

Viterbo University  
Graduate Catalog  
2012-2013

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**VITERBO**  
UNIVERSITY

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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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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](mailto:info@hlcommission.org); [www.ncahigherlearningcommission.org](http://www.ncahigherlearningcommission.org)

Viterbo University is recognized and approved by the Iowa Department of Education.

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

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

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.

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.

The online catalog will be updated as changes in policies and procedures are made. 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.

### Dedication

To Francis of Assisi, "Everybody's Saint," a man of justice and peace.

To Rose of Viterbo, a faithful interpreter of the spirit of Francis.

To Clare of Assisi, confidant of St. Francis and bearer of light to the world.

For their legacy to us of ideals, energy, and leadership.

### Identity

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

### Mission

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

### Accreditation

Viterbo University is accredited by:

- The Higher Learning Commission  
30 North LaSalle Street, Suite 2400, Chicago, IL 60602-2504; 800-621-7440;  
[www.ncahigherlearningcommission.org](http://www.ncahigherlearningcommission.org)
- Association of Collegiate Business Schools and Programs (ACBSP)  
11520 West 119th Street, Overland Park, KS 66213, (913) 339-9356; [www.acbsp.org](http://www.acbsp.org)
- Accreditation Council for Education in Nutrition and Dietetics (ACEND)  
120 South Riverside Plaza, Suite 2000, Chicago, IL 60606-6995; 312-899-5400;  
<http://www.eatright.org/students/education/accreditedprograms.aspx>
- Commission on Collegiate Nursing Education  
One Dupont Circle NW, Suite 530, Washington, DC 20036; 202-887-6791;  
[www.aacn.nche.edu/accreditation/](http://www.aacn.nche.edu/accreditation/)
- Council on Social Work Education  
1725 Duke Street, Suite 500, Alexandria, VA 22314-3457; 703-683-8080; [www.cswe.org](http://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/](http://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 holds membership in the:

- American Academy of Nurse Practitioners
- American Association of Colleges for Teacher Education
- American Association of Colleges of Nursing
- Association of Catholic Colleges and Universities
- Association of Franciscan Colleges and Universities
- Attorney General's List for Foreign Students
- Council of Independent Colleges
- Council on Adult and Experiential Learning
- Council on Postsecondary Accreditation
- Midwestern Association of Graduate Schools
- National Association of Graduate Admission Professionals
- National Association of Independent Colleges and Universities
- National Organization of Nurse Practitioner Faculties
- Wisconsin Association of Independent Colleges and Universities

## **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

Viterbo University offers the following undergraduate degrees:

- Associate of Arts
- Associate of Science
- Bachelor of Art Education
- Bachelor of Arts
- Bachelor of Business Administration
- Bachelor of Fine Arts
- Bachelor of Liberal Studies
- Bachelor of Music
- Bachelor of Science
- Bachelor of Science in Community-Medical Dietetics
- Bachelor of Science in Education
- Bachelor of Science in Nursing

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

## History of Viterbo University

Viterbo University was founded in 1890 in La Crosse, Wis., by the Franciscan Sisters of Perpetual Adoration (FSPA). The university is named Viterbo for the 13th century Franciscan, St. Rose of Viterbo, Italy.

The university has evolved from a normal school to a four-year liberal arts university with master's programs in education, nursing, business administration, servant leadership, and mental health counseling. Collegiate courses were introduced in 1923 and steps were taken toward the development of a regular four-year college program. By 1931–32, St. Rose Junior College had been formally established and approved by the University of Wisconsin-Madison. Further development followed, and by 1939 the college was approved as a four-year, degree-granting institution for the preparation of teachers for elementary schools.

In 1937 as plans were being made for the construction of a college building, located across the street from the convent, the name was changed from St. Rose College to Viterbo College (one final name change was to occur in 2000 when Viterbo changed its status from college to university). Lay women were admitted in 1943; in 1970 men were admitted.

In the 1950s, Viterbo University expanded its program in the liberal arts and in the preparation of teachers for secondary schools. In 1952, this program received the approval of the University of Wisconsin Committee on College Accreditation.

With its status as a four-year liberal arts college achieved, Viterbo University sought accreditation by the North Central Association of Colleges and Secondary Schools and by the National Council for the Accreditation of Teacher Education. Both were granted in 1954. Accreditation by both associations has regularly been re-confirmed.

The university began offering graduate education courses for teachers in 1973. An accredited Master of Arts in Education program was introduced in 1987. In 1998, the university received approval to offer a Master of Science in Nursing. In 2001, a Master of Arts in Servant Leadership was approved, followed in two years by the Master of Business Administration. The Master of Science in Mental Health Counseling was approved in 2011. Each of these accredited programs grew out of its sponsoring school. They provide an alternative approach to their field through the strong focus on ethics, service, and leadership.

Viterbo University has also added numerous licensure and certificate programs at both the graduate and undergraduate levels during the course of its most recent history.

During this first decade of the new millennium, Viterbo University continues to grow and develop to meet the needs of its students and community. Currently Viterbo University is carrying out a transformational strategic plan entitled, *University of Opportunity: Hope and Help*, which provides a blueprint for the future. Much will change but all that emerges will be solidly grounded in Viterbo University's mission and identity.

Viterbo University has balanced continuity and change with consistent ability. As the university met the challenges and opportunities which have defined its past, so it will continue to do in the 21st century. The heritage and continuing support of the Franciscan Sisters of Perpetual Adoration, combined with the dedication of its current stewards, assures Viterbo University a viable future in meeting the intellectual, spiritual, and developmental needs of its students.

## Core Values

In keeping with the tradition of our Franciscan founders, the university holds the following core values:

- contemplation—reflecting upon the presence of God in our lives and work;
- hospitality—welcoming everyone we encounter as an honored guest;
- integrity—striving for honesty in everything we say and do;
- stewardship—practicing responsible use of all resources in our trust;
- service—working for the common good in the spirit of humility and joy.

## Campus Facilities and Grounds

- **Murphy Center**, 815 Viterbo Court (1941), a five-story building, provides classrooms, offices for the administration and faculty, and services for students. It also houses the library, the Academic Resource Center, computer laboratories, and career services.
- **Marian Hall**, 704 Franciscan Way (1957) and **Bonaventure Hall**, 700 Franciscan Way (1965), offer residence, recreational, and dining facilities (1966) for students. Five apartment complexes, **McDonald Terrace**, 715 8th Street South (1975), **Treacy House**, 825 Market Street (1975), **Rose Terrace**, 801 V-Hawk Court (1997), **Canticle House**, 814 and 820 8th Street South, (2010), and **Clare Apartments**, 710 8th Street South (2012), offer apartment-style living for students. There are also theme houses and apartments located on campus for students.
- **The Fine Arts Center**, 929 Jackson Street (1971, renovated in 1998), is an outstanding liberal arts facility for the creative activity of art, music, and theatre arts departments. The academic wing contains classrooms, studios, practice rooms, laboratories, and faculty offices as well as a fine arts library, a music recital hall, a dance studio, an audio-visual room, a choral and orchestra rehearsal room, an art gallery, and professional artist exhibits. The theatre wing contains the La Croix Black Box Theatre, an experimental studio theatre, and the Main Theatre, a performing theatre unique to the Midwest which can accommodate drama, concerts, and opera by adjustment of size and sound.
- **San Damiano Chapel**, 940 Franciscan Way (1979), is the center of worship at Viterbo.
- **Brophy Center**, 816 10th Street South (1983), houses the School of Business, classrooms, lecture halls, demonstration and seminar rooms, and faculty offices.
- Dedicated in 1984, **Assisi Courtyard** is a large beautifully landscaped space which is a favorite congregating space for students. Assisi Courtyard is also home to the famous sculpture, “Dancing Francis” (of Assisi) which symbolizes Viterbo’s commitment to the environment and Franciscan ideals. The sculpture “St. Clare” (of Assisi) is also on display in the Courtyard.
- The **Varsity Athletics Center**, 814 Viterbo Court (1987), is a multi-use facility which houses basketball and volleyball courts, training and fitness rooms, and racquetball courts. The R.W. Beggs Sr. Gymnasium is used for V-Hawk practices and regular games.
- The **Student Union** (1989), provides a place for socializing and studying. It contains a large screen TV, and lounge and eating areas. The cafeteria (remodeled in 2006), Crossroads snack bar, and the university bookstore are located in the Student Union.
- The **Todd Wehr Memorial Library** (1991, renovated in 2006), located on the first and second floors of Murphy Center, provides a central place for study and research. Library staff members provide individualized services to students, faculty, and staff. The library’s collection of over 90,000 print and 77,000 electronic titles consists of books for general circulation, scores, reference works, DVDs, videos, and CDs. The library has access to over 35,000 online periodicals and newspapers through its various databases, and continues to subscribe to over 200 periodicals and newspapers in paper format. E-Reserves and interlibrary loan complement these information resources. Special collections include the university archives, and an art collection consisting of over 350 pieces. Students have access to 100 computer stations throughout the library, and there are wireless laptops, video cameras, iPads and more available for checkout at the main desk. Spaces include **Franny’s**, a 24/7 study and computer lab with coffee service, a library classroom designed to accommodate group work, and quiet study areas on the second floor.
- The **Student Development Center**, 936 Franciscan Way (1996), is home to Viterbo University’s housing, counseling, and health services.
- The **Outdoor Athletics Complex**, N3175 State Road 16 (1999), is home to a variety of V-Hawk sports including men’s and women’s soccer, men’s baseball, women’s softball, and a large practice area.
- **Viterbo Court** (1999), which is located between the Varsity Athletics Center and Murphy Center, is beautifully landscaped and features a large Viterbo University seal.
- **V-Hawk Court** (2000) is located between the Amie L. Mathy Center and Marian Hall/Rose Terrace and features walkways, park benches, tables wired for Internet access, and a clock tower. Bricks donated by employees, friends, and alumni, which are engraved with names or Viterbo University memories, surround the clock tower.

- The **Physical Plant Building**, 727 Winnebago Street (2002), houses the physical plant offices, including custodial services, maintenance personnel and equipment, and campus security. Additional services include employee and student ID photos/programming, building/room key distribution, work order system support, fleet vehicle management, and facilities administration.
- The **D.B. and Marge Reinhart Center for Ethics, Science, and Technology**, 900 Viterbo Drive (2003), is a state-of-the-art facility, home to Viterbo University sciences, the D.B. Reinhart Institute for Ethics in Leadership, the copy, mail, and media center, and other administrative offices including the Office of the President. The showcase of the center is a tiered conference auditorium to host Webcasts and downlinked national video conferences as well as live and distance presentations on leadership and ethics. A large board room on the first floor provides a state-of-the-art environment for meetings and events. The second and third floors house science labs, classrooms, offices, and computer labs.
- The **Amie L. Mathy Center for Recreation and Education**, 811 8th Street South (2005), is adjacent to the Varsity Athletics Center. It is a “first of its kind” facility serving the recreational needs and physical education programs for Viterbo University students, faculty, and staff, and members of the Boys and Girls Clubs of Greater La Crosse. This collaborative facility includes a three-court gymnasium, 1/8 mile indoor track, multi-purpose room, a large strength and conditioning room, general locker rooms, two conference rooms, and administrative/coaches’ offices.
- The **Hawk’s Nest** (2006), is located in Marian Hall. It provides student amenities including a pool table, a ping pong table, seating area, and a lounge with large screen TV.
- The **Nursing Center**, 916 South 10<sup>th</sup> Street (2011), is Viterbo’s newest campus facility. This outstanding 68,700 square foot state-of-the-art facility is home to Viterbo’s signature nursing and dietetics programs, and also provides opportunities for the university’s allied health programs. The cornerstone of the facility features four cutting edge simulation labs dedicated to critical care, medical/surgical care, maternal/newborn care, and child health care. Three lecture halls, 11 multi-purpose classrooms/labs, a community health lab and a premier dietetics lab round out the building. Viterbo graduates more B.S.N. nurses than any other private college in Wisconsin and this showcase facility provides numerous opportunities to provide the most modern of training, enhancing the already strong reputation of the program.
- The **Academic Computing Labs/Classrooms** serve the campus: 1) as a resource for the integration of technology into the curriculum; 2) as a tool for academic research; and 3) in the application of technology for the completion of class assignments. More than 280 IBM-compatible and Macintosh computers are available for use throughout 14 main labs in Murphy Center, the Reinhart Center, Brophy Center, the Nursing Center, and the Fine Arts Center as well as numerous computers located in the Todd Wehr Memorial Library. All student accessible computers are connected to the internal campus network and provide high-speed access to the external resources of the Internet. The campus is standardized on the Microsoft Office Professional Suite to facilitate the sharing of electronic documents, spreadsheets, presentations, and databases with professors and with other students. Additional discipline specific software is available based on the requirements of the various academic departments. All students are issued Web based electronic mail accounts for the duration of their enrollment at the university. These accounts are accessible from all networked computers on campus and from any computer in the world that has Web-based access to the Internet
- **Viterbo University Off-campus Center, Wisconsin**, 2323 S 109<sup>th</sup> Street, Suite 375, West Allis, WI, is the off-campus office for the coordination of graduate education courses offered throughout the state of Wisconsin. The center also serves as classroom space. Viterbo rents other permanent space in Green Bay and contracts space for course offerings in other areas of the state.
- **Viterbo University Off-campus Center, Iowa**, 4949 Westown Parkway, Suite 195, West Des Moines, IA, is the off-campus office for the coordination of graduate education courses offered throughout the state of Iowa. The center also serves as classroom space. Viterbo contracts space for course offerings in other areas of the state.

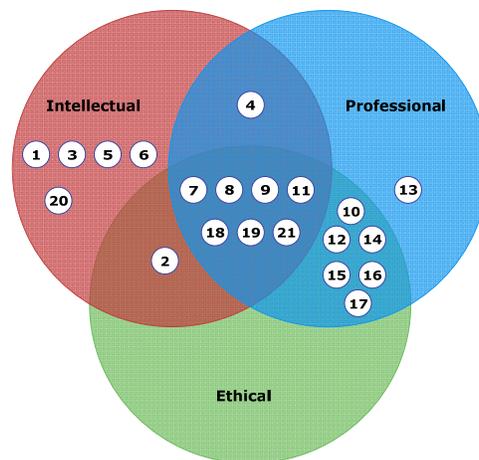
## Mission of Graduate Studies

Viterbo University's mission is to prepare students for faithful service and ethical leadership. The mission of graduate studies at Viterbo University is to provide an environment in which students are prepared to be professional, scholarly and ethical leaders of tomorrow. Graduate students and faculty grow together toward this mission through an understanding of and capacity for scholarship, critical thinking, academic rigor and intellectual ethics.

