Viterbo University and the HLC/NCA Accreditation Visit  
Oct. 6–8, 2008

Mission Statement  
The Viterbo University community prepares students for faithful service and ethical leadership.

Identity Statement  
Founded and sponsored by the Franciscan Sisters of Perpetual Adoration, Viterbo is a Catholic, Franciscan University in the liberal arts tradition.

Core Values  
In keeping with the tradition of our Franciscan founders, we hold the following core values:  
- Contemplation, as we reflect upon the presence of God in our lives and work.  
- Hospitality, as we welcome everyone we encounter as an honored guest.  
- Integrity, as we strive for honesty in everything we say and do.  
- Stewardship, as we practice responsible use of all resources in our trust.  
- Service, as we work for the common good in the spirit of humility and joy.

The Self-Study Process  
Every 10 years Viterbo University undergoes an institutional consultation and evaluation by the Higher Learning Commission of the North Central Association of Colleges and Schools (HLC/NCA). The process affords the university a self-assessment opportunity to identify institutional strengths and challenges and to provide recommendations based upon analysis of available data. A team of eight HLC/NCA consultant-evaluators will visit Viterbo University Oct. 6–8, 2008. The consultant-evaluators will review the 2008 Self-Study to determine if the report accurately reflects the life of the institution. The 2008 Self-Study contains two parts: the first part serves to assure that Viterbo University has adequately addressed the concerns identified by the HLC/NCA in the 1998 institutional site visit. The second part demonstrates how Viterbo University meets the HLC/NCA’s five criteria for accreditation and thus warrants continuing accreditation. Viterbo University is also submitting two Requests for Change: “Approval for the Initiation of Doctor of Philosophy in Ethical Leadership” and “Approval for the Initiation of Doctor of Nursing Practice.” These reports address and document the following commission questions:  
- What change is being proposed?  
- What factors influenced Viterbo University to undertake the proposed change?  
- What necessary approvals have been obtained to implement the proposed change?  
- What impact might the proposed change have on challenges identified by the Commission as part of or subsequent to the last comprehensive visit?  
- What are Viterbo University’s plans to implement and sustain the proposed change?  
- What are Viterbo University’s strategies to evaluate the proposed change?
What to Expect During the Visit
Before the consultant evaluators arrive in La Crosse, they will have read the 2008 Self-Study, the two Requests for Change, and various university catalogs and handbooks. On campus, the consultant-evaluators will meet with representatives from the administration, faculty, staff, students, trustees, and community. They will meet with key committees and individuals and hold a number of open forums. Many of the meetings will be scheduled in advance; others may be arranged after the team is on campus. Members of the university community may also be approached informally by team members.

Please keep the academic calendar free for the three days of the HLC/NCA visit and plan to attend appropriate open forums. The HLC/NCA team will have access to committee minutes, budgets, assessment and program evaluation reports, surveys and studies from the Institutional Research Office, faculty vitae and syllabi, and any other documents that will help them evaluate the university and provide consultation. When meeting with the team members, respond to their questions fully and candidly. The more they know about Viterbo University, the better consultation they can provide.

Preparing for the Visit
The best way to prepare for the visit is to read the 2008 Self-Study and the two Requests for Change on reserve in the library or at the HLC/NCA Self-Study Web site: www.viterbo.edu/UniversityAccreditation.aspx. You may also want to review the HLC/NCA Web site: www.ncahigherlearningcommission.org. Within the 2008 Self-Study, the Self-Study Steering Committee identified institutional strengths, challenges, and recommendations according to the five criteria designated by the HLC/NCA. The recommendations are aligned with the strategic priorities enumerated in the University of Opportunity: Hope and Help, 2008–2013.

SELF STUDY EXECUTIVE SUMMARY

Criterion One: Mission and Integrity
Viterbo University operates with integrity to ensure the fulfillment of its mission through structures and processes that involve the board, administration, faculty, staff, and students.

Major Strengths Criterion One: Mission and Integrity
1. The university has clearly stated mission documents. The Mission Statement is displayed in prominent sites throughout the campus.
2. The Viterbo University Mission Statement has evolved to reflect the changing needs of its constituents while adhering to the traditions and values of the Franciscan Sisters of Perpetual Adoration.
3. The university community fulfills the mission to serve others with human dignity and respect in its practices and policies.
4. The university’s governance structure provides opportunities for participatory decision making.
5. The university employs a variety of policies and processes to ensure the integrity of its dealings with members of the Viterbo University community and its external constituencies.

**Major Challenges Criterion One: Mission and Integrity**
1. As the number of new students and faculty increases, Viterbo University is challenged to carry out effectively the university’s mission, traditions, values, policies, and obligations.
2. Because of the homogeneous demographics of Viterbo University’s geographic location, challenges exist in diversifying the student body, faculty, staff, and administration.

**Major Recommendations Criterion One: Mission and Integrity**
1. It is recommended that the university strengthen training and programs for new students, new faculty, adjunct faculty, and off-campus students and faculty in mission and identity to continue the heritage of the Franciscan Sisters of Perpetual Adoration, the founders of the university.
2. It is recommended that the university develop new strategies to increase the ethnic and racial diversity in the student body, faculty, staff, and administration and regularly review the effectiveness of those strategies.

