Viterbo University Graduate Catalog 2019-2020

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

Viterbo University is registered with the Iowa College Student Aid Commission to offer programs via face-to-face and distance education delivery to Iowa residents.

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

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

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

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

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

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

General Information	**Accreditation and Approvals**
	Viterbo University and its programs are accredited by:

- The Higher Learning Commission; 30 North LaSalle Street, Suite 2400, Chicago, IL 60602-2504; 800-621-7440; www.ncahigherlearningcommission.org
- American Chemical Society (ACS);1155 Sixteenth St. NW, Washington, DC 20036; 1-800-333-9511; http://www.acs.org
- American Society of Biochemistry and Molecular Biology (ASBMB); 11200 Rockville Pike, Suite 302, Rockville, MD 20852; 240-283-6600; http://asbmb.org
- Accreditation Council for Business Schools and Programs (ACBSP); 11520 West 119th Street, Overland Park, KS 66213, (913) 339-9356; www.acbsp.org
- Accreditation Council for Education in Nutrition and Dietetics (ACEND); 120 South Riverside Plaza, Suite 2000, Chicago, IL 60606-6995; 312-899-5400; http://www.eatright.org/students/education/accreditedprograms.aspx
- Commission on Collegiate Nursing Education (CCNE); 655 K Street NW, Suite 750; Washington DC, 20001; 202-887-6791; http://www.ccneaccreditation.org
- Council for Accreditation of Counseling and Related Educational Programs (CACREP); 1001 North Fairfax Street, Suite 510, Alexandria, VA 22314; 703-535-5990; http://www.cacrep.org
- Council for the Accreditation of Educator Preparation (CAEP); 1140 19th St NW, Suite 400, Washington, DC 20036; (202) 223-0077; http://www.caepnet.org
- Council on Social Work Education (CSWE); 1725 Duke Street, Suite 500, Alexandria, VA 22314-3457; 703-683.8080; http://www.cswe.org/
- National Association of Schools of Music (NASM); 11250 Roger Bacon Drive, Suite 21, Reston, VA 20190-5248; 703-437-0700; http://nasm.arts-accredit.org

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

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

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

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

Viterbo University is recognized and approved by the Iowa State Board of Education for the K-12 Principal licensure/Supervisor of Special Education (189). (https://www.educateiowa.gov/sites/files/ed/documents/2014-5-15%20Viterbo%20Tab%20M.pdf)

Degree and Other Offerings

Viterbo University offers the following graduate degrees:

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

Pre-And Post-Professional Programs

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

Mission, Vision, Identity – Core Values – History

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

Campus Facilities and Grounds

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

Mission of Graduate Studies

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

Graduate Student Expectations

Intellectual

1. Learn research methods, ethical dimensions, and historical knowledge bases of the discipline.

2. Provide accurate and honest reporting of research results.

3. Read, reflect, research and write critically in a disciplined manner.

4. Dedicate the appropriate time and energy to accomplishing academic excellence and completing the degree in a timely fashion.

5. Learn the historical and theoretical context of the discipline.

6. Generate new ideas and ways of viewing things.

7. Discover new ways of serving and leading.

8. Initiate inquiry to advance your understanding of the discipline.

9. Develop a contemplative approach to synthesis of theory and praxis.

Professional

10. Develop personal and professional accountability in both theory and practice.

11. Understand and practice policies and procedures, specific program requirements, and standards of performance established by the specific discipline(s).

12. Behave in a professional and mature nature in all interactions with faculty, staff and other students.

13. Create an ethos of collegiality and collaboration through high levels of contribution and participation.

14. Demonstrate a commitment to the common good.

15. Participate in the university community to the extent able.

16. Develop, to the extent possible, a broad network of professional relations.

Ethical

17. Exercise the utmost integrity in all facets of the graduate program.

18. Commit to the personal & professional development of virtue and character.

19. Contribute to the University's and the program's mission as appropriate.

20. Develop a disciplined approach to integrating mind, body and spirit.

21. Apply ethical leadership humbly and diligently.

Practicing Academic Integrity as a Graduate Student

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

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

Statement of Non-discrimination

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

Graduate 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 complete college-level work is essential. All qualified students, regardless of sex, race, religion, color, national or ethnic origin will be extended an offer of admission on a first come, first served basis as long as space remains available. Students will be evaluated for admission in

accordance with the general admission criteria stated below.

General Admissions Criteria

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

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

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

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

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

Procedure

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

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

	Criminal Convictions Occurring After University Admission Students are required to disclose in writing to the vice president for student affairs criminal convictions occurring since completing the application for admission. This policy applies to all Viterbo University incoming and current students. **Reentry and Readmission** Re-entry student information can be found on the Re-entry Admissions web page. **International Student Admission** http://www.viterbo.edu/international-student-admission Applications from international students are welcome and actively sought. Scholastic achievement, use of the English language, and financial resources are given particular attention in reviewing applications to a graduate program from international students. International applications are processed in conjunction with the director of international admissions. **Non-degree-seeking Students** http://www.viterbo.edu/non-degree-seeking-student Students desiring to audit or take selected courses for credit, but who do not expect to earn a degree or complete a program at Viterbo University, may be enrolled, at the discretion of the graduate program, for such courses as a non-degree-seeking student. Complete transcripts of college records may not need be submitted, but an earned bachelor's degree, or its equivalent is required. Students may be admitted as a degree-seeking student at a later date although admission is not guaranteed.
Student Life	Viterbo University's Division of Student Affairs includes a wide range of departments, programs and services designed to facilitate students' academic success, personal growth, leadership development, and social and community engagement. Please visit the Student Affairs web page to access a full listing of Student Affairs departmental websites and other important resources. **Security/Student Right-to-Know and Campus Security Act** Viterbo University is in compliance with Public Law 101-542, the Student Right-to-Know and Campus Security Act. Information on the completion/graduation rate for full-time, degree seeking undergraduate students may be obtained from the registrar. Information on campus security and crime statistics may be obtained from the director of security or from the campus safety website. **Annual Security Report and Fire Safety Report** can be found on the Student Services web page. **Graduation rate** of first time freshman can be found on the Institutional Research web page.

