an introduction to the profession of counseling and its history. It will explore the professional roles, organizations, training, and credentialing standards of the profession as well as the ethical, legal and professional issues facing counselors today and in the future. This course will also stimulate students' self-awareness of personal, values, and multicultural issues concerning ethical decision-making.

520 – Multicultural Perspectives and Counseling, 3 Cr.

The course promotes an understanding and appreciation of cultural and ethnic differences among individuals, groups and families, and explores the impact of such differences on the theory and practice of mental health counseling. This course is designed to enhance students' abilities to apply multicultural awareness to their professional work.

530 – Human Development in Social Context: Lifespan Counseling, 3 Cr.

This course provides an overview of theory and research related to human growth and development over the lifespan. The course provides specific developmentally appropriate interventions and culturally sensitive developmental assessments supported by research that are designed to enhance the growth and development of clients who seek counseling services. Students also will engage in experiential activities designed to enhance their own growth and development.

540 – Theories of Mental Health Counseling, 3 Cr.

The course examines the philosophical bases of the helping processes as well as major contemporary counseling theories and their application in individual and group counseling and in family systems counseling. It is designed to aid students' development of a personal counseling theory toward developing therapeutic relationships, counseling goals, intervention strategies and client outcome evaluation. Prerequisite: 510

546—Special Topics—see page 43 for description.

550 – Career Development and Counseling, 3 Cr.

The purpose of the course is to introduce students to career development theories, career counseling procedures and techniques, career assessment tools, career development program planning, and sources of occupational information. Emphasis is placed on empirically-based theories, theoretically based counseling interventions, and current issues in the world of work and vocational counseling as well as the social contexts of career development, and how these contexts can be integrated with existing career theory.

565—Behavior Disorders, 3 Cr.

This course addresses the concept of abnormal psychology emphasis will be on accurate utilization of the DSM-V diagnostic system (major mental and personality disorders, multiple perspectives of emotional psychological distress, disturbance of behavior, recognition of resilience client strength and social, cultural contexts).

570 – Couples and Family Counseling, 3 Cr.

An overview of various family forms, the family life cycle, and healthy family functioning will be provided, followed by a review of the major theories of systemic family therapy. Basic family therapy process and outcome research will be reviewed. The code of ethics will be applied to clinical ethical dilemmas. A role play format will be used to practice basic therapy counseling skills.

571 – Techniques in Counseling Children and Adolescents, 3 Cr.

This course provides an overview of theories and basic skill development for developing competency in child/adolescent assessment and counseling. Ethical dilemmas inherent in work with these populations will be addressed. Prerequisite: 530, 540.

572 – Advanced Counseling for Children and Adolescents, 3 Cr.

This course provides an in-depth exploration of skill development for competency in child/adolescent assessment and counseling. Theoretical bases will be presented. Focus will be on diagnostic and treatment practices and role-play with youthful clients. Culture, environment, and ethical dilemmas inherent in work with youthful populations will be included. Prerequisite: 571.

580 – Trauma and Crisis: An Integrated Approach, 3 Cr.

This course addresses the impact of trauma on individuals, families, and communities. Emphasizing the knowledge, skills, and attitudes essential for mental health counselors, to effectively engage clients. The bio-psycho-social-cultural and spiritual dimensions are integrated into this course. The course also examines the

health and wellness components for professionals, and the clients they serve, working in trauma based settings. Prerequisite: 540.

581 – Promoting Healthy Lifestyle Choice and Interventions, 3 Cr.

This course provides the student with a general overview of the physical, social, emotional, intellectual, spiritual and environmental dimensions of health and their applications to personal wellness. The focus of this course will be on the knowledge and skills necessary for the promotion of positive lifestyle choices integrating wellness and resilience.

582 – Integrative Health Care, 3 Cr.

The purpose of this course in integrative health care is to explore collaborative and integrative practice styles emphasizing patient/client counseling and education within mind-body framework and in conjunction with medical professionals. Family systems and cognitive behavioral therapies will be studied as they are utilized within multidisciplinary teams. The course seeks to prepare mental health counselors to enter into collaborative working relationships with healthcare professionals that help clients seek holistic solutions to health problems. Prerequisite: 581.

583—Introduction to Supervision, 1 Cr.

The purpose of this course is to provide participants with theoretical and practical knowledge as well as the skills of counseling supervision models, methods and issues.

584—Supervision Foundations, 1 Cr.

The purpose of this course is to provide participants to develop competency in skills relative to supervisory roles, professional development benchmarks, evaluation methods, legal and ethical issues, and socio-cultural competencies within the context of the supervisory relationship.

585—Supervision for the Substance Abuse Profession, 1 Cr.

The purpose of this course is to provide participants with the education and skill development to meet the Wisconsin Department of Safety and Professional Services requirements to apply for a clinical supervisor in training license. The course will address the national Addiction Counseling Competencies: The Knowledge, Skills and Attitudes of Professional Practice.

588—Independent Study—see page 43 for description.

590 – Models of Addiction and Co-Occurring Disorders Counseling, 3 Cr.

This course provides a survey of various chemical and behavioral addictions, including, but not limited to, substance abuse disorders, co-occurring disorders, and process disorders. Students will participate in the evaluation of various causal and treatment models, focusing upon theoretical analysis of various addictive constructs and treatment paradigms.

591 – Substance Abuse Disorders Counseling, 3 Cr.

This course addresses the personal, social, emotional, physiological, and environmental factors related to substance abuse disorders. Evaluations, diagnosis and treatment methods for substance use disorders, as well as co-occurring disorders will be examined. Professional, ethical, and legal issues unique to this population will be addressed. Prerequisite: 590.

592 – Fieldwork in Substance Abuse Disorders, 3 Cr.

This course provides practice and fieldwork in the areas of prevention, assessment, intervention and treatment of substance abuse disorders with an emphasis on evidence-based individual and group methods. Specific topics covered include dual diagnosis, risk assessment, crisis intervention, and issues related to diagnosis and treatment in multicultural populations. Prerequisite: 590.

593—Motivational Interviewing, 3 Cr.

This course is designed to provide skills training for individuals who are exploring a medical or clinical based career. Motivational Interviewing (MI) is an evidence-based communication strategy that is useful for people

who are ambivalent about change. MI has been adapted to a variety of health care settings and currently there are models of MI for physicians, nurses, dietitians, and social workers in addition to counseling professionals.

595 – Testing and Assessment in Counseling, 3 Cr.

The course provides an overview to the basic principles of assessment in counseling, focusing on test and non-test appraisal instruments and development of diagnostic skills. The course includes selection, use, and interpretation of instruments appropriate for appraisal of individuals and families. Attention is given to development of clinical documentation skills with a variety of populations. Prerequisite: 510.

640 – Psychodiagnostics and Treatment Planning, 3 Cr.

This course will prepare the masters level professional in a variety of diagnostic procedures and processes. The areas covered include but are not limited to structured and unstructured interview formats, mental health screening and diagnostic protocols, mental status examinations, for suicidal and homicidal risk assessment, and substance abuse screening will be reviewed for use in assessment and treatment planning. Multicultural and diversity issues in diagnosis will also be reviewed. Prerequisites: 595.

650 – Psychopharmacology for Counselors, 3 Cr.

This course is designed to acquaint counseling students with the fundamentals of psychoactive drugs and their use, effects, and potential for abuse. The neural mechanisms of drug action, along with the physical and behavioral consequences of use and abuse, are explored. Emphasized concepts include the physiological and psychological mechanisms of addiction, tolerance, and withdrawal. Basics of pharmacology, adverse effects, indications, and drug interactions will be examined. Boundaries of practice and practical issues of assessment and referral will be covered. Prerequisite: 590.

660 – Research, Evaluation, and Evidenced-Based Practices, 3 Cr.

This course provides an overview of qualitative, quantitative, single-case designs, action research, outcome based research and basic statistical methods for conducting research. It is an experiential course with activities focused on the process, ethics and the necessary steps and critical thinking skills required to evaluate and conduct research. Moreover, it emphasizes the importance of research for advancing the counseling profession and to inform evidence-based practice. Prerequisites: 510, 595.

665—Foundations of Clinical Mental Health Counseling, 3 Cr.

This course addresses the history and development of clinical mental health counseling, theories and models related to clinical mental health counseling, principles of clinical mental health counseling, including prevention, intervention, consultation, education, and advocacy, and networks that promote mental health and wellness. Prerequisite: 660.

675 – Techniques of Counseling, 3 Cr.

This course consists of laboratory training in counseling skills and application of major theories of counseling and psychotherapy with a special focus on gender, culture, ethical dilemmas, counselor preparation, and common theoretically-based assessment and case formulation strategies. The course is designed to provide students with the skills necessary to begin a counseling practicum that include the following: counseling micro-skills, intervention strategies, treatment planning, goal setting, and counseling termination. Emphasis is on application of theoretical approaches to counseling strategies. Prerequisite: 540.

680 – Group Counseling, 3 Cr.

This course explores the theory, practice and ethics of group counseling while providing students supervision in the development and application of group counseling skills. Students will acquire knowledge through practical and theoretical activities to gain the ability to articulate theory and group process. Prerequisite: 675.

690 – Counseling Practicum, 3 Cr.

The purpose of the course is to enhance the counseling skills and conceptualization processes acquired through direct counseling experience, supervision, and classroom interaction. The application of counseling theory and techniques will occur with clients in a campus or community setting in preparing supervisees for internship and

their development as independent professional counselors. Restricted to students admitted to practicum sequence. Prerequisites: 675, 640 or concurrent enrollment with practicum/internship coordinator permission.

695 – Counseling Internship, 2-3 Cr.

The counseling internship is a field counseling experience supervised by a qualified counseling professional. Placement is at a site suitable to the counseling emphasis requirements and interests of the student and provides opportunities for the student to perform, under supervision, a variety of counseling activities that a professional counselor is expected to perform. University group supervision is conducted throughout a student's internship experience. Prerequisite: 660, 690. May be repeated for credit. Permission of instructor required.

696 – Advanced Counseling Internship, 2-3 Cr.

The advanced counseling internship is a field experience supervised by a qualified licensed counseling professional. Placement is at a site suitable to the counseling emphasis requirements and interests of the student and provides opportunities for the student to perform, under supervision, with increased independence. Students perform a variety of counseling activities, including but not limited to, group facilitation, individual counseling and assessment. University group supervision is conducted throughout a student's internship experience. Prerequisite: 695. May be repeated for credit. Permission of instructor required.

698 – Fieldwork, 1-3 Cr.

This course focuses on clinical fieldwork and integrates the components of assessment, diagnosis, and counseling issues. Students complete clinical work in approved agency. This course may be repeated.

699 – Action Research Project, 1 Cr.

This one credit course focuses on completion of the action research project and integrates the components of research methods, design and relevant counseling issues. Students complete the action research proposal developed in COUN 695, Counseling Practicum. Prerequisite: 630, 660. May be repeated for credit.

Economics (ECON)

510—The Numbers That Move the World, 3 Cr.

There is a complex web of public and private systems, institutions, and policies whose interactions create the landscape that enterprises, large and small, operate on. In this course, students will be introduced to the major players and features of the global economic system and use it to make sense of local behavior like house prices, executive wages, trade effects, mortgage rates, and unemployment.

546—Special Topics—see page 43 for description.

610—Global Business Cycles and Economic Policy, 3 Cr.

How do economic recessions and expansions start? What causes recessions to deepen and expansions to accelerate? What are appropriate and effective government policies to fix economic problems? This course examines answers to these questions in the context of a global economy. Learners consider benefits and costs of creating a more globally integrated economy, discover how business cycles in different countries are related to another, and examine how U.S. economic fluctuations and policy responses depend on changes in the global economy, resulting in a toolkit to make predictions about changes in economic outcomes such as consumer spending, production, unemployment, and inflation.

588—Independent Study—see page 43 for description.

Education Elective Courses (EDEL)

500—Quality Questioning for Rigor and Student Engagement in Learning, 3 Cr.

This course will examine effective techniques for questioning that lead to higher levels of thinking and student engagement. Participants will gain knowledge in developing “thick”, pre-planned questions, engaging students in generating questions, and using quality questions to facilitate rich, student-led discussions. Course foci include effective questioning techniques, identifying and developing quality questions to enrich instruction, and discussion protocols using quality questions for high levels of student engagement.

501—Standards-based Teaching, Assessment, and Grading, 3 Cr.

This course offers participants the opportunity to learn how to use standards as a basis for lesson and assessment design, in order to foster maximum student engagement and achievement. Participants will gain knowledge and practice in aligning standards and assessment and implementing standards-based teaching, assessment, and grading.