**Criterion Two: Preparing for the Future**
*Viterbo University realistically prepares for a future shaped by multiple societal and economic trends.*

**Major Strengths Criterion Two: Preparing for the Future**
1. The Viterbo University Strategic Plan provides a blueprint for the future.
2. Viterbo has maintained a balanced budget for more than 30 consecutive years.
3. The Office of Institutional Research consolidates data to develop and provide timely, accurate, and consistent information to all constituents.
4. The adult learning and off-campus graduate programs have expanded to meet the needs of constituents.
5. Technological resources and training have kept pace with the changing environment.
6. Physical, financial, and human resources are strong.
**Major Challenges Criterion Two: Preparing for the Future**

1. Because approximately 80 percent of Viterbo’s operating budget is financed by tuition revenue, the university continuously focuses attention on enrollment management issues, especially those related to undergraduate recruitment and retention.
2. A formal process and procedure for assessing administrative offices is not clearly articulated to improve quality of services.
3. As society requires higher levels of education, Viterbo University is challenged to seek the ways and means to increase its adult learning and graduate programs.
4. As the university increases in enrollment and programs, it is challenged to practice responsible stewardship and provide an infrastructure to support the growth.

**Major Recommendations Criterion Two: Preparing for the Future**

1. It is recommended that the university increase endowment funds to provide additional support for enrollment growth, scholarships, endowed professorships, retention, and other elements of the Strategic Plan.
   - *University of Opportunity: Hope and Help, 2008-2013, Strategic Priority: Affordability, Access and Success*
2. It is recommended that the university develop formal procedures for assessing administrative offices to assure continuous improvement in quality of services.
   - *University of Opportunity: Hope and Help, 2008-2013, Strategic Priority: Affordability, Access and Success*
3. It is recommended that the university create additional adult learning and graduate programs to meet regional needs and to provide diverse revenue streams for the university.
   - *University of Opportunity: Hope and Help, 2008-2013, Strategic Priority: Academic Distinction*
   - *University of Opportunity: Hope and Help, 2008-2013, Strategic Priority: Enrollment Growth*
4. It is recommended that the university address the implications of enrollment, faculty, classroom, office space, and program growth upon student support services and student housing.
   - *University of Opportunity: Hope and Help, 2008-2013, Strategic Priority: Enrollment Growth*
   - *University of Opportunity: Hope and Help, 2008-2013, Strategic Priority: Affordability, Access and Success*

**Criterion Three: Teaching and Learning**

*Viterbo University provides evidence of student learning and teaching effectiveness that demonstrates it is fulfilling its educational mission.*

**Major Strengths Criterion Three: Student Learning and Effective Teaching**

1. Viterbo University students are highly satisfied with their education which includes significant engagement in higher levels of learning and exposure to interactive teaching methods.
2. Viterbo University has generated a culture of assessment through training, coaching, and technology which leads to program improvement.
3. Viterbo University faculty use active learning strategies which enhance classroom learning.
4. Students and staff view and use the Learning Center as a valuable service to enhance learning.
5. Viterbo has experienced an unprecedented acceleration in technology since 1998, including increased staff support, equipment, and continuous upgrades. The university is committed to sustain self-sufficiency in technology through a student technology fee and budget funds targeted for on-going capital expenditures.
6. Viterbo emphasizes and rewards strong academic advising.

**Major Challenges Criterion Three: Student Learning and Effective Teaching**

1. As Viterbo University strives to keep pace with new learning strategies and the growth of graduate and undergraduate programming, the university is challenged to provide the necessary faculty, facility space, and technology.
2. Viterbo University is challenged to expand the Faculty Development Program to include orientation, mentoring, training on technology, assessment, and active learning strategies for all faculty.
3. The Fine Arts Center serves dual purposes as a student education center for the university and as a community arts center for the Coulee Region which results in conflicts in scheduling events, reserving space for creative projects, and providing avenues for campus special events.
4. Limited funding for faculty and faculty/student research impedes opportunities for scholarly work.
5. Viterbo University is challenged to continue the strides it has made in academic assessment and to expand its success in academic assessment to the General Education Program and Graduate Education Studies.

**Major Recommendations Criterion Three: Student Learning and Effective Teaching**

1. As buildings are constructed, and old classrooms are renovated, it is recommended that rooms are designed to facilitate active learning and research.
   - *University of Opportunity: Hope and Help, 2008-2013, Strategic Priority: Enrollment Growth*
   - *University of Opportunity: Hope and Help, 2008-2013, Strategic Priority: Affordability, Access and Success*
2. It is recommended that the Faculty Development Program be evaluated with the aim of coordinating the programming/resources to meet the mentoring, technology, and scholarship needs of all faculty.
   - *University of Opportunity: Hope and Help, 2008-2013, Strategic Priority: Academic Distinction*
   - *University of Opportunity: Hope and Help, 2008-2013, Strategic Priority: Affordability, Access and Success*
3. Viterbo University recognizes the immediate and long-term cultural benefit the Fine Arts Center programming brings to the campus community and the region. It is recommended that the university assure that the practice and learning activities for Viterbo University students are given scheduling priority so that academic programs can successfully address strategic priorities.