Financial Aid and Tuition	Tuition and fees are set on a yearly basis. The university may set additional fees as needed. Students pay for their own books and course materials. **All expense items are subject to change.**
	
	Business Office
	Information about the following policies and information may be found on the Business Office Web page.
	
	   • **Viterbo University Bookstore** -- Students are allowed to charge books to their account the first week of each semester, excluding summer session.
	   • **Student Identification Card**
	   • Parking
	   • **Payment Policy**
	   • **Federal Truth-in-Lending Act**
	   • **Refund Policy**
	
	Financial Aid Office
	Information about the following policies and information may be found on the Financial Aid Office Web page.
	
	   • Aid Eligibility
	   • Types of Financial Aid
	   • Financial Aid Tools
	   • Scholarships

Academic Services	The development of the whole person is the goal of the university experience for each student at Viterbo University. This development occurs chiefly through an academic program conducted in a meaningful, growth-filled, Catholic, Franciscan environment. Viterbo University's Academic Services includes a wide range of departments, programs and services including academic advising, academic early alert, academic resource center, career services, disability services, library services, technology support, and the help desk. Please visit these departmental websites to find many important resources.
Academic Regulations and Policies	**Academic Calendar** http://www.viterbo.edu/registrar/academic-calendar Regardless of delivery methods, the academic year is divided into two semesters, each 15 weeks in length plus a final exam week. The summer session typically runs 14 weeks. **Academic Integrity** All members of the Viterbo University community are expected to conduct themselves in an ethical manner and adhere to the highest standards of academic integrity. Furthermore, Viterbo University students are expected to adhere to a standard of academic honesty befitting their enrollment in this Catholic Franciscan university. They will not engage in plagiarism, cheating, lying, or stealing, nor will they tolerate those who do so. Fundamental to the principle of independent learning and professional growth is the requirement of honesty and integrity in the conduct of one's academic life. Academic dishonesty in any form is a serious offense against the academic community. Each academic program will review the standards of academic integrity and have students acknowledge their acceptance of the standards. **Academic Integrity Policy** Viterbo University students, faculty, and administration share the responsibility of maintaining a

standard of academic honesty. The faculty must create an atmosphere in which students may display their knowledge. This atmosphere includes sufficient safeguards to control dishonesty including an orderly testing room, restrictions on text messages, etc. Students are responsible for understanding and refraining from academic misconduct.

Academic Misconduct Policy

Academic misconduct is any activity that may compromise the academic integrity of the university, or subvert the educational process. Examples of academic misconduct include, but are not limited to,

- Violating course rules as contained in the course syllabus or other information provided to the student; violating program regulations as established by departmental committees and made available to students;
- Knowingly providing or receiving information from others during examinations; or possessing or using unauthorized materials during examinations;
- Knowingly providing or using assistance in the laboratory, on field work, in scholarship, or on a course assignment when said work was to be completed individually;
- Submitting plagiarized work for an academic requirement.
  Plagiarism is the representation of another's work or ideas as one's own whether intentional or unintentional; it includes the unacknowledged paraphrasing or word-for-word use of another person's work, and/or the inappropriate unacknowledged use of another person's ideas. Each student is responsible for understanding plagiarism and the consequences of committing plagiarism. The Viterbo University library offers information about plagiarism and how it can be avoided. Viterbo students are strongly encouraged to complete an online tutorial on avoiding plagiarism, which is available at www.indiana.edu/~istd.
- Submitting substantially the same work to satisfy requirements for one course or academic requirement that has been submitted to satisfy requirements for another course or academic requirement, without permission of either the instructor of the course for which the work is being submitted or the supervising authority for the academic requirement;
- Falsifying or fabricating laboratory results, research results, or any other assignments;
- Serving as, or enlisting the assistance of a substitute for a student in the taking of examinations;
- Altering grades or marks in an effort to change the earned grade or credit;
- Altering university forms or records, or using such forms or records without authorization; or
- Engaging in activities that unfairly place other students at a disadvantage, such as taking, hiding, or altering resource material, or manipulating a grading system.

A faculty member who suspects a student of academic misconduct shall follow these steps.

- Notify the student in writing of the allegation.
- Contact the program director (graduate program) and /or the department chair or dean of the school (undergraduate program)
- Contact the vice president for academic affairs to notify that office that the student is involved in an allegation of academic misconduct and to discover if the student has previously violated the academic integrity policy.

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

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

offense shall be treated as intentional academic misconduct.

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

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

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

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

Graduate Program Procedures

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

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

Undergraduate Program Procedures

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

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

In the event that the student disputes the allegation of academic misconduct or has previously been found in violation of the academic misconduct policy, the incident will be referred to the dean of the relevant school. Imposing sanctions will be deferred pending the dean's finding on the allegation. The school dean shall collect all pertinent facts, including the nature of the offense, mitigating circumstances, the student's response to the event, and the failure of the individual to comply with past sanctions. The school dean shall make the final determination of whether or not academic misconduct occurred and, if so, whether said misconduct was intentional or unintentional.

