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

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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.

The information contained in this catalog is subject to change without published notice. 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. A student follows the catalog in effect at the time of entry and should retain the catalog for the duration of stay provided attendance is uninterrupted.

There may be changes in university policies unrelated to specific programs which affect the health, safety, and welfare of the Viterbo University community that take effect immediately. Those changes will be reflected in the online catalog.

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

General Information

Welcome

Welcome to Viterbo University's graduate studies programs.

This catalog has been prepared to acquaint you with the five graduate programs at Viterbo, especially regarding topics pertinent to all the programs such as requirements, admission processes, registration, tuition, student services, and university policies and procedures. You are invited to consult relevant sections of the university Web pages for more detailed information, particularly sections about requirements for completing the Viterbo University masters degree.

Accreditation

Viterbo University is accredited by:

- The Higher Learning Commission, a commission of the North Central Association
230 South LaSalle Street, Suite 7-500, Chicago, Illinois 60604-1411, 800-621-7440 (V);
312-263-7462 (F);
info@hlcommission.org;
www.ncahigherlearningcommission.org
- Association of Collegiate Business Schools and Programs (ACBSP)
11520 West 119th Street, Overland Park, KS 66213, (913) 339-9356; www.acbsp.org
- Accreditation Council for Education in Nutrition and Dietetics (ACEND)
120 South Riverside Plaza, Suite 2000, Chicago, IL 60606-6995; 312-899-5400;
<http://www.eatright.org/students/education/accreditedprograms.aspx>
- Commission on Collegiate Nursing Education
One Dupont Circle NW, Suite 530, Washington, DC 20036; 202-887-6791;
www.aacn.ncbe.edu/accreditation/
- Council on Social Work Education
1725 Duke Street, Suite 500, Alexandria, VA 22314-3457; 703-683-8080; www.cswe.org
- National Association of Schools of Music
11250 Roger Bacon Drive, Suite 21, Reston, VA 20190-5248; 703-437-0700;
<http://nasm.arts-accredit.org>
- National Council for Accreditation of Teacher Education
2010 Massachusetts Avenue NW, Suite 500, Washington, DC 20036; 202-466-7496; www.ncate.org/

Its chemistry program is approved by the American Chemical Society.

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

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

Viterbo University 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).

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.

Degree 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 Science in Mental Health Counseling
- Master of Science in Nursing
- Doctor of Nursing Practice

Undergraduate Offerings:

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

Mission, Vision, Identity

<http://www.viterbo.edu/about.aspx?id=33474>

Core Values

<http://www.viterbo.edu/catholic.aspx?id=35778>

History of Viterbo University

<http://www.viterbo.edu/CampusHistory.aspx>

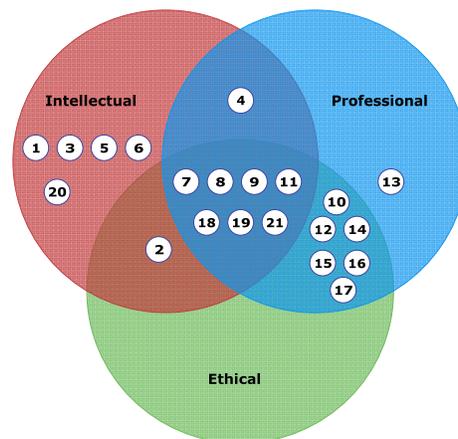
Campus Facilities and Grounds

<http://www.viterbo.edu/CampusInformation.aspx>

Mission of Graduate Studies

<http://www.viterbo.edu/graduatestudies.aspx?id=51665>

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 praxis.
12. Understand and practice GPAE 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. And 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.

Admission

<http://www.viterbo.edu/graduatestudies.aspx?id=51668>

Viterbo University welcomes applications for admission from all students who have prepared for a competitive collegiate program. Admission to Viterbo University is offered to those for whom academic and personal success seems likely. Each candidate is evaluated individually. Evidence of ability to do graduate-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.

Information submitted to Viterbo University must be true, complete, and accurate. Withholding any pertinent information may result in denial of admission or dismissal.

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, participated in academic dishonesty, 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.

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

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

Fully qualified applicants for some academic programs are required to complete a disclosure form prior to admission and may be subject to a criminal background check conducted by an outsourced agency.

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.

Procedure

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

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

president for student development, the vice president for academic affairs, human resource director, or the vice president of finance and administration, the dean of admission and the director of campus safety, or their respective designees.

Criminal Convictions Occurring After University Admission

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

Reentry and Readmission

Former Viterbo University graduate students who wish to reenter the university should use the Apply Online link on the Viterbo University Web page. Students need not resubmit copies of records already on file. However, a reentering student who has attended one or more schools since leaving Viterbo University must have official transcripts sent directly to the Office of the Registrar before a readmission decision can be made.

Some programs have additional entry requirements and/or students may need the approval of the school dean or program director prior to re-admittance.

International Student Admission

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

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 Director of Global Education.

Non-degree Student Admission

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/studentinformation.aspx>

Tuition and fees are set for each graduate program each year. 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

- **The Viterbo University Bookstore**—Semester-based students are allowed to charge books to their account the first week of each semester, excluding summer session. See [Estimated Billing Student Information Letter](#).
- **Student Identification Card**— <http://www.viterbo.edu/physplant.aspx?id=63329>.
- **Parking**— <https://www.viterbo.edu/parking.aspx>.
- **Payment Policy**— <http://www.viterbo.edu/studentinformation.aspx>.
- **Federal Truth-in-Lending Act**—See [Account Receivable Education Loan Promissory Note](#).
- **Refunds** (semester-based programs)— <http://www.viterbo.edu/studentinformation.aspx>.

Financial Aid

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

Financial Aid Application Procedures

<http://www.viterbo.edu/finaid.aspx?id=810>

Student Life

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

Campus Ministry

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

Cultural Activities (Fine Arts Center)

<http://www.viterbo.edu/finearts1.aspx>

Dining Services

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

Health Services

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

Infectious Disease Policy

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

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/general.aspx?id=5642#stats>

Graduate Rates

<http://www.viterbo.edu/ira.aspx?id=710> (Graduation Rate of First-Time Freshmen link)

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/arc/>

Disability Services

<http://www.viterbo.edu/arc.aspx?id=1100>

Library Services

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

Technology Support

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

Help Desk

<http://www.viterbo.edu/iit.aspx?id=4940>

Academic Regulations and Policies

Academic Calendar

<http://www.viterbo.edu/registrar.aspx?id=1954>

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

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 (undergraduate or 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 (undergraduate or graduate)

Graduate Program Procedures

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

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

Undergraduate Program Procedures

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

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

Sanctions for Previous Violations of Academic Misconduct (undergraduate and graduate)

If the student has committed other academic misconduct, the matter shall be handled by the academic vice president as described below. The vice president for academic affairs may impose one or more of the following sanctions for a violation of this academic integrity policy.

- 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 school.

- 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.

The Board of Review will meet, at a minimum, three times a year, if necessary, 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 seven week fall session appeals.)
- The second week in April (To address all fall and first seven week spring session appeals.)

Formal grade appeals to the Board of Review must be filed within the fourth week 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, and/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 appeals 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 appeal process. In unusual cases, 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 effected 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 be lengthened or shortened by the reviewing entity for good cause, upon the request of either party or at the reviewing entity for good cause, 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. You must have the approval of your advisor, program director, and school dean prior to the submission of the form to the vice president for academic affairs.

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.

Adding/dropping Courses

<http://www.viterbo.edu/registrar.aspx?id=840>

Alternative Credit

Credit by Examination

<http://www.viterbo.edu/registrar.aspx?id=57204>

For students in graduate programs requiring prerequisite coursework, Viterbo University participates in the College Level Examination Program (CLEP). CLEP is a national program administered through the College Board. Viterbo follows

Credit for Prior Learning

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

- Be currently enrolled.
- 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 program director or coordinator.

Attendance Policy

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 on the registrar's office Web page. 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/non-licensure/non-endorsement seeking students) may also audit certain courses. The same policies and deadlines apply to non-degree auditors. Interested students should submit an online non-degree student application, for initial entrance to Viterbo University. Non-degree students should check the current fee schedule, published in the class schedule, for rates.

Contact Hours

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

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

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

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

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

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

Grades

A student's grade in each class is determined by the instructor according to evaluation methods provided by the instructor. Methods of evaluation are published in each course syllabus. It is the responsibility of the instructor to inform students of the methods of evaluation to be used. At the conclusion of each course final grades are submitted to the registrar via VitNet.

The grading system is as follows:

Grade	Grade Points*
A	4.0
AB	3.5
B	3.0
BC	2.5
C	2.0
CD	1.5
D	1.0
F	0.0
U	0.0
	Administrative F Awarded to students who did not officially drop 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.
SU	0.0
	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.

*For each credit

Other Grades

CR	Credit granted; assumes B work or better
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

An appeal of a final grade must be made to the instructor no later than the fourth week of the subsequent semester. Any grade change requires the signature of the instructor, the director of the program, and the vice president for academic affairs. Any other discrepancies in a student's term record must be reported to the Office of the Registrar no later than the fourth week of the subsequent semester.

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.

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 students can enjoy individualized learning. Independent study allows students to proceed at their own pace and take more responsibility for their own learning. Since independent study requires initiative and allows for considerable freedom, students should plan the proposed study carefully with help from the directing faculty. Students should outline the proposed plan of study on the contract and registration form. The same number of student/faculty contact hours as a regular course must be maintained. The plan must be approved by the instructor, academic advisor, department chair/program director, and dean of the discipline of the independent study. Students must complete [the form](#) found on the registrar's office Web page and file it with the registrar's office 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 three credits of independent study.

Independent study courses may be of three types:

- 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.)

- 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.)
- The independent study of a course listed in the current university catalog.

Subsequent independent study courses may be repeated for credit.

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 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 a member of the National Guard. This policy also applies to a student who is a spouse of an activated service member (who has a dependent child).

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

- The student must provide a copy of his/her orders.
- If the deployment occurs after a term begins and will be for the duration of the term or longer:
 - If a student decides he/she cannot continue his/her studies, a student may request a full refund of tuition charges and mandatory fees for courses that cannot be completed. All or a portion of tuition charges and mandatory fees may be waived by the business office. No refund of non-mandatory fees will occur. Any room and board charges will be prorated based on the dates of attendance. Financial aid adjustments will be made in accordance with federal and state financial aid regulations. If a balance remains on a student's account after all adjustments have been made, the account will be flagged as "no interest" until the student returns or it is determined the student is not continuing studies at Viterbo University.
 - At the discretion of the faculty member, a student may continue a course using communication means available (Blackboard/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.
- If the deployment is short term or mandatory training (begins and ends during the term):
 - In consultation with the faculty members and dean or department chair, every effort will be made to accommodate the short term absence.
- If the deployment occurs between terms, it is recommended that the student contact the graduate program director and register for a leave of absence (NENR-000).