4. It is recommended that the university seek increased opportunities for funding faculty and faculty/student research.


5. To maintain growth in student learning, it is recommended that the university allocate sufficient resources to continue systematic personnel training, review, and evaluation of all assessment activities which assures the maturity of an assessment culture.


**Criterion Four: Acquisition, Discovery, and Application of Knowledge**

*Viterbo University demonstrates that acquisition of a breadth of knowledge and skills and the exercise of intellectual inquiry are integral to its educational programs.*

**Major Strengths Criterion Four: Acquisition, Discovery, and Application of Knowledge**

1. Viterbo University students are involved in a broad range of community service activities across campus disciplines.
2. Students are offered a variety of venues to showcase their scholarship including research symposia, senior exhibits, recitals, performances, and portfolios.
3. Since 1998, Viterbo University has increased the number of graduate programs from one to four, three of which are accredited by professional organizations.

**Major Challenges Criterion Four: Acquisition, Discovery, and Application of Knowledge**

1. Viterbo University has limited mechanisms in place to assess the impact of the general education requirements upon student learning.
2. Viterbo University is challenged to provide its students with more opportunities to participate in international study programs, and to engage in meaningful exchanges with students of different religions, political beliefs, race, and ethnicity.
3. As the university strives toward academic distinction and increases the number of its graduate programs, faculty members are challenged to balance effective teaching with scholarly work.

**Major Recommendations Criterion Four: Acquisition, Discovery, and Application of Knowledge**

1. Viterbo University should engage in an extensive, campus-wide assessment of the entire General Education Program.
   - *University of Opportunity: Hope and Help, 2008-2013, Strategic Priority: Academic Distinction*
   - *University of Opportunity: Hope and Help, 2008-2013, Strategic Priority: Catholic and Franciscan Identity*
   - *University of Opportunity: Hope and Help, 2008-2013, Strategic Priority: Affordability, Access and Success*

2. Viterbo University should evaluate its responsibility to expand the students’ cultural learning opportunities and develop a comprehensive plan to increase those opportunities.
   - *University of Opportunity: Hope and Help, 2008-2013, Strategic Priority: Affordability, Access and Success*
   - *University of Opportunity: Hope and Help, 2008-2013, Strategic Priority: Catholic and Franciscan Identity*

3. Viterbo University should review teaching loads in the undergraduate and graduate programs to determine their effect on the faculty’s ability to participate in scholarly work and course preparation.
   - *University of Opportunity: Hope and Help, 2008-2013, Strategic Priority: Academic Distinction*

**Criterion Five: Engagement and Service**

*Viterbo University has the capacity and commitment to engage with its identified constituencies and communities.*

**Major Strengths Criterion Five: Engagement and Service**

1. Viterbo University engages to a high degree with its constituencies congruent with the institution’s Franciscan heritage and the mission. Service is a component of every undergraduate student’s academic program.

2. The Student Development Office and Campus Ministry Office contribute to the personal, social, and civic development of the students and community.

3. The university provides its constituencies multiple opportunities to participate in academic and cultural programming, to use campus resources, and to share in the expertise of its personnel.

4. Engagement and service are valued by the university personnel and the university’s constituencies.
Major Challenges Criterion Five: Engagement and Service
1. Approximately 60 percent of Viterbo University’s first-year students are first generation college students. The university is challenged to provide adequate support to these students and their parents.
2. As the population of minority groups in the region increases, Viterbo University is challenged to respond to their higher education needs.

Major Recommendations Criterion Five: Engagement and Service
1. It is recommended that the university explore increased means of assisting first generation students and their families in the students’ success in higher education.
   • University of Opportunity: Hope and Help, 2008-2013, Strategic Priority: Enrollment Growth
2. It is recommended that the university conduct a study of diverse populations in the region to assess their higher education needs and the institution’s resources and capacity to respond to those needs.
   • University of Opportunity: Hope and Help, 2008-2013, Strategic Priority: Affordability, Access, Success

For More Information
If you have specific questions, contact the co-chairs of the Self-Study Steering Committee, Georgia Christensen, Ph.D., FSPA, at gjchristensen@viterbo.edu (608-796-3084) or Grant T. Smith, Ph.D., at gtsmith@viterbo.edu (608-796-3485).

PROPOSAL to OFFER a Ph.D. in ETHICAL LEADERSHIP
FACT SHEET

What is the Ph.D. in Ethical Leadership?
The Ph.D. in Ethical Leadership is an interdisciplinary program, drawing on the expertise, experience, and research from faculty across the campus. The Ph.D. program will be housed within the School of Letters and Sciences at Viterbo University while maintaining strong collaborative ties and support from the D.B. Reinhart Institute for Ethics in Leadership and other graduate programs on campus.

What is the background behind the decision to begin offering a Ph.D. in Ethical Leadership?
The Ph.D. in Ethical Leadership Program Committee, appointed by former President Bill Medland and former Academic Vice President Jack Havertape started meeting in April 2005. Committee members included professors and deans of schools having graduate programs, the
Director of the D.B. Reinhart Institute for Ethics in Leadership and the Vice President of Communications and Marketing.