502—Implementing Positive Behavior Supports (PBIS) within the MtSS/Rtl Framework, 3 Cr.

This course reviews the components of the Positive Behavioral Interventions and Supports (PBIS) framework, as well as the steps necessary for implementation of PBIS. This course specifically focuses on creating and sustaining classroom and individual systems of support to improve classroom behavior. Participants will learn to use data-based decision-making to select and implement strategies for all three tiers of PBIS and how these strategies fit within a Multi-Tiered System of Support (MtSS).

503—Formative Assessments: Using Data for Instructional Planning and Intervention, 3 Cr.

This course familiarizes educators with the MtSS process for redesigning systems to meet the needs of struggling students through a pyramid of interventions and provides a practical MtSS model for teachers, administrators, and parents with clear examples of strategies for the implementation and monitoring of the MtSS system components within a school setting. This course will also define formative assessment and discuss the benefits of using a variety of formative assessments to increase student learning. Learners will reflect on current assessment practices and will gain knowledge in identifying and creating formative assessments and incorporating formative assessment into instructional activities. Participants will gain knowledge in how to facilitate the incorporation of Tier I and II interventions in the classroom.

504—Active Engagement and Brain-Compatible Learning, 3 Cr.

This course will examine the best practices utilizing the Differentiated Model for classroom instruction. The heterogeneous structure of classrooms requires teachers to design and implement lessons that are differentiated in ways that honor the diverse learning needs of each classroom’s student population. In this course, we will focus on the prominent work of Judy Willis, David Sousa and James Zull, leading researchers in the area of Brain Based Research, whose framework for implementing research-based instructional strategies in the classroom is driving instructional practices across the nation. This course is designed to be highly interactive. Each participant will integrate learned strategies into a lesson already being taught in their own classrooms. Participants will revisit current lesson plans or units to see how new research/strategies can enhance student achievement. Participants will share how these new strategies units of study as well as their personal plans for implementation in the classroom.

505—ELL Strategies for Classroom Teachers, 3 Cr.

This course will examine the best practice for core classroom instruction with second language students. The heterogeneous structure of classrooms requires teachers to design and implement lessons that are differentiated in ways that honor the diverse learning needs and language levels of each classroom’s ELL population. In this course, we will focus on the prominent work of Kate Kinsella, Stephen Krashen, and Bob Marzano, as well as the Sheltered Instruction Observation Protocol. Leading researchers in the area of second language acquisition, whose framework for implementing research based instructional strategies in the classroom is driving instructional practices across the nation.

506—Managing Literacy Instruction: Integration of Best Practices, Common Core, MtSS, and Gradual Release of Responsibility, 3 Cr.

This course provides an overview of the key areas of comprehensive literacy instruction and how to manage the components of the Core Curriculum, MtSS (Tiers I and II), and the gradual release of responsibility model within the literacy block. This course addresses best practices based on current research about literacy instruction. Engaging strategies for vocabulary, fluency, and comprehension instruction will be presented and practiced. Effective questioning and student-led discussions will be emphasized in this course and strategies for formative assessment and using data for instructional planning will be addressed. Participants will learn strategies to encourage and develop strategic, life-long readers.

551—Cultural and Linguistic Diversity, 3 Cr.

This course will investigate the history related to cultural diversity and the relationships between language and culture. Interactions among language, social institutions, and cultural beliefs will also be addressed in this course. Applications of teaching English as a second language will be emphasized. Current state and federal policy legislation and reporting requirements will also be a focus of this course.

552—Linguistics, the Structure of Language, and the Dual Language Classroom, 3 Cr.

This course will provide participants with knowledge of linguistics, as it is related to the ELL/Dual Language setting. This course will also focus on the areas of phonology and phonological awareness, sound-symbol association, syllable types, morphology, syntax and semantics. Participants will gain understanding of typical and atypical reading development and differentiation of reading instruction. Emphasis will be placed on cognitive academic language development, oral and written language development, including second language development, and the variations related to cultural and linguistic diversity.

553—Language Acquisition, 3 Cr.

This class examines the relationship between second language acquisition and content instruction. Participants will expand their knowledge of the theories related to acquisition of a second language. The course connects the theories of first and second language development with classroom practice. Participants will study the processes, theories, methods, and results of second language acquisition with emphasis on approaches relevant to second language teaching.

554—ELL Testing, Assessment, and MtSS, 3 Cr.

This class studies the principles of language assessment and provides experience in applying the techniques and interpretation of the results of second-language assessment. Emphasis will be placed on current issues regarding the assessment of ELL students within classroom practice. Focus will be placed on pre- and post-assessment, using assessment to impact classroom instruction, and ELL students with special education needs.

555—ELL Internship, 3 Cr.

This is a capstone class for the ELL K-12 Endorsement. The internship is required for teachers who already hold any level of teaching license. Students will have 30 hours of experiences working with ELL students and in inclusive, dual language classrooms, under the supervision of a licensed professional who will provide feedback. Students will conduct appropriate assessments and design and carry out research-based instruction in diverse, dual language classroom settings.

Education Professional Development Courses (EDPD)

510—Internet Course, 1–3 Cr.

Internet-based course. May be repeated for credit. This course does not meet the criteria for the Master of Arts in Education degree requirements.

546—Special Topics—see page 43 for description. This course does not meet the criteria for the Master of Arts in Education degree requirements.

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Education (EDUC)

505—Leading with Integrity, 3 Cr.

Participants will examine their own values, beliefs, ethics, and character to learn to lead with integrity, as they develop the skill of inspiring others to learn more, to do more, and to become more. Cultural sensitivity and awareness of the implications of varying experiences and ethnicities will be discussed. Cultivating a mind-set that supports servant leadership, social justice, and working for the common good will be integral components of this course.

506—Best Practices in High Impact Coaching, 3 Cr.

Participants will examine instructional practices that are proven to have the greatest impact on student learning and achievement. Participants will learn skills and strategies associated with seeking and engaging in non-evaluative, reflective communication with colleagues. Techniques essential to fostering a culture that embraces learning, innovation, trust, and partnership will be examined.

507—Leadership and Institutional Change, 3 Cr.

Participants will develop a collective understanding of why and how change is being undertaken, recognizing the fear often associated with change. They will learn to identify the change process and support those who are experiencing change. The course examines the theories of organizational and transformational change, critical conversations, and linking change efforts to institutional mission.

508—Field Experience: Innovative Teacher Leadership and Instructional Coaching, 1 Cr.

Participants will apply and integrate innovative teacher leadership and instructional coaching during an on-the-job experience grounded within their school districts and/or community. Participants will be challenged to think critically about their leadership/coaching roles and to extrapolate the experience to future leadership/coaching issues within their individual school districts.

513 – Supervision for Cooperating Teachers, 1 Cr.

This course includes a study of the role of the supervising teacher in the student teaching program. Attention will be given to the development of understandings and skills essential in working effectively with student teachers and in improvement of instruction.

518 – Foundations and Psychology of Reading and Language Acquisition, 3 Cr.

This course will address the psychological, motivational, and linguistic foundations of the reading and writing process including language acquisition, and the histories of reading pedagogy. Students will understand the major components of reading including: comprehension, vocabulary, word identification/sight words, fluency, phonics, and phonemic awareness. Participants will develop and understanding that reading involves highly complex processes by which children learn to speak, read, and write. Scientifically-based research will be analyzed and instructional strategies to address ranges of individual differences, reading difficulties, reading disabilities, and diversity in learning to read and write will be foci of this course.

519 – Assessment and Treatment of Reading Difficulties (K–8), 3 Cr.

Principles of corrective reading instruction, diagnostic instruments and procedures, effective strategies, and materials for correcting reading difficulties in grades K–8 from individual to group and from formal to informal to alternative are covered. Proficiency in prescribing and communicating corrective instructional reading and writing plans and activities to support children’s reading and writing development will be studied. Restricted to students admitted to reading licensure/endorsement program.

520 – Assessment and Treatment of Reading Difficulties (5–12), 3 Cr.

Principles of corrective reading instruction, diagnostic instruments and procedures, effective strategies, and materials for correcting reading difficulties in grades 5–12 from individual to group and from formal to informal to alternative are covered. Proficiency in prescribing and communicating corrective instructional reading and writing plans and activities to support children’s reading and writing development will be studied. Restricted to students admitted to reading licensure/endorsement program.

522 – Quality Classroom Management: Foundations, 3 Cr.

Development of the basic concepts for the creation of a quality managed classroom. Three critical areas of quality management will be explored: 1) building quality classroom work, 2) defining quality classroom work, 3) creating quality classroom relationships.

523 – Quality Classroom Management: Self-Assessment, 3 Cr.

Development of a knowledge base and the skills necessary to help students become high quality self-assessors. Strategies to move from inspectorship management to student self-management will be developed. Principles of control theory will be introduced to assist students in taking more effective control of their lives.

524 – Building Quality Teacher-Student Relationships, 3 Cr.

The relationships between the teacher and her/his students, between students and their work, and between the students themselves have a direct effect on the amount of learning that takes place. This class focuses on teaching effective problem-solving strategies using the Choice Theory communication model. This model helps students take more responsibility and ownership over their learning and behavior. It also helps them to be more successful in all the areas of their lives.

525 – Quality Classroom Management: Non-Coercion, 3 Cr.

Effective preventive and corrective strategies are examined in the context of developing a classroom management style that promotes the growth of responsible behavior within the learning environment. The outcomes of reward and punishment management will be thoroughly analyzed and replaced with a non-coercive style.

529 – Assessment and Treatment of Reading Difficulties, 3 Cr.

Principles of corrective reading instruction, diagnostic instruments and procedures, literacy assessments, and materials for identifying and correcting reading difficulties will be investigated. Proficiency in prescribing corrective instructional plans and activities will be developed. Prerequisites: 580, 681.

531 – Adolescent Literacy, 3 Cr.

This course will explore the current development and practice of adolescent literacy in a changing world. Globalization means middle and high school students will find themselves in a world with jobs that require ingenuity, imagination and empathy, and will require employees who are willing to take risks and work cooperatively. With this in mind, this course will use a variety of texts to synthesize literacy strategies about reading, writing, speaking, and thinking in the adolescent world, including how to adapt to the increase of technology in everyday use.

535 – Multicultural Literature, 3 Cr.

This course is designed for teachers of grades K–5 and will identify multicultural literature, which promotes multicultural teaching and learning. The purpose of this course is to involve teachers in literature, which acknowledges diverse backgrounds. Teachers will learn to use children’s literature to teach multicultural awareness. This course will emphasize activities through all areas of the curriculum including language arts, math, social studies, science, and the arts.

536 – Fitting the Pieces Together, 3 Cr.

This course will examine the areas of brain research, differentiation, and multiple intelligence. Overviews of each topic will be discussed with in-depth reading/discussion for participants that are not yet familiar with these topics. This course will explore how teachers can incorporate new research into already developed lesson plans. This allows teachers to feel that new information or ideas can fit into curriculum already in place,

without feeling the need to “add just one more thing” to an already packed agenda. This course will allow participants to overtly plan for quality instruction using the latest educational research without feeling the need to omit current curricula.

537 – Multicultural Approach to Teaching, 3 Cr.

This course is designed to give teachers the opportunity to explore other cultures in order to gain a deeper understanding of the diversity within our classrooms. This course will examine multicultural literature, parental involvement, lesson planning, and hands-on experiences. This course will also examine cultural definitions and history along with belief and value systems. It will provide participants the opportunity to focus on making adjustments in curriculum and instruction in order to challenge all learners.

538 – Creating Conditions for Learning, 3 Cr.

Assessment, learning style, motivation, active participation, cooperative learning, brain research, multiple intelligences. This course will help educators put isolated pieces of information together in order to create conditions for learning. We will connect strategies with recent brain research and connect that to the principles of lesson design. The ultimate outcome will be increased student learning.

539 – Literacy Links Success in K–2 Classrooms, 3 Cr.

This course will focus on a variety of instructional strategies including sight word acquisition, phonemic awareness skills, decoding strategies, and reading fluency. We’ll sample emergent guided reading lessons for K–2 and explore a variety of quality children’s literature for use in a shared reading setting. Many hands-on literacy center examples will demonstrate independent student behaviors. A “Thirty Minute Model” will examine components to support struggling readers. Bring one or two literacy station strategies to share with colleagues.

540 – Educational Strategies for the Gifted, 3 Cr.