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

<http://www.viterbo.edu/registrar.aspx?id=840>

Students who have pre-registered for classes but decide not to attend Viterbo University must inform the program director of the change in plans prior to the beginning of the semester. Students are liable for all charges until this official notification is made.

Add/Drop

<http://www.viterbo.edu/registrar.aspx?id=840>

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

The drop dates for Viterbo courses are based on the 16-week term. Courses other than 16 weeks in length, which includes most graduate level courses, have prorated drop dates. Contact your program director or the registrar's office for specific drop dates. Depending on the time of the drop, a course may be removed from the permanent record or be recorded with a grade of W (non-penalty). No drops are allowed after the deadline to drop with a grade of W. The official drop date is considered to be the date the form is submitted to the Office of the Registrar.

Repeating Courses

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

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

Research Collection

[Protocol for Graduate Culminating Scholarship Submissions.](#)
[Submission Process](#)

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.

Sexual Harassment Policy

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

Definition

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

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

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

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

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

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

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

Complaint Resolution

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

Any member of the community who believes he or she has been sexually harassed by another should, if possible, tell the individual harassing him/her that the behavior is offensive and must stop, and should also report the harassment to the vice president for academic affairs, human resource director, or the vice president of finance and administration as soon as possible. Any member of the community who becomes aware of a sexual harassment incident should report the incident to the vice president for academic affairs, human resource director, or the vice president of finance and administration as soon as possible. Timely reporting of incidents will ensure efficient resolution.

The vice president for academic affairs, human resource director, or the vice president of finance and administration will conduct an investigation of the harassment complaint. The complainant will prepare a written complaint describing the incident as completely as possible, and provide the written complaint to the vice president for academic affairs, human resource director, or the vice president of finance and administration. To the extent possible, the investigation will remain confidential, considering the

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

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

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

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

Student Records

<http://www.viterbo.edu/registrar.aspx?id=18644>

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 Rights and Privacy Act 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 or the office's website. This office also maintains a directory of records which lists all education records maintained on students by this institution.

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

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

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

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.aspx?id=850>

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 Students and Transfer Credit Policy

Viterbo's graduate programs welcome applications from students attending, or having attended, other regionally accredited graduate programs. 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 be graduate credit taken from a regionally accredited institution of higher education completed within the timeline specified by the specific. 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 seek permission in writing from the program director prior to enrolling. In addition, the student must have an official transcript sent to the program director 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 a Change of Schedule 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 obtained from the graduate program director or on the registrar's office Web page. The official date of withdrawal is the day the form is received in the Office of the Registrar. This process must be completed prior to the last week of the course. Any applicable refunds for courses less than 16 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 student 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.

To receive the Viterbo University master's degree, a student shall:

- 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.

Time to Degree

A program should be completed within five years of formal admittance to the program, except for the Master of Arts in Education which allows seven years for completion.

Degree Conferral/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 Oct. 1 for December graduates and Jan. 15 for May/summer graduates. The deadline for Master of Arts in Education summer graduates is April 1. This form indicates the intent to graduate and is used to provide information to students concerning commencement events. A cap, gown, and hood are required if attending the commencement ceremony and may be purchased from the bookstore.

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 checks that students have met all graduation requirements. The date listed on the diploma/transcript will be the degree conferral date for the term in which the requirements were met. Summer degree conferral is August 1.

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 Programs

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/mba.aspx?id=1010>

Policies

Grades

Students must maintain a cumulative grade point average of 3.0 for all M.B.A. 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 M.B.A. director in advance to discuss whether the student should enroll in the course at another time.

Transfer Credit

Participants may transfer up to 12 graduate credits taken within the last 10 years from a regionally accredited college or university into the M.B.A. program. Requests to transfer credit should be directed to the director of the program.

Requirements

M.B.A.

- BLAW 530, FINA 510, MGMT 512, 525, 550, 565, 584
- Nine credits of ACCT, BLAW, CISS, ECON, FINA, HMGMT, MGMT or MKTG at the graduate level, excluding MGMT-501
- Daytime program students: MGMT 681
- Evening program students: MGMT 681 or 683 or 685

Ethical leadership emphasis: the above requirements, including six credits from ETHL 531, 532, MGMT 546, 582, 635, or SVLD 601. In addition students pursuing this emphasis must complete MGMT 681, 683, or 685 and focus their research project on a leadership topic.

Health care management emphasis: the above requirements, including HMGMT 630 and 640. In addition students pursuing this emphasis must complete MGMT 681, 683, or 685 and focus their research project on issues related to health care.

International business emphasis: the above requirements, including six credits from ECON 610, MGMT 590, 630, or 635. In addition students pursuing this emphasis must complete MGMT 681, 683, or 685 and focus their research project on an international business topic.

Project management emphasis: the above requirements, including six credits from CISS 602, MGMT 615, or 625. In addition students pursuing this emphasis must complete MGMT 681, 683, or 685 and focus their research project on a project management topic.

Faculty

<http://www.viterbo.edu/graduatecatalog.aspx?id=67987>

Education

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

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.

Master of Arts in Education Program

Admission

<http://www.viterbo.edu/mae.aspx?id=1022>

Policy

- Students register for graduate courses by calling 1-888-484-0011 or calling the Wisconsin/Iowa program coordinator for online courses. The Iowa and Wisconsin phone numbers and addresses are below:
 - Viterbo University campus; 900 Viterbo Drive, La Crosse, WI 54601; 888-484-0111 (registration voice); 608-796-3050 (registration fax)
 - Wisconsin Program Coordinator; Viterbo University; 2323 S. 109th St., Suite 375; West Allis, WI 53227; 414-321-4210 or 1-800-234-8721; 414-321-9113 (fax)
 - Iowa Program Coordinator; Viterbo University; 4949 Westown Parkway, Suite 195; West Des Moines, IA 50266; 515-224-5944 or 888-235-2200; 515-224-4862 (fax)
- Admission to the master's degree program does not assure acceptance to candidacy for the degree. To be eligible for degree candidacy the applicant must have been successfully admitted into the program and successfully completed the following requirements:
 - core coursework (EDUC 600, 601, 602, 603 or 623, 604)
 - written comprehensive exam taken online
 - at least 15 elective graduate credits
- Students must have a minimum 24 graduate credits completed in order to attend Proseminar (EDUC 604). This allows the student to present his/her research and participate in commencement with the understanding that the remaining credits will be completed after Proseminar.
- Degrees are conferred in August as Proseminar is a summer course. If the student completes credits required for the degree after the summer session, the degree will be conferred as of the term of the completion of the credits.
- Class attendance is crucial. When it comes to absenteeism, the program allows little or no flexibility on this issue. Instructional practices and methodologies include considerable class interaction and collaboration as well as core content instruction. Due to the course format, it is almost impossible to replicate learning opportunities. Consequently, it is the philosophy of the program that students should not be absent. We realize that emergencies do occur. Instructors will consider the emergency on a case-by-case basis and determine if options are available.
- The written comprehensive examination is taken after the student has completed EDUC 600, 601, 602, and 603 or 623. This is usually done during the year prior to enrollment in Proseminar (EDUC 604). The written comprehensive examination provides the candidate with an opportunity to process and articulate the experiences and knowledge gained during the course of study. A candidate could

earn a pass, rewrite, or fail status on any part of the comprehensive examination. In the case of a rewrite, the student will be allowed an opportunity to retake the failed section(s). In the case of a failed question, the student will be given an additional question for each failed answer. Examination dates are announced each year by the Office of Graduate Programs in Education and are available on our website: www.viterbo.edu/mae.

- A student must have a cumulative grade point average of 3.0 to earn the Master of Arts in Education degree, and a grade of C or higher earned in all Viterbo University coursework.
- All requirements for the master's degree must be completed within seven years from the date of application to the graduate program. Coursework must have been taken within the last 10 years to be applied to degree requirements.

Transfer Credit

A student may request to transfer up to nine semester credit hours which will be applied to the M.A.Ed. degree program. Transfer credits must be graduate credits taken from a regionally accredited institution of higher education, completed within seven years of application, taken after completion of an undergraduate degree program, and a grade of B or higher earned. Credits from other institutions taken prior to admission to the graduate program will be reviewed for transfer into the master's degree. The director of graduate programs in education will also review transfer requests made by students already accepted into the program who wish to take credits from other institutions. Students who wish to transfer credits to the Viterbo Master of Arts in Education program must have the appropriate official graduate transcripts sent directly to the director of graduate programs in education. Upon completing the review of the education-related courses, the student will be sent a transfer verification letter from the registrar's office listing which, if any, courses will be allowed to transfer to the Viterbo University Master of Arts in Education program. Final decisions on course transfer requests are made at the discretion of the director of graduate programs in education.

Requirements

- 30 credits, including EDUC 600, 601, 602, 604, 623; written comprehensive exam taken online.
www.viterbo.edu/mae

Iowa Principal's License plus Master of Arts in Education (IA 189)

- EDUL 603, 604, 606, 607, 608, 609, 610, 611, 613, 614, 615, 616, 617, 618, 619, 620
www.viterbo.edu/leadership/

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

- EDUL 601, 602, 604, 608, EDUL 634, 635, 636, 637, 638, 639, 640, 767
www.viterbo.edu/prlicense

Wisconsin Director of Instruction plus Master of Arts in Education (WI 08)

- EDUL 601, 602, 604, 608, EDUL 634, 635, 636, 637, 638, 639, 640, 704, 768
www.viterbo.edu/instruct/

Wisconsin Director of Special Education and Pupil Services plus Master of Arts in Education (WI 08)

- EDUL 601, 602, 604, 608, EDUL 634, 635, 636, 637, 638, 639, 640, 651, 654, 655, 769
www.viterbo.edu/specialeducation

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

- EDUL 601, 602, 608, EDUL 635, 637, 660, 661, 662, 663, 664, 665, 770
www.viterbo.edu/prlicense

Licensure/Endorsement/Certificate Programs

Reading Licensures/Endorsements

Policy

- A portfolio is required for Wisconsin licensure programs and must be completed within six months of final coursework.
- A Master of Arts in Education degree is required of all reading specialist candidates. Reading specialist candidates must have completed the WI 316 or IA 148/149 reading licensure program.
- A fieldwork portfolio is a requirement for the WI 17 reading teacher license.
- Iowa reading specialist candidates must meet the Iowa rules which call for an Iowa reading endorsement, a master's degree, and an additional nine hours of the specialist courses. (EDUC 590, 596, 597, 639)

Wisconsin Reading Teacher License (WI 316)

www.viterbo.edu/readinglicensure

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

Iowa Reading Teacher Endorsement (IA 148)

www.viterbo.edu/readingteacher

- EDUC 519, 542, 550, 568, 605, 640, 650, 681, 683

Iowa Reading Teacher Endorsement (IA 149)

www.viterbo.edu/iowa/readingspecialist

- EDUC 518, 520, 542, 551, 568, 605, 640, 650, 683

Reading Specialist License (WI 17; IA 176*)

www.viterbo.edu/wisconsin/readingspecialist

- EDUC 639, 780, 785, 801

Wisconsin Cross-Categorical Special Education Licensure

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

Policy

- A passing score on the Praxis II Exam (middle school content knowledge test #0146), a course portfolio, and a TPE work sample are also required.