If the faculty member or school dean meets with a student, the student may have a consultant present. The consultant may provide notes to the student during the meeting, but is not permitted

to respond to questions for the student during the meeting. If the student is found to be in violation of the academic misconduct policy, the dean forwards her or his recommendation to the vice president for academic affairs, or designee, who may impose sanction(s) listed in the Code of Student Conduct.

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

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

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

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

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

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

Procedural Norms for Academic Appeals

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

Appeals Process for the Academic Integrity Policy

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

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

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

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

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

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

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

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

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

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

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

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

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

The decision of the Board of Review may be appealed by either party to the president of the university. The appeal must be written and submitted to the president within two weeks of the recommendation by the Board of Review. After considering the appeal, the president shall render a

decision, which is final. The president shall notify both parties of the decision within one week of this appeal.

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

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

Academic Policy Exception

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

Academic Standing

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

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

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

Alternative Credit

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

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

Advanced Placement

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

American Council on Education

Viterbo University will grant credit for educational experiences evaluated by the American Council

on Education (ACE). Viterbo University will accept a maximum of 45 credits from American Council on Education (ACE) recommended work, DANTES, or College Level Examination Program.

Credit by Examination

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

Credit for Prior Learning

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

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

- Be currently enrolled.
- Meet with the program director/coordinator/advisor to get instructions and make a plan for completing the portfolio.
- Complete Parts A and B of the Application for Credit for Prior Learning, and submit the portfolio review fee of $100 to the Business Office (obtaining their signature in Part C of the Application for Credit for Prior Learning).
- Construct a portfolio containing lifetime/work learning applicable to the student learning outcomes of a course in the Viterbo University catalog.
- Submit the portfolio to the program director/coordinator/advisor. The portfolio will be sent to the appropriate faculty reviewer(s) for evaluation.
- Upon receipt of the Application for Credit for Prior Learning with parts D and E completed by the faculty reviewer(s), and approved by the Vice President for Academic Affairs (VPAA), the program director/coordinator/advisor will notify the student of the decision.
- Take the Application for Credit for Prior Learning to the Business Office and pay the current portfolio fees for each credit approved by the faculty reviewer. The tuition and fees schedule is located on the Business Office web page.
- Submit the completed application form, with all required signatures, to the Registrar's office so the approved credits can be awarded.

Students who would like to know more about credit for prior learning are encouraged to contact their advisor, program director, or program coordinator. Not all programs accept credit for prior learning.

Attendance

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

refer to the military deployment policy.

Audit

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

Community members (non-degree seeking students) may also audit a course. The same policies and deadlines apply to non-degree auditors. Interested students should submit a non-degree student application online, for initial entrance to Viterbo University. Non-degree students should check the current fee schedule, published on the business office web page, for rate.

Contact Hours

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

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

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

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

[750 + 1800] X the number of credits of a course =

the minimum number of minutes of instructional time and outside work required

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

Regular Contact Hour Spanning the Duration of the Course

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

Credit Load

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

Double Numbered ("Slash") Courses

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

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

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

Dual Degree Graduate Program Arrangements

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

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

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

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

1. Statement of Intent – Proposals for dual degree program arrangements must be accompanied by a written statement explaining:
     i. the academic purpose behind the degree program,
     ii. the academic symmetries that exist between the underlying fields of study, and
     iii. specifications concerning the composition of an advisory committee, with representation from both programs.
2. Shared Credit Limit - A minimum of 50% of required credit hours must be unique to each degree and cannot be used for dual credit. Departments and programs may impose more stringent shared credit limits. An exception to the institutional credit sharing limit is that a Viterbo University certificate program may be double counted in its entirety within a Viterbo University degree program.
3. Students must meet all curricular requirements of both programs (e.g., must pass all comprehensive exams, practica, clinicals, etc.).
4. No dual degrees will be awarded retroactively.

Grades

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

A (4.0 grade points*) - Superior work. This indicates not only high achievement, but also unusual degree of inititive
AB (3.5 grade points) - Between A and B
B (3.0 grade points) - Higher achievement than average
BC (2.5 grade points) - Between B and C
C (2.0 grade points) - Average and satisfactory work
CD (1.5 grade points) - Between C and D
D (1.0 grade points) - Work fulfilling minimum requirements
F (0.0 grade points) - Failure in the course

U (0.0 grade points) - Administrative F; awarded to students who do 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 and F would (zero grade points). It also may be replaced, per the repeat policy, as an F would.

SU (0.0 grade points) - Administrative Suspension; awarded to students who do not offiically drop a course, but who are not participating in course activities. The SU will calculate in a student's grade point average as an F would (zero grade points). It also may be replaced, per the repeat policy, as an F would.

CR - Credit Granted (C or better work)
NC - No Credit Granted
AU - Audit (no credit)
I - Incomplete; student has done passing work but must still meet certain requirements before the grade can be determined.

*Grade points are for each credit

Incompletes

A grade of incomplete is given infrequently and only under unusual circumstances that are beyond the student's control such as a serious illness or death in the family or unanticipated complications in an original research project. To be considered for an incomplete, the student must have at least 50% of the course work complete and have a passing grade in the course. Students will find the form to request a grade of incomplete on the registrar's office Web page. The student must seek the approval of the instructor, department chair, and dean or vice president for academic affairs. The completed form with approving signatures needs to be submitted to the registrar's office by the last class period (not the final exam day).

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

Grade Appeal (Academic Review Process)

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

Grade Point Average

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

Independent Study

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

Independent study courses may be of three types:

1. Directed study, research and/or readings in an area that is not included in the regular course offerings. (The course appears on a student's transcript with the title Independent Study.)