## Graduate Studies Goals

- Support the mission and philosophy, strategic plans and strategies, policies and procedures of the university.
- Provide support and guidance in the development and implementation of dynamic graduate programs.
- Work to enrich and create greater opportunity for graduate research on campus.
- Provide leadership in strategic, academic, and assessment planning and in implementing and reviewing programs at the graduate level.
- Advocate for all graduate programs and collaborate with other university leaders to secure necessary resources for program growth and quality assurance.
- Collaborate with other deans, program directors, and cabinet regarding policies and procedures for admission, marketing, recruitment, and graduation at the graduate level.
- Develop, implement, and supervise policies, procedures, and requirements affecting all graduate programs and faculty in consultation with deans and program directors.
- Develop collaborative relationships with internal and appropriate external constituencies in order to facilitate excellence and growth in graduate programs.

## 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.

## Admission

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

### Admission Requirements

All programs require:

- A completed application (online).
- An earned bachelor's degree from a regionally accredited college or university.
- Minimum cumulative undergraduate grade point average as indicated by the specific program requirements.
- Official transcripts, sent directly from the institution, from all post-secondary schools attended.
- An essay or professional statement as specified by the program indicating why the applicant wishes to attain a graduate degree at Viterbo University.
- Letter(s) of recommendation attesting to the applicant's aptitude and attitude, values and ethics as specified by the program of study.
- Evidence of strong ability to do graduate level work successfully.

Admission timelines will be defined by the specific program. Enrollment limits apply in some programs and part-time students are admitted on a space available basis. Applicants and/or students needing assistance with, or a determination of fulfillment of the prerequisites, should contact the director of the specific program.

### Admission Process

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.

### Categories of Admission

There are three categories of admission to graduate programs. Each one requires the completion of the above admission process.

- **Fully accepted to a program:** the student is admitted directly into the program and begins core classes with the next cohort or next term.
- **Provisionally admitted to a program:** the student is provisionally admitted because of some deficiency in meeting the admission criteria; this status will be reviewed after two semesters or the completion of 12 credits in the program. After two semesters of achieving a B or better in all courses the provisional status will be reviewed, and the student will either be fully admitted or asked to leave the program.
- **Conditionally admitted to preliminary coursework:** this category of admission applies to students needing to satisfy some or all the prerequisite competencies or some other condition placed upon the student by the program director. Once the student satisfies all the conditions he/she is fully accepted into the program.

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## **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.

## **Reentry and Readmission**

Former Viterbo University students who wish to reenter the university should contact the Office of the Registrar for a reentry application form, or obtain the form on the office's 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. A student follows the catalog in effect at the time of reentry, and the curriculum requirements contained therein remain in effect as long as the student attends Viterbo University on an uninterrupted basis and completes a degree within a period as per program. The application deadline for the fall semester is August 1, April 1 for the summer session, and December 15 for the spring semester.

## **International Student Admission**

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

Students who are not U.S. citizens who wish to apply should request an International Student Application form from the Office of Global Education and return it along with a copy of their official transcripts. International students are also required to attain a minimum score of 525 for paper-based, 69 for computer-based, and 193 for Internet-based TOEFL exam prior to being admitted. Each international student will be required to take an English as a Second Language (ESL) placement test. The results will be used to ensure academic success and to determine if ESL courses are needed. A Declaration of Finances form indicating the financial resources available for financing the costs of the education at Viterbo University is required and must be on file in the Office of Global Education before the Certificate of Eligibility (I-20 form) is issued. International students are also required to complete the immunization record document from the health services office. Viterbo University is authorized under federal law to enroll non-immigrant alien students. Foreign students must have all admission materials submitted to Viterbo University 90 days in advance of the term in which they wish to enroll.

## **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 need not be submitted, but an earned bachelor's degree, or its equivalent is required. Students may be admitted as a degree-seeking

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student at a later date although admission is not guaranteed. Students interested should complete the non-degree student application available online. A minimum number of credits taken as a non-degree student may be applied to degree requirements as appropriate. See specific program for maximum credits. A grade of B or better must be earned in coursework.

## **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.

## Tuition and Fees

### Tuition

Tuition is set for each graduate program each year. The university may set additional fees as needed. Students pay for their own books and course materials.

Graduate courses in education (core courses)	\$310/credit
Graduate courses in education (IA off -campus)	\$310/credit
Graduate courses in education (WI off -campus)	\$310/credit
Graduate courses in education, educational leadership (IA and WI)	\$310/credit
Graduate courses in education, educational leadership-superintendent	\$465/credit
Graduate courses in education, Catholic educator	\$260/credit
Graduate courses in education, La Crosse Diocese principal	\$260/credit
Graduate courses in business administration	\$520/credit
Graduate courses in ethical leadership	\$320/credit
Graduate courses in nursing	\$680/credit
Graduate courses in mental health counseling	\$450/credit
Graduate courses in servant leadership	\$325/credit
Graduate community interpreting certificate courses	\$320/credit
Post-baccalaureate teacher licensure courses	\$320/credit
Post-MSN certificate courses	\$580/credit

*Degree-seeking students electing to audit pay the regular tuition amount.*

### Fees

Application fee	\$50
Bookstore service charge	\$2.50/charge
Comprehensive exam fee	\$50
Course fee (MGMT 512)	\$100
Course fee (MGMT 582)	\$75
Course fee (NURS 540, 602, 688)	\$100
Late confirmation fee	\$50
Licensure practicum fee (EDUL 767, 768, 769, 770, 771)	\$150
NSF/check reissue fee	\$30
Portfolio for Prior Learning Charge	\$115/credit
Resource fee (EDUC 600, 601)	\$10/credit
Teacher certification program portfolio assessment fee	\$60
Transcripts (official and unofficial)	\$5/copy
Interest charge of 1.25 percent/month on outstanding student account balances.	

**All expense items are subject to change.**

### Services

- The Viterbo University Bookstore**—located in the Student Union, provides materials to meet Viterbo University’s academic objectives and is operated for the benefit of students, faculty, staff, and visitors. The bookstore offers several alternatives to standard textbook purchasing. Books can be ordered via telephone, fax, or on the Internet, [www.viterbo.bkstr.com](http://www.viterbo.bkstr.com). The bookstore also provides school supplies, computer supplies, and many pieces of Viterbo University memorabilia. More policies on the ordering of textbooks can be obtained via the bookstore website or by contacting the bookstore. Semester-based students are allowed to charge books to their account the first week of each semester, excluding summer session, but are subject to a \$2.50 service fee per charge.

- **Copiers**—Students have access to card operated copiers in the library, Student Union, and Brophy Center. Due to copyright restrictions, students will be expected to make personal copies of certain assigned articles. Copy cards can be purchased in the library.
- **Student Identification Card**—Every student in a semester-based program is issued a photo ID/access card. The card is obtained from the physical plant department. It is used by students for admission to the library facilities, Mathy Center, food service, lectures, plays, concerts, athletic events, equipment checkouts, and other programs. The access part of the card grants the student after-hours access to select academic buildings (where applicable). As it serves as a key, it is property of Viterbo University and must be returned when that student is no longer enrolled at Viterbo. There is a \$20 replacement fee for the photo ID/access card if it is lost or stolen.
- **Liability Insurance**—At the present time, students are not asked to obtain personal liability insurance that covers them in graduate programs at Viterbo University. The university carries a liability plan covering students in their approved practicum settings. Students are expected to conduct themselves as professionals who are advanced learners.
- **Parking**—Students parking a vehicle in campus lots during the day, Monday through Friday during the academic year, must have a parking permit. Permits may be obtained in the business office. Weekend and evening parking does not require a permit.
- **Payment Policy**—Viterbo University policy requires that any past due balance from a previous semester is paid in full prior to the first day of the subsequent semester. An account with an unpaid past due balance may prohibit the student from confirming and participating in classes for any upcoming semester. All campus-based students are required to make a minimum down payment of \$500 each semester, exclusive of financial aid and any other deposits. This payment must be received by the business office no later than the third day of any semester in order for a student to officially confirm participation and enrollment at Viterbo University. The university reserves the right to withdraw a student if he/she does not confirm his/her enrollment. Finance charges will be assessed at a nominal annual percentage rate of 15 percent beginning Oct. 31 for fall semester charges, Feb. 28 for spring semester charges, and June 30 for summer semester charges. Full payment of the amount due is required before the final day of the semester in which the student is currently enrolled. Official transcripts and diplomas will not be issued until all accounts have been paid in full. Further, any student whose account is delinquent will not be permitted to register for the following semester.
- **Federal Truth-in-Lending Act**—The payment of a student's financial obligation to Viterbo University will be governed by the Accounts Receivable Education Loan Promissory Note and Disclosure Statement, which each student will be required to sign prior to initial registration for classes. The form is mailed to the student and may also be found on the business office Web page. The form is a summary of the student's rights according to the Fair Credit Billing Act (FCBA)—a full statement of your rights and the university's responsibilities under the FCBA will be sent to you, upon request, through the business office.
- **Refunds** (semester-based programs)—Students who wish to drop a course must complete a drop form available in the registrar's office or from their advisor. See the withdrawal section of this catalog for policy on dropping all courses for the term. The date on which the written approval is granted by the registrar determines the amount of tuition adjustment. Failure by the student to obtain such approval makes the student ineligible for any adjustments and accounts will be payable in full. Any student who withdraws or reduces his/her credits with written approval of the registrar's office shall receive a tuition adjustment for the difference in total tuition cost. See the business office's Web page for refund schedules. Some financial policies do not apply to students enrolled in the Master of Arts in Education program (except those in the educational leadership track) and some licensure/endorsement programs in education.

## Financial Aid

At the time of printing, the graduate programs eligible for financial aid include: business, educational leadership (principal, director of instruction, director of pupil services, school business administrator, superintendent), mental health counseling, nursing, post baccalaureate teaching, and servant leadership).

In order to administer its financial aid program in the most equitable manner, Viterbo University applies the nationally accepted “Federal Methodology” of need analysis to each financial aid application. This system determines the amount of aid needed to bridge the gap between an individual’s and family’s resources and the actual cost of education. Taken into consideration are such extenuating circumstances as large medical expenditures and other obligations affecting the family financial situation.

Viterbo University has a limited number of scholarships available for graduate students in degree-seeking programs. Information may be obtained from the particular program. All Viterbo financial aid awards are for one year only. Students must reapply each year of attendance. Renewal is dependent on continued need for aid, maintenance of academic standards, and continued funding. Because financial aid questions are individual and often complex, the financial aid office must be contacted directly at 608-796-3900.

### Financial Aid Application Procedures

**In order to be eligible to apply for financial aid, a student must be:**

- Admitted to an eligible degree or certificate program at Viterbo University.
- Enrolled at least half-time (three graduate credits).
- A U.S. citizen or able to provide verification of status as a national, permanent resident, or refugee.

**The following forms are the minimum requirements to apply for financial aid:**

- Viterbo Institutional Data Form (IDF)
- Free Application for Federal Student Aid (FAFSA)

Additional forms or documents may be requested on a case-by-case basis as needed.

### Student Consumer Information

Because of the large number of applications and limited amount of funds available, students are strongly encouraged to complete all necessary application forms as soon as possible to be given consideration for all types of assistance. Although financial aid applications will be accepted at any time, first consideration for available funds will be given to those students who have submitted all necessary forms by **March 15**.

Awards are made for the entire academic year (August through May) unless specifically stated otherwise. No aid can be disbursed until the signed offer of financial aid has been returned to the financial aid office. A separate application is required for summer sessions.

If financial aid does not cover semester charges, all students must be prepared to pay the difference between their financial aid award for the semester and their charges through personal funds.

If a student decides not to enroll for the first semester but intends to enroll for the second semester, the financial aid office must have written notification. Failure to notify this office will result in cancellation of all financial aid awards.

If a student withdraws from Viterbo University, a portion of the aid may be required to be returned according to the federal refund calculation (copies available in the financial aid office).

Students must notify the financial aid office of a change of name; address; or marital, academic, financial, or enrollment status. Changes in any of these areas may result in a revision of the student’s financial aid awards.

## Student Life

### Campus Ministry

“Peace and every blessing” (*Pax et Bonum*). This traditional Franciscan greeting expresses the focus of campus ministry at Viterbo University. As an institution committed to developing the whole person, Viterbo University is proud of its spiritual heritage. Campus ministry provides opportunities for faith formation, pastoral care of individuals, education for justice and service, retreats and reflection, sacramental preparation, as well as prayer and worship in several religious traditions in addition to the Catholic tradition.

San Damiano Chapel is prominently located on the Viterbo University campus. The chapel is open each day for prayer and reflection. Contact campus ministry at [campusministry@viterbo.edu](mailto:campusministry@viterbo.edu) or visit the campus ministry website.

### Cultural Activities

The art, music, and theatre departments provide a wide variety of opportunities for enjoyment and participation. In addition, the annual Bright Star Season and NexStar Series bring performances from around the nation and world to the Fine Arts Center. For many performances, Viterbo University students receive a discount on one ticket when presenting an identification card.

### Dining Services

Two campus dining facilities are located in the Student Union—the cafeteria and Crossroads snack bar. Franny’s, located in the library, is another facility for coffee and snacks. During the fall and spring semesters, the cafeteria serves three meals on weekdays. Brunch and dinner are served on weekends.

Commuting students, faculty, and staff members may purchase V-Hawk Value Bucks in the cafeteria office or the business office. Value Bucks provide a discount for purchase of meals or food items in the cafeteria, Crossroads, or Franny’s.

### Infectious Disease Policy

Avian flu, H1N1, influenza A, measles, mumps, SARS, and other infectious diseases may pose a threat to the university community as they do to communities across the nation and world. In the event of an infectious disease outbreak, university officials will monitor progress and work with local, state, and national authorities to determine the best course of action regarding institutional operations. Information related to any widespread infectious disease outbreak will be available on Viterbo University’s website and Viterbo University health services website. In addition, the Centers for Disease Control and Prevention (CDC) website has extensive information on health threats ([www.cdc.gov](http://www.cdc.gov)). If you have specific questions about your personal health, contact your family physician or health services.

### Security

Viterbo University is committed to maintaining a safe campus by actively promoting a safe living and working environment. This is the responsibility of campus security, which is part of the campus safety department. Campus security is dedicated to the safety and protection of the entire Viterbo University community in many ways including continually educating and advising all in the community about the nature and frequency of criminal acts on campus.