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

- EDUC 611, 613, 614, 615, 616, 617, 618, 619, 620, 621, 626, 629, 631, 641

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

- EDUC 611, 613, 614, 615, 616, 617, 618, 619, 620, 621, 626, 629, 631, 642

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

- EDUC 611, 613, 614, 615, 616, 617, 618, 619, 620, 621, 626, 627, 632, 641

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

- EDUC 611, 613, 614, 615, 616, 617, 618, 619, 620, 621, 626, 627, 632, 642

Literacy Coaching Certificate

www.viterbo.edu/literacycoach/

Policy

- Students must possess a WI 316 reading teacher license to be admitted to the program.
- Documentation of competence in the stated goals and objectives of the certification program is required.
- A minimum of two site visits by the literacy coaching faculty is required.
- Requirements: EDUC 532, 533, 534

Wisconsin Educational Leadership Programs

www.viterbo.edu/prlicense.aspx?id=24912

See preceding Master of Arts in Education program section the Master of Arts in Education degree plus licensure.

Principal's License (Pre-K–12 Principal) (WI 51)

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

www.viterbo.edu/prlicense

Director of Instruction (WI 10)

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

www.viterbo.edu/instruct/

Director of Special Education/Pupil Services (Pre-K, Pre-K–12 WI 80)

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

www.viterbo.edu/specialeducation

School Business Administrator (WI 08)

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

www.viterbo.edu/sba/

Superintendent (WI 03)

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

www.viterbo.edu/superintendent/

Iowa Educational Leadership Program

www.viterbo.edu/leadership/

See preceding Master of Arts in Education program section for admission and requirements of Master of Arts in Education plus licensure.

Principal's License (IA 189)

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

Wisconsin Secondary Teacher Licensure (Post-Baccalaureate)

www.viterbo.edu/teach/

Policy

- Completers of the program may use up to 15 credits of eligible graduate level courses as electives required for degree candidacy in the Viterbo University Master of Arts in Education program.
- All education and content area classes considered for use in the program must have been taken from a regionally accredited institution of higher education, completed within seven years from the date of application to the program. The School of Education reserves the right to extend the timeframe in special circumstances.
- Requirements: EDUP 506, 515, 516, 520, 530, 550, 559 or 563, 582, 590; a methods course (art, broad field social studies, business education, English, mathematics, music, science, Spanish, technology education, or theatre) is also required. Successful completion of a portfolio, Praxis exams, and field work is also required.

Wisconsin Early Childhood Education Teacher Licensure

www.viterbo.edu/earlychildhood/

Policy

A portfolio is required for the 70-777 license.

- EDUC 526, 530, 552, 553, 557, 558, 564, 581, 681

Iowa Early Childhood Education Teacher Licensure (IA 106)

www.viterbo.edu/iece/

- EDUC 526, 530, 552, 553, 557, 558, 562, 564, 569, 571, 572, 575, 681

Iowa Middle School Endorsement (IA 182)

www.viterbo.edu/middleschool/

- EDUC 516, 517, 531, 628

Iowa Talented and Gifted Endorsement (IA 107)

www.viterbo.edu/tag/

- EDUC 540, 541, 543, 544, 545

Faculty

<http://www.viterbo.edu/graduatecatalog.aspx?id=67987>

Mental Health Counseling

Master of Mental Health Counseling

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

Admission

<http://www.viterbo.edu/mhc.aspx?id=58761>

Policy

- 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 specialty certification programs. The core courses will include practicum experiences and research activities. Initial contacts with one's academic advisor will focus on developing an academic plan.
- All students will complete an action research project prior to their graduation. The advocacy and research project is required of all students and will be completed in conjunction with their internship experiences. This research project will address an issue, need, or problem relevant to the internship setting. The student will develop a research proposal, as well as methodology for the identification, collection, and analysis of specific data elements. A final research report will be submitted to the program director and internship site supervisor responsible for supervising the student, as well as be disseminated through an annual graduate research symposium sponsored by the Viterbo University psychology department, which will be opened to the professional public.

Requirements

- COUN 510, 520, 530, 540, 550, 560, 570, 580, 590, 630, 640, 650, 660, 675, 680, 690, six credits of 695, one of the below specialty areas (six credits)
 - Complementary Wellness and Spiritual Health, COUN 581, 582
 - Child and Adolescent Counseling, COUN 571, 572
 - Addiction Counseling, COUN 591, 592

Faculty

<http://www.viterbo.edu/graduatecatalog.aspx?id=67987>

Nursing

Graduate Programs in Nursing

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

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 MSN 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.nche.edu/accreditation. Accreditation procedures for the DNP program will begin at the program's inception and is expected prior to the first students' completion of the DNP program..

Admission/Admission Process

<http://www.viterbo.edu/msn.aspx?id=13130>

<http://www.viterbo.edu/msn.aspx?id=465>

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 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.

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 graduate nursing requirements of Viterbo University 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 in the core and specialty curricula (excluding electives) must be taken at Viterbo University. Note: This policy is not applicable to post-M.S.N. students whose plan of study will be determined on an individual basis.

- **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 M.S.N. program can be completed in three years. It is expected that students will complete the program within three to five years. Part-time students are expected to follow a plan of study that can be accomplished in five years or less.
- The D.N.P. program can be completed in four years. It is expected that students will complete the program within seven years or less.
- The post M.S.N. to D.N.P. program can be completed in two years. It is expected that students will complete the program in three 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. The student will receive a grade for clinical practicum experiences, a B 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 capstone 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 BC 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 BC or better in this and all subsequent classes and maintain a semester GPA of 3.0 or better to remain in the program.

- **DNP Capstone 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 capstone registration, and B or better indicates satisfactory progress. Students are required to disseminate their work in a prescribed way.

- **Electronic Portfolio**

Students will be required to develop and maintain an electronic portfolio during the course of their graduate studies. This portfolio will serve as documentation of individual accomplishment and also will be used for

program assessment purposes.

Certification

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

Requirements

BSN to MSN, Adult-Gerontological Nurse Practitioner

- NURS 507, 520, 530, 535, 540 (four credits), 605 (three credits), 610, 612, 699, 700, 710, 720, 730
- Clinical practicums/seminars: 602 (two credits), 603 (one credit), 615 (four credits), 616 (five credits), 617 (two credits)

BSN to MSN, Family Nurse Practitioner

- NURS 507, 520, 530, 535, 540 (four credits), 605 (three credits), 610, 612, 695, 697, 700, 710, 720, 730
- Clinical practicums/seminars: 688 (two credits), 689 (one credit), 692 (four credits), 693 (five credits), 694 (two credits)

BSN to DNP, Adult-Gerontological Nurse Practitioner

<http://www.viterbo.edu/msn.aspx?id=471>

- NURS 507, 520, 530, 535, 540 (four credits), 605 (three credits), 610, 612, 699, 700, 710, 720, 730, 800 (4 cr)
- Clinical practicums/seminars: 602 (two credits), 603 (one credit), 615 (four credits), 616 (five credits), 810 (8 credits)
- NURS 825 (6 credits of Capstone Project)

BSN to DNP, Family Nurse Practitioner

<http://www.viterbo.edu/msn.aspx?id=471>

- NURS 507, 520, 530, 535, 540 (four credits), 605 (three credits), 610, 612, 695, 697, 700, 710, 720, 730, 800 (4 cr)
- Clinical practicums/seminars: 688 (two credits), 689 (one credit), 692 (four credits), 693 (five credits), 810 (8 cr)
- NURS 825 (6 credits of Capstone Project)

Post MSN to DNP

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

- NURS 700, 705, 710, 720, 730, 800(4 cr)
- NURS 810 (8 credits of clinical practicum)
- NURS 825 (6 credits of Capstone Project)

Faculty

<http://www.viterbo.edu/graduatecatalog.aspx?id=67987>

Servant Leadership

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

Admission

<http://www.viterbo.edu/msl.aspx?id=54264#adm>

Policy

- **Transfer Credit**

Participants may transfer up to nine credits of prior graduate coursework into the M.A.S.L. program. Credit will only be granted for coursework completed within the last 10 years at a regionally accredited university. Requests to transfer credits should be made in writing to the program director by the end of the student's first semester of coursework. Requests must be 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 M.A.S.L. 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. The portfolio is a participant's self-prepared record of prior learning in the areas of professional training or personal and professional experiences. Viterbo University recognizes the value of that learning, and awards academic credit for it through our Credit for Prior Learning programs.

- A maximum of nine elective credits may be awarded for significant, relevant, previous experiences that bear directly on being a servant leader in the workplace or ministry. Note: The maximum number of program credits students can earn through a combination of transfer credits and portfolio/credit for prior learning is nine credits.
- For procedures and forms required to apply for Credit for Prior Learning, students should consult with his or her academic advisor.
- Cooperating Programs
 - Master of Arts in Servant Leadership participants may wish to consider earning elective credits by portfolio through excellent cooperating programs. To be considered for portfolio credit, these programs must be completed prior to matriculation into the MASL degree program.