For undergraduate independent study, the directing faculty member and student will decide if the course should be for lower- or upper-division credit. The student will register for the agreed upon 288 (undergraduate lower division), 488 (undergraduate upper division), or 588/788 (graduate) credit.

1. Departure from the regular credit value of a course, such as independent work on one portion of an existing course. (The course appears on a student's transcript with the title Independent Study.)

For undergraduate independent study, the directing faculty member and student will decide if the course should be for lower- or upper-division credit. The student will register for the agreed upon 288 (undergraduate lower division), 488 (undergraduate upper division), or 588/788 (graduate) credit.

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

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

Leave of Absence

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

The student may register for NENR-000 for a maximum of three continuous semesters/terms (fall, spring, summer). The student is responsible for registering for the NENR-000 via VitNet or Student

Planning for each subsequent term, prior to the end of the first week of the subsequent term. After the third semester of NENR-000, the students' record and technology accounts will be deactivated. Students wishing to return to complete a program/degree, and are eligible to do so, will need to complete the reentry process and will be subject to the catalog and requirements at the time of reentry.

Medical Leave of Absence
In the event that a student needs to leave campus for an extended period of medical treatment, either physical or psychological, the Vice President for Student Affairs (VPSA) may grant them a medical leave of absence that lasts for longer than a continuous year in accordance with the following guidelines.

- If the student returns after three full, consecutive semesters, including summer, they will come into the current catalog at the time of re-entry.
- The student returns to the same program (major) as was declared upon last day of attendance.
- The student is not considered an officially enrolled student when not registered for any courses. The student also is not designated as being on a leave of absence for any official purposes.
- The request for medical leave must be submitted to the VPSA, the Director of Student Success, or the Director of the Academic Resource Center at or prior to the time the student is requesting the medical leave.
- Only the VPSA may grant medical leave, but they will consider the recommendation of the Director of Health Services, Director of Counseling Services, or other appropriate health care providers.
- The student is responsible for notifying the registrar's office of changes in name, address, telephone number, or email address while on leave of absence.
- Financial payments to Viterbo University will be reimbursed in accordance with University policy.
- The student is responsible for completing a Transfer Course Approval form if they decide to complete coursework at another institution during the leave of absence.

In order to initiate reentry to Viterbo after medical leave a student must obtain the permission of the VPSA by:

- Receiving the necessary medical treatment.
- Providing medical documentation from the appropriate healthcare provider indicating that the student is fit to return to Viterbo.
- Consulting with the Director of Health Services for physical health conditions, or the Director of Counseling Services for mental health conditions.
- Submitting a request to return from medical leave of absence in writing to the VPSA, the Director for Student Success or the Director of the Academic Resource Center.

The VPSA will make the decision whether or not to approve the student to reenter Viterbo in consultation with either the Director of Health Services or the Director of Counseling Services, depending on the reasons for the leave. Viterbo reserves the right to require additional consultations between the student and appropriate health care professionals. Upon obtaining the approval of the VPSA, a student may formally apply for reentry according to guidelines specified below.

- To initiate the reentry to Viterbo, the student is responsible for submitting an application (Apply Online link on the Viterbo home page) to indicate the term of return, as well as confirm/update other demographic information.
- Upon readmission, if the student had been living in a residence hall prior to the leave, they will be granted a space for the following semester provided that on-campus living is not a recommended restriction by the appropriate health care provider.

Military Deployment

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

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

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

Program Evaluation

Students will be asked to provide input and evaluation at various intervals during their program of studies and after graduation. Course evaluations will be done at the end of each course. Instructor evaluations will be completed at scheduled intervals. Interim/midpoint assessments may be conducted to allow students to reflect on their progress toward meeting the graduate outcomes and indicate their satisfaction with the program. Student input for quality improvement is always welcome by instructors, advisors, directors, and deans.

Registration

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

The registration deadline is Aug. 15 for the fall semester, Jan. 1 for the spring semester, and May 1 for the summer session.

Add/Drop

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

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

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

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

Repeating Courses

The following policy applies only to courses that are not repeatable for further credit, and does not override the right of any program/department to set policies that restrict the repetition of their courses:

Students may take a course no more than three times. Each grade is listed on the permanent record. Unless the course is repeatable for credit, only the last grade is used in computing the grade point average. Repeating courses may affect financial aid, academic progress, and athletics eligibility. Grades from courses repeated at other institutions to replace grades earned at Viterbo University will not be used in computing the grade point average. Students must seek approval before taking a course at another institution.

Research Collection

Protocol for Graduate Culminating Scholarship Submissions and Submission Process can be found on the library web page.

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

Sex Discrimination, Sexual Harassment, and Sexual Misconduct

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

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

At Viterbo University, force, coercion, non-consensual sexual contact, non-consensual sexual intercourse, sexual harassment, stalking, dating violence, domestic violence, and sexual exploitation

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

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

RESOURCES AND SUPPORTS

Confidential Viterbo Support Resources

LeeAnn Van Vreede
Director of Counseling Services 4 Student Development Center 608-796-3808
levanvreede@viterbo.edu

Sue Danielson
Director of Health Services 3 Student Development Center 608-796-3806
scdanielson@viterbo.edu

Fr. Conrad Targonski
Dir. of Campus Ministry and University Chaplin 370 Murphy Center 608-796-3904
catargonski@viterbo.edu

These employees will report the incident of sexual misconduct, but will omit any identifying information.