Utilizing contracted security officers and the director of campus safety, campus security provides 24-hour security services, response, and patrols throughout the year. The director is located in the Student Development Center, room 7. The security office is located in the Student Union adjacent to the student union desk and mailroom.

The campus security office can be contacted several ways. To contact the director of campus safety who oversees the operations of campus security, the non-emergency, daytime number is 608-796-3913. Voicemail is available to leave a message. To contact campus security for emergency situations or after office hours, dial 3911 from any Viterbo University on-campus phone (except a pay phone), 608-796-3911 elsewhere, or use any of the emergency phones located across campus. This number rings the cellular phone carried either by a

security officer or the director of campus safety. For any situation that requires immediate medical, police, or fire assistance, call 911 direct. The emergency or “Code Blue” phones are located strategically across campus and at the entrances to most campus buildings.

The contracted campus security officers who are on duty during the weekends, holidays, and after hours are all registered with the State of Wisconsin after passing a background check. They are not deputized law enforcement officers and do not have the police arresting authority. They do not carry firearms. A Viterbo University campus security officer can be identified by a light blue collared shirt, silver badge, and Viterbo University name/identification card.

As designated agents of Viterbo University, every campus security officer is authorized to ask students and employees for identification and assistance in the course of carrying out their duties. These include, but are not limited to, assisting visitors and serving as concerned public relations representatives, protecting personnel and students on the premises, locking/unlocking doors, serving as a deterrent to prevent anyone from committing criminal acts including vandalism, theft, illegal drugs and under-age alcohol consumption. The security officers also report potential hazards and restrict access for unauthorized people.

Campus security personnel are trained in basic first-aid and assessing mental health situations. They are certified in the use of the 10 AEDs (automatic external defibrillators) which are located on campus.

Campus security, on behalf of the university, maintains a working relationship with the city of La Crosse police department and the La Crosse County sheriff’s department. As situations warrant, campus security may ask either of these departments to respond to problems on campus. Upon entering campus, both law enforcement agencies will contact campus security, whether responding to a request for assistance, investigating a situation, or questioning a student.

Viterbo University students, employees, and guests are subject to all local, state, and federal laws, in addition to Viterbo University policies set forth in the Student Handbook and Personnel Policies and Regulations Handbook. All security-related incident reports are to be filed with the director of campus safety (a form is provided online) per the Student Right-to-Know and Campus Security Act.

### **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.

### **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 or the website. Information on campus security and crime statistics may be obtained from the director of security or from the campus safety website.

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## 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

The Academic Resource Center (ARC) provides academic support for graduate students. Writing assistance is available both on line and face to face. The ARC does not provide proof reading or extensive assistance on lengthy papers. For complete information on writing assistance for graduate papers visit the ARC web page at <http://www.viterbo.edu/learncenter.aspx?id=1124>

### Disability Services

Viterbo University supports an accessible learning environment where students with disabilities participate in the educational experience. Through communication and partnerships among students, faculty and staff, Viterbo University fosters student independence. Viterbo University complies with the Rehabilitation Act and the Americans with Disabilities Act and Regulations to the extent applicable to Viterbo University. Students eligible for services should contact the Academic Resource Center.

Students with a diagnosed disability should contact the director of disability services in the Academic Resource Center and provide appropriate documentation. Complete information may be found at <http://www.viterbo.edu/learncenter.aspx?id=1100>

### Library Services

Todd Wehr Memorial Library is a key partner in fulfilling the mission of Viterbo University by educating students and enhancing the scholarship of the institution. The library engages students in a variety of learning activities and provides responsive, reliable, and user-centered information services. Services and resources include research and reference help, electronic and print materials, interlibrary loan, computer access, and study spaces for individuals and groups.

Library services may be accessed in person on the first floor of Murphy Center, by phone at 1-800-848-3726 ext. 3270, by email at [reference@viterbo.edu](mailto:reference@viterbo.edu), or through the library's Web page at <http://www.viterbo.edu/library>. For assistance with any resource or service, please contact the library.

### Technology Support

All semester-based students are given a Blackboard and/or Moodle, email, and VitNet account. Blackboard and Moodle are Viterbo University's online course management software for most programs. Blackboard and Moodle also serve as a repository for certain guidelines and forms for communication. Instruction in its use will occur within specific courses or through an online training module. The assigned email address is used throughout the duration 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. Students may forward the Viterbo University email to another email address. VitNet is the online student information system and is used for registration, grades, and billing. A Help Desk is available at 608-796-3870 or [helpdesk@viterbo.edu](mailto:helpdesk@viterbo.edu) for assistance with computer, Internet, and Blackboard/Moodle issues.

# Academic Regulations and Policies

## Academic Calendar

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

## Academic Integrity

As members of the Viterbo University community, students 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 ecumenical Catholic 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 graduate 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.

1. 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,
  - a. 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;
  - b. Knowingly providing or receiving information from others during examinations; or possessing or using unauthorized materials during examinations;
  - c. 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;
  - d. 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 graduate students are strongly encouraged to complete an online tutorial on avoiding plagiarism, which is available at [www.indiana.edu/~istd](http://www.indiana.edu/~istd).
  - e. 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;
  - f. Falsifying or fabricating laboratory results, research results, or any other assignments;
  - g. Serving as, or enlisting the assistance of a substitute for a student in the taking of examinations;
  - h. Altering grades or marks in an effort to change the earned grade or credit;
  - i. Altering university forms or records, or using such forms or records with authorization; or
  - j. Engaging in activities that unfairly place other students at a disadvantage, such as taking, hiding, or altering resource material, or manipulating a grading system.
2. The faculty member who suspects a student of academic misconduct shall follow these steps. The faculty member shall notify the student in writing of the allegation. The faculty member shall also contact the program director and the vice president for academic affairs office 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.

If the student has committed other academic misconduct, the matter shall be handled by the vice president for academic affairs as described below. 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 finding of unintentional academic misconduct; more than one unintentional offense shall be treated as intentional academic misconduct.

- a. If the faculty member determines that the misconduct is unintentional, the faculty member may impose one of the sanctions below.
  - i. Provide a written warning that the continuation or repetition of academic misconduct will be cause for additional disciplinary action; and
  - ii. Award a failing grade on the assignment; or
  - iii. Require the student to resubmit the corrected assignment or complete an alternative assignment. The faculty member shall determine the grade for the resubmitted or alternate assignment.

In determining the appropriate sanction, the faculty member shall consider all pertinent facts, including the nature of the offense, mitigating and aggravating circumstances, and the student's response to the event. The faculty member shall notify the vice president for academic affairs that the misconduct was determined to be unintentional so that the vice president for academic affairs' office may properly monitor all faculty notifications for patterns of academic misconduct.

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

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

3. The vice president of academic affairs may impose one or more of the following sanctions for a violation of this academic integrity policy.
  - a. Interim Suspension – Suspension from classes, campus facilities, university premises and/or university-sponsored functions, for an interim period pending disciplinary proceedings. A student suspended on an interim basis may discuss with the vice president for academic affairs or designee the reliability of the information related to the student's academic misconduct.
  - b. University Suspension – Separation from the University for a specified period of time. The vice president for academic affairs may specify conditions for readmission
  - c. University Expulsion – Permanent separation of the student from the University.
4. The vice president for academic affairs will communicate the decision in writing to the student. The vice president for academic affairs will also send a copy of the letter to the vice president for student development, or designee.
5. 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.

6. 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 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. Any student who falls below a semester or cumulative grade point average of 3.0 will be placed on academic probation and must achieve a grade of B or better in all subsequent courses to remain in the program 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. See program sections of this catalog for specific requirements of each graduate program.

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

## **Adding/dropping Courses**

See Registration section.

## **Alternative Credit**

### **Credit by Examination**

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 The American Council on Education (ACE) guidelines and recommendations for minimum scores for awarding undergraduate credit in subject examinations. There is a fee for each examination. Currently enrolled students or incoming students who enroll the subsequent semester may register for exams. Students should visit the Academic Resource Center web site for information about CLEP test dates.

### **Credit for Prior Learning**

Each graduate program has its own policy on credits for prior learning. See program sections for further policy and information.

## **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. 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:

<b>Grade</b>	<b>Grade Points*</b>
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	Administrative F Awarded to students who did not officially withdraw from the course, but who failed to participate in course activities through the end of the enrollment period. It is used when, in the opinion of the instructor, completed assignments or course activities or both were insufficient to make normal evaluation of academic performance possible. The U will calculate in a student's grade point average as an F would (zero grade points). It also may be replaced, per the repeat policy, as an F would.	0.0
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\*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

Students in semester-based programs register using VitNet, the online student information system. Registration for spring typically occurs in early November, summer registration in late February, and fall registration in early April. All coursework must be registered for the term in which the work is done. Students must confirm their enrollment in the business office prior to the beginning of classes or according to schedule during the first three days of classes.

Full-time graduate student status is six credits per semester.

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

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.

## 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**

### **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.

## Transcripts

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. The fee for a transcript is \$5.00 per copy.

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.

## 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.

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# 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

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.

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# Business

Viterbo University offers three ways to obtain an M.B.A. degree: (1) a two-year program offered in the evenings for experienced professionals, (2) a one-year daytime program, and (3) a 4+1 MBA one-year program for Viterbo undergraduate students wishing to continue on to the MBA degree.

## **Mission**

The Dahl School of Business values every student and prepares each one to make a difference as an ethical and effective leader in organizations and society.

The mission of the M.B.A. program of Viterbo University is to develop an influential network of informed, ethical, and effective leaders who are committed to making a positive impact on organizations, the community, and the world.

## **Goals**

The goals of the MBA. program are:

- to meet the emerging needs of organizations through rigorous, innovative curricula built around the central themes of leadership, ethics, and decision making;
- to develop principled leaders with the technical expertise and ethical foundation to be visionaries and critical thinkers who provide creative solutions to organizational challenges;
- to foster a community that highly values life-long learning and engagement to benefit the common good;
- to provide a thriving intellectual, supportive, and collegial climate to attract and retain exceptional students and faculty;
- to demonstrate excellence in teaching by quality faculty who have extensive practical and educational experience.

## **Graduate Learning Outcomes**

The M.B.A. program prepares individuals for advanced business roles in which they:

- Are able to create innovative business strategies and processes on the basis of systems thinking and sustainability within a global business environment.
- Are capable of ethically leading change through individual, team, organization and systemic collaboration.
- Are able to apply integrative and critical thinking skills to organizational decisions.
- Are accomplished at communicating effectively with a high level of professionalism.

## **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](http://www.acbsp.org)

## **Admission**

### **Prerequisite Competencies**

Viterbo University welcomes students from all walks of life into the M.B.A. program. However, students must demonstrate competency in foundational business subjects before enrolling in the M.B.A. core classes.

Applicants who hold an undergraduate degree from an accredited business school generally satisfy these prerequisites by virtue of their previous coursework. Students who have not developed these skills in their undergraduate coursework may still enter the M.B.A. program, however, they are required to demonstrate their proficiency in these prerequisite competencies (accounting, business law, economics, finance, and marketing) by: 1) completing MGMT 501, a three-credit course designed to develop the prerequisite competencies; 2) completing the missing undergraduate courses online or face-to-face through Viterbo University's Center for Adult Learning (CAL) or elsewhere; 3) passing CLEP examinations; or 4) completing

work/life experience portfolios. As part of the application process, the M.B.A. director will make a determination of the fulfillment of these prerequisite competencies.

### **Admission to the Two-Year Evening and Daytime M.B.A Programs**

Viterbo University evaluates all parts of the M.B.A. application to understand what the applicant has done, what they can add to the Viterbo community, and how Viterbo's M.B.A. program will help the applicant meet their personal and professional goals. In addition to reviewing grades and experience, the admissions committee requires a personal essay providing evidence of a passion for learning and critical thinking that helps foster a stimulating class discussion and a vigorous learning environment. To understand how applicants will contribute to and benefit from Viterbo University's M.B.A. program, the committee also encourages a personal interview with the M.B.A. director or M.B.A. coordinator as part of the application process.

To be considered for acceptance into Viterbo University's M.B.A. program, an applicant must satisfy the following minimum criteria:

- Bachelor's degree from a regionally-accredited college or university;
- Minimum undergraduate cumulative grade point average of 3.0 on a 4.0 scale. Exceptions may be made to this requirement if the applicant has either (1) significant professional organizational experience OR (2) taken the GMAT examination and scored a 550 or higher OR (3) successfully completed other graduate level coursework.

For an application to be considered complete the following must be submitted to the M.B.A. coordinator:

- An official Viterbo University application form for the Dahl School of Business M.B.A. program. The application form is available at [www.viterbo.edu/applyonline](http://www.viterbo.edu/applyonline).
- An official transcript evidencing the baccalaureate degree sent directly from a regionally accredited, degree-granting institution.
- Two letters of reference from individuals attesting to the applicant's business aptitudes and attitude, values and ethics. One letter shall be from a direct supervisor, if possible.
- A three- to five-page personal essay setting forth: 1) the reasons why the applicant desires to attain an M.B.A. degree; 2) what they can add to Viterbo University's M.B.A. program; and 3) what they hope to get out of Viterbo University's M.B.A. program.

### **Admission to the 4 + 1 M.B.A Program**

Viterbo University's 4+1 M.B.A. option offers achievement-oriented, highly motivated students the opportunity to obtain their bachelor degree and their M.B.A. in five years.

Application to the 4 + 1 .M.B.A. program occurs during the junior or senior undergraduate year with an online application. Students are admitted on a provisional basis and will be advised during the remainder of the junior and senior years by their undergraduate advisor and an M.B.A. administrator. Provisional admittance will become full graduate admission if the student maintains a 3.0 grade point average, receives no grade lower than a "C" on the graduate coursework taken, and earns the undergraduate degree.

Students in the 4 + 1 M.B.A. program must meet all undergraduate degree requirements. This coursework is completed in the first four years of the program. Up to nine graduate credits of the graduate program are taken during the student's fourth year (senior year) of undergraduate work (see undergraduate catalog criteria). The remaining credits are taken during year five of the program, and the M.B.A. is generally earned after the fifth year. The work toward the M.B.A. degree may be pursued part-time over a longer period of time, not to exceed five years of graduate coursework. Non-continuous enrollment is subject to curriculum changes of the catalog currently in place.

To be considered for acceptance into Viterbo University's 4+1 M.B.A. program, an applicant must satisfy the following minimum criteria:

- Bachelor's degree from Viterbo University; and
- Minimum undergraduate cumulative grade point average of 3.0 on a 4.0 scale. Exceptions may be made to this requirement if the applicant has either (1) significant professional organizational experience OR (2) taken the GMAT examination and scored a 550 or higher.