Educational Strategies for the Gifted will provide the opportunity to examine current trends in educational programming for the gifted and talented. Participants will examine curriculum design and development and compare effectiveness of various programming options: gifted and general education school improvement models, differentiation, collaboration, inclusion, cluster grouping, pullout and pull-in models. Classroom strategies to support qualitatively differentiated instruction will be examined, developed, and applied to current practices.

541 – Psychology of the Gifted, 3 Cr.

Psychology of the Gifted will provide an opportunity to examine the issues that educators need to know about the social and emotional development and needs of gifted children. Giftedness is much more than the ability to excel with grades and tests. Participants will examine varying definitions of giftedness and personal beliefs that support and advocate for gifted children or become barriers to them. This class will examine how gifted students perceive themselves, and how pressures, anxiety or outside influences impact the fulfillment of their potential. We will study what giftedness means, and consider classroom strategies for the gifted.

542 – Teaching the Art of Writing (K–12), 2 Cr.

The course is designed to provide teachers the opportunity to gain deeper understanding of the art of teaching writing. Current research and theory will provide a foundation of knowledge to effectively teach writing as a communication tool. Content will include the following: reading-writing-speaking connections, the stages of spelling development, the writing process, qualities of effective writing, writing conferences, and an exploration of different types of writing. As participants take on the role of a writer, connections will be made regarding how to link theory and practice to effective classroom applications.

543 – Identification and Programming for the Gifted, 3 Cr.

Identification and Programming for the Gifted will provide opportunities to examine the complex issues around identification of gifted students, including twice-exceptionality and English language learners. Participants will study the areas of giftedness as identified in Iowa code: general intellectual ability, creative thinking, leadership ability, visual and performing arts ability and specific ability aptitude. Participants will examine, discuss, determine, and evaluate programming models and options that best meet the needs of each of these populations of students.

544 – Administration and Supervision of Gifted Programs, 2 Cr.

Administration and supervision of gifted programs will provide opportunities for students to audit, examine, develop, and/or improve their written comprehensive gifted and talented program plan and programming. Participants will study their current plans, consider best practices in gifted education, analyze data, and more.

545 – Gifted Education Internship, 1 Cr.

Gifted Education Internship is the culmination of course work to qualify for the TAG endorsement. This internship focuses on application of best practices related to the field of gifted education. Participants will take part in 20 hours of learning and leadership experiences in multiple educational settings, supervised cooperatively by the university internship supervisor and/or an approved mentor in the field of gifted education. A minimum of 10 of the required 20 hours must be outside of participant's current grade level endorsement area. Participants will showcase their knowledge and skills acquired through their previous three required courses and the on-site clinical experiences in the internship. Internship opportunities include any administration, supervision or teaching opportunities that are components for either Iowa Code for gifted and talented programming or Gifted Education Standards from the National Association of Gifted Children. Candidates will reflect upon a minimum of 10 varied experiences. Upon completion of the internship candidates will have completed documentation showing understanding and application of each of the NAGC Gifted Education Standards and share their compilation of learning through a 20-minute presentation similar to Viterbo University's capstone presentations. Restricted to students admitted to the Iowa talented and gifted graduate program.

550 – Children's and Multi-cultural Literature, 2 Cr.

This course explores quality K–8 children's literature for modeling the reading and writing of varied genres, including fiction and nonfiction, technology and media-based information, and non-print materials. Research-based vocabulary and comprehension strategies, selecting quality literature, and engaging students through writing in response to literature will be emphasized. Various children's literature books will be used to provide motivation through the use of texts and multiple levels, broad interests, reflecting various cultures, linguistic backgrounds, and perspectives such as: African, African American, Asian, Latino, and Native American. This course also includes helping children acquire an appreciation of literature and develop lifelong reading habits.

551—Adolescent and Multi-cultural Literature, 2 Cr.

This course explores quality adolescent literature for modeling the reading and writing of varied genres, including fiction and nonfiction. Research-based vocabulary and comprehension strategies, selecting quality literature, and engaging students through writing in response to literature will be emphasized. This course is designed to help the middle level educator expand his/her cultural horizons and be able to discuss the cultural themes of literature with their students. The course will cover the characteristics of many diverse cultures including African, African American, Asian, Bosnian, Latino, Native American, and Middle Eastern.

554 – Bullies, Victims, and Violence, 3 Cr.

The problem of bullies and victims is universal in our schools. Often it is ignored with disastrous results. Many of the school shootings can be traced directly to this problem. Recent research of the problem shows that teachers and administrators ignore this problem. The same research also shows profiles of children predisposed to be bullies and victims. Among children predisposed are children who witness aggressive behavior in the home and children who come from schools who do not take bullying seriously. This course will offer concrete intervention strategies for both teachers and parents to stop this cycle that leads to so many serious problems in society today.

556—Directing Reading Assessment, Diagnosis, and Evaluation, 3 Cr.

The focus of this course will be the development of an understanding of assessment materials that may be used to monitor students' progress in reading skills and concepts. The *literacy leader* will learn options for assessment that are appropriate for the age, background, and needs of the child. This course will also center around the use of research and best practice as it applies to assessment and instruction. An emphasis will be placed on in-depth understanding of assessment materials, how to evaluate the results, how to use the results for instructional purposes, and strategies for *literacy leaders* to use to communicate with all stakeholders about assessment data.

568 – Improving Oral Communication, 2 Cr.

This course focuses on the knowledge of oral language development and the knowledge of the unique needs and backgrounds of students with language differences and delays. Effective research-based strategies and instructional technology for facilitating the learning of Standard English by all learners, including English language learners, will be covered.

570—Content Area Reading Strategies, 2 Cr.

This course focuses on the development of effective reading strategies and skills in content areas for K-12 students. Text structure and the dimensions of content area vocabulary and comprehension, including literal, interpretive, critical, and evaluative are studied. A variety of research-based strategies and practices for effective instruction in reading and writing are reviewed and studied. Specific focus will be on designing and delivering effective instruction across the curriculum and for selecting materials appropriate for learners at various stages of reading and writing development including varied cultural and linguistic backgrounds.

580 – Children’s and Adolescent Literature, 3 Cr.

The development of lifelong reading habits and an appreciation of literature will be the focus of this course. Students will explore the use of literature across the curriculum and grade levels K–12. The use of literature to enhance reading skills and practice as well as to provide an appreciation for diversity will be examined.

581 – Student Teaching in Early Childhood Education (EC, PK-3), 1–3 Cr.

Teaching at pre-kindergarten or kindergarten level integrating prior early childhood coursework through the preparation and delivery of developmentally appropriate instruction in a child-centered environment. Capstone experience. Prerequisite: passing Praxis II score. May be repeated for credit.

588—Independent Study—see page 43 for description.

590 – Supervision and Staff Development, 3 Cr.

This course examines the effective strategies of supervision and staff development that relate to reading programs in schools. It is required for the 317 Reading License.

594 – Learning Styles, 3 Cr.

This course examines specific methods for identifying learning styles and how to design activities and instructional approaches to accommodate each style. Designed for all grade level teachers.

595 – The Exceptional Student in the Regular Classroom, 3 Cr.

This course provides a foundation for educational partnerships between regular and special educators. It offers new and innovative ways to jointly meet the needs of special students.

596 – Practicum in Reading Leadership, 3 Cr.

Reading specialists practicum students will intern in a K-12 reading program, working with a certified reading specialist. Students will gain experience in a broad range of activities required of a literacy leader/reading specialist, to include staff development, supervision and communications. Elementary and secondary reading experiences will be included in the practicum. A completed fieldwork portfolio must be submitted and scored before licensure is given. Prerequisites: 590, 639. May be repeated for credit.

597 –Reading Research, 3 Cr.

Seminar will review and develop skills in research methodologies, techniques, data interpretation, and evaluation of reading research as well as its classroom applications.

599—K-12 Reading Curriculum and Instructional Supervision, 3 Cr.

This course will provide *literacy leaders* with the opportunity to increase their understanding of instructional approaches and materials related to K-12 literacy programs. The focus of this course will be on research-based, best practices in literacy curriculum and instruction. This course will emphasize strategies regarding how to be in a *leadership role* for teachers to support their knowledge and instruction in these best practices. A central focus

of this course will be developing an understanding of how to support teachers through modeling, co-teaching, observing, collaborative planning, reviewing data, and providing resources for teachers of literacy.

600 – Ethical Issues in School and Society: Past, Present, and Future, 3 Cr.

Students in this course are charged with examining the role of an educator as a moral steward. Students will be asked to think about the individual role that they assume in achieving and maintaining a more democratic and ethical society through education. Investigations into controversial ethical issues and dilemmas prepare educators to critically think through potential situations that may arise with students, parents, administrators, and peers. Students will look at the overview of the systemic nature of education and schooling, with emphasis on the role of the teacher. Students will be introduced to the concept of learning in community, and the concept of nurturing and care for the system of education. The lens of the Viterbo values will be utilized and applied to teachers' roles in the educational system. These values are contemplation, hospitality, integrity, stewardship, and service. Using these values as a lens, students will review and take a stand on critical issues facing education at the present time.

601 – Action Research in Education - Introductory, 3 Cr.

Action research allows teachers to use data driven decision making for professional development and 21st century student learning. The course examines action research in teacher practice, and charges students to use reflection and self-assessment to determine a researchable problem. The course is designed to enable participants to design an action research study, to understand the fundamental principles of action research, and to locate the significance of the approach in everyday practice and educational policy. The course will engage the participants in systematic, reflective qualitative inquiry into their own practice. Restricted to students in the Master of Arts in Education program.

602 – Action Research in Education - Intermediate, 1 Cr.

This course is the second in the educational action research sequence that requires students to implement the action research study that was proposed in EDUC 601. Students will put into place the proposed 'action,' and collect the data for the action research study. Students will meet with the instructor in a face-to-face setting over one weekend (fifteen required face-to-face hours). Prerequisite: 601.

604 – Proseminar, 3 Cr.

In this culminating Master of Arts in Education course, students attend a four-day residency class on the main campus of Viterbo University. Students prepare for the class by reading three-four current educational texts and writing a synthesis paper. EDUC 604 highlights individual research presentations by each student that chronicle their action research studies. This course culminates on the last day of the session (Friday) with the commencement ceremony. Students must have completed all core coursework, twelve elective credits, and passed the comprehensive examinations in order to enroll in the course.

605 – Teaching Reading to Students with Dyslexia and Other Reading Disabilities, 3 Cr.

This course will focus on the diverse literacy needs of children within the regular education classroom. State and federal legislation concerning inclusion of children with disabilities and the concept of "least restrictive environment" will be studied. An exploration of personal and societal biases will allow teachers increased self-awareness in teaching a divergent population. Appropriate best practices for enhancing literacy in all children will be presented. This course will guide participants' understanding of dyslexia and other reading difficulties, as well as, how to assess the needs of students who may have reading difficulties. Strategies will be covered on how to instruct students with dyslexia and reading disabilities in phonological awareness, phonics, vocabulary, comprehension, and reading fluency.

606—Action Research in Education – Advanced, 2 Cr.

This course is the third in the Educational Action Research Sequence that requires students to analyze, interpret, and write up the results of the action research study that was proposed in EDUC 601 and implemented in EDUC 602. In this blended, two-credit course, students will meet with their instructors for 15 face-to-face hours over one weekend, and will work online via Moodle on the remainder of the course hours. Students will individually 'conference' with their instructor as they work to complete the final three chapters of the Action Research Papers. Prerequisite: 601, 602.

608 – The Art of Leadership, 3 Cr.

This course will help participants understand organizational cultures, the dynamics of power and change, the role of ritual, and the aesthetics of leadership. In pursuit of the common good, the true and the beautiful, the participants will have the opportunity to develop skills to lead effectively. Restricted to students admitted to the educational leadership program.

613 – Introduction to Individual Education Assessment, 3 Cr.

Assessment serves as a cornerstone of special education, both in terms of eligibility determination and instructional planning. This course will focus on the wide array of assessment methods available for identifying students with disabilities and evaluating their responsiveness to instruction. Assessments included are norm-referenced, criterion referenced, curriculum based, observational, and dynamic. Students will design instruction, intervention, and support based on assessment results.

614 – Advanced Individual Education Assessment, 3 Cr.

The process of creating an Individual Education Plan (IEP) for a student is the foundation for compliance with IDEA. A well-written IEP utilizes a team of individuals to address the student's needs and write appropriate goals that can help to meet those needs. This class includes assessment practices, cultural and linguistic differences, individual motivation differences, and instructional arrangements to accommodate learning differences. Students will use a case-study approach to align assessment, curriculum, and instructional strategies, and will learn to balance the student's need for access to inclusive settings, and the student's need for specialized curriculum. Prerequisite: 613.