Confidential Community Resources

Mayo Franciscan Healthcare Safe Path, span>608-392-7804

Mayo Franciscan Healthcare SANE Nurses, 608-392-9720

Gundersen Sexual Assault Services, 608-775-5950

Gundersen Sexual Abuse Counseling and Support Services, 608-775-3845

Great Rivers 211 Information and Referral Hotline, Dial 211 or 1-800-362-8255

New Horizons Shelter for Battered Women, 608-791-2600

Student Bereavement Policy

Viterbo University recognizes that a time of bereavement can be difficult for a student. Therefore, the university provides a Student Bereavement Policy for students facing the loss of a family member.

In the event that a student experiences a death of an immediate family member or relative as

defined below, the student may be excused from class for funeral leave, subsequent bereavement, and/or travel considerations for up to 3 academic days, which need not be consecutive. If additional days of excused absence are needed, the student may submit this request to the Director of Student Success.

Students who opt to use the Bereavement Procedure may be granted up to 3 days of excused absence from class to mourn the loss of immediate family members or relatives. This could include:

- Spouse or Domestic Partner
- Parent, step-parent, or parent-in-law
- Guardian
- Child, Step-child
- Brother, step-brother or brother-in-law
- Sister, step-sister, or sister-in-law
- Aunt, Uncle
- Grandparents
- Grandchildren

In the event that a death occurs to a family member or friend that is not specifically covered by the policy, students can communicate the circumstances to the Director of Student Success to determine on a case by case basis if it is covered by this policy.

Process

To request bereavement leave, a student must notify the Director of Student Success by email, phone or in person and, upon request, provide documentation. Upon approval, the Director or representative from the Center for Student Success will contact the student's advisor, and faculty for each of the student's courses. Additionally, students are encouraged to contact their instructors prior to their absences.

Missed Academic Work

Upon notification of the absence from the Director or representative of the Center for Student Success, each faculty member shall excuse the student from class according to this policy and provide an opportunity to complete missed exams, quizzes, and other required work. The student is responsible for all material covered in class and must work with each individual professor to complete any required work.

Leave of Absence Bereavement Procedure

At any point during the student's original bereavement leave, the student may decide to request a leave of absence, withdraw from classes or seek incompletes for courses. Students are required to work with the Director of Student Success on any of these requests and each request is subject to university policy as defined in the Viterbo University Undergraduate Catalog.

Student Records

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

Right to Privacy

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

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

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

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

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

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

Student Right to Know

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

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

Technology (Use of)

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

The assigned email address is used throughout the length of the student's time at Viterbo

University and is the official means of communication to students. Students are responsible for reviewing all information transmitted to their Viterbo account, and are advised to check it daily.

Transcripts

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

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

Transfer Credit Policy/Transfer Students

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

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

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

Undergraduate Student Enrollment in Graduate Courses

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

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

To be registered for the graduate course(s), undergraduate students must submit an add form with the graduate program director's approval to the registrar's office, by published registration deadlines for the semester. The student's undergraduate tuition and fees are charged, and these graduate credits are counted as part of the student's course load in determining full-time status.

Withdrawal from Viterbo University

	A student who wishes to withdraw completely from the university during a semester must complete an official withdrawal form and meet with his/her academic advisor. The official date of withdrawal is the day the form is received in the Office of the Registrar. This process must be completed prior to final examination week. Any applicable refunds for courses less than 15 weeks in length are prorated according to the deadline dates printed in the class schedules for the fall, spring, and summer terms. A student who wishes to reenter for any subsequent term must complete a reentry application form for re-acceptance. Failing grades are recorded for students who do not officially withdraw from the university.
Graduate Degree Requirements	**Graduation Requirements** Curriculum requirements indicated in the catalog and from the specific graduate program at the time of a student's entry into Viterbo University remain in effect as long as the students attends on an uninterrupted basis and completes a degree within the timeline established by the specific program. Curriculum changes that occur between catalog publications are communicated to students in a timely manner. **Graduate Degree Requirements** Candidates for a graduate degree must successfully complete all program requirements and accomplish the following: • successfully complete the minimum semester credit hours, including all courses required by the specific graduate program; • have a minimum cumulative grade point average of 3.0 for all coursework, with no individual course grade lower than a C or 2.0. **Graduation and Commencement** All students must be enrolled for a minimum of one course in the semester in which they plan to finish their requirements. Because of the preparation involved with commencement and federal reporting requirements related to earning a degree, students must participate in the ceremony in the term they complete requirements. Students completing requirements in the summer must attend the preceding May ceremony. Students must file an application for degree form in the Office of the Registrar no later than Sept. 15 for December graduates and Jan. 15 for May/summer graduates. This form indicates the intent to graduate and is used to provide information to students concerning commencement events, as well as provide Viterbo University with information to order diplomas and caps and gowns. Commencement ceremonies for the Master of Arts in Education program occur in July. The degree conferral date is August 1. Students will submit an application for degree upon registration for EDUC 604. All graduation fees will be assessed at that time. Degrees are official after the registrar confirms that students have met all graduation requirements. The date listed on the diploma/transcript will be the term in which the requirements were met. If students earn credit for prior learning after they have completed other graduation requirements, their diplomas will list the term in which the credit was granted. Summer degree conferral is August 1. **Time to Degree** A program shall be completed within seven years of the term in which the student is first enrolled in coursework as degree seeking. For example, a degree-seeking student who begins coursework in Fall 2018 shall complete all degree requirements by Summer 2025. (Note: Individual programs may specify requirements for a shorter time to degree.) If at the end of the expected time to degree additional time is needed for the completion of the degree, a one-year extension may be requested. To request an extension, the student in