For an application to be considered complete the following must be submitted to the M.B.A. coordinator:

- An official Viterbo University application form for the Dahl School of Business M.B.A. program. The application form is available at [www.viterbo.edu/applyonline](http://www.viterbo.edu/applyonline).
- A Viterbo University degree audit.
- Two letters of reference from persons attesting to the applicant's business aptitudes and attitude, values and ethics. One letter must be from a Viterbo University faculty member.
- A three- to five-page personal essay setting forth: 1) the reasons the applicant desires to attain an M.B.A. degree; 2) what they can add to Viterbo University's M.B.A. program; and 3) what they hope to get out of Viterbo University's M.B.A. program.

### **International Applicants**

International applications are processed in conjunction with the director of global education. International applicants who are not native English speakers will need to provide evidence of proficiency in the English language, showing a TOEFL (or equivalent) score of 550 or higher. English language (ESL) courses are also offered at Viterbo University and may be required as a condition to acceptance into the M.B.A. program.

### **Reservation of Rights**

Viterbo University reserves the right to deny admission to any applicant it deems unfit to participate in its M.B.A. program.

### **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.

### **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.

### **Requirements**

#### **M.B.A.**

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

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

## **Faculty**

### **Michael Boland**

*Adjunct Professor*

B.S., M.B.A., University of Wisconsin-La Crosse

### **Rochelle Brooks**

*Associate Professor*

B.S., University of Wisconsin-Stout; M.E.P.D., University of Wisconsin-La Crosse; Ph.D., Capella University

### **Sara Schwarz Cook**

*Assistant Dean, Dahl School of Business/ Associate Professor*

B.S., University of Wisconsin-La Crosse; M.B.A., University of Baltimore; Ph.D., Capella University

### **Heather Kujak-Coon**

*Adjunct Professor*

B.S., University of Wisconsin-La Crosse, M.S., University of Minnesota-Twin Cities

### **Derek Cortez**

*Assistant Professor*

B.A., Trinity College, M.S., University of Portland, M.Div., Trinity Evangelical Divinity School, Ph.D., University of Texas at Austin

### **Robyn Gaier**

*Instructor, Philosophy*

B.S., B.A., Bowling Green State University; M.A., Ohio University, Ph.D., Saint Louis University

### **Kem Gambrell**

*Interim Director, Master of Business Administration/ Assistant Professor*

B.S. Concordia University; M.S., Ph.D., University of Nebraska–Lincoln

### **Karen Gleason**

*Adjunct Professor*

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# Education

## Mission, Vision, and Learning Outcomes

The graduate programs in education provide licensed teachers with professional opportunities to facilitate the development of proficient performance in the knowledge, skills, and dispositions under the Wisconsin and Iowa Teaching Standards.

### Vision (who we want to become)

A distinct program that promotes leadership and learning for today and tomorrow.

### Mission (why we exist – our purpose)

To provide student-centered learning experiences that foster Franciscan values and 21st century skills:

- Franciscan values: contemplation, hospitality, integrity, stewardship, and service.
- 21st century skills: communication, creativity, problem solving, team work, and technology.

### Learning Outcomes

- Demonstrate knowledge of action research.
- Develop a knowledge base of the core area and elective course content.
- Apply the Wisconsin Teaching Standards and the professional content standards of graduate level licensure programs, respectively.

## School of Education History

Viterbo University began in 1890 as St. Rose Normal School, a preparatory school to train Franciscan Sisters of Perpetual Adoration as elementary school teachers. The accredited school evolved into St. Rose Junior College, 1932; Viterbo College, 1939; and Viterbo University, 2001. The university takes its name from Viterbo, Italy, home to the thirteenth-century Franciscan, Saint Rose of Viterbo, the patroness of the Franciscan Sisters of Perpetual Adoration (FSPA).

Today, Viterbo University programs are accredited by the American Chemical Society, the Commission on Accreditation for Dietetics Education, the National Association of Schools of Music, the National Council for Accreditation of Teacher Education, the Commission on Collegiate Nursing Education, the Council on Social Work Education, the Higher Learning Commission, North Central Association, the Association of Collegiate Business Schools and Programs, the Wisconsin Department of Public Instruction and the Wisconsin State Board of Nursing.

The university is also approved by the Wisconsin Department of Public Instruction for the certification of teachers in the elementary and secondary schools, and graduate-level licensures in Principal (51), Early Childhood Education (70-777), Director of Instruction (10), Director of Special Education and Pupil Services (80), School Business Administrator (08), Superintendent (03), Reading Teacher (316), Reading Specialist (17), Cross-categorical Special Education (801) Learning Disabilities (811) and Cognitive Disabilities (810) MC-EA (72) or EA-A (73).

Viterbo University is approved by the Iowa State Board of Education for the K-12 Principal licensure (189) and is recognized 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).

The Viterbo University Graduate Programs in Education has adopted a Teacher as Reflective Decision Maker Model and the Standards for Teacher Development and Licensure. Each course is designed to contribute to the development of one or more of the Iowa Standards and if applicable, IRA and/or ISLLC Standards.

Franciscan values permeate the program. The focus of every professional education course is on the learning of the PK-12 pupil. Viterbo education courses infuse constructivist practices, use of technology, PK-12 collaboration, awareness of diversity, traditional and authentic assessment, research, and real-world experiences into the professional development of the teacher.

Graduate Programs in Education courses address your professional state standards. These standards, as applied to teachers taking graduate level courses, are intended to provide the extension, expansion, and deepening of the knowledge and experiential bases developed in initial teacher preparation programs.

### **Conceptual Framework**

The Viterbo University graduate programs in education program has adopted a “Teacher as Reflective Decision Maker” model and the Wisconsin Standards for Teacher Development and Licensure. Each course is designed to contribute to the development of the Wisconsin Teaching Standards and if applicable, NAEYC, IRA, and/or ISLLC standards. Franciscan values permeate the program. The focus of every professional education course is on the learning of the Pre-K–12 pupil. Viterbo University education courses infuse constructivist practices, use of technology, Pre-K–12 collaboration, awareness of diversity, traditional and authentic assessment, research, and real world experiences into the professional development of the teacher.

### **Philosophy of the Viterbo Program**

Classroom teachers provide one of our society’s most vital services. They touch and influence the future of America. A teacher’s values, compassion, skills, knowledge, and competencies have a profound impact on the teaching and learning process.

The Master of Arts in Education degree at Viterbo University provides professional educators with a meaningful and exciting avenue for personal growth and development. It is designed to provide skills in reading, evaluating, and conducting action research in educational settings. Action research can lead to improved methods, sound evaluation, and new opportunities to learn, develop, hone, and practice skills that can be applied directly in the classroom. Viterbo University’s program, however, looks beyond professional knowledge. Viterbo University faculty believe that personal growth and development, the questioning of values, and an appreciation for the mission of the teacher are also important elements of a teaching profession. Pride in and an appreciation for the importance of teaching are keystones in the Viterbo University philosophy and mission.

The graduate program is designed to be responsive to the staff development needs of educators in the field. This sensitivity to current educational practice allows the Viterbo University graduate program to bring current research, knowledge, and best practices to improve effectiveness in schools.

Courses are offered in convenient formats to meet the needs of practicing educators. Viterbo University attempts to bring classes to communities in time frames that meet the demands of busy schedules. Even more than convenience, however, Viterbo University values its students as colleagues and treats them accordingly.

The master’s degree includes coursework in program core areas. The first course, EDUC 601, is generally taken one summer before graduation and after receiving notification from the Office of Graduate Programs in Education that all admission requirements have been met. At the conclusion of the graduate program, students will participate in a one-week experience (EDUC 604, Proseminar) prior to graduation.

Other graduate courses, including the remaining core courses, are provided off campus. Off -campus courses use convenient, compressed time frames for instructional delivery. During the academic year, courses are offered on three non-consecutive weekends. During the summer months, courses are often offered in intensive one-week formats. Students are assigned projects which expand, apply, or require reactions to material presented during the course. These assignments are due two weeks after the course is completed.

### **Accreditation**

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](http://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.

### **Admission (Master of Arts in Education)**

For application procedures for other licensure/endorsement/certificate programs in education, contact the respective program director. If applying for a master's degree *plus* one of the Wisconsin Educational Leadership Program licensures or Iowa Principal licensure, contact the respective licensure program director.

### **Application Requirements and Procedures**

Applicants should complete the online application form along with:

- a non-refundable application fee;
- a copy of the state department of education issued teaching license listing approved grade level/content areas within the Pre-K–12 arena;
- written narrative (three parts);
- a signed and dated promissory note (truth in lending document.)
- An official transcript documenting a baccalaureate degree earned from a regionally accredited institution must be requested and sent directly from the institution to Viterbo University. The transcript must be sent directly, not submitted with the above or hand carried to Viterbo University. Admission information and forms are available online at [www.viterbo.edu/mae.aspx?id=1022](http://www.viterbo.edu/mae.aspx?id=1022).

### **Admission Criteria**

Graduate admission for programs in education is determined by reviewing official transcripts and written application materials.

1. Undergraduate grade point average (GPA)  
A minimum cumulative undergraduate GPA of 2.75 or at least a 3.0 cumulative GPA for 12 graduate credits from an accredited institution in order to be admitted in good standing.
2. Written narrative application which includes the following items:
  - a. reflective essay or article reaction paper, depending upon program request
  - b. professional development plan
  - c. demonstration of teaching standards

Full admission is granted if the GPA meets the minimum requirements.

Probationary admission may be granted if there is a probationary GPA and/or the overall score for written application materials is zero (0). Removal from probationary status will be granted if the student successfully completes six credits of graduate work from Viterbo University with a GPA of 3.0 or higher. The six probationary status credits must be taken after the student has been officially granted probationary admission.

### **Policies**

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](http://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 masters 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.

## Calendar

### 2013

Proseminar: Monday, July 8–Friday, July 12

Commencement: Friday, July 12, 2 p.m.

### 2014

Proseminar: Monday, July 7–Friday, July 11

Commencement: Friday, July 11, 2 p.m.

## Requirements

- 30 credits, including EDUC 600, 601, 602, 603 or 623, and 604; 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

Viterbo University offers reading teacher and reading specialist programs. Both programs are approved by the Wisconsin Department of Public Instruction and recognized by the Iowa Board of Educational Examiners. Students accepted to the Viterbo Master of Arts in Education program may apply credits from graduate reading courses to the elective portion of the master's program. A portfolio is required for Wisconsin licensure programs and must be completed within six months of final coursework.

### Wisconsin Reading Teacher License (WI 316)

- 19 credits, including EDUC 529, 580, 605, 640, 650, 681, 683

A portfolio is a requirement for the 316 reading teacher license. *www.viterbo.edu/readinglicensure*

### Iowa Reading Teacher Endorsement (IA 148)

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

*www.viterbo.edu/readingteacher*

### Iowa Reading Teacher Endorsement (IA 149)

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

*www.viterbo.edu/iowa/readingspecialist*

**Reading Specialist License (WI 17; IA 176\*)**

Note: 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.

- nine credits, including EDUC 590, 596, 597, 639

A fieldwork portfolio is a requirement for the WI 17 reading teacher license.

*[www.viterbo.edu/wisconsin/readingspecialist](http://www.viterbo.edu/wisconsin/readingspecialist)*

\* 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.

**Wisconsin Cross-Categorical Special Education Licensure**

This program will serve as an add-on license in cross-categorical special education, with an emphasis in either students with specific learning disabilities (SLD) or students with cognitive disabilities (CD), for teachers who are currently licensed to teach in the State of Wisconsin. *<http://www.viterbo.edu/CrossCategoricalSpecialEducation/>*

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

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

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) at EA-A (73) Developmental Level**

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

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 Cognitive Disabilities (810) at MC-EA (72) Developmental Level**

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

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 Cognitive Disabilities (810) at EA-A (73) Developmental Level**

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

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.

**Literacy Coaching Certificate**

In July 2008, Viterbo University launched the first literacy coaching program of its kind in the Midwest. A Viterbo University literacy coach is a reading teacher who is trained to provide explicit professional development to teachers in a variety of situations. Coaching is educator-centered in that a coach uses demonstration, observation, and engaged conversations related to specific teacher beliefs and classroom practices. The ultimate goal is to foster teacher growth and independent reflection that supports optimum learning for all students. *[www.viterbo.edu/literacycoach/](http://www.viterbo.edu/literacycoach/)*

- EDUC 532, 533, 534

**Wisconsin Educational Leadership Programs**

Viterbo University offers a principal, director of instruction, director of special education/pupil services licensure, school business administrator, and superintendent programs resulting in respective Wisconsin Department of Public Instruction licenses.

Students may also combine the license programs with a Viterbo Master of Arts in Education degree. A 24-credit principal's license only, a 33-credit director of special education and pupil services license only, a 27-

credit director of instruction license only, a 24-credit school business administrator program license only or a 24-credit superintendent license only are available for those who already have an education-related master's degree. The educational leadership program admission criteria include a minimum of three full-time years' experience as a classroom teacher. School psychologists, school social workers, and school guidance counselors must have a minimum of 540 hours of classroom/large group experience at the time of licensure application. Superintendent candidates must hold a principal's license. A portfolio is required within six months of completion of the final course.

For additional information and program forms, visit [www.viterbo.edu/prlicense.aspx?id=24912](http://www.viterbo.edu/prlicense.aspx?id=24912)

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

- 24 credits, including EDUL 634, 635, 636, 637, 638, 639, 640, 767

[www.viterbo.edu/prlicense](http://www.viterbo.edu/prlicense)

### **Director of Instruction (WI 10)**

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

[www.viterbo.edu/instruct/](http://www.viterbo.edu/instruct/)

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

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

[www.viterbo.edu/specialeducation](http://www.viterbo.edu/specialeducation)

### **School Business Administrator (WI 08)**

- 33 credits, including EDUL 635, 637, 660, 661, 662, 663, 664, 770

[www.viterbo.edu/sba/](http://www.viterbo.edu/sba/)

### **Superintendent (WI 03)**

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

[www.viterbo.edu/superintendent/](http://www.viterbo.edu/superintendent/)

### **Iowa Educational Leadership Program**

Viterbo University offers a principal program resulting in an Iowa Board of Educational Examiners license.