- **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 601, 602, 604, 610, two credits of 690, 18 credits chosen from SVLD 555, 588, 603, 650, 651, 653, 655, 657, EDUC 603, 608, EDUL 635, ETHL 531, 532, MGMT 512, NURS 515, or 675

Other Graduate Offerings

Certificate in Community Interpreting

<http://www.viterbo.edu/interpret.aspx?photoid=50375&id=45388>

Requirements

- INTP 501, 544, 552, 556, 581

Ethical Leadership in Organizations

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

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 M.A.Ed. degree.
- Students in the Master of Arts in Servant Leadership program may use both ETHL courses as elective credit toward the M.A.S.L. degree.
- Students in the Master of Business Administration program may use one ETHL course as elective credit toward the M.B.A. degree.
- Students in the Master of Science in Nursing program where elective credit is available, may use both ETHL courses as elective credit towards the M.S.N. 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 601, 603, 604, 650, 653, 657

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 students. Courses numbered 700 are typically offered to post-master degree and doctoral students. Courses offered at the 800 level are for doctorate 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. May be repeated for credit.

Also offered as 547, 548, 549 with the prefix EDUC.

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. 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)

546—Special Topics—see page 39 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 39 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 39 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 39 for description.

Computer Information Systems (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 is designed to enhance student's 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 39 for description.

550 – Career Development and Counseling, 3 Cr.

The purpose of the course is to introduce students to career development theories, career counseling, interviewing skills, 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. Prerequisite: 530

560 – 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.

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. Prerequisite: 540.

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: 540.

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

This course will provide in-depth knowledge and skills for advanced work with children, adolescents, and adults. Included will be primary theoretical models, evidence-based practices, and general applications for developing competency for working with children, adolescents, and their primary care givers. Prerequisites: 530, 571.

580 – Wellness Counseling and Spiritual Health, 3 Cr.

This course highlights the psychological aspects of wellness, complementary health, and rehabilitation. It seeks to promote the knowledge and skills that counselors should possess to effectively engage clients in the exploration of their overall wellness, including their spiritual and religious lives, as it relates to other psychological concerns. The course also explores the actual and potential roles in the fields of health maintenance organizations and preventative medicine in designing and implementing plans to improve the wellness of individual patients/clients, and groups.

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 Holistic Medicine, 3 Cr.

The purpose of this course on alternative medicine is to explore complementary and alternative healing practices emphasizing patient/client counseling and education about mind-body approaches, complementary therapies, health promotion, disease prevention and wellness. The course seeks to prepare mental health counselors with assisting individuals, families, and groups with achieving a level of health and well-being that reaches beyond merely the absence of disease.

588—Independent Study—see page 39 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, eating disorders, and sexual addictions. 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.

630 – Mental Health Leadership, Consultation and Advocacy, 3 Cr.

This course is designed as an experiential/lecture experience for counseling students to learn about issues and trends in counseling with multicultural and diverse populations. Emphasis will be placed on the leadership for equity, social justice, and advocacy in counseling with underrepresented and oppressed populations. This course also provides an overview of the major consultation frameworks and associated techniques to be applied in schools, community agencies, or other organizational settings. Prerequisite: 520.

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: 520, 560.

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.

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

This course provides an overview of both the method and content of the research that the counseling tradition now depends on for accountability and transparency. Research will be analyzed and connected to the “best practices” that it informs, as well as the methods that it has shown to be ultimately less effectual, ineffectual, or even psychologically damaging. The Science -practitioner model: research informs practice and practice informs research will be central. Prerequisites: 510, 560.

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 supervised lab in preparing supervisees for internship and their development as independent professional counselors. Restricted to students admitted to practicum sequence. Prerequisites: 675, 680.

695 – Counseling Internship, 3 or 6 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.

Economics (ECON)

546—Special Topics—see page 39 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 39 for description.

Education (EDUC)

504 – Strategies for an Energized Classroom, 3 Cr.

Dynamic learning environments are created by teachers with a clear understanding of sound teaching practices. This course will explore effective learning theories and provide opportunities for participants to develop, practice, and implement high energy, high interest, active strategies in their classrooms. Techniques will be modeled and practiced using multiple intelligences, brain friendly classrooms, thinking strategies, active learning, and technology. This course will offer strategies and techniques to enhance student performance in high energy, high interest, active classrooms.

509 – Integrating Technology and Curriculum, 1–3 Cr.

This variable-credit course is designed for educators wishing to enhance their ability to use technology in the classroom. Participation requires completion of a pre-approved technical college course with a B or better and development of a plan demonstrating how this knowledge will be integrated into the student learning experiences of the educator's classroom(s). Participant must be a licensed or provisionally licensed educator. Course must be pre-approved by Viterbo University technology education coordinator. May be repeated for credit.

510 – Internet Course, 1–3 Cr.

Internet-based course. May be repeated for credit.

512 – Teaching and Learning Using Multiple Intelligences, 3 Cr.

This course examines these findings, identifies Gardner's Theory of Multiple Intelligences, and helps teachers develop teaching strategies for presenting content in each of the seven identified areas in the classroom. This is a highly interactive course that helps participants also develop a better understanding of their own multiple talents.

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.

515 – Team Building with Students, 3 Cr.

This is an experiential workshop where participants will demonstrate competence to plan, implement, and process activity-based counseling and team building interventions. Activities will include strategies to deliver instructions through games, challenge initiatives, and problem-solving exercises. Each of the activities will strive to meet the multiple learning needs of the students in the workshop and those they work with. Applications and problem solving will be emphasized in this course.

516 – Middle School Field Experience, 2 Cr.

Supervised middle school clinical experiences with emphasis on the infusion of the experience with the growth and development of the middle school age child, middle school design, curriculum, instruction, and assessment and literacy strategies for students in grades 5-8. A minimum of 30 hours in varied middle school experiences is expected. Field experience reflections addressing the National Middle School standards will be compiled into a field experience portfolio. Restricted to students admitted to the middle school endorsement program. May be repeated for credit.

517 – Understanding the Young Adolescent, 3 Cr.

This course provides an overview of early adolescent development from the ages of 10–15 years. Information about physical development, cognitive development, social development, emotional and personality development will be explored. Application and problem solving will be emphasized in this course.

518 – Foundations of Reading, 3 Cr.

This course focuses on gaining knowledge in the psychological, socio-cultural, and linguistic foundations of the reading and writing processes and instruction. Major components of this course include phonemic awareness, word identification, phonics, vocabulary, fluency, and comprehension, and to effectively integrate

curricular standards with student interests, motivation and background knowledge. The course also includes a review of scientifically-based research pertaining to reading, writing, and learning as well as the histories of reading.

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.

520 – Assessment 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.

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.

526 – Introduction to Early Childhood Education, 1 Cr.

History of early childhood programs for children birth through age eight. Considers developmentally appropriate practice, Wisconsin Model Early Learning Standards, legal and ethical responsibilities, and program expectations including portfolio development.

527 – Quality Classroom Management: Parent Partnerships, 3 Cr.

Classroom and school-wide strategies are examined in the context of developing effective partnerships between parents and the school. The connection between the “Quality School” and long-term, in-depth relationships with parents are explored, with specific emphasis on: 1) the need for in-depth parent education programs, 2) the effects of teachers keeping students for multiple years, 3) the role of parents in conferencing and goal setting, 4) the effects homework has on the parent-school relationship, and 5) improving home-school communication.

528 – Administration of Special Education Programs, 1 Cr.

This course introduces students to the skills and knowledge necessary to provide leadership for teachers of children with special needs. The course prepares students to work collaboratively with parents, regular and

special educators, paraprofessionals, and other individuals in the educational program. It will increase awareness of the management responsibilities required of the building principal. This course will enhance the special education discussion in 723 and 748.

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

Principles of corrective reading instruction, diagnostic instruments and procedures, strategies, and materials for correcting reading difficulties will be covered. Proficiency in prescribing corrective instructional plans and activities will be developed. In addition, students will apply all previously learned strategies in a field-based experience working with struggling readers. (Includes a one credit practicum.)

530 – Movement and Play in Early Childhood, 2 Cr.

Elements and characteristics of motor development and play and their roles in the growth and progress of children from infancy through kindergarten. Assessment of individual stages of play and movement will form the basis for planning developmentally appropriate curricula and evaluation in these areas.

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 that requires 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.

532 – Literacy Coaching I, 3 Cr.

The first of two three credit courses that will engage students in the study of systems, literacy processes, and coaching relationships.

533 – Literacy Coaching II, 3 Cr.

The second of two three credit courses that will engage students in the study of systems, literacy processes, and coaching relationships.

534 – Literacy Coaching III: Practicum, 3 Cr.

The practicum can be completed within one's own school district. It requires a minimum of 15 hours and submission of a portfolio with required assignments that demonstrate proficiency in the goals and objectives of the certificate program. A minimum of two site visits are required by course instructors.

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), 3 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, 3 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 five 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 in a portfolio. Restricted to students admitted to the Iowa talented and gifted graduate program. May be repeated for credit.

546—Special Topics—see page 39 for description.

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550 – Children's Literature (K–8), 3 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. Various children's literature books will be used to provide motivation through the use of texts and multiple levels, broad interests, reflecting varied cultures, linguistic backgrounds, and perspectives. This course also includes helping children acquire an appreciation of literature and develop lifelong reading habits.

551 – Adolescent Literature (5–12), 3 Cr.

This course explores quality 5–12 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. Various children's literature books will be used.

552 – Early Childhood Curriculum and Assessment I, 2 Cr.

Current philosophies, methodology, and materials for facilitating health and physical development, social and emotional development, language and communication growth, cognition, and effective approaches to learning in an inclusive, integrated setting. Emphasis on process skills while fostering foundational knowledge in all areas for children infant through age five.

553 – Early Childhood Curriculum and Assessment II, 2 Cr.

Development of competencies in planning, teaching, and evaluating the integrated curriculum for young children in the areas of literacy skills, language development, math, science, social studies, health, and physical education in an inclusive, integrated setting. Examines process, ethics, and methods of observing documenting children's behavior, progress, and development.

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.

557 – Creative Arts for Young Children, 2 Cr.

Philosophy and role of creative drama, music, and art in early childhood education with emphasis on the creative activity as it relates to developmental stages in the child's life. Focus on appreciation of the value and function of creativity and construction of developmentally appropriate curriculum.

558 – Inclusive Early Childhood Education, 2 Cr.

Issues in behavior management, assessment of children, children at risk, infant stimulation programs, programs for children with special needs, nutrition, program and facility planning, and evaluation as well as current trends.

562 – Organization and Administration of Early Childhood Education, 3 Cr.