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

Diplomas

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

Graduate Degree Programs		
Doctor of Nursing Practice	**Program Information**	Viterbo University's graduate nursing program is specifically designed to be relevant and responsive to the needs of practicing professional nurses who wish to formally advance their knowledge and skills and seek an advanced nursing role. The curriculum is based on the expressed needs for all nursing professionals in advanced roles to have increased knowledge of informatics and health care technologies, quality improvement and safety, organizational and systems leadership, inter-professional collaboration for improving patient/population outcomes, and advocacy, as well as an advanced scientific and humanities-based background for practice (AACN, *The Essentials of Doctoral Education for Advanced Nursing Practice, 2006)*.
	Policy	**Admission** Program admission requirements and procedures may be found at http://www.viterbo.edu/graduate-program-nursing/application-procedures **Provisional Admission** Occasionally a student does not meet the admission criteria in all respects, but shows promise of the ability to be successful in graduate school. In this case, the student may be admitted to the graduate nursing program on probation. After two semesters (12 credits) of achieving a B or better in all courses, the probation status will be discontinued. If unable to meet this criterion, the student will be required to withdraw from the program. **Policy and Guidelines Applying to Non-Discrimination on the Basis of Disabilities** The School of Nursing supports the Viterbo University policy and guidelines relating to the non-exclusion of qualified students from university programs solely by reason of disability. To meet the requirements of and to successfully participate in the graduate nursing program at Viterbo University, a student must be able to perform skills which are essential to advanced nursing roles. While Viterbo University will provide reasonable accommodations in certain course requirements to assist a special needs student to meet certain course outcomes, there are some essential skills for which there are no known substitutes. The applicant to the graduate nursing program and the student throughout the program must be able to meet the requirements of the track chosen. Accordingly, these specific requirements may vary somewhat. **Academic Standing - Satisfactory Progress** Graduate nursing students are expected to earn a B or better in all of their courses AND maintain a semester GPA of at least 3.0 or better. **Required Background Check** Federal and state statutes require that criminal background checks be completed for all persons who provide nursing care for others or who have access to people who receive care. Clinical agencies prohibit

placement of students with criminal histories of specific crimes and offenses that have been identified by the state of Wisconsin or others as bars to employment or licensure (such as abuse, assault, or neglect). The School of Nursing requires that all students complete a background information disclosure statement and a criminal history search. Individuals whose background check identifies bars to the provision of care in contracted agencies or places restrictions on client contact will not be allowed to progress in the program.

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

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

Time for Completion of Graduate Nursing Degrees

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

- The post BSN to DNP program can be completed in three years. It is expected that students will complete the program within seven years or less.
- The post MSN to DNP program can be completed in two years. It is expected that students will complete the program in four years or less.
- The post MSN to DNP program including NP role preparation can be completed in three years. It is expected that students will complete the program in seven years or less.
- Time spent as a non-degree student does not count toward the completion period, but students will be subject to the

catalog/curriculum requirements in effect at the time they become degree seeking.
- All full-time and part-time degree-seeking students who have not been granted a leave of absence must register each semester until all degree requirements are completed.

Practicum/Clinical Experiences

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

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

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

DNP Project

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

Certification

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

Learning Outcomes	• Practice in an expanded, specialized, and/or advanced nursing role.

	• Affirm the dignity of life and human diversity. • Advocate for quality outcomes for individuals, families, populations, and systems. • Demonstrate ethical leadership and faithful service in their chosen roles and settings. • Facilitate the translation of research and evidence into practice. • Utilize technology to impact best practice.
Requirements for Adult-Gerontology Nurse Practitioner (MSN to DNP)	NURS 520, 535, 540, 550, 602, 603, 605, 610, 612, 615, 699, 700, 710, 720, 730, 800, 801, 810 (six credits), 825 (four credits), HMGT 690.
Requirements for Advanced Practice Registered Nurses (MSN to DNP)	NURS 550, 700, 710, 720, 730, 800, 801, 810 (four credits), 825 (four credits), HMGT 690, three graduate elective credits.
Requirements for CRNA Track (BSN to DNP)	NURS-700, 710, 720, 730, 800, 801, 810 (two credits), 825 (four credits), 21 credits from Franciscan Healthcare School of Anesthesia.
Requirements for Dual Degree DNP/MBA Nursing (BSN to DNP)	NURS 530, 550, 700, 710, 720, 730, 800, 801, 820 (seven credits), 825 (four credits), HMGT 630, 640, 650, 690, 695, MGMT-525, 550, 584, six credits of graduate electives.
Requirements for DNP/MBA Dual Degree Program (MSN to DNP)	NURS 530, 550, 700, 710, 720, 730, 800, 801, 820 (seven credits), 825 (four credits), HMGT 630, 640, 650, 690, 695, MGMT-525, 550, 584, six credits of graduate electives.
Requirements for Family Nurse Practitioner (MSN to DNP)	NURS 520, 535, 540, 550, 605, 610, 612, 688, 689, 692, 693, 695, 697, 700, 710, 720, 730, 800, 801, 810 (six credits), 825 (four credits), HMGT 690.
Requirements for Family Nurse Practitioner (BSN to DNP)	NURS 520, 530, 535, 540, 550, 605, 610, 612, 688, 689, 692, 693, 695, 697, 700, 710, 720, 730, 800, 801, 810 (six credits), 825 (four credits), HMGT 690.
Requirements for DNP Ethical Leadership (MSN to DNP)	NURS 550, 700, 710, 720, 730, 800, 801, 820 (four-seven credits), 825 (four credits), MGMT 525, HMGT 630, 690, three graduate elective credits.
Requirements for Adult-Gerontological Nurse Practitioner (BSN to DNP)	NURS 520, 530, 535, 540, 602, 603, 605, 610, 612, 615, 616, 699, 700, 710, 720, 730, 800, 801, 810 (six credits), 825 (four credits), HMGT 690.
	The School of Nursing is approved by the Wisconsin State Board of Nursing; P.O. Box 8935, Madison, WI 53708; 608-266-2112; *web@drl.state.wi.us*; and accredited at the DNP level by the Commission on Collegiate Nursing Education; One Dupont Circle, NW, Suite 530; Washington, DC 20036; 202-887-6791; 202-887-8476 (fax); *www.aacn.nche.edu/accreditation*. **DNP/MBA Dual Degree Program** The DNP/MBA dual degree program is for BSN registered nurses with an interest in business administration and leadership. The curriculum allows the student to complete both degrees through an integrated curriculum. Both the DNP and MBA in Health Care Leadership are awarded upon completion of the integrated program. The student applies for admission to the integrated program; a committee consisting