619 – Collaboration and Transition – the School and the Community, 3 Cr.

This course explores the process of collaboration and problem solving between students with disabilities, teachers, their families, and outside agencies. It provides an overview of IDEA requirements for students with disabilities. This course will also prepare students to plan for the transition of adolescents and young adults with disabilities from school to future careers, continuing education, and independent living. Students will discover resources for transition assessments and planning, examine community-based agencies and appropriate support services, and explore the role of families in transition planning.

621 – Classroom Management and Positive Behavior Practices, 3 Cr.

This course is designed to provide teachers with a foundational knowledge of classroom management and behavioral intervention for mild to moderate behavioral challenges. It will also provide strategies to support teachers with diverse classes, including students with disabilities. Prevention and intervention strategies will be examined as outlined in multi-level systems of support (MLSS). Students will utilize behavioral assessments and will acquire resources for successful intervention with problem behaviors.

623 – Teacher Leadership and Professional Learning, 3 Cr.

This course asks students to re-examine their role as one who generates change in the education system by engaging in self-reflection and self-assessment of his/her current classroom best practices. In addition, students will be asked to develop a plan for future professional growth and development, including their pedagogical strengths and their opportunities for improvement. Students will develop of professional development plan as their path to continuous improvement as an educator. Finally, teachers will produce a teaching performance self-assessment that will include videotaped segments to showcase their teaching highlights. The Viterbo values of contemplation, hospitality, integrity, stewardship, and service are expected to be visibly in student work that is submitted for the course.

625 – School-Wide Discipline, 3 Cr.

This course embodies two discipline principles articulated in four areas: philosophy of human behavior, proven prevention factors, behavior change, school-wide and classroom response to disruptive behavior.

626 – Inclusive Classroom Strategies, 3 Cr.

In this course, students will be introduced to exceptional learners, and investigate instructional practices that can be used in general education classrooms to improve outcomes for students with and without disabilities. The course will focus on educating students in the least restrictive environment (LRE), and will learn to utilize

differentiated instruction to meet the needs of all students. Models of co-teaching will be examined, as well as cooperative learning, heterogeneous grouping, multicultural education, social skills training, and technology applications.

627 – Teaching Students with Intellectual Disabilities, 3 Cr.

In this methods course, students will plan instruction for learners with intellectual disabilities. Course content will include assessment, instruction and instructional design, and establishment and maintenance of case records. Students will use assessment data to design goals and objectives in the development of the Individualized Education Plan (IEP). Students will adapt curriculum and instruction to accommodate diverse student needs. Prerequisite: 613, 614.

628 – Models for Teaching Middle School Students, 3 Cr.

This course examines strategies and educational components that create a learning environment to address the complex needs of adolescent students. It includes specific methodologies and material pertaining to the basic functions of middle level education including: integration, exploration, guidance, differentiation, socialization, and articulation. It investigates recent research and practical applications.

629 – Teaching Students with Learning Disabilities, 3 Cr.

In this methods course, students will plan instruction for learners with learning disabilities. Course content will include assessment, instruction and instructional design, and establishment and maintenance of case records. the use of assessment data to design goals and objectives. Students will use assessment data to design goals and objectives in the development of the Individualized Education Plan (IEP). Students will adapt curriculum and instruction to accommodate diverse student needs. Prerequisites: 613, 614.

630 – Practicum for Cross-categorical Special Education, 1-3 Cr.

Students will participate in a supervised experience in a school or other qualified educational setting which provides practical application of theory, practice, and experience. Credit requirements will be determined based upon the current Wisconsin teaching license(s) issued to student. Prerequisite: 613, 614, 626, completion of Wisconsin Foundations of Reading Test and the Praxis II Middle School Content Knowledge Examination. May be repeated for credit.

631 – Teaching Students with Emotional/Behavioral Disorders, 3 Cr.

In this methods course, students will plan instruction for learners with emotional/behavioral disorders. Course content will include assessment, instruction and instructional design, and establishment and maintenance of case records. Students will use assessment data to design goals and objectives in the development of the Individualized Education Plan (IEP). Students will adapt curriculum and instruction to accommodate diverse student needs. Prerequisites: 613, 614.

633 – Active Student Participation, 1 Cr.

This course addresses the promotion of active student participation which is highly correlated to student learning. Research information shows that a minimum of 20 percent of student learning is based on active participation. Students will be taught to share this information with colleagues.

639 – Administration and Supervision of Reading Programs, 3 Cr.

Understanding the roles of leadership in literary instruction will be the core focus of this course. This course will emphasize specific literacy leadership skills for K-12 reading programs. Participants will develop an understanding of leadership in professional development and program development, development of communication skills, and collaboration with stakeholders. Prerequisite: 590.

640 – K-12 Reading Curriculum and Balanced Literacy, 3 Cr.

This course focuses on the theory and techniques for developing and implementing a K–12 balanced literacy program. Research and best practices using constructivism, phonology, and brain function are studied. Design and implementation of reading and writing connections and assessment strategies are explored in detail. Effective instruction in language acquisition, reading and writing skills, and linguistic diversity are studied.

Emphasis will be placed on designing instruction to meet the needs of diverse populations and differentiation of instruction based on students' unique needs.

650 – Content Reading, 3 Cr.

The course focuses on the development of effective reading strategies and skills in content areas for K–12 students. Text structure and the dimensions of content area vocabulary and comprehension, including literal, interpretive, critical, and evaluative are studied. A variety of research-based strategies and practices for effective instruction in reading and writing are reviewed and studied. Specific focus will be designing and delivering effective instruction across the curriculum and for selecting materials appropriate for learners at various stages of reading and writing development including varied cultural and linguistic backgrounds.

674 – Practicum in Reading, 1 Cr.

Students will have experiences in working with school-age learners who struggle with reading. Students will conduct appropriate assessments, prescribe and carry out remedial education programs in reading. An electronic portfolio documenting proficiency in content standards culminates the experience. Prerequisites: 550, 568, 605, 640, 650, 681. Restricted to students admitted to the IA 148 reading endorsement program.

675 – Practicum in Reading, 1 Cr.

Students will have experiences in working with school-age learners who struggle with reading. Students will conduct appropriate assessments, prescribe and carry out remedial education programs in reading. An electronic portfolio documenting proficiency in content standards culminates the experience. Prerequisites: 551, 568, 605, 640, 650. Restricted to students admitted to the IA 149 reading endorsement program.

681 – Emergent Reading, Writing, and Language Development 3 Cr.

The focus of this course is the literacy development of the pre-K-3 child. The course covers the developmental process of literacy acquisition, including oral and writing language development and the use of appropriate methods, models, and strategies for encouraging literacy growth. Early literacy concepts of phonemic awareness, word identification, phonics, vocabulary, fluency, comprehension, cultural and linguistic diversity, and language differences and delays are examined. The role of parents, community, and assessment tools will be explored.

682 – ABC Math Primary, 3 Cr.

This course is designed to acquaint teachers with the research and theory involved with the use of manipulatives in Activity-based, Child-centered Mathematics (ABC Math). Teachers will study the theory, experience the activities, and make plans for the integration of ABC Math into their grade level.

683 – Practicum in Reading, 1 Cr.

Students will work 1:1 with two struggling readers. Assessment, data based intervention/instructional design, and record keeping are emphasized in this course. Students will conduct appropriate assessments, prescribe and implement reading interventions, and complete parent/teacher reports. Prerequisites: 529, 580, 605, 681, and Wisconsin Foundations of Reading Test. Restricted to students admitted to the WI 316 reading licensure program or MAE with WI 316 reading licensure program.

Educational Leadership (EDUL)

546—Special Topics—see page 43 for description.

588—Independent Study—see page 43 for description.

603 – Leadership for Learning: Foundations, 3 Cr.

Provides aspiring administrators with an understanding of their leadership style through self-assessment; leadership theory and its application to the principal; its impact on achievement; leading in a culture of change; decision processing, decision making and systematic planning; and ethical practices.

604 – Theories of Motivation and Organizational Change, 2 Cr.

Provides aspiring administrators with knowledge, skills, and demonstrated performances around the learning needs of young learners, adolescent learners, high school learners, and adult learners. Emphasis will be placed on factors impacting motivation, types of organizational change, research-based change models, and components of effective change leadership.

606 – Leadership for Curriculum, Instruction and Assessment, 4 Cr.

Provides aspiring administrators with the knowledge, skills, and demonstrated performances in current curriculum instruction and assessment practices; the design and implementation of curriculum, instruction, and assessment practices; and their impact on student achievement.

607 – Meeting the Needs of Diverse Learners, 4 Cr.

Provides aspiring administrators with an understanding of how a school can become a learning community to meet the needs of diverse learners. Specific needs of identified groups of learners are explored. Specifically, the groups addressed are identified special education students, English language learners, students involved with 504 plans, and students identified as gifted and talented. Students engage in self-reflection to help gain an understanding of how their own actions impact and are interpreted in a diverse world. Candidates analyze their school's current support structure for the continuum of learners, learn about school-wide intervention, and consider what it would take to implement this type of model in their own school.

608 – Leadership for Learning: Management, 3 Cr.

Provides aspiring administrators the opportunity to focus on building level organizational issues that will enhance student achievement at the pre-school, elementary, middle school, and high school levels. Topics addressed include staffing patterns, schedule development, school budgeting, staff relations, and the components for creating a positive learning environment for students in both the general and special education programs.

609 – School, Family, and Community Relations, 2 Cr.

Provides aspiring administrators with knowledge, skills, and demonstrated performances to engage parents, families, and communities in supporting student achievement. The candidates will develop an action plan for increased parent/family/community engagement that addresses student learning.

610 – Research for School Improvement and Student Achievement I, 2 Cr.

Provides aspiring administrators with knowledge, skills, and demonstrated performance to research the findings and best practices related to educational leadership, school improvement, and student achievement, and to design an actionable research project that addresses an immediate problem facing school leaders, in an actual school or educational setting. Typically, Research I is presented in summer sessions, concentrating on the development of the proposal. This data-driven course binds research to practice as the candidates develop a three-chapter, actionable research proposal to be implemented during the course of the ensuing school year, for which researchers will enroll in Research for School Improvement and Student Achievement II and III.

611 – School Law and Mandates, 3 Cr.

Provides aspiring administrators with an understanding of the legal aspects of education with a focus on administration-related applications. Knowledge is acquired in the areas of education and the legal system, employee rights and obligations, student rights and discipline, tort liability, and public-private school-related legal issues. A particular emphasis will be placed upon the federal and state mandates in special education.

612—Research for School Improvement and Student Achievement II, 1 Cr.

Provides aspiring administrators with knowledge, skills, and demonstrated performance to research the findings and best practices related to educational leadership, school improvement, and student achievement, and to conduct an actionable research project that addresses an immediate problem facing school leaders, in an actual school or educational setting. This study culminates in the research paper, completed and presented in the spring of the year following the proposal development. This data-driven course binds research to practice as the majority of hours are committed to the study in the school or educational setting. Prerequisite: 610.

613 – Research for School Improvement and Student Achievement III, 2 Cr.

This is the third course in the Research for School Improvement and Student Achievement course sequence that requires aspiring administrators to analyze, interpret, write up, and present the results of the action research study that was initiated in EDUL 610, 612. This is a data-driven course that binds research to practice. Prerequisite: 610, 612.

614 – Iowa Evaluator Training and Data Driven Leadership, 4 Cr.

Provides aspiring administrators with knowledge, skills, and demonstrated performances in the evaluation of teachers based on the Iowa Teaching Standards. Successful completion of this course completes the requirements for the evaluator approval certification, required for principals by the Iowa Department of Education.

615 – Internship I – Introductory, 1 Cr.

Internship I focuses on introductory learning and leadership experiences in diverse educational settings, supervised cooperatively by the educational leadership internship supervisor and the mentors, and school district personnel. All phases of the PK-12 school operation and procedures are experienced as the candidate is involved in the day-to-day activities of schools and school administrators. Through knowledge and skills acquired and applied in the first of six sequenced and scaffolded courses and the on-site clinical experiences in the internship, the candidate demonstrates progress toward integration of theory and practice toward entry-level competency of an educational leader. Restricted to students admitted to the Iowa educational leadership program.

616 – Internship II – Beginning, 1 Cr.