This course is designed to acquaint classroom teachers with the research based on skills in planning, implementing, and evaluating programming in early childhood education. Staff supervision and evaluation, in-service training and orientation, and harmonious working relationships are other topics included in this course.

564 – Family and Community in Early Childhood Education, 2 Cr.

A study of theoretical and practical problems in designing programs which take into consideration social, political, and economic characteristics and resources of communities. An emphasis is placed upon involvement of primary caregivers, parents, community resources, and social service agencies in the organization, operation, communication, management of behavior and learning environments, as well as on evaluation of school-community relations.

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.

569 – Nutrition in Early Childhood Education, 1 Cr.

This course is designed to acquaint classroom teachers with the research based on nutrition for early childhood education. Information presented will develop an understanding of safe, healthy nutritional needs of young children. There will be a focus on promoting, protecting, and providing good nutrition in early childhood.

571 – Field Experience: Birth through 24 Months, 1 Cr.

Students will intern in a field experience at birth through 24 months integrating prior early childhood coursework through the preparation of interdisciplinary units designed and delivered in a birth through 24 months environment. Field experience reflections addressing the National Association for the Education of Young Children (NAEYC) standards will be compiled into a field experience portfolio. Restricted to students admitted to the early childhood endorsement/licensure program. May be repeated for credit.

572 – Field Experience: Three–Four-Year-Old Children, 1 Cr.

Students will intern in a field experience with children 3–4 years of age integrating prior early childhood coursework through the preparation of interdisciplinary units designed and delivered within an environment of children 3–4 years of age. Field experience reflections addressing the National Association for the Education of Young Children (NAEYC) standards will be compiled into a field experience portfolio. Restricted to students admitted to the early childhood endorsement/licensure program. May be repeated for credit.

574 – Field Experience: Kindergarten, 1 Cr.

Students will intern in a field experience with kindergarten children integrating prior early childhood coursework through the preparation of interdisciplinary units designed and delivered in a kindergarten environment. Field experience reflections addressing the National Association for the Education of Young

Children (NAEYC) standards will be compiled into a field experience portfolio. Restricted to students admitted to the early childhood endorsement/licensure program. May be repeated for credit.

575 – Field Experience: Grades 1–3, 1 Cr.

Students will intern in a field experience in grade one, two, or three integrating prior early childhood coursework through the preparation of interdisciplinary units designed and delivered within an environment of children in grade 1–3. Field experience reflections addressing the National Association for the Education of Young Children (NAEYC) standards will be compiled into a field experience portfolio. Restricted to students admitted to the early childhood endorsement/licensure program. May be repeated for credit.

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, 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. May be repeated for credit.

583 – Student Motivation, 3 Cr.

This course examines motivation based upon the work of Arthur Combs and William Purkey regarding self-concept, achievement, and the learning process. It explores the use of experiential learning, process development, and simulation as instructional techniques.

586 – Building Self Discipline in Today’s Student, 3 Cr.

This course examines conditions that promote misbehavior in the classroom, and classroom practices that can reduce the potential for disruptive student behavior.

588—Independent Study—see page 39 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, 3 Cr.

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 reading specialist, to include staff development, supervision, and communications. A passing completed portfolio must be submitted with reflections addressing the state teaching standards and International Reading Association standards. Restricted to students admitted to the reading endorsement/licensure program. 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.

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 – Educational Research I, 3 Cr.

This course provides an overview of educational research theory and practice. Teachers will design an approved research project on an approved educational topic. Restricted to students admitted to the Master of Arts in Education program. Prerequisite: nine credits.

602 – Educational Research II, 3 Cr.

Teachers develop and implement a research project under the direction of their research advisor. The project will be presented during EDUC 604. Prerequisite: 601.

603 – Mission of Teaching, 3 Cr.

The spirituality of education and teaching as a vocation and mission is explored which leads teachers to imagine God's presence influencing their daily work. This course seeks to integrate the teacher's philosophy of education and the quality of personal life.

604 – Proseminar, 3 Cr.

Seminar attempts to integrate the ideas presented in the core courses. It includes presentation of the research project developed in EDUC 601 and 602.

605 – Inclusion of Students with Special Needs, 3 Cr.

Emphasis will be placed on the diverse literacy needs of children within the regular education classroom. State and federal legislation concerning 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.

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.

611 – Introduction to Exceptional Individuals, 1 Cr.

This course introduces the practice of special education in today's schools, with a focus on the United States. The content will allow students to analyze characteristics of students with learning and behavior disabilities and cognitive disabilities, as well as the implications of learner differences for the legal and professional responsibilities of classroom teachers. Students will examine general principles of instruction that can help improve students' access to the general education curriculum, including collaboration with other professionals, universal design for learning, response to intervention (RTIP), and assistive technology. Each of these topics is covered in more depth in later courses. Students will survey multicultural considerations in the diagnosis and instruction of students with disabilities. The overall goal of the course is to expand students' expertise and confidence in providing an inclusive classroom that effectively addresses the needs of the diverse population of students.

613 – Introduction to Individual Education Assessment, 2 Cr.

Assessment serves as a cornerstone of special education, both in terms of eligibility determination and instructional planning. This course will focus on the wide array of assessment methods available for identifying students with disabilities and evaluating their responsiveness to instruction, including norm-referenced tests, criterion-referenced assessment tasks, curriculum-based assessments and measurements, and dynamic assessment.

614 – Advanced Individual Education Assessment, 2 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 address each of the goals through clearly state objectives. A study of the various academic diagnostic instruments and their interpretation will be used to diagnose learning disabilities, emotional disturbances and cognitive disabilities. Students will apply the information learned in the alignment of assessment, curriculum and instructional strategies through a case study and IEP approach. Students will learn about the balance between the need for a student's success in an inclusive environment with his/her need for specialized curriculum. Considerations for diverse cultural and linguistic backgrounds will be considered.

615 – Assessment and Treatment of Students with Cognitive Disabilities, 3 Cr.

This course examines the characteristics and various approaches to the education and treatment of students with intellectual disabilities and developmental disabilities. Students will learn about the areas of assessment, curriculum development, instructional design, appropriate placement, methods for assessing the social, emotional, learning styles, functional behavior development, and curriculum-based skill achievement. Students will administer and interpret individual diagnostic tests, design and administer informal assessment measures, and learn observation and interview techniques that will become a part of the assessment skills needed to be successful in the assessment of students with cognitive disabilities.

616 – Literacy Assessment and Treatment of Students with Learning Disabilities, 3 Cr.

More and more, teachers and schools are being held accountable for meeting these students' literacy learning needs. To meet these needs in a diverse student population, it is vital to make sure every instructional staff member (a) understands how literacy and language is relevant to student success, regardless of content area, and (b) can successfully integrate evidence-based literacy and language instructional practices into their teaching. Accordingly, this course is organized around five broad topical areas and associated literacy instruction and assessment practices: cultural and linguistic differences, individual motivation differences, neuropsychological differences, instructional arrangements to accommodate learning differences, and core components of effective literacy instruction. Students in the course learn about the principles of instruction and remediation in language, reading and writing, classroom assessment techniques for reading and writing, and materials and adaptations for reading and writing instruction.

617 – Speech/Language Development and Disorders, 2 Cr.

This course will provide an overview of a range of communication disorders, the prevalence of such, and the educational considerations for students who have communication delays and/or disorders. Students enrolled in this course will investigate the current theories of language development and understand the theories in relations to the child with special needs. Students will be exposed to a comprehensive base of information in the area of speech and language development that is necessary for the evaluation and application of interventions for language disorders. Students will also be expected to understand and apply the course content in the assessment and treatment of delays and disorders of children from culturally and linguistically diverse backgrounds.

618 – Parents and Agencies, 1 Cr.

This course lays the foundation for individuals to develop collaborative problem solving in special education. Special educators and general educators interact together in many collaborative activities both inside and outside of school to support students, families, and the community. This course explores evidenced-based practices in key collaborative spaces in schools, including (1) IEPs, (2) pre-referral intervention assistance teams (i.e. child study teams, student support teams), (3) Positive Behavior Intervention and Supports, (4) RTI teams, (5) behavioral consultation, (6) collaborating with para-educators, (7) transition planning, (8)

collaborative teaching, (9) servings as an intervention specialist who helps to create access to the general education curriculum, and (10) home/school/community services.

619 – Collaboration and Transition – the School and the Community, 1 Cr.

Transition is the process that students and their families use to think about life after high school, to identify their desired outcomes, and to plan their community and school experiences in a way that individual life goals can be met. In education, teachers are often asked to think with the end in mind. That idea is the heart of transition planning. If the “end” we have in mind is “educated employees” then the transition planning is the “beginning.” It sets the education course for middle and secondary students with disabilities that leads to access to adult services, postsecondary education and the world of work.

620 – Introduction to Autism Spectrum Disorders, 1 Cr.

This course covers an overview of autism spectrum and other developmental disabilities, including definitions, origins, and characteristics. Students will learn about IDEA requirements for students on the Autism Spectrum, and legal issues and as the roles and responsibilities of families in the educational process. In addition, students will learn about the incidence and prevalence of the various disorders on the spectrum and the characteristics of the disorder including language and communication difficulties, social skill difficulties, and behavior difficulties.

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

This course is designed to provide teachers and other practitioners with a foundational knowledge in classroom management, and behavioral intervention for mild/moderate behavioral challenges. It will also provide knowledge of behavioral technologies to support classroom teaching with diverse students, including those with special needs. Students will about prevention and intervention strategies, as required by RTL. Students will understand and utilize behavioral assessments and will acquire resources for identifying and successfully intervening with problematic behavior.

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, 2 Cr.

In this course, students will investigate instructional practices that can be used in general education classrooms to improve the learning and academic performance of students with mild learning problems and disabilities. We will focus on instruction in the content-are subjects of science, social studies, and mathematics, as literacy instruction is covered in a separate course. Students will learn about educating students in the least restrictive environment (LRE) and by utilizing the continuum of alternative placements (CAP); in addition, students will learn to utilize differentiated instruction (DI) as a means to meet the needs of a range of individuals within a classroom by making the learning appropriate for all.

627 – Teaching Students with Cognitive Disabilities, 2 Cr.

Students enrolled in this course will develop the knowledge, skills, and professional dispositions that are required to effectively meet the needs of students who have been identified as having cognitive disabilities. Included in the course content will be information relating to the nature of cognitive disabilities, characteristics of students with cognitive disabilities, and understanding of the environmental, social, and

psychobiological factors that relate to students with these disabilities and an understanding of both the educational and the therapeutic needs of students with cognitive disabilities. A practicum is required as part of this course.