		of DNP and MBA program representatives makes admission decisions on applications to the integrated program. Students must meet the admission requirements for both programs.
		There are two different options for entry to the DNP/MBA Dual Degree Program – an entry point for students who have earned a Master of Science in Nursing (MSN), and an entry point for students who have completed only the Bachelor of Science in Nursing (BSN) degree.
		BSN to DNP, Dual MBA/DNP • NURS 530, 550, 700, 710, 720, 730, 800, 801, 820 (seven credits), 825 (four credits), HMGT 630, 640, 650, 690, 695, MGMT 525, 550, 584, six credits of graduate electives
		Post MSN to DNP, Dual MBA/DNP • NURS 550, 700, 710, 720, 730, 800, 801, 820 (seven credits), 825 (four credits), HMGT 630, 640, 650, 690, 695, MGMT 525, 550, 584
		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.
Ed.D. in Counselor Education and Supervision	**Program Information**	Developed with the working professional in mind, the Ed.D. is a 60-credit hour, evening and weekend, year-round program that can be completed in four years, taking as little as six credits per semester. An accelerated track is also available, completing nine credits per semester over a three-year period. Successful completion of the program includes a written and oral examination and the dissertation sequence.
	Policy	**Grades** Students must maintain a cumulative grade point average of 3.0 for all coursework, with no individual course grade lower than C. **Attendance** All graduate students are expected to attend all class meetings. If a student is unable to attend a class, the student must contact the instructor and take responsibility to meet the class objectives. This makeup will ordinarily require additional written work. It is the duty of the student to make arrangements for missed work. If more than one class meeting is missed within a course, the student shall contact the instructor and the CES director in advance to discuss whether the student should enroll in the course at another time. **Transfer Credit** *Transfer Credits upon Admission* Individual consideration will be granted in the awarding of transfer

| | | credits. Up to 15 credits may be transferred to Viterbo University from another doctoral program. These credits must meet equivalency requirements of the Doctoral Degree in Counselor Education and Supervision program at Viterbo University. Students may transfer up to nine credits of graduate level coursework completed at a CACREP, or equivalent, program. In order to be considered for transfer, a grade of 'B' or better must have been earned. Transfer credits must be graduate credits taken from an accredited institution of higher education and completed within the last five years. Coursework older than five years may be credited based on an individual review of this coursework. Students who wish to transfer credits must schedule a meeting with the director or coordinator of the Doctoral Degree in Counselor Education and Supervision program. Occasionally transfer credits may be accepted after admission; all such requests need to be approved by the program director. Students will receive written notification about whether or not transfer credits are accepted. *Transfer Credits after Admission* The faculty of the Viterbo University Doctorate of Education in Counselor Education and Supervision program has carefully planned and developed a curriculum to meet the needs of the students and their selected career paths. **Requirements** All students are required to complete 60 credits and maintain a 3.0 grade point average to be awarded the doctoral in counseling, education and supervision degree. The core courses will include practicum experiences and research activities. Initial contact with one's academic advisor will focus on developing an academic plan. **Dissertation** All students will complete an action research project prior to graduation. This advocacy and research project will be completed in conjunction with their internship experiences. This research project will address an issue, need, or problem relevant to the counseling profession. The student will develop a research proposal, as well as methodology for the identification, collection, and analysis/synthesis of project data. A final research paper will be submitted to the program director, archived in the Viterbo University Todd Wehr Memorial Library, and presented at the annual graduate research symposium, which will be opened to the professional public. |
| **Learning Outcomes** | | • *Advanced Practice:* Develop advanced professional competency with an emphasis on evidence-based practice in counseling theory and assessment practices.
• *Supervision:* Demonstrate the ability to conceptualize supervisory relationships and deliver high-quality supervision.
• *Counselor Education:* Demonstrate knowledge and skills of the processes of teaching and learning, as well as student assessment and program evaluation.
• *Research:* Develop high levels of competence in conceptualizing, planning, conducting, and interpreting research relevant to the |

		profession of counseling. • *Leadership and Advocacy*: Demonstrate an active role in their professional communities and the larger society they serve, advocating for improvement in standards of service delivery and access to resources. • *Integrative Behavioral Health:* Integrate the knowledge and skills of counselor education and supervision to the specific training competencies required for integrative behavioral health care. • *Fieldwork:* The application of theory within an apprenticeship model that provides relevant supervised experiences in counselor education, counseling supervision, and advanced professional counseling.
		The Counselor Education and Supervision Program was approved by the Higher Learning Commission in May of 2018.
Graduate Certificate Ethical Leadership in Organizations	**Program Information**	Ethical Leadership in 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.