Internship II focuses on beginning learning and leadership experiences in diverse educational settings, supervised cooperatively by the educational leadership internship supervisor and the mentors, and school district personnel. All phases of the PK-12 school operation and procedures are experienced as the candidate is involved in the day-to-day activities of schools and school administrators. Through knowledge and skills acquired and applied in the second of six sequenced and scaffolded courses and the on-site clinical experiences in the internship, the candidate demonstrates progress toward integration of theory and practice toward entry-level competency of an educational leader.

617 – Internship III – Transitional, 1 Cr.

Internship III focuses on transitional learning and leadership experiences in diverse educational settings, supervised cooperatively by the educational leadership internship supervisor and the mentors, and school district personnel. All phases of the PK-12 school operation and procedures are experienced as the candidate is involved in the day-to-day activities of schools and school administrators. Through knowledge and skills acquired and applied in the third of six sequenced and scaffolded courses and the on-site clinical experiences in the internship, the candidate demonstrates progress toward integration of theory and practice toward entry-level competency of an educational leader.

618 – Internship IV – Intermediate, 1 Cr.

Internship IV focuses on intermediate learning and leadership experiences in diverse educational settings, supervised cooperatively by the educational leadership internship supervisor and the mentors, and school district personnel. All phases of the PK-12 school operation and procedures are experienced as the candidate is involved in the day-to-day activities of schools and school administrators. Through knowledge and skills acquired and applied in the fourth of six sequenced and scaffolded courses and the on-site clinical experiences in the internship, the candidate demonstrates progress toward integration of theory and practice toward entry-level competency of an educational leader.

619 – Internship V – Progressive, 1 Cr.

Internship V focuses on progressive learning and leadership experiences in diverse educational settings, supervised cooperatively by the educational leadership internship supervisor and the mentors, and school district personnel. All phases of the PK-12 school operation and procedures are experienced as the candidate is involved in the day-to-day activities of schools and school administrators. Through knowledge and skills acquired and applied in the fifth of six sequenced and scaffolded courses and the on-site clinical experiences in

the internship, the candidate demonstrates progress toward integration of theory and practice toward entry-level competency of an educational leader.

620 – Internship VI – Advanced, 1 Cr.

Internship VI focuses on advanced learning and leadership experiences in diverse educational settings, supervised cooperatively by the educational leadership internship supervisor and the mentors, and school district personnel. All phases of the PK-12 school operation and procedures are experienced as the candidate is involved in the day-to-day activities of schools and school administrators. Through knowledge and skills acquired and applied in the last of six sequenced and scaffolded courses and the on-site clinical experiences in the internship, the candidate demonstrates progress toward integration of theory and practice toward entry-level competency of an educational leader.

634 – Leadership Assessment, 2 or 3 Cr.

The students will participate in a multiday leadership style assessment program. Areas of strengths and areas to address will be identified during the assessment and written feedback provided to the student. The student will use the information when addressing program portfolio-related components. Restricted to students admitted to the Wisconsin educational leadership program.

635 – The Principalship I: Leadership, 3 Cr.

Students will gain an understanding of leadership theory and its application to the principalship. Participants in this course will also examine the relationship between leadership and learning, the value of learning communities, decision processing and decision making, and systematic planning. Site-based related activities will be included in this course. Restricted to students admitted to the Wisconsin educational leadership program.

636 – The Principalship II: Organizational Management, 3 Cr.

Students will focus on building level organizational-related issues at the elementary, middle, and high school levels. Topics addressed include staffing patterns, academic and non-academic schedule development, school budgets, facility management, the principal's role in staff development, curriculum development and instructional improvement, and technology applications related to the principalship. Site-based related activities will be included in this course. Restricted to students admitted to the Wisconsin educational leadership program.

637 – Politics of Education and Community-School Relations, 3 Cr.

Students will gain an understanding of the formal and informal political forces that are present in school administration as well as the role that internal and external publics play at the building and district levels. Students will gain an understanding of the development and analysis of public relations programs and will examine successful public relations program models. Site-based related activities will be included in this course. Restricted to students admitted to the Wisconsin educational leadership program.

638 – Legal Aspects of Education, 3 Cr.

Students will gain an understanding of the legal aspects of education with a focus on administration-related applications. Knowledge will be acquired in the areas of education and the legal system, employee rights and obligations, student rights and discipline, tort liability, and public-private school-related legal issues. Restricted to students admitted to the Wisconsin educational leadership program.

639 – Human Resources Development, 3 Cr.

Students enrolled in this course will gain an understanding of school district level human resource programs and how they apply to the building level. Topics in this course include employee recruitment, selection, and termination; personnel evaluation and supervision; special students; and special services. Additionally, models of staff development will be addressed in this course as well as in courses EDUC 723 and 759. Site-based related activities will be included in this course. Restricted to students admitted to the Wisconsin educational leadership program.

640 – Curriculum Development and Instructional Improvement, 3 Cr.

The focus of this course is to address state level, school district level, building level, and classroom-related curriculum issues. The students will examine curriculum theories and will participate in curriculum design, planning, and evaluation-related activities. Assessing academic achievement, both quantitatively and qualitatively, and using the assessments for the purpose of instructional improvement will be addressed. Finally, staff development and its relationship to curriculum development and instructional improvement will be a focus of this course. Site-based related activities will be included in this course. Restricted to students admitted to the Wisconsin educational leadership program.

651 – Legal Aspects of Special Education and Resources, 3 Cr.

The focus of this course is to address federal and state laws, regulations, and policies dealing with special education programs/students. Students will gain an in-depth understanding of the court cases which help set the precedent for programs across the United States and then also those which shaped policy in Wisconsin. The course will address different entitlement dollars that follow programming/students and their intended assistance. Restricted to students in the director of special education and pupil services licensure program.

654 – Exceptional Learner’s Needs, 3 Cr.

The focus of this course will be to gain an understanding of the criteria for each of the 11 categories to help IEP teams decide if a child has a disability, and a solid array of instructional strategies to assist the child. It will look at assessments ranging from individual to common to the child’s response to interventions. Assistive technology will be incorporated as well as the concept of universal design and conflict management in line with strategies for dealing with the frustrations of all participants. A systemic analysis of district/building staffing placement of programs, and students, will be part of the research undertaken in this course. Restricted to students in the Director of Special Education and Pupil Services licensure program.

655 – Pupil Services and Non-Discrimination, 3 Cr.

The focus of the course will be the role of pupil services in supporting safe and healthy schools. These include school counselors, psychologists, social workers, and school nurses. Awareness of legal implications of student records, storage, confidentiality, and directory data will be understood, along with mandatory attendance (truancy). Students will also gain an understanding of nondiscrimination (section 504), “at risk” and prevention/interventions as part of their professional responsibilities. Restricted to students in the Director of Special Education and Pupil Services licensure program.

660 – Financial Resources I, 3 Cr.

Managing the financial resources of the school district is a major responsibility of the school business administrator. This class will review the principles associated with sound financial management: principals of school financing, preparing school budget, evaluate and the communication of the budget, working with the board, and standards of accounting.

661 – Business Office and Operation Management, 3 Cr.

This course will provide an understanding of the day to day functions of a school business administrator and support staff duties. Concepts that will be reviewed: purchasing systems, local-state-federal budget processes, accounting-auditing and financial reporting.

662 – Financial Resources II, 3 Cr.

This course complements Financial Resources I and build upon the basic concepts that need to be understood and applied as a school business administrator. Concepts to be covered include: inventory management, zoning and dispersal of property/buildings, insurance coverage and risk management.

663 – Ancillary Services, 3 Cr.

The focus of this course is on the knowledge, skills and disposition a school business administrator needs in order to facilitate, operate and manage in an efficient manner the ancillary services of; transportation, property purchasing, facility planning, food service and risk management policies.

664 – Human Resources and Legal Issues, 3 Cr.

Theory and practice will be reviewed as it relates to human resources in the school district. Areas to be covered will be; personnel and benefits, professional development, labor relations, employment agreements and work environment. Reviewing the legal issues related to risk management, contracts, negotiation, etc., will be reinforced during this course.

665 – School Business Administrator Proseminar, 1 Cr.

Seminar attempts to integrate the ideas presented in the core coursework and includes the presentation of the research project and development in EDUC 601 and 602.

700 – Superintendent I, 3 Cr.

This course will focus on both theoretical and application concepts that assist with the day to day responsibilities of the position of superintendent. Concepts that will be reinforced in this course will be management skills, leadership styles, personal vision, shared vision, continuous school improvement process, employment procedures, empowering employees, and providing relevant and meaningful professional development for staff members. Restricted to students with a principal license.

701 – Superintendent II, 3 Cr.

This course will focus on the theoretical and application strategies that are needed in the day to day roles and responsibilities of the superintendent. Specific concepts that will be covered in this class will be: the role and responsibility of the superintendent and the school board, allocating and managing resources to support student and staff success, communication skills used to update and communicate with all stakeholders, and relationship building strategies. Restricted to students with a principal license.

702 – Superintendent Current and Legal Issues, 3 Cr.

This course will focus on support systems for the superintendent along with the legal information and resources needed to manage and lead a school district in an efficient and ethical manner. Concepts and strategies that will be covered in this class include support systems available for professional growth, current issues, legal issues (student/staff), state and federal mandates and rules, current local, state, and national issues, and civil and criminal liability issues. Restricted to students with a principal license.

704 – Collaborative Leadership for Learning, 3 Cr.

The focus of this course is to address factors that affect student learning, model instructional strategies that meet different learning styles, systems thinking, and provide multiple opportunities for student learning. Strategies and programs to identify and address the needs of gifted and talented students, supervision strategies of instruction to improve student achievement, and alternative/multiple methods of assessment. An in-depth analysis of collaborative lesson planning by staff including lesson study will be investigated. There will be a conceptual understanding of reading and mathematics instruction pre-K–12 provided. Coaching to improve continuous improvement along with mentoring methods will also be studied and addressed. Restricted to students in the Director of Instruction or Superintendent licensure programs.

767 – Practicum in Educational Leadership, 3 Cr.

Field-based projects addressing each of the state administrator standards will be developed, implemented, and analyzed by the student. Evidences will be provided in the student program portfolio and will become part of the professional development plan. Restricted to students in the principal licensure program.

768 – Practicum for Director of Instruction, 3 Cr.

Field-based projects addressing each of the state administrator standards will be developed, implemented, and analyzed by the student. The practicum student will have the support and guidance of a school principal and/or an appropriate administrator and a Viterbo University faculty member. Evidences will be provided in the student program portfolio and will become part of the professional development plan. Restricted to students admitted to the director of instruction or educational leadership program.

769 – *Practicum in Special Education and Pupil Services, 3 Cr.*

This course involves field-based projects addressing each of the state administrator standards and guidelines for a director of special education and pupil services. The activities will be determined by the student and assigned local mentor with input from the university practicum advisor. Evidence will be provided in the student portfolio, along with their reflections. To start the course, the student will provide a prospectus (plan) of the kinds of activities and the approximate number of hours spent on each activity, aligned to the standards. Restricted to students in the director of special education and pupil services licensure program.

770 – *School Business Administrator Practicum, 3 Cr.*

The aspiring school business administrator will have an opportunity to experience the day to day routine of the school business administrator duties in this course. The student will be expected to experience activities aligned with each of the content and national standards and shore up any deficits areas.

771 – *Superintendent Practicum, 3 Cr.*

The superintendent practicum is designed to give students a realistic experience as an aspiring superintendent. Student must choose a minimum of three activities under each of the seven Wisconsin Administrative Standards to perform under the supervision of the students' mentor. Students will be required to complete 150 hours of activities in the practicum. Activities will be aligned with the WAS standards: teaching standards, vision of learning, culture of learning, management, collaboration, ethical behavior and the politics of schooling.

786—*Special Topics*—see page 43 for description.

788—*Independent Study*—see page 43 for description.

Education – Post Baccalaureate (EDUP)

502 – *Principles of Career and Technical Education, 1 Cr.*

Overview of the history, philosophy, organization, and administration of career and technical education with emphasis on national and Wisconsin standards for career and technical education. Focus on issues, trends, and challenges facing career and technical educators. Content will include national and state recognized resources, pedagogies, standards, and contextual learning opportunities. OVAE career clusters will provide foundation for exploration of the major CTE program areas and related professional journals and organizations.

506 – *Inclusion of Students with Special Needs, 2 Cr.*

Study of students who have a variety of special needs. Includes handicapped, at-risk, culturally diverse, and gifted and talented. Student teachers will know definitions, characteristics, and educational needs of these students with special needs, be able to identify them, and make appropriate referrals. Students will also learn how to make adaptations to instructional programs to maximize inclusion.