### **Principal's License (IA 189)**

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

[www.viterbo.edu/leadership/](http://www.viterbo.edu/leadership/)

### **Wisconsin Secondary Teacher Licensure (Post-Baccalaureate)**

Viterbo University offers a post-baccalaureate teacher licensure program. It consists of accelerated units of graduate level instruction for individuals who have completed a bachelor's degree or master's degree and wish to teach in a middle/secondary school and apply for a Wisconsin teaching license. After completion of the post-baccalaureate licensure program, completers 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.

[www.viterbo.edu/teach/](http://www.viterbo.edu/teach/)

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.

For additional information and application forms, visit [www.viterbo.edu/teach](http://www.viterbo.edu/teach).

**Wisconsin Early Childhood Education Teacher Licensure**

The early childhood (ECE) licensure program is designed to meet the needs of elementary teachers in Wisconsin who seek an add-on 70-777 license which covers the Pre-K–K levels. The ECE program is designed in a two-track system. Students may opt for the 19-credit early childhood education license exclusively or they can complete it and then continue on for an additional 17 credits to earn both a Master of Arts in Education degree and an early childhood education license. All students interested in earning a master's degree would need to apply to the master's program upon completion of the ECE program. A portfolio is required for the 70-777 license.

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

*www.viterbo.edu/earlychildhood/*

**Iowa Early Childhood Education Teacher Licensure (IA 106)**

The Iowa early childhood endorsement program is designed to meet the needs of elementary teachers in Iowa who seek to add endorsement #106 Pre-K–3. These endorsement classes may be applied as elective credits toward the Master of Arts in Education degree. Early childhood endorsement courses maybe taken without enrolling in a master's program, however, application to the early childhood program is required.

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

*www.viterbo.edu/iece/*

**Iowa Middle School Endorsement (IA 182)**

- EDUC 516, 517, 531, 628

*www.viterbo.edu/middleschool/*

**Iowa Talented and Gifted Endorsement (IA 107)**

- EDUC 540, 541, 543, 544, 545

*www.viterbo.edu/tag/*

**Faculty****James Bagniewski**

*Wisconsin Educational Leadership Program Specialist*

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**Christine Stratton***Instructor*

B.S., M.S., University of Wisconsin-Stout; Ph.D., University of St. Thomas

**Thomas Thibodeau***Distinguished Professor of Servant Leadership/ Director, Master of Arts in Servant Leadership/ Associate Professor, Religious Studies/ Philosophy*

B.A., Saint John's University; M.A., St. Mary's University of Minnesota

**Jerry Trochinski***Instructor, Education*

B.A., Ripon College; M.S.Ed., University of Wisconsin-Superior; Ph.D., University of Northern Colorado

**Edward Wenzel***Associate Professor, Education*

B.A., M.S., Ph.D., University of Wisconsin-Madison

**Sherwood Williams***Instructor*

B.S., University of Wisconsin-Platteville; M.S., University of Wisconsin-Milwaukee; Ph.D., University of Wisconsin-Madison

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# Mental Health Counseling

## Mission

The mission of the Viterbo University graduate program in mental health counseling is to prepare professional counselors to provide treatment for individuals experiencing a continuum of mental health issues. The program works to train counselors who will integrate the values of contemplation, integrity, hospitality, stewardship, and service into their personal and professional lives.

## Goals

1. Deliver high quality counselor training for students in the Master of Science in Mental Health Counseling degree program.
2. Provide graduates with a counseling curriculum integrating professional ethical standards, professional standards of practice, and contemporary theories and principles of counseling, while ensuring that program requirements remain consistent with the following requirements for the State of Wisconsin Licensed Mental Health Counselor and National Certified Counselor credentials:
  - To prepare counselors who are knowledgeable about the philosophy, ethics, history, and future trends of the profession.
  - To prepare counselors who can recognize, understand, and respond to social and cultural differences and change in our society related to, but not limited to, factors of socioeconomic status, unemployment, aging, gender, race and ethnicity, developmental transitions, and sexual orientation.
  - To train counselors who have a foundation for understanding human behavior and development.
  - To train counselors who are knowledgeable and skilled in helping clients make life and career decisions.

## Graduate Learning Outcomes

The master's program will prepare mental health professionals who demonstrate proficiency in knowledge and skills in the following areas:

- philosophy, ethics, history, and future trends of the profession
- social and cultural differences and change in our society
- human behavior and development
- helping clients make life and career decisions
- the counseling process in a variety of modalities (individual, group, family) and to use crisis intervention, brief counseling, and long term mental health approaches
- psycho-diagnosis and treatment planning for short and long term client goals
- research process and evidence based program evaluation
- referral process, and how to serve as client advocates and agents of social change

## Certifications/Licensures

The process for earning the professional counselor license or the substance abuse counselor credential typically involves completion of the prescribed educational requirements, as well as completion of application materials, background checks, testing, and a designated number of hours of supervised practice. Students are encouraged to review the requirements of the organizations issuing licenses or credentials early in their degree programs.

Completion of the graduate program in mental health counseling was designed to meet the current educational requirement for licensure as a professional counselor in the State of Wisconsin.

Completing the addiction counseling specialty meets the educational requirements for the substance abuse counselor or alcohol and other drug abuse (AODA) specialty credential in the State of Wisconsin, in addition to providing experiences applicable to the required hours of the supervised practice requirements. Currently, the Wisconsin Department of Regulations and Licensing equates a master's degree in a behavioral science field with an addiction emphasis or concentration in clinical counseling from an accredited school as equal to 2,000 hours of the supervised practice hours required for the substance abuse counselor credential.

In the state of Wisconsin, the Department of Regulations and Licensing is the governing body that oversees both the licensure and credential process. Information about the requirements and process in the State of Wisconsin is available at <http://drl.wi.gov/>.

Minnesota information may be found at [http://www.license.mn.gov/licenses/licensedetail.jsp?URI=tcm:29-2986&CT\\_URI=tcm:27-117-32](http://www.license.mn.gov/licenses/licensedetail.jsp?URI=tcm:29-2986&CT_URI=tcm:27-117-32).

### **Admission Criteria**

- Earned bachelor's degree in a human service or social sciences discipline and have completed prerequisite coursework in general psychology, behavior disorders/abnormal psychology, research methods, and statistics. Students with deficits in coursework/demonstrated competencies may be conditionally admitted prior to fulfilling these requirements and may, in some cases and with the program admission committee's approval, take graduate courses concurrently with their completion of the prerequisite competencies.
- Undergraduate cumulative grade point average (GPA) of 3.0 on a 4.0 (Applicants with a lower GPA may be considered, however they must submit a letter with their application materials outlining special circumstance, explaining why they believe their undergraduate GPA does not reflect their potential, and describing their readiness for graduate studies).
- Applicants must have acceptable scores on the Miller Analogies Test (MAT) or Graduate Record Examination (GRE).
- Completed background check. While the findings from this background check may not preclude program enrollment, problematic findings are likely to restrict practicum and internship placements, complicating successful completion of the program. In addition, such issues may preclude state licensure.
- Suitable disposition for graduate work in counseling as indicated by letters of recommendation and a program interview.

All students admitted to the master's program will held to the program specific policies and procedures that are outlined in the program handbook. All students will be given a copy of this handbook during orientation. some information is outlined below.

### **Admission to the Professional Sequence of the Master's Degree in Mental Health Counseling**

Students are encouraged to begin the application for the professional sequence following successful completion of PSYC 675 (Techniques of Counseling). This application process must be initiated at completed at least one semester prior to enrollment in PSYC 690 (Counseling Practicum) and PSYC 695 (Counseling Internship). To apply, students should complete the Professional Sequence Application Form and submit a brief description (maximum of 300 words) of their academic, personal, and professional growth while enrolled in the program, as well as the names and contact information of two references familiar with the student's performance and growth. These materials should be submitted to the program director. Program staff will schedule a personal interview with the students.

#### **Professional Sequence Acceptance Criteria**

All required materials must be considered before a candidate is considered for admission to the Professional Sequence. The program's admission committee considers multiple factors when making decisions about a candidate's acceptance; those factors include the following:

- the applicant's academic performance in the program.
- the applicant's evidence of personal and professional growth while enrolled in the program.
- the applicant's readiness to form meaningful and ethical helping relationships.

Program staff will notify students of their status in the professional sequence.

**Appeal Process**

Students may appeal admission decision to the professional sequence by submitting a letter-of-appeal to the program director within 15 days of receiving notification of admission status. That letter should include a brief overview of the issue, information about the basis and rationale for the student appeal, and an explanation of the student's perspective about why his/her application to the program should be reconsidered. The student may further appeal the decision to the School of Letters and Sciences dean, the vice president for academic affairs, and, ultimately, the Board of Review as outlined in the *Graduate Catalog*.

**Professional Development Activities and Standards**

Professional responsibilities and ethics will be emphasized throughout the program. Students will be expected to model appropriate professional behaviors in their classroom behaviors, interactions with faculty and co-students, and in the experiential learning activities (i.e., volunteer activities, practicum, and internship) they pursue. Program staff will conduct an annual review of individual student performance and provide feedback to students about performance, strengths, and areas needing improvement.

Program staff members maintain high standards for student academic performance and expect students to demonstrate commitment, initiative, and high expectations for their own learning in the program. Students must maintain a 2.8 grade point average each year to remain in the program and a 3.0 grade point average to graduate. Students are expected to adhere to the academic integrity and attendance policies outlined in the *Graduate Catalog*.

In addition to formal course work, students will be strongly encouraged to pursue appropriate professional affiliations. Students are encouraged to maintain a professional portfolio of materials documenting their professional development and supporting their pursuit of internship placements, certifications/licensure, and employment. Prior to graduation, all students must successfully complete the Counselor Preparation Comprehensive Examination (CPCE) in preparation for licensure.

Students are required to purchase professional insurance by the beginning of the second semester of the program, and carry that throughout their enrollment in the program. Details are provided in the program handbook.

**Procedures for Addressing Professional Development Concerns, Including Dismissal from the Program**

Program faculty members conduct a systematic and ongoing developmental assessments of each student's progress, including consideration of the student's academic performance, professional development, and personal development. Consistent with the Viterbo University due process policy and the relevant professional codes of ethics and standards of practice, if such evaluations indicate that a student is not appropriate for the program or not progressing in the program, faculty members will help facilitate a plan for remediation with the student. If the student's implementation of the plan does not adequately remedy the issue, if the student does not implement the plan, or if the faculty concerns are related to an egregious violation of the Code of Conduct or other ethical issue, it is predictable that the student will be transitioned out of the program and, if possible, into a more appropriate area of study. Students will be invited to discuss potential dismissal with program staff prior to receiving a written notification of dismissal.

**Appeal Process**

Students may appeal decisions related to professional development concerns and/or dismissal by submitting a letter-of-appeal to the program director within 15 days of receiving notification of the issue. That letter should include a brief overview of the issue, a description of the specific concerns expressed by program staff, information about the basis for the student appeal, and an explanation of the student's perspective about why the professional development concern is in error or corrected. The student may further appeal the decision to the School of Letters and Sciences dean, the vice president for academic affairs, and, ultimately, the Board of Review as outlined in the *Graduate Catalog*.

## **Policies**

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.

## **Requirements**

- COUN 510, 520, 530, 540, 550, 560, 570, 580, 590, 630, 640, 650, 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**

### **Debra Murray**

*Director, Master of Science in Mental Health Counseling/Professor, Psychology*

B.S., Viterbo University; M.A., St. Mary's University of Minnesota; Psy.D., University of Saint Thomas

### **Gary Robbins**

*Assistant Professor, Psychology*

B.S., Ph.D., University of Iowa

### **David Saunders-Scott**

*Assistant Professor, Psychology*

B.A., Macalester College; M.A., Minnesota State University, Mankato; Ph.D., Eastern Michigan University

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# Nursing

## Mission

This graduate program prepares nursing leaders who are dedicated to improving the health outcomes of diverse populations through advanced knowledge and skills, ethical leadership, and faithful service within their chosen roles and settings.

## Graduate Learning Outcomes

This program will prepare graduates who:

- practice in an expanded, specialized, and/or advanced nursing role;
- affirm the dignity of life and human diversity;
- advocate for quality health outcomes for individuals, families, populations, and systems;
- demonstrate ethical leadership and faithful service in their chosen roles and settings;
- facilitate the translation of research and evidence into practice;
- utilize technology to impact best practices.

## Curriculum

The curriculum will prepare graduates for advanced nursing roles that enhance the standard of practice in a variety of settings. Depending on the plan of study chosen, graduates may function as nurse practitioners, educators, and in other leadership roles requiring expanded knowledge and skills. The curriculum is a 42–58 credit program offering core courses and a choice of four tracks: adult-gerontology nurse practitioner (AGNP), family nurse practitioner (FNP), nurse educator (NE), or advanced clinical nursing, which includes the new clinical nurse leader (CNL) role. The degree can be accomplished in three years of study with lighter than average credit loads considered full-time (typically six to seven credits/semester; for the NP tracks more credits in some semesters is necessary). Options to shorten or extend this time period may be possible. Total credits and clinical hours needed for graduation vary according to choice of tracks. Classes are normally scheduled one day a week. Clinical practicums require additional time and can be done in the student's home area if possible. Partially online course format is utilized. During the first year approximately one-half of the class days are online, thus reducing the number of campus visits necessary. During the second and third year online schedules will vary depending on the track.

Post-M.S.N. certificate programs are abbreviated programs of study for a specific role preparation. These programs are available for each track on a space-available basis.

Graduates of the M.S.N. program and post-M.S.N. certificate programs are academically eligible to take national certification exams specific to their role preparation. The nurse educators are academically eligible to take the National League for Nursing certification exam. Graduates of the adult-gerontological or family nurse practitioner track will be prepared to take the ANCC or AANP Adult or Family Nurse Practitioner exam (or the adult-gerontological exam as it is developed by the certifying bodies). Graduates of the Advanced Clinical Nursing track with CNL focus are eligible for the CNC national certification exam to be a CNL.

## 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](mailto:web@drl.state.wi.us); and accredited 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](http://www.aacn.nche.edu/accreditation).

Viterbo University holds membership in the:

- American Academy of Nurse Practitioners
- National Organization of Nurse Practitioner Faculties

## Admission

To apply for the Master of Science in Nursing program, the applicant must have graduated with a bachelor's degree in nursing from a regionally and NLN-AC or CCNE accredited school and have a cumulative grade point average of 3.0 or greater on a 4.0 scale. Applicants with a lower GPA will be considered on an

individual basis. Recent professional RN practice is preferred and recommended. Access to a high functioning personal computer and the Internet is required.

### **Application Requirements and Procedures**

The graduate program in nursing welcomes applications from students who are prepared for a competitive program of higher education.