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, 2 Cr.

This course is designed to strengthen the understanding of Response to Intervention (RTI) in the areas of reading, math, and writing. Since the reauthorization of the Individuals with Disabilities Education Act of 2004, this approach to identifying and providing educational services to individuals with learning disabilities has been identified as the “federally preferred method”, as opposed to the former achievement-ability discrepancy method. Specific research-based strategies will be learned and applied. Teachers will learn about collaborative structures found in schools that support learning in general education settings (co-teaching, collaborative consultation, teacher/student support teams) and roles and responsibilities of teachers within these structures. A practicum is required as part of this course.

631 – Methods for Cross-categorical Special Education

In this course, students will study the various foundations of instruction for designated disabilities, including (a) mild to moderate mental retardation, (b) learning disabilities, (c) emotional disabilities, and (d) physical and other health impairments. Course content will include assessment, instruction, and instructional design, establishment and maintenance of case records, the use of assessment data to design goals and objectives, and information needed in the development of individualized Education Plans (EP) and curriculum and instruction to accommodate diverse student needs.

632 – Methods for Educating Students with Cognitive Disabilities, 3 Cr.

This is an introductory level course that familiarizes students with the foundational methods that have been successfully employed in the education of students with cognitive abilities. Students will learn about assessing individuals with cognitive or intellectual disabilities in terms of their academic progress, their adaptive abilities, and their overall quality of life. Students will also learn the importance of making accommodations appropriate to the needs of the student and the range of supplementary aids that include instruction, personnel, equipment, or other accommodations that enable children with disabilities to be educated with nondisabled children to the maximum extent appropriate.

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 – Directing and Supervising K–12 Reading Programs, 3 Cr.

This course builds upon general leadership addressed in EDUC 590 and emphasizes specific leadership skills for K–12 literacy programs. The course addresses roles of a reading specialist, leadership in professional development and program development, development of communications skills, and conflict resolution. Prerequisite: 590.

640 – Balanced Literacy, 3 Cr.

This course focuses on the theory and techniques for developing and implementing a K–8 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.

641 – Cross-Categorical Student Teaching – Middle Childhood to Early Adolescent (MC-EA), 3 Cr.

An extensive, on-site special education experience-teaching learners with a range of exceptionalities and who are chronologically between the ages of middle childhood to early adolescence. The experience includes teaching, formal observation, data collection, analysis and reflection. The field experience supports coursework in the special education program and focuses on students from middle childhood into early adolescence. In this field-based experience, the candidates will be placed in schools with certified mentor teachers and qualified university supervisors. This course focuses on the candidate's research techniques and plan of action within the supervised teaching/internship. A culminating project for the course will be a TPE work sample portfolio.

642 – Cross-categorical Student Teaching – Early Adolescent to Adolescent (EA-A), 3 Cr.

An extensive, on-site special education experiences-teaching learners with a range of exceptionalities who are chronologically either early adolescent or adolescent-aged. The experience includes teaching, formal observation, data collection, analysis and reflection. The field experience supports coursework in the special education program and focuses on students from middle childhood into early adolescence. In the field-based experience, the candidate will be placed in schools with certified mentor teachers and qualified university supervisors. This course focuses on the candidate's research techniques and plan of action with the supervised teaching/internship. A culminating project for the course will be a TPE work sample portfolio.

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.

681 – Emergent Literacy Pre-K–3, 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 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, 1 Cr.

Students will have experiences in working with disabled readers. Students will conduct appropriate assessments, prescribe and carry out remedial education programs in reading. Practicum completion is required within 12 weeks after the completion of EDUC 529. Practicum reflections addressing the state teaching standards and International Reading Association standards will be compiled into a portfolio due within six months of completing program coursework. Must be taken concurrently with EDUC 519, 520, or 529. Restricted to students admitted to reading teacher endorsement/licensure program. May be repeated for credit.

684 – Technology for Teachers, 3 Cr.

In this course, basic concepts in computer technology are considered in relationship to effective teaching.

688 – ABC Math Module II, 1 Cr.

This course offers an advanced study of the theories and methods found in Mary Barrats-Lorton's book *Mathematics Their Way* and various manipulative-based activities. Prerequisite: 682.

786—*Special Topics*—see page 39 for description.

788—*Independent Study*—see page 39 for description.

Educational Leadership (EDUL)

546—*Special Topics*—see page 39 for description.

588—*Independent Study*—see page 39 for description.

603 – Leadership for Learning: Foundations, 3 Cr.

Candidates gain 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 for Learning, 3 Cr.

Theories of Motivation for Learning: Children and Adults provides aspiring administrators with knowledge, skills, and demonstrated performances around the learning needs of young learners, adolescent learners, high school learners, and adult learners. The course focuses on developmental, psychological, and motivational needs of learners as well as designing learning strategies and structure to support their learning.

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

This course 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, 3 Cr.

This course 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.

Students 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, 3 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, 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 receive two additional graduate credits.

611 – School Law and Mandates, 3 Cr.

Students gain 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.

613 – Research for School Improvement and Student Achievement II, 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 conduct an actionable research project that addresses an immediate problem facing school leaders, in an actual school or educational setting. This class extends over a 10-month period, immediately following the successful completion of Research I. This study culminates in the research paper, completed and presented in late 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.

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

Iowa Evaluator Approval Training program 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. May be repeated for credit.

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. Prerequisite: 615. May be repeated for credit.

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. Prerequisite: 616. May be repeated for credit.

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. Prerequisite: 617. May be repeated for credit.

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. Prerequisite: 619. May be repeated for credit.

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. Prerequisite: 618. May be repeated for credit.

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 39 for description.

788—Independent Study—see page 39 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.

515 – Educational Psychology, 2 Cr.

Theories of learning and development and their application; critical thinking, motivation; classroom management, measurement and evaluation.

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.

527 – Methods: Teaching Science 6–12, 2 Cr.

Emphasis on curriculum development and implementation (including Wisconsin Model Academic Standards), teaching strategies, use of instructional resources, the organization of classrooms for instruction, and educational research as pertinent to science. Computer applications and laboratory techniques taught.

528 – Methods: Teaching Mathematics 6–12, 2 Cr.

Emphasis on curriculum development and implementation (including Wisconsin Model Academic Standards), teaching strategies, use of instructional resources, the organization of classrooms for instruction, and educational research as pertinent to math.

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.

532 – Methods: Teaching English 6–12, 2 Cr.

Emphasis on curriculum development and implementation (including Wisconsin Model Academic Standards), teaching strategies, use of instructional resources, the organization of classrooms for instruction, and educational research as pertinent to English.

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, Pre-K–2, 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 Model Academic Standards).

536 – Methods: Teaching Business Education in Pre-K–12, 2 Cr.

Emphasis on curriculum development and implementation (including Wisconsin Model Academic Standards), teaching strategies, use of instructional resources, the organization of classrooms for instruction, and educational research as pertinent to business education.

537 – Methods: Teaching Technology Education, 6–12, 2 Cr.

Emphasis on curriculum development and implementation (including Wisconsin Model Academic Standards), effective teaching strategies, instructional resources, organization of labs and classrooms, technology education pedagogical research and applied learning practices, building a teaching file, assessments, and evaluations.

538 – Methods: Teaching Social Studies, 6-12, 2 Cr.

Emphasis on curriculum development and implementation (including Wisconsin Model Academic Standards), teaching strategies, use of instructional resources, the organization of classrooms for instruction, and educational research as pertinent to social studies.

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 39 for description.

550 – Introduction to Education, 2 Cr.

Orientation to the field of education; study of historical, philosophical, and social foundations of education; study of legal, political, economic, and governmental basis of education; overview of innovative theories and practices; the organization of U.S. schools at elementary, middle level, and secondary. Students begin portfolio development process in this course.

559 – Student Teaching: Middle/Secondary, 6–12, 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. May be repeated for credit.

563 – Student Teaching: Pre K-12, 2–8 Cr.

Teaching at the pre-K-12 levels. Capstone experience typically completed in the final semester. 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.

588—Independent Study—see page 39 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 39 for description.

588—Independent Study—see page 39 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 39 for description.

588—Independent Study—see page 39 for description.

Health Care Management (HMG T)

546—Special Topics—see page 39 for description.

588—Independent Study—see page 39 for description.

630—Health Care System, 3 Cr.

This course provides an overview 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 healthcare policy issues. This course is required for student pursuing the healthcare administration emphasis within the MBA program; it serves as an elective for all other Viterbo University MBA students.

640—Legal and Financial Aspects of Health Care, 3 Cr.

This course addresses legal and financial concepts affecting health care institutions. The first half of the course focuses on legal and regulatory constraints of the health care industry with a practical application of the laws that affect operational decisions within health care. In the second half of the course, students apply financial analysis to examine decisions and situations in the health care industry.

Interpreting Studies (INTP)**501 – Introduction to Interpreting Principles, 3 Cr.**

This course is an introduction to the theory, methods, techniques, and problems involved in community interpreting, with a theoretical and practical introduction to interpreting in legal and medical settings. Graduate students will be expected to produce a 10-15 page research paper on a topic selected in close consultation with the instructor.

544 – Intercultural Competence and Ethnics in Interpreting, 3 Cr.

This course is structured to facilitate the observation, recognition, and assessment of facts and overall patterns of the contexts for the behavior and actions of individuals, families, and communities within and across cultures in order to promote appreciation, respect for differences, and effective communication. This course will also explore the role of ethics and ethical behavior when depicted against cultural and or spiritual beliefs. Graduate students will submit two research papers. Topics for the papers will include one each on cultural competency and ethics in interpreting. Prerequisite: 501 or admission to the Community Interpreting Certificate program.

552 – Seminar in Legal Interpreting, 3 Cr.

This is an intensive, highly student-directed hybrid seminar in legal interpreting. The course will cover different aspects of court interpreting as a profession, including the training needed, job opportunities and sources of work, standard business practices, free-lance status versus staff interpreting, extensive practical work in the three modes of interpretation used in the courtroom, the professional code of ethics, and professional development activities. The course aims to prepare students to interpret between Spanish and English by fostering awareness of the different nature of interpreting in legal settings, providing grounding in basic legal language and courtroom procedure. In close consultation with the instructor, graduate students will be expected to produce a 10-15 page research paper entailing a contrastive analysis of current theories in legal interpreter training, research, practice, or pedagogy. Graduate students' research findings will be presented at the end of the course in an informal seminar. Prerequisite: 501 or admission to the Community Interpreting Certificate program.