The first tasks were to conduct a needs assessment and develop a proposal for a Ph.D. in Ethical Leadership which included a mission, goals, curriculum, application requirements, timeline, and budget. John Schroeder, Ph.D. led the planning and research efforts for the proposed program in 2005 and the Board of Trustees approved the degree program in May 2006. As the process evolved, new committee members were added. In 2007 a revised Ph.D. committee took up the project. An external consultant provided input. The new Ph.D. Program Committee received feedback from a variety of sources and significant changes were made to the Ph.D. proposal as it evolved including:

1. **Housing the Ph.D.** in the School of Letters and Sciences, while maintaining a strong interdisciplinary focus and support from the D.B. Reinhart Institute for Ethics and Leadership. The School of Letters and Sciences was chosen to house the interdisciplinary Ph.D. in Ethical Leadership based on the faculty expertise, the research culture, and the successful master’s degree program in Servant Leadership housed within the school.

2. **Modifying the budget**, with a reduced initial cohort size of 15, and additional resources for faculty teaching at the graduate level and supervising dissertations, an endowed chair in ethical leadership, the addition of a graduate faculty member, and basic start-up costs.

3. **Enhancing the ongoing research culture** campus-wide in ethical leadership, supported by the Research Fellows in Ethical Leadership Program sponsored by the D.B. Reinhart Institute for Ethics in Leadership each year.

4. **Increasing significantly the total credits** in the program for dissertation research with a faculty mentor.

5. **Forming the Office of Graduate Studies** with the appointment of the Dean of Graduate Studies.

6. **Making an administrative commitment** for reassigned time for faculty teaching at the graduate level and supervising dissertations at the doctorate level.

7. **Increasing the number of faculty** teaching in the Ph.D. program with previous experience supervising dissertations, or serving on dissertation committees at the Ph.D. level.

8. **Increasing library resources** budgeted each year to promote dissertation level research, including full-text access to online databases for students that will also benefit master’s and undergraduate programs.

9. **Initiating a visiting scholars** program in the D.B. Reinhart Institute for Ethics in Leadership.

10. **Aligning the program goals** with the now fully developed **strategic plan** for Viterbo, *University of Opportunity: Hope and Help Strategic Plan 2008-2013*.

### What are the goals of the Ph.D. in Ethical Leadership?

The **Mission Statement** for the Ph.D. degree program in Ethical Leadership illustrates the program goals and objectives.
The Viterbo University doctoral program in ethical leadership, rooted in the Catholic Franciscan tradition, recognizes the God-given dignity of each human person and all of creation as the core of leadership and service. Dedicated to the development of virtue, the program will study ethical leadership with a view to develop ethical leaders who are committed to the common good through the practice of integrity, hospitality, stewardship, and contemplation.

The **Program Goals** are the following:
1. Develop ethical leaders through the study and congruent practice of virtues.
2. Develop effective leaders committed to servant leadership and the common good.
3. Develop a community of scholars who contribute to common knowledge via the practice of scholarship and research.

**How does the Ph.D. in Ethical Leadership align with the mission of Viterbo University?**

The University’s decision to offer a Ph.D. in Ethical Leadership is a close fit with its mission and its strategic plan, *University of Opportunity: Hope and Help Strategic Plan 2008-2013*. The Ph.D. program helps Viterbo University enact multiple institutional priorities including:

- **Enrollment Growth**: Meet emerging work force needs in the region by expanding the academic portfolio at the graduate level in selected disciplines.

- **Catholic and Franciscan Identity**: Amplify and apply our Catholic and Franciscan identity for the betterment of our students, community and common good.

- **Academic Distinction**: Achieve national distinction for the proposed program and for the D.B. Reinhart Institute for Ethics through its academic programs, publications, lectures, and collaborative outreach programs.

Viterbo University’s Identity and Mission – to prepare students for faithful service and ethical leadership - lay a strong foundation for a Ph.D. in Ethical Leadership.

**Who will the Ph.D. in Ethical Leadership serve?**

A needs analysis including seven colleges, three health organizations, and Viterbo alumni and current graduate students indicates a strong desire for this program among adults who are currently employed as it would be the only such program in Western Wisconsin.

**What are the expected student learning outcomes for the students enrolled in the Ph.D. in Ethical Leadership?**

Learner Outcomes for the graduates of the proposed program are:
1. Students create knowledge, lead, and serve society based on respect for the God-given dignity of each person and all of creation.
2. Students demonstrate a commitment to the common good through professional vocation and civic activity.
3. Students practice principles of contemplation and discernment in order to facilitate the personal development of virtue and to become ethical leaders.
4. Students demonstrate an understanding of the dynamic relationship of ethical leadership and followership.
5. Students develop research knowledge and skills necessary for good scholarship in the area of ethical leadership.
6. Students contribute to the common knowledge of ethical leadership in a particular area of practice.