512 – *Keyboarding Teaching Methods, 1 Cr.*

An emphasis on teaching strategies for keyboarding instruction and the motivation of learning and skill building. Includes the utilization of keyboarding software packages. Emphasis on curriculum development and implementation including Wisconsin Model Academic Standards.

516 – *Technology-Enhanced Instruction Pre-K–12, 2 Cr.*

Plan, design, and assess infusion of technology in learning environments, including adaptive technology; develop awareness of and experience with teacher productivity tools; explore ethical and legal issues surrounding use of technology in secondary learning environments, including school technology policies.

520 – *Racial/Ethnic Issues, 1 Cr.*

Emphasis on how students with diverse racial and ethnic backgrounds can be infused into the regular classroom and how these differences can lead to a richer learning environment for all students. Groups with a large U.S. or Wisconsin presence will be a special focus to help teachers learn how to assist these students in their classrooms and to understand their culture.

525 – Technologies, Pedagogical Skills, Standards, and Assessment, 2 Cr.

Confirm knowledge, skills, and dispositions for technology educators; explore technology education research; evaluate Introduction to Engineering, a comprehensive survey course for middle/secondary technology education; revisit PI34 Content Standards for Technology Education; and complete a capstone assessment project.

530 – Middle/Secondary Methods and Content Literacy 6–12, 2 Cr.

Reading and writing instruction in content areas at the middle and secondary levels. Methods and materials to help students meet studying/reading/writing demands of the content area classes. Includes objectives writing, unit planning, lesson planning, parent involvement, testing, and assessment in the content areas.

531—Techniques of Secondary Methodology, 2 Cr.

Emphasis on secondary curriculum, instruction and assessment, investigation and implementation of instructional resources, classroom climate strategies and research related to best practices in specific content areas.

534—Methods in Art Education, 3 Cr.

Course is directed toward the practice of teaching children art and participating meaningfully in children's interpretative practices. Art education students design and implement developmentally appropriate weekly lesson plans as they teach in the Viterbo After School Art Program which offers eight-week art classes for students ages 5–12. Studio component: development of art educational objectives through laboratory experiences.

535—Methods: Teaching Foreign Language, P-K-12, 2 Cr.

Emphasis on teaching strategies for language and culture. The use of instructional resources including realia, technology, building a teaching file, and the organization of classroom for instruction. It also includes curriculum development and its implementation (including Wisconsin's Model Academic Standards.)

540—Choral Methods 9-12, 3 Cr.

The study of teaching and directing techniques for the senior high school. Involves general music, choral music, repertoire, voicing, curriculum design, discipline, learning styles, teaching strategies, and philosophy. Emphasis on the total year's program in perspective with performances and understanding the non-musical responsibilities of a high school teacher. The course also focuses on the development, application, and refinement of musical and interpersonal skills needed for teaching in a secondary setting. Offered every third semester.

541 – Methods: Teaching Theatre Arts 6–12, 2 Cr.

Principles and general methods for teaching theatre in secondary education are discussed, explored, and applied. Wisconsin Model Academic Standards will be applied.

542— Advanced Methods in Art Education, 3 Cr.

Introduction to the concept of the artist/teacher. Art education curriculum, unit and lesson planning, evaluation, motivation, instructional materials, and observational techniques for the middle through secondary art classroom. A studio component of this course is meant to provide students with experience in using materials for meaningful expression and planning for the studio-based experiential teaching component of the class.

543— Music in the Elementary School, 3 Cr.

A class designed for the music education major with emphasis on the development of children's listening, performance, literacy, and creative-expressive skills. Students will learn how to: 1) design age appropriate lesson plans; 2) structure the classroom environment; 3) apply classic techniques of Orff, Kodaly, Dalcroze and other emerging pedagogies; 4) measure and grade musical progress; 5) teach through the multiple intelligences; 6) teach multicultural music; and 7) provide opportunity for aesthetic experiences. This course will help students discover the joy and intellectual challenges that come from sharing music with children. Offered every third semester.

546—Special Topics—see page 43 for description.

550 – Educational Foundations, 2 Cr.

Orientation to the field of education; study of historical, philosophical, and social foundations of education; study of legal, political, economic, and governmental basis of education; overview of innovative theories and practices as well as theories of learning and development and their application; critical thinking, motivation, conflict management, the organization of U.S. schools at the elementary, middle level, and secondary level.

555—Curriculum, Instruction and Assessment, 2 Cr.

Emphasis on introduction to best educational practices related to curriculum, instruction, and assessment. This course includes lesson planning, lesson presentations, and lesson reflection and analysis. Emphasis on writing, speaking and listening.

559 – Student Teaching: Early Adolescence through Adolescence (EA-A, grades 5-12), 2–8 Cr.

Teaching at the secondary level for an entire semester with one quarter in a middle school and the other in a high school. Capstone experience typically completed in the final semester. Prerequisites: admission to the teacher education program, admission to student teaching. For initial licensure candidates, passing Praxis II score. May be repeated for credit.

561 – Student Teaching: Middle Childhood through Early Adolescence (MC-EA, grades 1-8), 2–8 Cr.

Teaching at the elementary and middle school levels. Capstone experience typically completed in the final semester. Prerequisites: admission to the teacher education program, admission to student teaching. For initial licensure candidates, passing Praxis II score. May be repeated for credit.

563 – Student Teaching: Early Childhood through Adolescence (EC-A, grades PK-12), 2–8 Cr.

Teaching at the pre-K-12 levels. Capstone experience typically completed in the final semester. Prerequisites: admission to the teacher education program, admission to student teaching. For initial licensure candidates, passing Praxis II score. May be repeated for credit.

582 – Student Teaching Seminar, Pre-K–12, 2 Cr.

Designed to assist student teachers in integrating theory with practice through discussion and individual conferences. Special emphasis on specific aspects of the teaching profession such as contracts, career and life planning, professional organizations, resume preparation, interviews, legal rights, and licensure. The final portfolio is completed in this course.

583 – Professional Portfolio Development, 1 Cr.

The Professional Portfolio is the capstone project of an education student, and is part of the Wisconsin licensure process. This course includes designing a learning segment, teaching and video recording lessons in a K-12 student teaching placement, assessment of student learning, and extensive reflection on the teaching and learning process. Prerequisite: All previous education courses must be completed. This course must be taken during student teaching. Graded CR/NC.

588—Independent Study—see page 43 for description.

590 – Middle/High School Theory, 2 Cr.

Study the holistic development of the early adolescent; explore structure of middle level learning environments; plan, design, and assess approaches to teaching and learning, including authentic learning, management of behavior and learning environments, awareness of student services.

Ethics (ETHL)

531 – Interpersonal and Organizational Excellence I, 3 Cr.

532 – Interpersonal and Organizational Excellence II, 3 Cr.

Because we are all tired of using fads which do not improve and sustain results, these courses are based on a proven model used in health care and public education that improved outcomes beyond expectations over

time. These courses provide a “how-to-train-the-trainer” approach while allowing participants to experience portions of the actual program. Course design would assist participants to address improving staff morale, increasing trust and respect, building staff up, utilizing staff development dollars more effectively, encouraging leadership behaviors, developing core competencies for all staff, improving performance measures, promoting service before self, and much more. The courses promote the notion that leadership development is an ongoing process...a lifelong journey.

546—*Special Topics*—see page 43 for description.

588—*Independent Study*—see page 43 for description.

Finance (FINA)

510—Socially Responsible Financial Management, 3 Cr.

This course focuses on financial statement analysis, moving from bottom-line thinking to a “triple-bottom-line” definition of profitability, to encompass the organization’s profits and social and environmental impact. Students learn how a policy of corporate social responsibility (CSR) can contribute to and enhance firm sustainability. They also learn financial valuation and use it as a decision-making tool in a socially responsible context. Other topics include ethics and corporate governance in financial management, understanding risk, and managing the financial performance of non-profit organizations. Restricted to students in the Master of Business Administration program.

546—*Special Topics*—see page 43 for description.

588—*Independent Study*—see page 43 for description.

Health Care Management (HMGT)

546—*Special Topics*—see page 43 for description.

588—*Independent Study*—see page 43 for description.

630—Health Care System, 3 Cr.

This course provides an overview of the structure of the healthcare delivery system and the providers, payors, and suppliers that comprise it. Learners will examine management and planning with the system as well as major health care policy issues.

635—Population Health, 3 Cr.

An examination of how health care delivery systems, community-based organizations, public health agencies, and others work together to create policies and interventions to improve the health outcomes of a population. This focus shifts the economic model from that of a “sick system” to a system of prevention and patient engagement. Topics in this course include rural health, education, risk, stratification of populations, and others, with a focus on the ethical issues and economic impacts of population health perspectives. Restricted to online MBA program students.

640—Health Care Finance, 3 Cr.

This course provides exploration of financial accounting and reporting, financial analysis, managerial and cost accounting, and budgeting in health care. Students will be able to apply financial techniques to the analysis of the health care environment, to improving value in health care services and to organizational decision making.

650—Legal and Ethical Issues in Health Care, 3 Cr.

This course examines legal and ethical issues affecting health care institutions and the management of risk within the organization. The content of the course will include an overview of the legal and regulatory constraints of the health care industry along with practical application of the laws that affect operational decisions within healthcare. Topics include demand, supply, redistribution and the role of the government, risk

management, and the ethical implications of current financial practices and economic imperatives. Restricted to online MBA program students.

660—Health Care Outcomes and Process Improvement, 3 Cr.

This course focuses on identifying, measuring, and seeking to improve health care quality, patient satisfaction, cost, and employee engagement. Various models of process/quality improvement will be analyzed to equip the learner to be proactive as a change agent while using strong interprofessional communication skills. Restricted to online MBA program students.

685—Capstone, 3 Cr.

Students apply research and analysis techniques to investigate an issue or solve a problem in an organization including a determination of the return on investment (ROI) of the solution. Experience is gained in defining research problems, designing a project, relating pertinent literature, and in collecting, analyzing, recording, and interpreting data. Restricted to online MBA program students.

690—Intensive: Health Care Topics Seminar, 2 Cr.

A dynamic learning experience focused on topics and skills that are associated with health care leadership and decision making. Students explore health information management, data analysis, and using data to lead change. Restricted to online MBA program students.

695—Intensive: Foundations of Health Care Leadership, 2 Cr.

In this seminar course, students practice the writing, critical thinking, technology, and communication skills necessary for success as they progress through the academic program through case studies, workshops, and other activities. Restricted to online MBA program students.

Management (MGMT)

501—Foundations of Business, 3 Cr.

A survey of functional areas of business including marketing, accounting, finance, economics, information technology, forms of ownership, and international business.

511—Self Leadership, 1 Cr.

Examination of leadership through an introspective approach. Self-awareness and the ability to assess oneself are basic tenets of processing high emotional intelligence. Students will gain an awareness and understanding of various leadership assessments, including the DISC Profile Assessment, to evaluate their own strengths in preparation for their current and desired future leadership positions.

512—Leadership Skills in Organizations, 3 Cr.

This course is designed to provide a general foundation of leadership theory and skills to help students better understand themselves, as well as work with others. Students will be exposed to leadership research literature, as well as have the opportunity to self-assess their personal leadership behaviors and traits. This course will focus primarily on the core behaviors and perspectives needed for successful and ethical leadership.

520—Methods of Inquiry and Analysis, 3 Cr.

This course provides an overview of several business research methodologies useful to organizational leaders in decision making. An application-oriented approach focusing on the systematic analysis of data will be used to inform decision making. Through a gained understanding of qualitative, quantitative, and practical business approaches, learners will be exposed to a variety of methodologies and approaches for data collection and analysis. Learners will build analytical skills to draw conclusions and make inferences based upon sound analysis and interpretation of data to develop recommendations and inform decision making.

522—Organizational Behavior, 4 Cr.

Examination of current theory and empirical research regarding the behavior of individuals within organizations. Organizational practices in this country will be compared and contrasted with those of other countries and cultures. Topics are divided into three phases: major behavioral processes, applied models of

individual choice behavior, and communication skills needed within the organization. Restricted to students in the Master of Business Administration program.

525 – Complex Systems Change Strategies, 3 Cr.

In today's business environment, it is important to be able to understand various philosophies related to organizational system analysis, data analysis, development, and change. During this course, students will examine the critical components of successful organizational change efforts, including critical and creative thinking processes, and change theory. Students will analyze organizational case studies, evaluate causes of failure and factors of success in organizational development projects, design optimal change interventions, and complete a project using data to develop change strategies.

530 – Business Ethics in Practice, 3 Cr.