556 – Seminar in Medical Interpreting, 3 Cr.

This is an intensive, highly student-directed hybrid seminar in medical interpreting. The course will cover different aspects of medical interpreting as a profession, including the training needed, job opportunities and sources of work, standard business practices, free-lance status versus staff interpreting, extensive practical work in the three modes of interpretation used in the medical context with special emphasis on consecutive interpretation, the professional code of ethics, and professional development activities. The course aims to prepare students to interpret between Spanish and English by fostering awareness of the different nature of interpreting in medical settings, providing a panoramic overview of biomedical culture in the U.S., U.S. health care systems, body systems and anatomy, and medical terminology. In close consultation with the instructor, graduate students will be expected to produce a 10-15 page publishable research paper entailing a contrastive analysis of current theories in medical interpreter training, research, practice, or pedagogy. Graduate students' research findings will be presented at the end of the course in an informal seminar. Prerequisite: 501 or admission to the Community Interpreting Certificate program.

581 – Internship/Practicum, 1 Cr.

The Interpretation Practicum is designed to bridge the gap between theory and practice by offering students the opportunity to practice and consolidate the sight translation, consecutive and simultaneous interpretation strategies that they have been learning in their coursework. The practicum, tailored to reflect the specific needs and skills of the student, also plays a key role in preparing interpreters for future interpreting work in a variety of settings. In close collaboration with selected community partners, students will engage in supervised field work, and will integrate and reflect upon their educational, personal and professional experiences. Graduate students must prepare a presentation on their experience and lead a discussion with students in the program. Prerequisite: 501 or admission to the Community Interpreting Certificate program.

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.

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.

515 – Self Leadership Development, 3 Cr.

This course develops the student's ability to leverage his or her personal leadership style to become an effective ethical leader. Prominent leadership theories are reviewed, and leadership inventories and feedback sessions are heavily utilized. Upon completion of this course, the student will have developed a personal strategy for overcoming leadership challenges and a plan for continued development. Restricted to students in the Master of Business Administration program.

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.

524 – Leading the Organization, 3 Cr.

This course focuses on developing effective leaders by examining organizational behavior and strategy. Students will integrate concepts from the body of organizational behavior theory into the analysis of organizational problems with emphasis on the formulation of objectives, policies, and organization strategy. Group culture, motivation, strategy, and alignment will be explored with particular attention to the global environment. Prerequisite: 512. 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, 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, and design optimal change interventions.

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 39 for description.

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.

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.

565 – Methods of Inquiry and Analysis, 3 Cr.

This course provides an overview of several research methodologies useful to organizational leaders in decision making. This course takes an application-oriented approach focusing on the systematic analysis of data to inform decision making. Focusing on 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.

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 – Advanced Business Communication, 3 Cr.

The need to communicate well is a critical part of a business leader's professional development. This course helps prospective and practicing leaders assess and develop their communication skills. Students will understand the importance of effective communication in managerial and leadership roles, appreciate the value of strategic organizational communication and enhance their speaking, writing, and other communication skills.

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 39 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, 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.

610 – Strategic Management: Analysis, Design, and Execution, 3 Cr.

This course examines the theory and practical complexity of the strategic management process in the firm. The course explores the steps of rigorous strategic planning process, including the analysis of the internal and external environment. Topics also include an examination of the trade-off between organic growth and growth through acquisitions, considerations for global success, and aspects of strategy implementation.

615 – Strategic Project Management, 3 Cr.

This course is primarily based on Project management Institute’s PMBOK (Project Management Body of Knowledge) and also addresses the agile methodology. Students will demonstrate the ability to initiate, plan, execute, monitor and control, as well as close a project. Students will develop skills in managing project integration, scope, time, cost, quality, human resources, communications, risk, and procurement. Topics include the value of project management, roles in a project, qualities of a successful project manager, servant leadership, scrum, and the use of tools such as work breakdown structures, stakeholder analysis, and earned value management.

620 – Ethics in Information Technology, 3 Cr.

Information technology (IT) has become so invasive that opportunities for abuse are endless. “IT Ethics” has greater significance as the complexity and amount of IT issues continue to grow. The purpose of this course is to educate existing and future business leaders, accountants, and IT professionals on the vital issues and the tremendous impact ethical issues have on the use of IT in today’s business environment. Vital issues will include social networking, file sharing, infringement of intellectual property, security risks, identity theft, employee surveillance, privacy, compliance, outsourcing, whistle-blowing, green computing, and more.

625 – Program and Portfolio Management, 3 Cr.

This course examines both the project investment portfolio and the execution of programs within the portfolio. Students will focus on determining which projects should be funded, aligning projects with corporate strategy, aligning resources with projects, and monitoring project portfolio performance. Program management content will prepare students to identify and manage cross-project dependencies, as well as oversee multiple related projects. Students will also demonstrate the ability to effectively provide program level communication to the project manager.

630 – Global Strategy and Business Development, 3 Cr.

This course focuses on strategic planning and management at a global level. Topics examined include international trade, economics, financial systems, and laws/regulations that impact negotiations, decisions, and opportunities in market selection, entry, and development. Various strategic approaches to entering and exiting international markets will be addressed. Students will analyze markets and stakeholders to provide recommendations regarding opportunities or threats in those markets.

635 – Globally Responsible Leadership, 3 Cr.

This course will focus on addressing the complexity and challenges of a globalized society to create a more sustainable future. Included will be discussion of holistic, systems-perspective decision making models that leverage a global mindset to lead collaboration of stakeholders toward a vision.

652 – Methods of Inquiry, 3 Cr.

It is important that organizational leaders are able to conduct scientific inquiry to inform decision making. This course focuses on research design and methodology. Students will identify an area of inquiry and work toward designing a research project to address their area of inquiry. Students will be exposed to a variety of methodological approaches to inform their research design and will review and summarize relevant literature to build a conceptual framework for their research. Restricted to students in the Master of Business Administration program.

662 – Applied Statistical and Qualitative Analysis, 2 Cr.

This course focuses on data collection and analysis used to inform sound decision making. Focusing on both qualitative and quantitative approaches, learners will be exposed to a variety of approaches for data collection and analysis. Learners will develop, implement, and perform sound data collection and analysis related to their identified area of inquiry. Restricted to students in the Master of Business Administration program.

663 – Research Analysis, 1 Cr.

Building upon the research skills developed in 485, this course emphasizes data analysis and interpretation. Learners will practice identifying and applying appropriate statistical tests and interpreting the results of

analysis. Course activities focus primarily on hands-on exercises utilizing SPSS for statistical analysis. Prerequisite: 485. Restricted to students in the Master of Business Administration program.

672 – Data-Drive Decision Making: Survey of Integrative Research Projects, 2 Cr.

This course focuses on the systematic analysis of data-driven results to inform decision making. Learners will draw conclusions and make inferences based upon sound analysis and interpretation of data to derive recommendations and inform decision making. The course culminates with formal research presentations. Restricted to students in the Master of Business Administration program.

673 – Research Discussion and Defense, 1 Cr.

This course is the culmination of the student research project. The first phase of the course emphasizes critical thinking to draw conclusions and make recommendations from findings. The second phase of the course focuses on the finalization of the written thesis. Each learner will be required to make a formal presentation demonstrating the importance of the research and its theoretical foundation, describing the chosen methodology, and explaining the results and the implications of the findings. During the presentation, the learner will be asked questions by his or her peers and attending faculty to give the learner an opportunity to demonstrate that he or she can defend the research and findings. Prerequisite: 663. Restricted to students in the Master of Business Administration program.

675 – Sustainable Monitoring and Measurement, 3 Cr.

The largest current challenge of implementing sustainability in business is identifying and developing reliable and relevant measurements that allow for meaningful and useful monitoring of sustainability efforts. In this course, students are introduced to a variety of sustainability metrics, along with tools and processes to measure, analyze, and monitor sustainability efforts. Students are also exposed to common mechanisms for the continuous improvement and goal attainment necessary to drive sustainability efforts. Prerequisite: 485. 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, 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— Individual Research Project, 4 Cr.

This course is for students who are considering additional graduate work, or have an interest in expanding their research knowledge and experience. Students will work one-on-one with a research advisor to develop a research question, collect and analyze data, present on the findings, and write an academic research paper.

Marketing (MKTG)

546—Special Topics—see page 39 for description.

588—Independent Study—see page 39 for description.

640 – Strategic Marketing, 3 Cr.

This course will use relevant theory and practical application of marketing analysis, decision making, and planning. Students will learn to employ marketing strategies within viable organizational environments.

Emphasis will be 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 will be woven into course content.

Nursing (NURS)

504 – Health Promotion/Clinical Prevention, 2 Cr.

This course incorporates an analysis of health promotion, disease/clinical prevention, and population health concepts and issues relevant to nurses preparing for advanced roles. Theories and models of health promotion/lifestyle modification are reviewed with a special focus on Motivational Interviewing. Selected determinants of health and healthcare disparities are appraised for nursing's potential influence on outcomes. Curricular concepts of health, diversity, technology, ethics, and advocacy are integrated throughout. Prerequisite: 507.

507 – Information Technology and Scholarly Activities, 3 Cr.

This course provides a foundation for utilizing information technology, conducting scholarly activities, and developing writing skills essential for advanced nursing roles. The learner enhances literacy in the professional use of online databases and other resources for evidence-based practice. Elements of nursing informatics are integrated throughout the course. The course serves as a springboard for the integration of essential graduate level nursing concepts by assisting students to be professional and lifelong learners.

520 – Advanced Practice Nursing 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. Prerequisite: 535.

525 – Psycho-Social Concepts and Issues in Advanced Roles, 2 Cr.

This course focuses on the role of the advanced professional nurse in evaluating and addressing the psychosocial needs of patients and families. Relevant concepts and issues affecting successful family and individual adjustment/coping are examined, and strategies for addressing selected psychosocial issues are incorporated.

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. Prerequisite: 507 or concurrent.

535 – Advanced Pathophysiology, 3 Cr.

This course addresses the concepts and mechanisms underlying common pathophysiological problems applicable to 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. Prerequisite: 507.

540 – Advanced Health Assessment, 2 or 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 along with additional advanced techniques for those earning four credits. Prerequisites: a basic course in physical assessment at the undergraduate level or equivalent; 535. May be repeated for credit.