**Who will be involved in administering the Ph.D. in Ethical Leadership?**
The Dean of Letters and Sciences will oversee the program, with the assistance of a program director for the Ph.D., and an administrative assistant for the program. In addition, the Office of Graduate Studies will provide assistance with the oversight of the program, as defined by the Office of Graduate Studies structure. To maintain the interdisciplinary nature of this degree, a Ph.D. program committee will meet regularly with representation from the D. B. Reinhart Institute for Ethics in Leadership and other graduate programs on campus. The Ph.D. in Ethical Leadership Program Committee in concert with the Dean of Graduate Studies is responsible for administering program policies and procedures, and for advising the Dean of Letters and Sciences and Ph.D. Program Director on all matters of policy.

**Who will be involved in teaching the Ph.D. in Ethical Leadership?**
Proposed Ph.D. program courses will be taught by: current qualified full-time Viterbo University faculty or administrators; approved Viterbo University faculty associates; a new Program Director in Ethical Leadership; the new endowed chair in Ethical Leadership; or the new graduate level faculty member dedicated to teaching in the Ph.D. program. By 2011, approximately 60 percent of the courses in the proposed Ph.D. program will be taught by the full-time positions (program director, endowed chair, or graduate-level faculty member). The remaining 40 percent (or seven courses per year) will be taught by qualified current personnel or approved part-time faculty associates. A generous gift secured the funding necessary to add an endowed chair in Ethical Leadership by the Institute beginning in summer 2011. The Ph.D. program will also be supported through the addition of visiting scholars appointed to the D.B. Reinhart Institute for Ethics in Leadership.

**Who will serve as faculty mentors and committee members for dissertations in the Ph.D. in Ethical Leadership?**
The faculty tentatively scheduled to serve as faculty mentors and committee members for dissertations are credentialed faculty capable, interested, and experienced in the area the student choose to pursue and will work with the new director, endowed chair, and new graduate-level faculty member to ensure the strong faculty presence needed in a Ph.D. program.
**What is the timeline for the implementation of the Ph.D. in Ethical Leadership?**

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<thead>
<tr>
<th>Date</th>
<th>Step to Implement Change</th>
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<tbody>
<tr>
<td>Fall 2007</td>
<td>Announce Research Fellowship Program</td>
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<td>Spring 2008</td>
<td>Revise Ph.D. Proposal</td>
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<td>Select Institute Fellows for 2008-09</td>
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<td></td>
<td>Select Visiting Scholar(s) in Ethics for 2008-09</td>
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<td>Fall 2008</td>
<td>HLC/NCA visit</td>
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<td></td>
<td>Seek HLC/NCA approval</td>
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<td>Advertise for Ph.D. Program Director to begin Summer 2009</td>
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<td>Spring 2009</td>
<td>Interview for Program Director</td>
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<td>Announce Program following HLC approval</td>
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<td>Begin recruitment</td>
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<td>Advertise and interview for Administrative Assistant</td>
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<td>Select additional Research Fellow (Ethics Institute)</td>
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<td>Summer 2009</td>
<td>Program Director begins</td>
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<td>Administrative Assistant begins</td>
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<td>Fall 2009</td>
<td>Receive applications for first cohort</td>
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<td>Begin recruitment for second cohort</td>
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<tr>
<td>Spring 2010</td>
<td>Select first cohort</td>
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<td>Training for faculty in program occurs</td>
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<td></td>
<td>Select additional Research Fellow (Ethics Institute)</td>
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<td>Summer 2010</td>
<td>First cohort begins</td>
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<td>Two courses in Ethical Leadership offered</td>
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<td>Fall 2010</td>
<td>Advertise for the Endowed Chair in Ethical Leadership</td>
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<td>Advertise for the faculty member in Ethical Leadership</td>
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<td>Receive applications for second cohort</td>
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<td>Begin recruitment for third cohort</td>
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<td>Two courses in Ethical Leadership offered</td>
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<tr>
<td>Spring 2011</td>
<td>Interview for the Endowed Chair in Ethical Leadership</td>
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<td>Interview for the faculty member in Ethical Leadership</td>
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<td>Two courses in Ethical Leadership offered</td>
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<tr>
<td>Summer 2011</td>
<td>Second cohort begins</td>
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<td>Endowed chair begins</td>
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<td>New faculty member begins</td>
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<td>Five courses in ethical leadership offered</td>
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**What courses will be offered in the Ph.D. in Ethical Leadership?**

Students in the Ph.D. program will be required to take a total of 67 credits including:

1. **Virtues in Leadership Courses (11 credits required)**

   The *Personal Virtues* and *Public Virtues* courses must be successfully completed before the student may take the Qualifying Exam.

   **Virtues in Leadership Courses Summary**
   
   Required Personal Virtues in Leadership 3cr.
   Required Public Virtues in Leadership 3cr.
   Required Historical Perspectives on Leadership 3cr.
   Required Virtues Project 2cr.
2. **The Common Good Courses (20 required credits)**

   The courses in *Building a Learning community, Principles of Organizational and Social Systems* must be successfully completed before the student may take the Qualifying Exam.