Examines the role of ethics in the business world and ethical dilemmas encountered by managers. Examination of the formation of individual ethos, and the impact that this has on individuals, groups, and organizations. Provides learners a means to develop practical tools to handle moral dilemmas in the workplace and in the world, and develops policies for just relationships with employees and customers. Restricted to students in the Master of Business Administration program.

546—Special Topics—see page 43 for description.

547—The Dark Side of Leadership, 3 Cr.

Dark Side of Leadership will explore leadership behaviors and traits that have been destructive through history to current day. During this class we will analyze destructive leadership behaviors and determine how to address these behaviors when faced with them. We will also explore the role of followership related to both positive and negative leadership.

549—Lean Management, 3 Cr.

Enterprises of all sizes, as well as business units within enterprises need to be continually improving to be sustainable. This often entails implementation of strategic projects. Leading and managing these projects needs to be efficient and not cumbersome to be successful. Incorporating process involvement techniques such as Lean into the project management approach can assist in making projects less costly, timelier and more successful. Students will be introduced to strategic project management and process involvement and will develop a Lean project as the class progresses.

550 – Business Strategies for Sustainable Enterprise, 3 Cr.

This course equips students with a theoretical and practical foundation of sustainability and explores the integration of sustainability into business strategy. Through an interdisciplinary approach, foundational knowledge of business sustainability, and risk assessment, students will develop innovative strategic initiatives applicable to a variety of organizational settings. Particular emphasis will be on the achievement of sustainable performance through effective planning, implementation, and analysis.

551—PMP Certification Standards and Practice, 3 Cr.

The PMP Certificate is the most recognized and respected credential in the field of project management. The purpose of this course is to prepare eligible, or nearly eligible, students to obtain this certification by helping them with an organized study approach, by providing explanations and presentations of the most challenging topics, providing many practice questions with explanations of the answers, and access to a knowledgeable instructor and a study cohort group.

560 – Management Science in Decision Making, 3 Cr.

This course provides an overview of several quantitative techniques independently useful to organizational leaders in decision making. Topics include linear programming, univariate and multivariate analysis, project management, decision trees, simulation, and probability theory. MGMT 560 takes an application-oriented approach to business problem solving, using spread sheets and quantitative management software. Restricted to students in the Master of Business Administration program.

575 – Entrepreneurship, Intrapreneurship, and Innovation, 3 Cr.

This course examines the elements of entrepreneurship including: the foundations of entrepreneurship, sources for funding the business, acquisition practices in purchasing an existing business, and understanding the essential components of a business plan. Intrapreneurship foundations will examine how business leaders capture their follower's initiative in trying new ideas and developing internal markets for their business organization. Restricted to students in the Master of Business Administration program.

578 – Advanced Human Resource Management, 3 Cr.

This course provides an in-depth examination of the issues facing the leader and his or her employees. Through text readings, case studies, experiential exercises, speakers, and research, students will learn to integrate theory and application in managing human resources effectively, lawfully, and ethically in their organization.

580 – Art of Ethical Communication, 3 Cr.

Persuasive communication is an integral skill of every leader. This is an advanced communications course that will prepare students for oral and written communications challenges they will face in their careers, with a specific emphasis placed on ethical negotiation skill development. Restricted to students in the Master of Business Administration program.

582 – Advanced Interpersonal Skills for the Leader, 3 Cr.

The Dahl School of Business partners with Dale Carnegie to bring MBA learners this course in advanced interpersonal skills. Learners will study and apply tested leadership practices in order to further develop their networking and communication skill sets, manage stress, and handle fast-changing workplace conditions. Learners will develop a “take-charge” attitude that enhances their ability to lead initiatives with confidence and enthusiasm.

584 – Management Communication, 3 Cr.

This course helps prospective and practicing business leaders assess and develop their communication skills relating to managing and leading others. Students will look at communication strategically and practically studying topics that will enhance their management and leadership skills. Communication topics such as presentation development and delivery, conflict management, performance reviews and employee feedback, employee motivation and professional writing skill development will be addressed.

585—Research Methodology in Business, 3 Cr.

The purpose of this course is to develop skills necessary for students to conduct original quantitative and qualitative research. This course teaches students to design a research question, find literature to motivate and support new research, and develop testable hypotheses. Furthermore, this course develops students' quantitative skills in order to apply appropriate statistical methods to answer research questions. Topics in statistics include hypothesis testing, nonparametric methods, analysis of variance, and multiple regression analysis. By the end of the course, students will have conducted their own unique research and described and defended their projects in writing and through a formal oral presentation. For those moving on to the Master of Business Administration program, this project will be the starting point for the master's thesis. Prerequisite: acceptance into the MBA program.

587 – Internship, 1–6 Cr.

As part of their academic program, Viterbo University students may choose to participate in a full-time or part-time business-related internship. The goal is to provide students the opportunity to blend academic theory with practice and to explore and gain experience in functional areas they may wish to enter professionally. An internship plan including a timeline, intended outcomes, and assessment requirements must be approved by the student's graduate advisor.

588—Independent Study—see page 43 for description.

590 – International Business, 3 Cr.

This course focuses on conducting business on a global level. Students will evaluate the history and dynamics of global industries, global competition, and global strategies and examine topics such as international cooperation among nations, national trade policies, international marketing, technology, as well as the ethical and social responsibility challenges of global businesses. The roles of various stakeholders including the international institutions such as World Trade Organization, will be analyzed. Case studies will be used to analyze the impact of complex global factors on the management of multinational operations.

In some semesters, students will have the unique opportunity to experience field research in the country of focus. This seven-to 14-day trip will expose students to culture, geography, and business practices of an emerging market and to a different academic environment. Students will gain an appreciation for both formal business aspects and informal social aspects of conducting business in another country.

600 – Executive Leadership in Practice, 2 Cr.

This course offers students the opportunity to gain awareness firsthand of the knowledge, skills, and styles of successful executives. Students will integrate leadership theory and practice through in-depth discussion with top leaders sharing their successes and failures in the public, private, and not-for-profit sectors. Strategies to successfully guide organizations today and in the future will be explored as students gain insight into the current domestic and global business environment. Restricted to students in the Master of Business Administration program.

681— Field Study, 4 Cr.

The MBA field study requires students to apply their business knowledge and organizational skills on a project of importance to a real-world organization. Acting as consultants to an organization, small teams of students investigate an issue (or issues) and make recommendations supported by findings and a review of literature.

683— Integrative Case Study, 1-4 Cr.

In this course students will start with a real-life organizational case study, and assess, analyze and address the issues the business is facing. In a team setting, students will identify and solve the case's key concerns through use of prior MBA course work, material, and theories. Students will be asked to work collectively, with a team business report and presentation focused on evaluation and action steps as the culminating product. Students will be rated not only on their ability to appropriately apply their MBA knowledge, but also on their aptitude for working with others.

685— Integrative Research Project, 3 Cr.

Students apply research and analysis techniques to investigate and provide options to solve an organizational issue/problem. Experience is gained in defining research problems, designing a project, relating pertinent literature, and in collecting, analyzing, recording, and interpreting data. Prerequisite: 520 or 565.

Marketing (MKTG)**530—Marketing for Today's Leader, 3 Cr.**

Examines the principles of marketing from the viewpoint of a leader making marketing decisions in a variety of competitive and institutional settings. Students will examine the components of the strategic marketing mix and adapt it to various business functions including value creation, market segmentation, consumer behavior, product development, marketing research, pricing and distribution channels, and relevant marketing metrics and analytics.

540 – Brand Strategy, 3 Cr.

This course uses relevant theory and practical application of brand strategy to provide useful insight and useable tactics that either create, sustain, or enhance the brand's equity. Students learn to employ Integrated Marketing Communication strategies within viable organizational environments that can be disruptive in nature to the competitive landscape. Emphasis is placed on establishing a sustainable competitive advantage to develop, maintain and grow market segments. A case study approach along with insight from executive level experts is woven into course content.

546—Special Topics—see page 43 for description.

588—Independent Study—see page 43 for description.

Nursing (NURS)

520 – Advanced Nursing Practice Role Development, 2 Cr.

This course explicates the professional role development necessary to practice and provide leadership as an advanced practice nurse, particularly as a nurse practitioner. Relevant professional and health care issues affecting advanced practice nursing are examined with a focus on developing strategies for action. Interprofessional collaboration within the advanced practice role is emphasized.

530 – Nursing Research for Evidence-Based Practice, 3 Cr.

This course enhances knowledge of quantitative and qualitative research process to further develop skills of inquiry for nurses in advanced roles. Research methods applicable to evidence-based practice are examined. The research-practice connection is stressed through evidence based appraisal to promote quality care/education, initiate change, and improve practice.

535 – Advanced Pathophysiology, 3 Cr.

This course addresses the concepts and mechanisms underlying common pathophysiological problems applicable across the lifespan. Normal physiologic changes and those related to disease/pathology are contrasted. The clinical manifestations and consequences of altered health states are examined in the context of current research-based practice. Knowledge of pathophysiology as a basis for assessment, decision-making, and management is stressed.

540 – Advanced Health Assessment, 4 Cr.

This course addresses the components of advanced history taking, physical examination, and health assessment across the life span within a holistic framework. Differentiation of normal from abnormal/dysfunctional findings is emphasized. Health promotion/protection/prevention is integrated. Differential diagnosis and clinical reasoning are introduced. Prerequisites: a basic course in physical assessment at the undergraduate level or equivalent.

546—Special Topics—see page 43 for description.

550—Scholarly Writing Intensive, 1 Cr.

This course provides a foundation for conducting scholarly activities, and developing writing skills essential for advanced nursing roles. The course serves as a springboard for the integration of essential graduate level nursing concepts by assisting students to be professional and lifelong learners.

588—Independent Study—see page 43 for description.

602 – Clinical Seminar I: AGNP, 1 or 2 Cr.

This seminar serves as a clinical conference companion to the AGNP practicum experience. Special topics and assignments focus on issues and learning needs presenting themselves in the clinical area. Procedural skills necessary for NP practice are introduced.

603 – Clinical Seminar II: AGNP, 1 or 2 Cr.

This seminar serves as a clinical conference companion to the AGNP practicum experience. Special topics and assignments focus on issues and learning needs presenting themselves in the clinical area.

605 – Pharmacotherapeutics, 3 Cr.

The pharmacokinetics, pharmacodynamics, and pharmacotherapeutics of various drug categories are examined. General principles applicable across the life span will be addressed. Administration and teaching issues in the use of pharmacologic agents are emphasized. Principles of drug selection and monitoring in the treatment of common problems are integrated. Issues and practices regarding the use of over-the-counter and herbal

therapies are included. The role of the advanced practice nurse in practicing legally and safely with prescriptive authority is addressed.

610 – Management of Health Problems I: Adult-Gero, 3 Cr.

The focus of this course is on the assessment, differential diagnosis, and management of complex acute and chronic health problems. Evidence-based practice principles are integrated in order to provide comprehensive and collaborative primary care to persons from adolescence through older adulthood. Health promotion and disease prevention strategies are incorporated; culturally sensitive care is emphasized.

612 – Management of Health Problems II: Adult-Gero, 3 Cr.

The focus of this course is on the continued assessment, differential diagnosis, and management of complex acute and chronic health problems. Evidence based practice principles are integrated in order to provide comprehensive and collaborative primary care to persons from adolescence through older adulthood. Health promotion and disease prevention strategies are incorporated; culturally sensitive care is emphasized.

615 – Clinical Practicum I: AGNP, 1 – 4 Cr.

This course offers continuing clinical experience and focuses on expanding upon and refining clinical decision making skills in the management of acute, emergent, and chronic health problems in persons from adolescence through older adulthood. Health promotion and disease prevention strategies are incorporated; culturally sensitive care is emphasized. (Up to 240 clinical hours) Prerequisite: 540. May be repeated for credit.

616 – Clinical Practicum II: AGNP, 1 – 5 Cr.

This course offers continuing clinical experience and focuses on increasing independence in clinical decision-making skills and management of acute, emergent, and chronic health problems in persons from adolescence through older adulthood. Health promotion and disease prevention strategies are incorporated; culturally sensitive care is emphasized (up to 240 clinical hours). Prerequisite: 615. May be repeated for credit.

688 – Clinical Seminar I: FNP, 1 or 2 Cr.

This seminar serves as a clinical conference companion course to the FNP practicum experience. Special topics and assignments focus on issues and learning needs presenting themselves in the clinical area. Procedural skills necessary for NP practice are introduced.

689 – Clinical Seminar II: FNP, 1 or 2 Cr.

This seminar serves as a clinical conference companion course to the FNP practicum experience. Special topics and assignments focus on issues and learning needs presenting themselves in the clinical area.