The following documents must be submitted to the School of Nursing Graduate Program Committee to initiate a review for admission:

- completed application and nonrefundable application fee
- required recommendations and personal statement
- transcripts from A.D.N., B.A.N., B.S.N., and/or any graduate education (see instructions on application)
- evidence of current unrestricted licensure as a registered nurse
- official scores on Miller Analogies Test (MAT)\*
- a personal interview may be required.

\*MAT is waived for five previous graduate credits with a B or better grade. Information on taking the MAT exam in La Crosse can be obtained by calling the University of Wisconsin-La Crosse, 608-785-8073. Persons in other locations in Minnesota, Iowa, or Wisconsin should call 608-796-3671 for more information. Advance arrangements are necessary at all sites. A candidate information booklet for the MAT is sent out in admission packets and is accessible on the MSN Web pages. Alternatively, Graduate Record Exam (GRE) scores are acceptable.

### **Additional Prerequisites Necessary for the Nurse Practitioner Tracks**

A preliminary review of applications will be conducted. Those most qualified will be chosen to continue in the application process and invited for a personal interview. Specific dates will be established for the interview process, and the applicant must be available for one of the dates established. Specific qualifying criteria after the initial screen of applicants will include:

- personal interview suggesting potential personal and professional strengths for the nurse practitioner (NP) role;
- recommendations that indicate potential personal and professional strengths for the nurse practitioner (NP) role;
- a minimum of two years full-time equivalent of recent/relevant direct patient care experience as an RN by the second year of coursework in the NP plan of study;
- potential opportunities for clinical preceptorships/practicums within the applicant's home area;
- the ability to commit to the blocked practicum hours necessary to optimize NP role development/meet clinical requirements, including the summer residency;
- the ability to participate in full-time coursework (7–11 credits/semester) including clinical practicums during the last year of the NP plan of study.

Applicants planning clinical practice in areas of health professional need and/or with underserved persons may be given priority.

### **Admission Process**

The School of Nursing Graduate Program Committee is the admission review body. The committee will review records and admit students to the track chosen. Each candidate is evaluated individually. Evidence of strong ability to do graduate level work successfully is essential. Enrollment limits will be observed for all tracks. Part-time students are admitted on a space available basis. Admission to the degree program for the fall semester will normally occur annually in the preceding spring semester. The priority application deadline is Feb. 1, with admission review decisions for these students by April. After Feb. 1 the ongoing applicant pool will be reviewed until June 1 or enrollment limits are reached, whichever comes first. Students will be evaluated for admission in accordance with the review process below:

- Admission to the graduate program in nursing is offered to those qualified students for whom academic, personal, and professional success seem likely. The admission criteria and requirements as published must be met and appropriate documents submitted.
- Admission decisions are based on multiple sources of data including transcripts of prior academic work from educational programs (diploma, A.D.N., B.S.N., graduate study) and the MAT results. Evidence of past and continuing academic achievement/potential is necessary.
- Recommendations are reviewed for evidence of potential success in graduate school and in the desired track.
- Professional and life experience information is reviewed for background information and clinical/professional experience, evidence of ongoing personal and professional development, communication and writing skills, and a perceived match of the graduate nursing program and student's abilities and goals.
- Applicants must evidence the physical abilities, communication skills, intellectual abilities, behavioral and social attributes to meet the requirements and successfully participate in the graduate nursing program, including those that are essential to practicing in their chosen advanced nursing role, with or without reasonable accommodations.
- Qualified students, regardless of sex, race, religion, color, national or ethnic origin, will be extended an offer of admission if space remains available.
- Enrollment limitations may necessitate offering admission to the highest qualified candidates out of a pool of potentially qualified students.

#### **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 MSN 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.

#### **Non-Degree-Seeking Students**

Non-degree-seeking RNs with a B.A.N. or B.S.N. may be admitted for selected courses on a space-available basis. Abbreviated application procedures are available for students not requesting admission to the degree program. Admission as a non-degree student does not guarantee admission to the degree program. Program changes/requirements that occur during time as a non-degree student may affect progression upon conversion to degree seeking. Up to 10 credits taken as a non-degree student may be applied to degree requirements as appropriate, if subsequently admitted to the program. A grade of B or better must be earned in coursework. Degree-seeking students will have priority over non-degree seeking students for space available and course registration.

#### **Additional Prerequisites/Ongoing Requirements for the MSN Program:**

- a basic physical assessment course (or equivalent) at undergraduate or continuing education level
- satisfactory (C or better) completion of an introductory statistics course and a research course at graduate or undergraduate level
- computer literacy with Microsoft Windows, Microsoft Word, and the Internet required; ability to use PowerPoint is highly recommended
- must meet both university and clinical agency personnel requirements (health, immunization, and background checks) as specified for prescribed coursework and clinical experiences
- current CPR throughout program
- satisfactory criminal background check maintained

#### **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.

### **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 M.S.N. 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 MSN 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.

### **Transfer Credits Upon Admission**

Individual consideration will be granted in the awarding of transfer credits. Up to one third (13–19) of the total track's credits may be transferred from another program and utilized to meet the M.S.N. 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 M.S.N. program has carefully planned and developed a curriculum to meet the needs of the potential graduates of the specialty 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 M.S.N. program, all classes in the core and specialty curricula (excluding electives) must be taken at Viterbo University. Graduate credits earned prior to beginning classes at Viterbo University will be evaluated for transfer and awarded if equivalency is ascertained by the graduate program director. 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 the Master's Degree**

Six credits per semester is considered full-time study. The standard 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. Time spent as a non-degree student does not count toward the five-year 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**

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 may 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.

## Capstone Project

Students in the nurse educator and advanced clinical nursing tracks 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. Nurse Practitioner students will complete an alternative/equivalent set of assignments to accomplish the expected capstone outcomes. 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, if applicable. Nurse practitioner students will receive independent grades on each assignment within the courses they are housed. B or better indicates satisfactory progress, either for a semester grade or for individual assignment grades. 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 the graduate studies. This portfolio will serve as documentation of individual accomplishment and also will be used for program assessment purposes.

## Program Tracks

### Adult-Gerontological Nurse Practitioner

The purpose of this track is to prepare graduates to manage health and illness states of varying complexity in adolescents, adults, and aging individuals and to promote optimum health-related quality of life. The provision of high quality, cost effective primary health care to patient/families/aggregates in a variety of settings is emphasized.

- NURS 504, 507, 520, 525, 530, 535, 540 (four credits), 605 (three credits), 610, 612, 700, 710, 720, 730
- Clinical practicums/seminars: 602 (two credits), 603 (two credits), 615 (three credits), 616 (four credits), 617 (three credits)

### Advanced Clinical Nursing

This track offers preparation for the Clinical Nurse Leader role or for related clinical roles targeted at the microsystem or mesosystem level.

- NURS 504, 507, 525, 530, 535, 540 (three credits), 605 (two credits), 642, 700, 710, 720, 730
- Capstone project/seminar: 601 (two credits)
- Clinical practicums/seminars: 644 (four credits), 648 (four credits)

### Family Nurse Practitioner

The purpose of this track is to prepare graduates to manage health and illness states of varying complexity in persons across the lifespan and to promote optimum health-related quality of life. The provision of high quality, cost effective primary health care to patient/families/aggregates in a variety of settings is emphasized.

- NURS 504, 507, 520, 525, 530, 535, 540 (four credits), 605 (three credits), 610, 612, 695, 697, 700, 710, 720, 730
- Clinical practicums/seminars: 688 (two credits), 689 (two credits), 692 (four credits), 693 (five credits), 694 (three credits)

### Nurse Educator

This track offers teaching preparation applicable to patient, staff, or academic nursing education settings. Graduates will be prepared to synthesize principles of education, practice, and leadership to promote effective educational outcomes.

- NURS 504, 507, 530, 535, 540 (three credits), 580, 605 (two credits), 640, 650, 700, 710, 720, 730
- Capstone project/seminar: 601 (two credits)
- Clinical practicums/seminars: 678 (one credit), 680 (three credits), 682

## Post-M.S.N. Certificate Programs

For all certificate programs, applicants to the program must possess a master's degree in nursing from an accredited school of nursing. A minimum grade point average of 3.0 on a 4.0 scale is required. Specific program information is available in the post-MSN certificate program information sheets available from the graduate nursing program administrative assistant or online at [www.viterbo.edu/msn](http://www.viterbo.edu/msn).

### Nurse Educator

A nurse educator post-M.S.N. certificate is available for current and potential nurse educators in academic nursing and health care settings. Educational theories, teaching, learning strategies, evaluation techniques, curriculum development, and research reviews culminate in practicum experiences designed to meet students' career goals. See website for more information, [www.viterbo.edu/msn](http://www.viterbo.edu/msn).

### Adult-Gerontological Nurse Practitioner

The AGNP post-M.S.N. certificate program is designed to build upon prior nursing experience and education. The program prepares advanced practice nurse practitioners to provide high quality, cost effective primary health care to adolescent, adult, and aging individuals in a variety of settings. Upon successful completion of the program, students are eligible to take a national certification examination for combined adult-gerontology role or the nurse practitioner role. See website for more information, [www.viterbo.edu/msn](http://www.viterbo.edu/msn).

### Family Nurse Practitioner

The FNP post-M.S.N. certificate program is designed to provide high quality cost effective primary health care to individuals and families across the lifespan in a variety of settings. See website for more information, [www.viterbo.edu/msn](http://www.viterbo.edu/msn).

### Clinical Nurse Leader

The CNL post-M.S.N. certificate program is designed to prepare graduates to practice as an advanced clinical leader in a variety of settings to promote quality health care outcomes for patients/families/populations/systems. See website for more information, [www.viterbo.edu/msn](http://www.viterbo.edu/msn).

## Faculty

### Judy Anderson

*Professor*

B.S.N., Viterbo University; M.S.N., University of Wisconsin-Eau Claire, Ph.D. Widener University

### Dorie Vaughn Beres

*Adjunct Faculty, Professor Emerita*

B.S.N., Alverno College; M.S.N., University of Wisconsin-Eau Claire; NP Graduate Certificate, Ph.D., University of Wisconsin-Madison

### Karen Briggs

*Adjunct Professor*

B.S.N., Viterbo University, M.S.N., University of Wisconsin-Eau Claire

### David Chakoian

*Adjunct Professor*

B.A., Northern Illinois University; M.D., Mayo Medical School

### Cathy Ford

*Adjunct Professor*

B.S.N., Northern Illinois University; M.S.N., Winona State University

### Adam Gregg

*Adjunct Professor*

PharmD., Drake University

**Peggy Haggerty***Adjunct Professor*

B.S.N., Viterbo University; M.S.N., Winona State University; Ed.D., St. Mary's University

**Jackie Kuennen***Professor*

B.S.N., University of Iowa; M.S., University of Minnesota; Ed.D., University of Northern Iowa

**Bonnie Nesbitt***Director, Master of Science in Nursing/ Assistant Dean, School of Nursing/ Professor, Nursing*

B.S.N., Viterbo University; M.S.N., University of Wisconsin-Madison; Ph.D., University of Wisconsin-Milwaukee

**Silvana Richardson***Dean, School of Nursing/ Professor*

B.S.N., Loyola University, Chicago; M.H.S.N., Governors' State University; Ph.D., Southern Illinois University at Carbondale

**Patricia Zander***Adjunct Faculty, Professor Emerita*

B.S.N., Marion College; M.S.N., University of Wisconsin-Madison; Ph.D., Barry University

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# Servant Leadership

## Mission

The Master of Arts in Servant Leadership (M.A.S.L.) degree at Viterbo University, a Catholic Franciscan university, provides an opportunity for individuals to develop and deepen their vocation to engage in competent, creative, faithful leadership that works for the common good.

## Goals

This program brings together people who aspire to leadership positions in community, church, and business. By promoting ethical decision-making, theological reflection, leadership skills, and public activity, the master's program in servant leadership supports and affirms people who seriously embrace their vocation to serve in the world and the church.

## Graduate Learning Outcomes

Upon completion of the Master of Arts in Servant Leadership, students will be:

- knowledgeable servant leaders; they will be able to:
  - articulate a vision of servant leadership as a vocation;
  - apply the theories and practices of leadership and service in relationship to a life of virtue;
  - demonstrate an understanding of the theological and philosophical foundations of the common good;
- an organizational change-agent; they will be able to:
  - demonstrate understanding of organizational and institutional mission, culture, and dynamics;
  - plan, implement, and assess a servant leadership project that demonstrates a commitment to the common good;
- reflective individuals; they will be able to:
  - integrate faith and work through individual and communal ritual, contemplative and reflective exercises;
  - articulate an understanding of the relationship among leadership, power, and authority;
  - practice hospitality that demonstrates a reverence for diverse people and cultures.

The program attempts to meet the unique needs of servant leaders in ministry, non-profit organizations, and business while assuring fulfillment of the expectations related to higher education.

Various educational methodologies appropriate to the adult learner with life and professional experience are incorporated into the curriculum plan. The course of study has been designed so as to facilitate study while meeting the demands of family and professional roles.

## Admission

### Application Requirements and Procedures

Applicants should complete the application form and submit it along with:

- a non-refundable application fee;
- a letter of reference from a person familiar with the applicant's ability to serve as a leader in ministry, non-profit organizations, or business;
- a statement of goals in which the applicant reflects on why she or he wishes to pursue the degree in servant leadership and how she or he hopes to use the knowledge and skills gained through the program in the future;
- an official transcript documenting a baccalaureate degree earned from a regionally accredited institution. Transcripts must be requested and sent directly from the institution to Viterbo University. The transcript must be sent directly, not submitted with the above or hand carried to Viterbo University.

Upon review of all above materials, program director or coordinator will contact the applicant to arrange an on-campus interview. Phone interviews may be done when circumstances prohibit face-to-face interviews.

### Admission Criteria

Admission to the program is determined after review of the above materials. The following will be used to guide admission decisions:

- A minimum grade point average (GPA) of 2.7 in undergraduate studies.
- Demonstration of leadership and service experience in addition to their undergraduate studies.
- Strong recommendations highlighting the candidate's actual or potential gifts for servant leadership.

Probationary admission may be granted to applicants. Removal from probationary status will be granted if the participant successfully completes 12 credits of graduate work at Viterbo.