   **Common Good Courses Summary**
   | Required | Building a Learning Community 3cr. |
   | Required | Principles of Organizational and Social Systems 3cr. |
   | Required | The Ritual Life of Groups 3cr. |
   | Required | Political Dimensions of Leadership 3cr. |
   | Required | Legal and Moral Perspectives on Leadership 3cr. |
   | Required | Communication and Rhetoric 3cr. |
   | Required | Common Good Project 2 cr. |

3. **Research Methodology Courses (12 required credits)**

   A basic *Principles of Research* course should have been completed in the master’s level work prior to enrollment in the Ph.D. program or completed in a master’s class here. *The Ethics and Integrity in Research* course must be successfully completed before the student may take the Qualifying Exam.

   **Research Methodology Summary**
   | Required | Ethics and Integrity in Research 3cr. |
   | Required | Quantitative Research in Ethical Leadership 3cr. |
   | Required | Qualitative Research in Ethical Leadership 3 cr. |
   | Required | Proposal Seminar 3 cr. |

4. **Dissertation Credits (minimum of 15 credits required)**

   After completion of all required courses outlined above students are required to take a minimum of 15 dissertation credits. Students must continue to register for a minimum of three dissertation credits per semester until the dissertation is successfully defended. Students must complete all degree requirements within seven years of starting the program.

5. **Elective Credits (minimum of nine credits)**

   A minimum of nine elective credits are required in the program. Students may satisfy this requirement by taking courses scheduled within the program or, with University approval, may develop a leadership focus area by taking courses associated with one of the four Viterbo University graduate programs already in place and/or by taking courses from other universities.

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**How will having the Ph.D. in Ethical Leadership benefit the undergraduate programs?**

The increased databases and library books purchased will benefit undergraduate majors as will the visiting scholars on campus, the speakers and other activities generated by the Ph.D.
program. The three new positions with faculty rank (program director, endowed chair, and graduate faculty member) will most likely not teach at the undergraduate level, however they will be members of traditional departments/schools, and will collaborate on scholarly activities with existing faculty members.

**What resources will the Ph.D. in Ethical Leadership require?**
The program director and the administrative assistant will be hired in the summer of 2009 if the proposal is approved using available entrepreneurial funds. The first cohort of 15 students will begin the program in the summer of 2010. In 2011-2012, it is anticipated that a total of 27 students will be enrolled in the program. In the summer of 2011, an additional full-time position with faculty rank will be filled through an endowed chair in Ethical Leadership which is funded by a generous grant given to the D.B. Reinhart Institute for Ethical Leadership. This person will teach primarily at the graduate level, and serve as a faculty mentor to Ph.D. students. Also in 2011, a graduate level faculty member dedicated to the Ethical Leadership program will be hired to teach, advise and supervise graduate students in the program using tuition-generated revenue. Resources from tuition generated revenues in the second year forward have been allocated for additional faculty instructors, dissertation supervision, qualifying exam readers, office and course supplies, application review expenses, membership and travel, recruiting and advertising, library resources and office set-up. The direct cost of the program is fully supported by tuition revenue by 2011-2012.

**Where can I get more information?**
Contact the Dean of the School of Letters and Sciences at 608-796-3393 or email ggtemple@viterbo.edu.

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**PROPOSAL TO OFFER A DOCTOR OF NURSING PRACTICE FACT SHEET**

**What is the Doctor of Nursing Practice?**
The Doctor of Nursing Practice (the DNP degree) is a professional, practice-oriented doctoral program, similar to other clinical doctorates such as the doctor of pharmacy and the doctor of physical therapy. The Doctorate in Nursing Practice will build upon the current Master of Science in Nursing degree for Advanced Practice Nurses (APNs), and will comply with the recommendations of professional organizations (available via the AACN and the NONPF Web sites) that support moving the level of preparation necessary for advanced nursing practice roles from the current master’s degree requirement to the doctorate level by the year 2015.

**What is the background behind the decision to begin offering a Doctor of Nursing Practice?**
Several external factors contributed to Viterbo University’s decision to offer a Doctorate of Nursing Practice Degree: the practice demands of an increasingly complex health care
environment, the requests for new and expanded knowledge, and an increasing need for expansion of current NP program curricula to provide the higher-level learning and professional competencies needed for effective practice. Developing a DNP program was viewed as a way to facilitate the preparation of more doctorally-prepared nurses in this time of a severe national shortage of all types of registered nurses.

In November 2007, President Richard Artman and the School of Nursing hosted informational sessions related to the offering of the DNP for potential employers from five regional health care organizations. Support was voiced for this new degree offering, particularly the curricular inclusion of a specialty-focused clinical residency because that expanded knowledge and skills with a practice orientation best meet the various organizations’ needs. The DNP Program Director, Dorie Beres, was named in January 2008 to help prepare the change request.

**What is the mission of the Doctor of Nursing Practice?**
The mission of the Viterbo University DNP is to prepare nurses at the highest professional level of practice to assume leadership positions in a variety of clinical and educational organizations to improve health care for diverse populations and promote optimum quality of life.