546—Special Topics—see page 39 for description.

580 – Theories and Teaching Strategies for the Nurse Educator Role, 2 Cr.

This course examines learning theories, teaching/learning strategies, and research in nursing education. Instructional design principles are employed in developing and implementing teaching plans. Factors affecting the learning environment are explored in relation to staff development, patient education, and academic nursing education including learners with special needs. Prerequisite: 507.

588—Independent Study—see page 39 for description.

601 – Capstone Project and Seminar, 1 or 2 Cr.

A scholarly, research-based capstone project is developed related to a health care phenomenon that has significance in one's chosen advanced role. An in-depth integrative review of the literature is conducted or a student-selected relevant project is negotiated. Analysis and synthesis of the findings will result in a written executive summary and a poster presentation. Seminar format is utilized to facilitate this process. Prerequisite: 530. May be repeated for credit.

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. Must be taken concurrently with 615.

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. Must be taken concurrently with 616.

605 – Pharmacotherapeutics, 2 or 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 for NPs earning a third credit. Prerequisite: 535. May be repeated for credit.

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. Prerequisite: 540.

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. Prerequisites: 610.

615 – Clinical Practicum II: 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 serves as a capstone clinical experience in preparation for beginning adult-gerontological nurse practitioner practice. Emphasis is on the AGNP student assuming increased responsibility, independence, and accountability for advanced clinical decision making skills in the overall management of health problems experienced by persons from adolescence through older adulthood. Health promotion and disease prevention strategies are incorporated; culturally sensitive care is emphasized. Issues related to assuming the nurse practitioner role including interviewing skills, contract negotiation, and certification processes are integrated. Prerequisite: 616. May be repeated for credit.

617 – Clinical Practicum III: AGNP, 1 – 3 Cr.

This course serves as a capstone clinical experience in preparation for beginning adult-gerontological nurse practitioner practice. Emphasis is on the AGNP student assuming increased responsibility, independence, and accountability for advanced clinical decision making skills in the overall management of health problems experienced by persons from adolescence through older adulthood. Health promotion and disease prevention strategies are incorporated; culturally sensitive care is emphasized. Issues related to assuming the nurse practitioner role including interviewing skills, contract negotiation, and certification processes are integrated. Prerequisite: 616. May be repeated for credit.

640 – Curriculum Design and Evaluation Strategies in the Nurse Educator Role, 3 Cr.

This course addresses knowledge, theory and practice as it relates to the development of curriculum for patient education, staff development, and academic nursing education. Theory and application of various evaluation methods for the nurse educator in formal classroom settings is provided. Prerequisite: 580 or concurrent.

642 – Advanced Clinical Nursing, 3 Cr.

This course focuses on developing selected knowledge and skills that a professional nurse at the micro/meso system point of care needs in order to be successful in practicing as a Clinical Nurse Leader or in similar clinical roles. Building on previous courses taken, this course provides in-depth focus in role development, strategies for initiating effective horizontal leadership and the lateral integration of care through interdisciplinary collaboration and other means. Discussion of specific clinical situations allows for the application of evidence-based care management and educational strategies. Prerequisites: 730.

644 – Advanced Clinical Nursing Practicum, 1–4 Cr.

This course provides clinical experience in preparing to be a Clinical Nurse Leader or similar clinical roles as negotiated. Opportunities to apply the knowledge and skills learned in the preceding didactic courses are integrated into a preceptored experience. The capstone project is identified and planned during this practicum. Prerequisite: 642. May be repeated for credit.

648 – Advanced Clinical Nursing Residency, 1–4 Cr.

This course is the capstone practicum experience that allows the student to practice in the CNL role or in another related role as negotiated. A preceptored experience is arranged, however it is expected that the student show increasing independence in the knowledge and skills necessary for effective role development. The capstone project is finished and presented in an appropriate clinical venue during this time. Prerequisite: 644. May be repeated for credit.

650 – Clinical Education, Simulation, and Leadership in the Nurse Educator Role, 3 Cr.

This course addresses professional and leadership development of the nurse educator role for clinical instruction in patient education, staff development, and academic nursing education. Models of program evaluation and clinical instruction, clinical teaching strategies including simulation experiences, and clinical evaluation methods are emphasized. Legal and ethical issues also are examined including issues relating to learners with special needs. Prerequisite: 640.

678 – Clinical Practice Practicum, 1 Cr.

This course is an integration of didactic learning to be applied when influencing decisions and/or implementing clinical practice in settings that deliver services or programs including hospitals, community

settings, public health departments, integrated health care systems, and others. Practicum opportunities may include experiences in business, industries, education, and with disciplines that are recognized as innovators in safety, quality, finance, management, or technology. Focused learning experiences with the coordination of a preceptor will be arranged. Prerequisites: 720, 730.

679 – Practicum I: Nurse Educator, 1 or 2 Cr.

This course is an application of theoretical and conceptual knowledge in implementing evidence-based nursing education. Focused learning experiences, with the coordination of a preceptor, are designed to foster individual career development. Clinical practicum prepares students for the educator role in patient education, staff development, and academic nursing education programs. Prerequisite: 650. May be repeated for credit. Graded CR/NC.

680 – Nurse Educator Practicum, 1–3 Cr.

This course is an integration of didactic learning to be applied when implementing evidence-based nursing education in settings including patient education, staff development, and academic nursing education programs. Practicum opportunities for role development will include the integration of technology/simulation in a variety of settings. Focused learning experiences with the coordination of a preceptor will be arranged. May be repeated for credit.

681 – Seminar I: Nurse Educator, 1 Cr.

Seminar serves as a clinical conference companion course to the concurrent practicum experience. Special topics and assignments focus on teaching and learning issues encountered in practicum. Students are required to integrate prior coursework knowledge when participating in online discussions. Prerequisite: 679 or concurrent. Graded CR/NC.

682 – Seminar II: Nurse Educator, 1 Cr.

Seminar serves as a clinical conference companion course to the concurrent practicum experience. Special topics and assignments focus on teaching and learning issues encountered in practicum. Students are required to integrate prior coursework knowledge when participating in online discussions. Prerequisite: 680 or concurrent. Graded CR/NC.

682 – Nurse Educator Seminar, 2 Cr.

Seminar serves as a clinical conference companion course to the concurrent practicum experience. Special topics and assignments focus on teaching and learning issues encountered in practicum. Students are required to integrate prior coursework knowledge when participating in online discussions. Prerequisite: 650.

Effective Spring 2014 for students entering in the 2011-2012 catalog.

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

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. Must be taken concurrently with 692. Prerequisites: 697.

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) May be repeated for credit.

693 – Clinical Practicum II: FNP, 3–5 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 300 clinical hours) Prerequisite: 692. May be repeated for credit. Graded CR/NC.

694 – Clinical Practicum III: FNP Residency, 1–3 Cr.

This course serves as a capstone clinical experience in preparation for beginning family nurse practitioner (FNP) practice. Emphasis is on the FNP student assuming increased responsibility, independence, and accountability for advanced clinical decision-making skills in the overall management of health problems experienced by individuals and families across the life span. Health promotion, well child care, and disease prevention strategies are incorporated; culturally sensitive care is emphasized. Issues related to assuming the nurse practitioner role including interviewing skills, contract negotiation, and certification processes are integrated. (Up to 180 clinical hours) Prerequisites: 693. 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. Prerequisite: 695.

699 – Geriatrics 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. Recommended prerequisites: 507, 530.

705 – DNP Proseminar, 2 Cr.

This foundational course addresses the transition to doctoral study and the engaging developmental process when pursuing the DNP advanced practice leadership role. Essential focus areas are information systems/technology for health care and for advanced practice/scholarship and the DNP scholar's role in expanding/enhancing nursing science through clinical scholarship, participation in translational research and in evidence based practice.

710 – Ethical and Theoretical Thinking, 2 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 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 39 for description.

788—Independent Study—see page 39 for description.

800 – DNP Essentials Synthesis Seminar, 1–3 Cr.

This course provides the opportunity to synthesize knowledge from the eight AACN foundational Essentials in preparation for progress to the Clinical Practicum Residency, and for beginning the Capstone Project. The capstone 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 residency.

810 – Clinical Practicum Residency, 1–4 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 capstone project. Inter-professional collaboration, practice inquiry, role transition, and advanced organizational and systems leadership skills are emphasized in weekly seminar.

825 – DNP Capstone/Seminar, 1–3 Cr.

The capstone 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 capstone 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 capstone project represents a significant contribution to existing advanced nursing practice, and is disseminated to diverse audiences using multiple modalities.

Servant Leadership (SVLD)

546—Special Topics—see page 39 for description.

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.

588—Independent Study—see page 39 for description.

601 – 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?

602 – 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. SVLD 601 or significant experience with servant leadership is strongly encouraged prior to enrolling.

603 – 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.

604 – 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. SVLD 601 or significant experience with servant leadership is strongly encouraged prior to enrolling.

610 – Social Scientific Inquiry in Servant Leadership, 3 Cr.

The goal of this course is to improve the students’ ability to critically analyze servant leadership literature and other research studies they come into contact with every day of life. This course provides working knowledge of both qualitative and quantitative research methods. It is intended to: a) equip students with a general knowledge of social science research objectives and methods; b) prepare students to evaluate social science research approaches; and c) prepare students to write and propose scholarship in servant leadership. SVLD 601 or significant experience with servant leadership is strongly encouraged prior to enrolling.

650 – Building Community, 3 Cr.

One of the key characteristics of servant leaders is facility in building community while respecting and supporting the diverse gifts of individuals. This course will examine the dynamics of community, ways of nurturing community development, finding core values, healing divisions, and facilitating change in congregations and other organizations.

651 – Peacemaking and Conflict Resolution, 3 Cr.

This course will be an examination of nonviolence and movements for nonviolent social transformation as they are expressed in world religions. The life of Jesus of Nazareth, the work of Francis of Assisi, Gandhi, Martin Luther King Jr., and Dorothy Day, among others in the history of nonviolence, will be analyzed in exploring practical ways to peacefully resolve conflicts.

653 – 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.

655 – 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.

657 – 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.

690 – Colloquium, 1 or 2 Cr.

As a culmination of their work, participants will complete a scholarly project in servant leadership. This project will develop one of the three modes of inquiry introduced in SVLD-602, 604, and 610. The students will present findings from their research project as a formal written paper and in an oral presentation to a seminar of their peers. Prerequisite: 601, 602, 604, 610. May be repeated for credit.

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