### 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 the credit for prior learning program.

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. To pursue graduate portfolio credit for prior learning students must:

- be a currently enrolled student in good academic standing
- meet with the program coordinator to (1) discuss the relevance and significance of the prior learning and (2) determine the specific course learning outcomes met by the proposed portfolio
- submit the Application for Tutorial for Prior Learning
- complete the online Portfolio Tutorial module
- submit to the program coordinator at least one semester prior to graduation the following:
  - Application for Credit for Prior Learning
  - Completed portfolio

Upon receipt of the completed portfolio, the program coordinator will secure a faculty member who will evaluate the portfolio and recommend the number of credits to be awarded. The university grants one graduate credit for work equivalent to 15 classroom hours + 30 non-classroom hours (reading, research, writing, etc.). So, for example, a 1-credit portfolio must demonstrate learning equivalent to 45 hours of coursework (15 classroom + 30 non-classroom). All petitions for portfolio credit are subject to final approval by the vice president for academic affairs.

Fees for portfolio credit are non-refundable and due to the Business Office after completing the Credit for Prior Learning Tutorial but before submitting the completed portfolio. The current fee schedule for portfolio credits can be found on the Business Office website.

Additional details about the portfolio process, including the necessary forms, can be found on Viterbo's Center for Adult Learning webpage: <http://www.viterbo.edu/adultlearning>

### Portfolio Examples

Example 1: In the past year before entering the servant leadership program, a participant designed and implemented a program of service learning among youth in a congregation. If she wished portfolio credit, her portfolio might include most if not all of these parts:

- a thorough outline and description of the youth program's goals, implementation, and evaluation;
- a position paper describing why the program was significantly new and different from other programs;
- an explanation of how the work on this youth program fulfills the stated mission and objectives of the Master of Arts in Servant Leadership program;
- the scope of the program vis-à-vis time requirements, numbers of people involved, and so on;
- commentary by an observer or evaluator of the program;
- a summary integration paper reflecting on the experience;
- an article about the program that may be submitted to a newspaper.

Example 2: A participant in the spiritual direction preparation program at the Franciscan Spirituality Center in La Crosse who wanted credit by portfolio for completion of the three-year training might include these parts to his portfolio:

- a thorough description of the three-year program, including brochures from the center;
- a summary of the qualifications of all members of the staff and presenters;
- all the book reports, evaluations of supervisors, annual evaluations;
- documentation of having completed the verbatims, and the final certificate awarded by the center;
- an evaluation by the staff supervisor;
- documentation of attendance at monthly spiritual direction;
- a summary integration paper reflecting on the experience;
- some creative article, presentation, or brochure explaining spiritual direction.

### Cooperating Programs

Master of Arts in Servant Leadership participants may wish to consider earning elective credits by portfolio through these excellent programs:

- **The Spiritual Direction Preparation Program at the Franciscan Spirituality Center in La Crosse**  
Those interested in preparing for the ministry of spiritual direction may wish to earn elective credits by portfolio by participating in this program. Contact the director, Spiritual Direction Preparation Program; Franciscan Spirituality Center; 920 Market Street; La Crosse, WI 54601; 608-791-5295.
- **The Diocesan School of Biblical Studies**  
Anyone who wishes a concentration in Biblical studies may want to consider participating. The full program takes four years to complete, but portfolio credits may be earned for each year completed. For more information, contact Rev. Mark Pierce, Diocesan School of Biblical Studies, Roncalli Newman Center; 1732 State Street; La Crosse, WI 54601; 608-784-4994.
- **The Growth Coach** serves as a resource for helping business owners, the self-employed, and professionals from across all industries, both public and private, to become more focused, effective, and strategic in their professional and personal lives. This professional coaching program includes quarterly retreats over the course of a year, as well as one-on-one contact with your coach between sessions. Contact JFK Associates, Inc.; 5th and Main Place; 500 Main Street; Suite 101; La Crosse, WI 54601; 608-787-5771.

### 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

- 32 credits, including SVLD 601, 602, 604, 605, 610; 18 credits chosen from SVLD 555, 588, 603, 650, 651, 653, 655, 657, 786, EDUC 603, 608, EDUL 635, ETHL 531, 532, MGMT 512, 530, NURS 515, or 675.

## Faculty

### **Matthew Bersagel Braley**

*Coordinator, Master of Arts in Servant Leadership/ Assistant Professor*

B.A. Luther College; M.A., United Theological Seminary; Ph.D., Emory University

### **Georgia Christensen, FSPA**

*Affiliate Faculty*

B.S., Viterbo University, M.Ed., Eastern Washington State University, Ph.D. Stanford University

### **Barbara Gayle**

*Vice President for Academic Affairs/ Dean of Graduate Studies/ Professor, Business*

B.S., M.A., University of Portland; Ph.D., University of Oregon

### **Richard Kyte**

*Director, D.B. Reinhart Institute for Ethics in Leadership/*

*Associate Professor*

B.A., Hamline University; M.A., Ph.D. The Johns Hopkins University

### **Rev. William Reese**

*Associate Professor*

B.S.Ed., M. Ed., Concordia University; M.Div., S.T.M., Th.D., Concordia Seminary, D.Min., Gordon-Conwell Theological Seminary

### **Glena Temple**

*Dean, School of Letters and Sciences/ Professor*

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

### **Thomas Thibodeau**

*Distinguished Professor of Servant Leadership/ Director, Master of Arts in Servant Leadership/ Associate Professor*

B.A., Saint John's University, M.A., St. Mary's University of Minnesota

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# Other Graduate Offerings

## **Certificate in Community Interpreting**

### **Mission**

The Viterbo University certificate in Community Interpreting strives to produce qualified interpreters so that non-English speakers can effectively communicate with the providers of public services so as to facilitate full and equal access to legal, health, educational government, and social services.

### **Goals**

- to serve the interpreting needs of regional and local institutions in health care settings, county services, law enforcement, the court system, and private industry.
- to train professionals in four key areas – cultural competency, ethics, interpreting strategies, and best business practices.

### **Objectives**

- raise public awareness about the profession of interpreting
- establish working relationships with community partners for the purpose of ensuring practicum sites and facilitating employment of graduates
- create a central database to pair up interpreters with regional employers
- create online and hybrid courses
- impose standardization within the discipline of interpreting and achieve recognition of the profession through education, legislation, and public relations

### **Eligibility**

- graduates of language programs
- individuals working in the field with no previous training in interpreting
- bilingual professionals working in fields not related to interpreting
- bachelor's degree from a regionally accredited institution

Acceptance is based on a successful application/interview/entrance exam

### **Requirements**

- INTP 501, 544, 552, 556, 581

## **Ethical Leadership in Organizations**

The certificate in leading ethical organizations is designed for people who want to learn how to lead effective, ethical change within their organizations. Participants will acquire practical knowledge of servant leadership and ethical decision making. They will also learn specific leadership strategies, based upon a proven training program that will establish long-lasting and significant transformation of the workplace culture. The interdisciplinary nature of the program allows participants to tailor the program to their particular professional needs.

### **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 515, 675, SVLD 601, 603, 604, 650, 653, 657

**Other Offerings**

The School of Education offers several licensure and certification programs. See that section of the catalog for further information.

# 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 500-600 are typically offered to post-baccalaureate degree and master degree students. Courses numbered 700-800 are typically offered to post-master degree students.

## 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.

Special topics are offered using the following prefixes and numbers: ACCT, BLAW, COUN, EDUC (also offered as 547, 548, 549), EDUL, EDUP, ETHL, MGMT, NURS, SVLD

### 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.

Special topics are offered using the following prefixes and numbers: EDUC, NURS

### 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.

Independent study is offered using the following prefixes and numbers: ACCT, BLAW, COUN, EDUC EDUL, EDUP, ETHL, MGMT, NURS, SVLD

### 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.

Independent study is offered using the following prefixes and numbers: EDUC, NURS

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## Accounting (ACCT)

### ***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.

## 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.

### ***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)

## 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.

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***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

***550 – Career Development and Counseling, 3 Cr.***

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

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counselors with assisting individuals, families, and groups with achieving a level of health and well-being that reaches beyond merely the absence of disease. Prerequisite: 580.

***590 – Models of Addiction Counseling, 3 Cr.***

This course provides a survey of various chemical and behavioral addictions, including, but not limited to, substance abuse 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. Prerequisite: 590.

***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

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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. Prerequisites: 660, 675.

***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: 690.

**Economics (ECON)**

***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.

**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.

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***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.

***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.

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***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 of Early Childhood, 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,

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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 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.

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**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 5 of the required 20 hours must be outside of participant's current grade level endorsement area. Participants will showcase their knowledge and skills acquired through their previous three required courses and the on-site clinical experiences in the internship. Internship opportunities include any administration, supervision or teaching opportunities that are components for either Iowa Code for gifted and talented programming or Gifted Education Standards from the National Association of Gifted Children. Candidates will reflect upon a minimum of 10 varied experiences. Upon completion of the internship candidates will have completed documentation showing understanding and application of each of the NAGC Gifted Education Standards and share their compilation of learning through a 20 minute presentation similar to Viterbo University's cornerstone presentations.

**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

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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 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 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. Prerequisite: 552.

***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.

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***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. Prerequisite: admission to Early Childhood program.

***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. Prerequisite: admission to Early Childhood program.

***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. Prerequisite: admission to early childhood program.

***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. Prerequisite: admission to Early Childhood program.

***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 level integrating prior early childhood coursework through the preparation and delivery of developmentally appropriate instruction in a child-centered environment. Capstone experience typically completed in the final semester. 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.

***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.

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***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 completed fieldwork portfolio must be submitted and scored before licensure is given. The portfolio must be scored “basic” or “proficient” in each section. The instructor will give fill details concerning the requirement. Prerequisite: EDUC 639, 801.

***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 – Philosophical Perspectives, 3 Cr.***

This course examines philosophical positions and beliefs as they affect the teacher, student, and learning. The intellectual challenge, the ethical and moral issues, the system of values, and the understanding and sharing involved in life and teaching are explored.

***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. Prerequisite: nine credits; admission to the Master of Arts in Education program.

***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. Prerequisite: admission to the Educational Leadership program.

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***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 (RTI), 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

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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) serving 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 learn 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 – The Teacher As Person and Professional, 3 Cr.***

This course is designed to afford teachers the opportunity to gain deeper understandings of professionalism and personal meaning in their life’s work. It is intended to develop these two themes in such a way that the person will use their own vision and purpose to transcend the push and pull of everyday routines so that higher forms of professional practice will prevail.

***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 areas 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

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(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 (RTL) 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.

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**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. Fifteen hours of field work required. (For WI ECE licensure program students, to be approved by program coordinator.)

**682 – *ABC Math Primary, 3 Cr.***

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

**683 – *Practicum in Reading Difficulties, 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.

**684 – *Technology for Teachers, 3 Cr.***

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

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**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.

**Educational Leadership (EDUL)****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

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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. Prerequisite: admission 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.

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***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. Prerequisite: admission to the 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. Prerequisite: admission to the 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. Prerequisite: admission to the 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. Prerequisite: admission to the 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. Prerequisite: admission to the 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

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related activities will be included in this course. Prerequisite: admission to the 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. Prerequisite: admission to the 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. Prerequisite: admission to the Director of Special Education and Pupil Services licensure program. 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. Prerequisite: admission to the Director of Special Education and Pupil Services licensure program. 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. Prerequisite: admission to the Director of Special Education and Pupil Services licensure program. 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.

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***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. Prerequisite: 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. Prerequisite: 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. Prerequisite: 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. Prerequisite: admission to the Director of Instruction or Superintendent licensure programs. Restricted to students in the Director of Instruction or Superintendent licensure programs.

***707 – Portfolio Development in Educational Leadership, 1–3 Cr.***

The students will design and develop a portfolio that includes the state administrator standards. Competencies for all standards included in the portfolio will be developed throughout the program and written evidence provided to each course instructor. All knowledge, dispositions, and performances (components) associated with the state standards will be included in the portfolio and the students will provide evidence of reflection where and when appropriate. Prerequisite: admission to the Educational Leadership program.

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***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. Prerequisite: admission to the Educational Leadership program. 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. Prerequisite: admission 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. Prerequisite: admission to the Director of Special Education and Pupil Services licensure program. 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.

**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.

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**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).

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**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.

**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.

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***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.

***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.

**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. This course includes a review of current research related to the long-term financial success of an organization, and how a policy of corporate social responsibility (CSR) can contribute to and enhance firm sustainability. Other topics include ethics and corporate governance in financial management, international financial management – especially as it relates to other countries with strong CSR policies, and managing the financial performance of non-profit organizations. Restricted to students in the Master of Business Administration program.

**Health Care Management (HMGT)*****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.

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## 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, 3 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.

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## 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 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.

### ***550 – Business Strategies for Sustainable Change, 3 Cr.***

This course equips students to develop and implement business strategies to enhance sustainability and drive organizational change. Through an interdisciplinary approach and foundational knowledge of business sustainability, students will build a comprehensive foundation toward the implementation of sustainability and organizational change in a variety of organizational settings. Particular emphasis will be on the achievement of sustainable performance through effective analysis, design, and execution.

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***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

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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.

***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.

***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.

***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.

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**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.

**680— Strategic Planning for Sustainable Enterprise, 3 Cr.**

This course provides a theoretical and practical foundation of sustainability and explores the integration of sustainability into corporate strategy. Analyses of social, ecological, technical, legal, and political environments are used to inform organizational strategic decision making. Students will learn to employ strategic management principles, including planning, implementation, and evaluation, toward resource-based and value chain competitive advantage.

**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

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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.

**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. Clarity, precision, depth, and logical development of thought are emphasized for the purposes of summarizing and synthesizing information in writing. Elements of nursing informatics are integrated throughout the course. The course serves as a springboard for the integration of essential M.S.N. level concepts by assisting students to be professional and lifelong learners.

***510 – Theoretical Foundations of Nursing Science, 2 Cr.***

This course is an introduction to the nature and purpose of meta-theoretical, theoretical, and critical thinking in advanced nursing roles. Philosophical views and issues in development of theory and the evolution of nursing as a science are explored through review of classical and current literature. Selected theories and frameworks from nursing, as well as those from other disciplines, are examined and evaluated. The theoretical aspects of quality of life and caring are introduced. The interrelationship of sources of knowledge, theoretical foundations, nursing science, and professional nursing practice is discussed. This course serves as a bridge to the study of research. Prerequisite: 507 or concurrent.

***515 – Health Care Ethics, 2 Cr.***

This course examines the application of ethical principles and ethical decision making models. Contemporary ethical issues and complex dilemmas faced by nurses practicing in advanced roles will be critically analyzed. Personal, professional, and organizational values are explored as they relate to vulnerable groups, global and environmental health, and culturally diverse populations. Prerequisite: 507.