The curriculum will prepare graduates for advanced nursing roles that enhance the standard of practice in a variety of settings. Depending on the student’s plan for advanced role preparation, graduates may function as nurse practitioners, clinical nurse specialists, nurse anesthetists, nurse midwives, educators, and in other leadership roles requiring doctoral knowledge and skills.

**How does the Doctor of Nursing Practice align with the mission of Viterbo University?**
The current MSN program supports, as will the DNP, the university’s mission to offer specialized professional degree programs with a Catholic, Franciscan orientation, and assists in meeting a growing regional need for advanced practice nurse health care providers, nursing faculty, and nurse executives.

The Viterbo University mission statement identifies education for faithful service and ethical leadership among its aims and the *University of Opportunity: Hope and Help Strategic Plan 2008-2013* speaks to Viterbo’s plans to “meet emerging workforce needs in the region by expanding the academic portfolio at the graduate level,” and to “achieve national distinction for the proposed program and for the D.B. Reinhart Institute for Ethics through its academic programs, publications, lectures and collaborative outreach programs.”

This university mission is supported by the School of Nursing’s mission to educate “nursing professionals who will advance high standards of nursing practice.” The proposed DNP program will build upon the successful BSN and MSN programs already in place within the university in
preparing the next generation of nursing leaders, and assist in promoting the development of a culture of Christian compassion, ethical leadership, faithful service, and clinical scholarship.

**Who will the Doctor of Nursing Practice serve?**
The first cohorts admitted will be comprised of post-master’s DNP students, with the plan to transition the current MSN Adult Nurse Practitioner track to a ‘seamless’ post-BSN to DNP curriculum. To ensure optimal faculty-student interaction, develop appropriate clinical residency affiliations, and meet regional needs for doctorally prepared advanced practice nurses and faculty, enrollment for the initial post-master’s MSN to DNP cohorts will each consist of eight students who are primarily from the local area. Additionally, qualified Viterbo University nursing faculty members with master’s degrees will be afforded the opportunity to obtain their doctoral degree through participation in the DNP program. It is anticipated that at least half of the Viterbo University MSN advanced practice NP alumni would return to complete the DNP as the professional degree recommendations advance. The MSN degree program will continue to serve nurse educators and will establish a clinical nurse leader track.

**What are the expected student learning outcomes for the students enrolled in the Doctor of Nursing Practice?**
The Doctor of Nursing Practice Graduate Outcomes are:
- Practice in an expanded, specialized, and/or advanced nursing role.
- Affirm the dignity of life and human diversity.
- Utilize ethical decision-making strategies in complex health care situations.
- Advocate for quality of health care practices, especially for those who are vulnerable and underserved.
- Demonstrate ethical leadership and faithful service within a variety of settings.
- Engage in evidence-based practice.
- Assume accountability for life-long learning.
- Demonstrate organizational and systems leadership for the improvement of health outcomes.
- Advocate for improved models of health care delivery through health policy development and evaluation.
- Utilize knowledge, technology, information systems, and interdisciplinary collaboration to practice at the highest level.

**Who will be involved in administering the Doctor of Nursing Practice?**
The Dean of the School of Nursing is the chief administrator and is responsible for the overall leadership of the programs in nursing, the budget, and faculty evaluation. The Associate Dean of the Graduate Programs in Nursing is responsible for the administration, budgeting, grant procurement, and scholarship for the graduate program and reports directly to the Dean of the School of Nursing. The DNP Director will report directly to the Associate Dean. Responsibilities of the director include coordinating and overseeing DNP curricular content; assisting with DNP program evaluation components, student recruitment and selection; mentoring faculty; and providing liaison duties for clinical residency affiliations. In addition, the Office of Graduate
Studies will provide assistance with oversight of the program in keeping with the University graduate policies and procedures.

Who will be involved in teaching the Doctor of Nursing Practice?
Viterbo University will follow the educational standards and criteria for selecting DNP faculty established by the professional nursing organizations. All MSN faculty, administrators/teachers, and adjunct faculty are appropriately credentialed at the doctorate level and/or advanced practice level, with experience in higher education and advanced nursing practice to teach in the DNP program. Viterbo will continue to employ part-time adjunct faculty members currently teaching in the graduate program that include medical doctors, doctors of pharmacy, nurse practitioners, and health care administrators.

Who will serve as faculty mentors and committee members for the clinical experience and project in the Doctor of Nursing Practice?
Given the clinical focus of this practice degree, Viterbo University is well positioned to meet student needs. Six of the current master’s faculty members are prepared in specialty areas of advanced practice nursing and hold national certification as advanced practice nurses (nurse practitioners) and will serve as clinical mentors and capstone project advisors. All are actively engaged in a variety of specialty practice roles that will provide for the breadth and depth of expanded knowledge and skills this degree calls for. Additionally, an associate dean and new faculty hire have been approved to assist with the DNP program expansion and appropriately credentialed faculty from regional health care centers are available for the specialty-focused clinical residency learning experiences.

What courses will be offered in the Doctor of Nursing Practice?
To meet the needs of current APNs to expand their education and credentials while maintaining employment, the program will be offered using a format based on six-to-eight credit hours per academic session. The delivery format will consist of a combination of intensive, on-campus sessions held for two to three days once or twice during the academic session, combined with online course work. This format will allow Viterbo to accommodate a greater number of students from distant/rural areas who are interested in pursuing the DNP.