692 – Clinical Practicum I: FNP, 2–4 Cr.

This course offers clinical experience related to the family nurse practitioner role and focuses on expanding and refining clinical decision-making skills in the management of health problems and needs of individuals and families across the lifespan, including the maternal newborn experience and well child care. Health promotion and disease prevention strategies are incorporated; culturally sensitive care is emphasized. (Up to 240 clinical hours.) Prerequisite: 692. May be repeated for credit.

693 – Clinical Practicum II: FNP, 1–5 Cr.

This course offers continuing clinical experience related to the family nurse practitioner role and focuses on increasing independence in clinical decision-making skills in the management of health problems and needs of individuals and families across the lifespan, including the maternal newborn experience and well child care. Health promotion and disease prevention strategies are incorporated; culturally sensitive care is emphasized. (Up to 240 clinical hours) Prerequisite: 692. May be repeated for credit.

695 – Management of Family Health I, 2 Cr.

The focus of this course is to develop knowledge and management skills related to family systems theory/family assessment; preconception health, FNP prenatal and post-partum family/newborn care; well-child care; developmental appraisal; and triage of the ill child. Evidence-based practice principles are integrated.

Emphasis is on the planned nursing and collaborative medical management provided by the family nurse practitioner to promote health, maintain wellness, and intervene during illness.

697 – Management of Family Health II, 2 Cr.

This course builds upon knowledge and skills related to child and family health and focuses on the assessment, differential diagnosis, and management of acute, emergent, and chronic health issues as well as developmental problems from infancy through adolescence, with ongoing appraisal on the family unit. Evidence-based practice principles are integrated in order to provide comprehensive and collaborative primary care to children and their families.

699 – Geriatric Special Topics Seminar, 2 Cr.

This course will analyze various issues related to providing primary care for geriatric populations in any setting. While the issues may vary depending on participants' interest areas, topics such as end of life care, geriatric syndromes, polypharmacy, dementia and delirium, frailty, and quality of life will be typical. Specific focus on the required adult-gerontology primary care competencies will be emphasized.

700 – Epidemiology and Population Health, 3 Cr.

This course serves as a graduate exploration of epidemiologic principles as they apply to the determinants of health and disease surveillance in populations. An overview of epidemiologic measures and research designs is provided. Skills related to interpreting biostatistical data found in health care literature as well as those utilized in advanced nursing practice will be developed. Clinical and population-based principles of health promotion and disease prevention are incorporated.

710 – Ethical and Theoretical Thinking, 2-3 Cr.

This course serves as a graduate exploration of the nature and purpose of meta-theoretical and philosophical/theoretical thinking relevant to advanced practice roles. The development and utilization of knowledge from theories, practice, research, and evidence are critically examined. Selected theories and frameworks from nursing and the field of ethics, as well as those from other related disciplines, are examined for their application in professional nursing practice including ethical decision-making in complex healthcare situations.

720 – Outcome Management and Quality Improvement for Advanced Nursing, 2-3 Cr.

This course focuses on identifying, measuring, and seeking to improve safety, health, and nurse sensitive outcomes. Various models of process/quality improvement will be analyzed such that the nurse in advanced roles can be proactive as a change agent while using strong interprofessional communication skills.

730 – Organizational Leadership and Health Care Policy for Advanced Nursing, 3 Cr.

This course examines topics relevant to expanding knowledge of organizational and systems leadership, and provides the knowledge and skills needed to develop competence in health policy. The impact of leadership and health science on the delivery of health care is explored. The examination of healthcare financing issues as they present at the systems and organizational level is incorporated. Health policy influences and triggers are emphasized, and the impact of historical, political, economic, global, and cultural influences is examined.

786—Special Topics—see page 43 for description.

788—Independent Study—see page 43 for description.

800 – DNP Essentials Synthesis Seminar, 2 Cr.

This course provides the opportunity to synthesize knowledge from the eight AACN foundational *Essentials* in preparation for progress to the DNP Clinical Practicum, and for beginning the DNP Project. The DNP project is a written scholarly project related to the student's role and population of interest, designed to improve health outcomes for individuals, families, populations, or systems. The student develops a proposal for his/her project based on an area of clinical interest, and a professional development plan for the clinical practicum.

Prerequisite: 550.

801—DNP Seminar II, 2 Cr.

This course provides the opportunity to synthesize knowledge from the eight AACN foundational *Essentials* in preparation for progress to the DNP Clinical Practicum, and for beginning the DNP Project. The DNP project is a written scholarly project related to the student's role and population of interest, designed to improve health outcomes for individuals, families, populations, or systems. The student completes and defends a proposal for his/her project based on an area of clinical interest, and a professional development plan for the clinical practicum.

810 – DNP Clinical Practicum, 1–5 Cr.

Students complete an individually designed practicum based on their professional development plan. This clinical experience is also related to their role, population foci, and area of clinical interest. The practicum takes place within a health care system where students transition to independent advanced nursing practice and complete the DNP project. Inter-professional collaboration, practice inquiry, role transition, and advanced organizational and systems leadership skills are emphasized. May be repeated for credit.

820 – DNP Essentials Clinical Practicum, 1–3 Cr.

Students complete an individually designed practicum based on fulfilling the DNP essentials through elective clinical experience regarding health policy, outcomes, informatics, population health, and/or other foci. Planned experience is based on learning needs/goals, previous coursework, and experience.

825 – DNP Project/Seminar, 1–3 Cr.

The DNP project is implemented, evaluated and disseminated. This written product demonstrates a synthesis of the student's clinical scholarship and serves as the foundation for future evidence based practice inquiry. Although the DNP project may take different forms, all projects are based on a systematic approach to appraise the related literature, conduct an appropriate method of data collection, analyze outcomes, and synthesize the results. The DNP project represents a significant contribution to existing advanced nursing practice, and is disseminated to diverse audiences using multiple modalities. May be repeated for credit.

Servant Leadership (SVLD)**501 – Servant Leadership Theory and Practice, 3 Cr.**

By examining the foundations of servant leadership in scripture, theology, and the experience of the people of God, participants may begin to identify and understand their own ways of leading and the gifts and skills that they bring to leadership for the common good so that they may set goals for developing them. The course should help participants answer these questions: What are the virtues of a servant leader? If I am to be a servant leader, what type of person would I need to be, and how would I need to act?

502 – Theological Inquiry in Servant Leadership, 3 Cr.

This course introduces students to the discipline of theological reflection as a primary mode of inquiry in the study of servant leadership. Using the critical tools of theological reflection, participants will begin to develop a way of “seeing things whole,” integrating in their private and public lives the theologically resonant texts, traditions, and practices that form leaders, transform institutions, and inspire communities.

504 – Ethical Decision Making for the Common Good, 3 Cr.

This course is aimed at providing a framework to help participants make the hard moral decisions that face servant leaders if they are to promote the common good. This course will emphasize traditional ethical principles, contemporary ethical theory, and Catholic social teaching. Application will be made to leadership theory and practice and how these principles shape the common good, especially in our institutions and communities.

518—Franciscan Servant Leadership, 3 Cr.

St. Francis and St. Clare of Assisi were ordinary people who became extraordinary leaders in their community, their church, and their world through lives of prayer and service. We will use their lives as a prism to examine our communities, churches and world through the practice of servant leadership, personal pilgrimage, and a

commitment to the common good. This course includes a week-long study abroad experience in Assisi, Italy. The trip is generally taken during the spring or summer semesters. Enrollment in the course requires an accepted global education application form as well as course fees to cover the cost of the trip.

530 – Grant Writing, 3 Cr.

This course is designed to provide students with the knowledge and skills to gain funds through grant proposals – a critical function for many public or nonprofit organizations. Students will learn how to research funding sources and how to plan and write a proposal.

546—Special Topics—see page 43 for description.

550 – Building Community, 3 Cr.

This course is a study of the “whys” and “hows” of community building. We will begin with looking at the conceptual basis for community and then proceed to the practical skills involved with developing and maintaining an organization.

551 – Peacemaking and Conflict Resolution, 3 Cr.

This course examines theories and practices of peacemaking and conflict resolution and their application to interpersonal, communal, and global relationships. Restorative justice and truth and reconciliation efforts are explored in-depth through readings, practice, and conversations with practitioners in the field.

553 – Ritual and Celebration, 3 Cr.

Rituals and celebrations form our core identities as we live and work within community. Servant leaders are asked to lead people in appropriate reflection, rituals, and celebrations within each community they serve. This course will explore meditation, prayer, and a discipline of self-reflection as well as help participants create and facilitate rituals that celebrate important moments in community and practice leading others in those celebrations.

555— Servant Leadership and Global Change, 3 Cr.

The challenges communities and organizations face often reflect, refract, and interact with a range of global forces at work in the world today. In order to evaluate the prospects and ambiguities of servant-led social change in the twenty-first century, this course will analyze how the very real and often contentious political, economic, and cultural processes of globalization affect the diverse local contexts in which participants currently serve.

557 – Prophetic Leadership, 3 Cr.

The prophet is called and calls others to read the signs of the times. Prophetic leadership is genuinely involved in the social, economic, and political realities of the communities they serve. This course will examine prophetic voices throughout history. Participants will discern and discover their own prophetic voice in leadership and the courage of their own conviction.

559 – The Art of Leadership, 3 Cr.

This course, within the context of Christian service, helps participants understand organizational theory, organizational cultures, leadership styles, the dynamics of power and change, and the aesthetics of leadership. In pursuit of the common good, the true, and the beautiful, the participants will have the opportunity to develop skills to lead effectively.

562— Serving, Leading, Healing, 3 Cr.

Healing is an understudied dimension of servant leadership, despite being recognized as a vital activity of individuals and institutions committed to serving others. This course examines the critical role of servant leaders in helping create the institutional and social conditions necessary for human flourishing. Key concepts covered will include health assets, moral injury, leading causes of life, social determinants of health, among others.

565 – Stewardship: Franciscan Theology of Environmental Stewardship, 3 Cr.

At the heart of a Franciscan theology of environment is the notion of ecological stewardship—a responsibility and opportunity to embrace the cosmic earth story with an attitude of care for the planetary household of God. Stewardship understood in this way is another key characteristic of a servant leader. This course will examine ecological guidelines for behavior (ethos) for the household (oikos), and explore the relationship between environmental justice and issues of social justice.

588—Independent Study—see page 43 for description.

690 – Colloquium, 3 Cr.

As a culmination of their program, students will complete an extended literature review on a specific topic in the field of servant leadership. Themes from the literature and recommendations for implementation will be presented in a formal written paper and in an oral presentation to a seminar of their peers. Prerequisite: 501, 502, 504.

Directory

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President/Professor, Biology

B.S., Allegheny College; M.A., University of Minnesota; Ph.D., University of California, Riverside

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Vice President for Student Affairs

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Todd Ericson

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Vice President for Enrollment Management

A.S. Illinois Central College, BS, Illinois State University, M.B.A., St. Ambrose University, Ph.D., University of Iowa

Timothy Schorr

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B.M., Eastern Illinois University; M.M., D.M.A., University of Cincinnati

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Tracy Stewart

Vice President for Academic Affairs/Associate Professor, Business and Leadership

B.A., University of Vermont; M.S., Pepperdine University, M.A., Ph.D., University of Virginia

Deans

Thomas Knothe

Dean, College of Business and Leadership/Associate Professor, Business

B.S., Viterbo University; J.D., Willamette University

Martha Scheckel

Dean, College of Nursing, Health and Human Behavior/Professor, Nursing

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Academic Calendar

	2018-2019	2019-2020	2020-2021	2021-2022
SEMESTER I				
Classes Begin	August 27	August 26	August 31	August 30
Labor Day	September 3	September 2	September 7	September 6
Mid-semester Break	October 19	October 18	October 23	October 22
Thanksgiving Break	November 21-25	Nov 27-Dec 1	November 25-29	November 24-28
Final Exams	December 10-14	December 9-13	December 14-18	December 13-17
Commencement	December 15	December 14	December 19	December 18
SEMESTER II				
Classes Begin	January 14	January 13	January 18	January 17
Spring Break	March 11-15	March 9-13	March 15-19	March 14-18
Easter Break	April 18-22	April 9-13	April 1-5	April 14-18
Final Exams	May 6-10	May 4-8	May 10-14	May 9-13
Commencement	May 11	May 9	May 15	May 14
SUMMER				
	May 13-June 28	May 11-June 26	May 17-July 2	May 16-July 1
	July 1-August 16	June 29-August 14	July 5-August 20	July 4-August 19

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