***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.

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**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, 1–4 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 three or four credits. Prerequisites: a basic course in physical assessment at the undergraduate level or equivalent; 535. May be repeated for credit.

**545 – Advanced Concepts in Pharmacology, 2 Cr.**

This online, self-paced course is designed for the individual seeking advanced knowledge and understanding of drug therapy. Principles of pharmacokinetics and pharmacodynamics are discussed and applied to selected drug categories. Issues regarding drug therapy, including economics, herbal agents, and over-the-counter drugs are explored. Application of teaching principles to the content of pharmacology is emphasized the setting of staff, student, and patient education. Offered occasionally. Prerequisite: 507; 535 recommended. Graded CR/NC.

**547 – Teaching with Technology, 1 or 2 Cr.**

This course provides students an opportunity to explore and integrate technology into their educator's toolkit. Expanded use of computer programs and course management software, working with PDAs, virtual classrooms using avatars, social networking, blogs, wikis, and podcasting are examples of options students will work with. In addition, scenario composition and programming of high fidelity simulation will be a required element of all participants. Prerequisite: 580. Graded CR/NC.

**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.

**600 – Master's Project, 1 or 2 Cr.**

A scholarly, research-based project is developed related to a health care phenomenon that has significance for advanced nursing practice/roles. An in-depth review of the literature is conducted, and analysis and synthesis of the findings will result in an executive summary and poster presentation. Prerequisite: 530. Graded CR/NC. May be repeated for credit.

**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.

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

This seminar serves as a clinical conference companion course to the ANP 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. Graded CR/NC.

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

This seminar serves as a clinical conference companion course 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.

*Effective Fall 2013 for students entering in the 2011-2012 catalog.*

**603 – Clinical Seminar II: ANP, 1 Cr.**

This seminar serves as a clinical conference companion course to the ANP practicum experience. Special topics and assignments focus on issues and learning needs presenting themselves in the clinical area. Must be taken concurrently with 616. Prerequisites: 612 or concurrent. Graded CR/NC.

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

This seminar serves as a clinical conference companion course 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.

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

**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 and Aging, 3 Cr.**

The focus of this course is on the assessment, differential diagnosis, and management of acute, emergent, 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: 540, 605, 685.

**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. Prerequisites: 540.

*Effective Fall 2013 for students entering in the 2011-2012 catalog.*

**612 – Management of Health Problems II: Adult and Aging, 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.

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**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.

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

**615 – Clinical Practicum I: ANP, 1 or 2 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 150 clinical hours.) Must be taken concurrently with 602.

Prerequisite: 540; 610 or concurrent. May be repeated for credit. Graded CR/NC.

**615 – Clinical Practicum I: AGNP, 1–3 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 180 clinical hours.) Prerequisite: 540. May be repeated for credit.

*Effective Fall 2013 for students entering in the 2011-2012 catalog.*

**616 – Clinical Practicum II: ANP, 1–3 Cr.**

This course offers continuing clinical experience and focuses on increasing independence in clinical decision-making skills and management of acute, emergent, and chronic health problems in persons from adolescence through older adulthood. Health promotion and disease prevention strategies are incorporated; culturally sensitive care is emphasized. (Up to 225 clinical hours.) Must be taken concurrently with 603. Prerequisites: 602, 610, 615; 612 or concurrent. May be repeated for credit. Graded CR/NC.

**616 – Clinical Practicum II: AGNP, 1–4 Cr.**

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

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

**617 – Clinical Practicum III: ANP Residency, 1 or 2 Cr.**

This course serves as a capstone clinical experience in preparation for beginning adult nurse practitioner practice. Emphasis is on the ANP 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. (Up to 150 clinical hours.) Prerequisites: 612, 616. May be repeated for credit. Graded CR/NC.

**617 – Clinical Practicum III: AGNP Residency, 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. Prerequisites: 616. May be repeated for credit.

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

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**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.

*Effective Spring 2013 for students entering in the 2011-2012 catalog.*

**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, 3 Cr.**

This course addresses professional development for the nurse educator's role in patient education, staff development, and academic nursing education. Concepts of caring, models of 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.

**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.

*Effective Fall 2013 for students entering in the 2011-2012 catalog.*

**660 – Master's Project NP, 1 or 2 Cr.**

A scholarly, research-based project is developed related to a health care phenomenon that has significance for advanced nursing practice/roles. An in-depth review of the literature is conducted, and analysis and synthesis of the findings will result in an executive summary and a poster presentation. Prerequisite: 530. Graded CR/NC only. May be repeated for credit.

**665 – Leadership in Nursing Education, 3 Cr.**

This course explores the advancement of scholarship in nursing education by examining leadership skills, reflective practice, program evaluation, mentoring, and partnerships. Students engage in developing and leading online learning experiences. Contemporary issues are addressed relating to patient education, staff development, and academic nursing programs. Prerequisite: 650.

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**666 – Experiences in Education, 2 Cr.**

(A post-M.S.N. certificate course only.) Individualized practicum experiences in patient, staff, and/or nursing program settings are arranged to provide an opportunity for the application of educational principles and processes. Up to 90 hours of clinical practicum (or equivalent demonstrated by portfolio) are required. Twelve hours of online seminar promote inquiry and reflection of the practicum experiences. (Note: the portfolio option is used to validate experience congruent with course expectations and student learning outcomes.)

**675 – Leadership in Health Care, 2 Cr.**

This course examines the preferred role of the advanced professional nurse who, as a leader, has the potential to influence health care delivery and outcomes. Contemporary leadership qualities, skills, and behaviors are appraised. Health care organizational and system challenges related to quality improvement, safety, and other selected issues are analyzed. Principles and processes of evidence based nursing leadership, health care economics, health care policy, and professional advocacy skills are integrated. Prerequisite: 507. 504 recommended.

**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 – Practicum II: Nurse Educator, 1 or 2 Cr.**

This course builds on the experiences in 679 and serves as a continuation of the 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: 679. 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.

*Effective Fall 2013 for students entering in the 2011-2012, 2012-2013 catalogs.*

**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

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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.*

**685 – Common Episodic Health Problems, 2 Cr.**

This course offers beginning theoretical and clinical experiences for the development of clinical decision-making skills in the management of common acute and episodic illnesses. Health promotion and disease prevention strategies are incorporated; culturally sensitive care is emphasized. (75 clinical hours) Must be taken concurrently with 540. Prerequisite: 520, 525, 605.

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

This seminar serves as a clinical conference companion to the FNP practicum experience. Special topics and assignments focus on issues and learning needs presenting themselves in the clinical area. Procedural skills necessary for NP practice are introduced. Must be taken concurrently with 610, 692. Prerequisite: 685. Graded CR/NC.

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

This seminar serves as a clinical conference companion to the FNP practicum experience. Special topics and assignments focus on issues and learning needs presenting themselves in the clinical area. Procedural skills necessary for NP practice are introduced. Must be taken concurrently with 692. Prerequisite: 685. *Effective Fall 2014 for students entering in the 2011-2012 catalog.*

**689 – Clinical Seminar II: FNP, 1 Cr.**

This seminar serves as a clinical conference companion course to the FNP practicum experience. Special topics and assignments focus on issues and learning needs presenting themselves in the clinical area. Must be taken concurrently with 612, 693, 697. Prerequisites: 610, 688, 695. Graded CR/NC.

**692 – Clinical Practicum I: FNP, 1–3 Cr.**

This course offers clinical experience related to the family nurse practitioner role and focuses upon 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 emphasizing well child care. Health promotion and disease prevention strategies are incorporated; culturally sensitive care is emphasized. (Up to 225 clinical hours.) Must be taken concurrently with 610, 688, 695. Prerequisite: 685. May be repeated for credit. Graded CR/NC.

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

This course offers clinical experience related to the family nurse practitioner role and focuses upon 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 emphasizing well child care. Health promotion and disease prevention strategies are incorporated; culturally sensitive care is emphasized. (Up to 240 clinical hours.) Prerequisites: 520, 695. May be repeated for credit. *Effective Fall 2013 for students entering in the 2011-2012 catalog.*

**693 – Clinical Practicum II: FNP, 1–3 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. (up to 225 clinical hours) Must be taken concurrently with 612, 689, 697. Prerequisites: 610, 692. May be repeated for credit. Graded CR/NC.

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**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.

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

**694 – Clinical Practicum III: FNP Residency, 1 or 2 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 150 clinical hours) Prerequisites: 612, 695, 697. 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.

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

**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 of the family unit. Evidence-based practice principles are integrated in order to provide comprehensive and collaborative primary care to children and their families. Must be taken concurrently with 693.

**700 – Epidemiology and Biostatistics, 3 Cr.**

This course serves as a graduate exploration of epidemiologic principles as they apply to the determinants of health and disease in populations. An overview of epidemiologic measures and research designs is provided. Skills related to interpreting biostatistical data will be developed by analyzing evidence provided in relevant healthcare literature. Current and historical examples will be used to highlight the application of epidemiology and biostatistics in healthcare.

**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.

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**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.

**Servant Leadership (SVLD)**

**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.

**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 and Philosophical Foundations of Servant Leadership, 3 Cr.**

This course will build an understanding of the theological and philosophical foundations of servant leadership. In addition, this course will develop the essential methods pertinent to servant leadership: the study of scripture, the analysis of key documents, graduate level writing, reflective writing, and discernment of case studies.

**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. Prerequisite: 601 or 602.

**605 – Colloquium, 1 or 2 Cr.**

As a culmination of their work, participants will complete a scholarly project in servant leadership. This project will continue from the work previously completed in SVLD 610. The students will present findings from their research project as a formal written paper and at a seminar to their peers. Prerequisite: 601, 602, 610. May be repeated for credit.

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***610 – Methods of Leadership Research, 3 Cr.***

In this course participants will read and discuss the current literature in servant leadership and trends in servant leadership research. Research methods relevant to servant leadership will be presented and analyzed. From readings and previous course material, students will work with a faculty mentor to complete a literature review on a topic in servant leadership, and propose a scholarly project. This literature review and research design will be presented as a formal paper and to peers in seminar format for discussion. Prerequisite: 601 or 602.

***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.

## Directory

### Administrative Officers

**Richard B. Artman**  
*President/Professor, D.B. Reinhart Institute  
 for Ethics in Leadership*  
 A.B., M.Ed., Ph.D. University of Miami

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 B.B.A., University of Wisconsin-Eau Claire

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 Illinois University at Carbondale

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 California, Riverside

## Master's Program Directors

See each program section for a listing of faculty.

### **Kem Gambrell**

*Interim Director, Master of Business Administration/ Assistant Professor*  
B.S., Concordia University; M.S., Ph.D., University of Nebraska–Lincoln

### **Debra Murray**

*Director, Master of Mental Health Counseling/ Professor, Psychology*  
B.S., Viterbo University; M.A., St. Mary's University of Minnesota; Psy.D., University of Saint Thomas

### **Bonnie Nesbitt**

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B.S.N., Viterbo University; M.S.N., University of Wisconsin-Madison; Ph.D., University of Wisconsin-Milwaukee

### **Rhonda Rabbitt**

*Assistant Dean of Graduate Programs, School of Education/ Assistant Professor, Education*  
B.S., University of Wisconsin-Eau Claire; B.A., Universidad de Valladolid; M.E.P.D., University of Wisconsin-La Crosse; Ed.D., Fielding Graduate University, Santa Barbara

### **Thomas Thibodeau**

*Distinguished Professor of Servant Leadership/ Director, Master of Arts in Servant Leadership/ Associate Professor, Religious Studies and Philosophy*  
B.A., Saint John's University; M.A., St. Mary's University of Minnesota

## Master's Program Coordinators

See each program section for a listing of faculty.

### **Ruth Badciong**

*Wisconsin Graduate Early Childhood Program Specialist*  
B.A., Concordia University; M.Ed., Cardinal Stritch University; Ed.D., Nova Southeastern University

### **James Bagniewski**

*Wisconsin Educational Leadership Program Specialist*  
B.S., Winona State University; M.S., University of Wisconsin-La Crosse

### **Matthew Bersagel Braley**

*Coordinator, Master of Arts in Servant Leadership/ Assistant Professor*  
B.A. Luther College; M.A., United Theological Seminary; Ph.D., Emory University

### **Susan Hughes**

*Master of Arts in Education Program Specialist/ Assistant Professor, Education*  
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### **Anne Kruse**

*Iowa Educational Leadership Program Specialist/ Professor, Education*  
A.A., Iowa Western Community College; B.S.Ed, University of Nebraska at Omaha; M.E., Ph.D., Iowa State University

### **Tiffany Morley**

*Coordinator, Master of Business Administration*  
B.S., Winona State University; M.B.A., Viterbo University

### **Betty Pfaff**

*Wisconsin Teacher Program Specialist*  
B.S., University of Wisconsin-La Crosse; M.A., George Mason University

### **Christine Valenti**

*Wisconsin Off-Campus Coordinator*

### **Lisa Valentini-Lilly**

*Wisconsin Reading Teacher Program Specialist*  
B.A., College of Saint Benedict; M.S., University of Wisconsin-La Crosse

# Academic Calendar

	<b>2012-2013</b>	<b>2013-2014</b>	<b>2014-2015</b>
<b>SEMESTER I</b>			
Classes Begin	August 27	August 26	August 25
Labor Day	September 3	September 2	September 1
Mid-semester Break	October 19	October 18	October 17
Thanksgiving Break	November 21-25	November 27-December 1	November 26-30
Final Exams	December 10-14	December 9-13	December 8-12
Commencement	December 15	December 14	December 13
<b>SEMESTER II</b>			
Classes Begin	January 14	January 13	January 12
Spring Break	March 4-8	March 3-7	March 2-6
Easter Break	March 28-1	April 17-21	April 2-6
Final Exams	May 6-10	May 5-9	May 4-8
Commencement	May 11	May 10	May 9
Out-Service	May 6-10	May 12-16	May 11-15
	<b>2015-2016</b>	<b>2016-2017</b>	
<b>SEMESTER I</b>			
Classes Begin	August 31	August 29	
Labor Day	September 7	September 5	
Mid-semester Break	October 23	October 21	
Thanksgiving Break	November 25-29	November 23-27	
Final Exams	December 14-18	December 12-16	
Commencement	December 19	December 17	
<b>SEMESTER II</b>			
Classes Begin	January 18	January 16	
Spring Break	March 7-11	March 6-10	
Easter Break	March 24-28	April 13-17	
Final Exams	May 9-13	May 8-12	
Commencement	May 14	May 13	
Out-Service	May 16-20	May 15-19	

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