All courses in the nursing curricula include both theory and application of ethical principles to insure that nursing graduates can address the complex ethical issues that will confront them in their professional careers and in their daily lives. Additionally, the program includes an intense, specialty-focused practice immersion experience within a clinical residency that will assist the student in acquiring the expanded knowledge and professional practice competencies necessary to employ high-level clinical reasoning to meet the public need for better-prepared practitioners for contemporary practice settings.

Building upon the existing MSN program, the post-MSN to DNP program will have three components:
1. Foundational **core courses** as outlined in the *DNP Essentials* document (available via the [AACN](https://www.aacn.nche.edu) Web site) and the DNP competencies as specified by NONPF (available via the [NONPF](https://www.nongovernment.org) Web site) will be required courses for all graduates of the DNP program. Building upon the core courses currently required in the MSN curriculum, additional core courses included in the DNP program will include content such as:
   a. Biostatistics/Epidemiology
   b. Informatics
   c. Evidence Based Practice
   d. Interprofessional Collaboration
   e. Organizational and Systems Leadership
      ✓ systems organization
      ✓ health care economics
      ✓ ethics and health care
   f. Health Care Policy

2. **Focused residency** experiences designed in the student’s area of interest will prepare the DNP graduate for clinical reasoning and expertise at the highest level of nursing practice. Students will identify an area of interest and select a faculty and clinical mentor for the specialty focused residency. A minimum of 450 hours of clinical experience is required.

3. **DNP Capstone Project** will provide an assessment of the student’s ability to translate evidence into practice for improved outcomes. The practice, application-oriented project will integrate a critical literature review and implement the principles of evidence-based practice. The Capstone course professors will evaluate the proposal and the implementation of the project and the written and oral dissemination of the project.

The schedule of classes is as follows:

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<thead>
<tr>
<th>Semester</th>
<th>Course</th>
<th>Credits</th>
<th>Notes</th>
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<tbody>
<tr>
<td>Summer I</td>
<td>DNP Seminar I</td>
<td>2</td>
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<tr>
<td></td>
<td>Informatics</td>
<td>3</td>
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<tr>
<td>Fall I</td>
<td>Analytical Methods for EBP</td>
<td>3</td>
<td></td>
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<tr>
<td></td>
<td>Evidence Based Practice</td>
<td>3</td>
<td></td>
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<tr>
<td></td>
<td>DNP Seminar II</td>
<td>2</td>
<td></td>
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<tr>
<td>Spring I</td>
<td>Healthcare Policy [50]</td>
<td>3</td>
<td></td>
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<tr>
<td></td>
<td>DNP Clinical Residency I [225]</td>
<td>3</td>
<td></td>
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<tr>
<td></td>
<td>Capstone Seminar I</td>
<td>2</td>
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<tr>
<td>Summer II</td>
<td>Organizational and Systems Leadership</td>
<td>3</td>
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<td></td>
<td>DNP Clinical Residency II [225]</td>
<td>3</td>
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<tr>
<td></td>
<td>Capstone Seminar II</td>
<td>2</td>
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<tr>
<td>Fall II</td>
<td>DNP Capstone Project</td>
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<tr>
<td></td>
<td>DNP Specialty Elective *</td>
<td>2-4</td>
<td>*May be taken any time during the program</td>
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<tr>
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<td>35-37cr [500 clinical hours] DNP awarded</td>
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Executive Summary, Change Request for Ph.D. and for DNP Fact Sheets

How will having the Doctor of Nursing Practice benefit the undergraduate programs?
Additional graduate resources, laboratory facilities and equipment used to enhance teaching in the DNP program will serve as resources for the undergraduate nursing program. Offering an excellent DNP program will make it easier to attract highly qualified BSN students searching for a seamless transfer into a DNP degree program.

What resources will the Doctor of Nursing Practice require?
Viterbo University has a rich history of providing well-educated health care providers. Not implementing the educational changes required in the future for nurse practitioners would have an adverse effect on the sustainability of both the MSN and bachelor’s programs and the financial health of both programs. Overall, the School of Nursing currently has a strong financial base considering the BSN, BSN Completion, and MSN together, and the university will use that firm financial foundation to leverage the DNP program in its early years before tuition revenues outweigh expenses invested in building program infrastructure.

Where can I get more information?
Questions can be directed to the Dean of the School of Nursing, Silvana Richardson at 608-796-3687 or sfrichardson@viterbo.edu.

Final Notes
Copies of the 2008 Viterbo University HLC/NCA Self-Study Federal Compliance—Institutional Snapshot, 2008 Viterbo University HLC/NCA Change Request Permission to Offer a Ph.D. in Ethical Leadership, and 2008 Viterbo University HLC/NCA Change Request Permission to Offer a Doctor of Nursing Practice, Prepared for The Higher Learning Commission of the North Central Association of Colleges and Schools are on reserve at the Todd Wehr Memorial Library or online at http://www.viterbo.edu/accreditation.aspx?id=12736.

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