Graduate Certificate Ethical Leadership in Organizations	Policy	Students interested in pursuing the certificate in Ethical Leadership in Organizations or interested in enrolling in SVLD 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 Ethical Leadership in 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 SVLD 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 SVLD 531 and 532 towards master degree requirements under the following parameters: • Students in the Master of Arts in Education (general track) program may use both SVLD 531 and 532 as elective credit toward the MAE degree. • Students in the Master of Arts in Servant Leadership program may use both SVLD 531 and 532 as elective credit toward the MASL degree. • Students in the Master of Business Administration program may use both SVLD 531 and 532 as elective credit toward the MBA degree. • Students in the Doctor of Nursing Practice program, where elective credit is available, may use both SVLD 531 and 532 as elective credit towards the DNP degree.
	Requirements for Graduate Certificate Ethical Leadership in Organizations	Complete a minimum of 12 credits, including SVLD 531, 532, and two courses from BLAW 530, EDUC 608, EDUL 635, MGMT 512, 582, 584, NURS 710, 730, SVLD 501, 504, 550, 553, 557, 559.

Graduate Certificate Health Care Management	Program Information	Following our rich tradition of developing health care professionals and leaders, this certificate enables today's health care professionals to develop a holistic business approach to leading a rapidly evolving and regulated industry. Participants will acquire practical knowledge of leadership, change, business strategies, process improvement, legal and ethical issues, finance, and/or population health. Flexible elective credits allow participants to tailor the program to their particular professional needs or specialty area within the health care setting.
	Policy	**Credit Requirement:** To obtain a graduate business certificate from Viterbo University, all credits must be taken at Viterbo. Students with substantial academic background relevant to a specific course may have the course waived, but the waiver does not reduce the overall number of credits required for the certificate. The only exception is Viterbo graduate program alumni, who may have the certificate requirements reduced by one course. **Admission to Other Graduate Programs:** Admission to a specific degree or certificate program does not imply admission to any other degree or certificate program. A separate application must be submitted to apply for admission to another program. **Credits Applied to the MBA:** A graduate course taken as part of a certificate program may later be applied to satisfy MBA program requirements, given: • ◦ The student has applied and been accepted into the MBA program. ◦ A grade of B or better has been received on the certificate course. ◦ The course is considered relevant to the MBA at the time of admission. ◦ The course was taken within the timeframe specified for transferrable credits • A student who completes a certificate and then enters the MBA program cannot declare the certificate program as an emphasis. If they choose to declare a different emphasis during the MBA program, that will be the emphasis designation on the official transcript.
	Health Care Management Certificate	MGMT 512 or 525 or 550, nine credits from HMGT courses (three credits may be earned by completing MGMT 685 or HMGT 685 with a health care related project)

Graduate Education Licensures and Certificates	Program Information	These options do not include a Master of Arts in Education degree and consist of curriculum used to obtain an educational licensure or certificate.
		• Innovative Teacher Leadership and Instructional Coaching Certificate - online • Superintendent (WI 03) • Principal (WI 51) • Principal/Supervisor of Special Education (IA 189) • Director of Special Education and Pupil Services (WI 189) • Director of Instruction (WI 80) • Cross-categorical Special Education (WI 801) - online • Reading Teacher (WI 316) • Reading Specialist (WI 17) - online Iowa Graduate Education Gainful Employment Information
	Policy	**Admission** Admission Requirements for all Graduate Programs in Education (degree, license, endorsement, or certificate) include the following, but may include additional program-specific admission requirements: • A minimum cumulative undergraduate GPA of 2.75 or at least a 3.0 cumulative GPA for 12 graduate credits from an accredited institution in order to be admitted in good standing • Earned teaching or administrative license • One academic reference contact required for Wisconsin and Iowa Educational Leadership programs All requirements for any graduate program in education must be completed within seven years from the date of application to the graduate program. Coursework must have been taken within the last 7 years from the date of application to be applied to program requirements, with the exception of Iowa Educational Leadership programs which is limited to five years. A student must have a cumulative grade point average of 3.0 to complete any graduate program in education and a grade of C or higher earned in all Viterbo University coursework. Students who have completed any Viterbo University graduate program within the last seven years may use up to 15 credits of eligible graduate level courses to satisfy the elective requirements for degree candidacy in the Master of Arts in Education Program Students who have completed the Viterbo University Post-baccalaureate program within the last seven years may use up to six credits of eligible graduate level courses toward the elective requirement for degree candidacy in the Master of Arts in Education Program **Wisconsin Cross-Categorical License (WI 801)** • Possess a current Wisconsin teaching license • Earn a passing score on the Wisconsin Foundations of Reading

Test, as required by the Wisconsin Department of Public Instruction

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

- Possess a current Wisconsin Teaching license
- Demonstrated two years of regular full-time teaching experience
- Earn a passing score on the Wisconsin Foundations of Reading Test, as required by the Wisconsin Department of Public Instruction

Wisconsin Reading Specialist License (WI 17)

- Possess a current Wisconsin Reading Teaching 316 License
- Demonstrated three years of regular full-time teaching experience
- Have a masters degree in education OR be enrolled in Viterbo Universitys MAED program
- Earn a passing score on the Wisconsin Foundations of Reading Test, as required by the Wisconsin Department of Public Instructio

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

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

Transfer Credit

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

Wisconsin License (Reading 316/ Cross-categorical Special Education)
Upon acceptance, student may transfer up to six credit hours of graduate credit taken within seven years of application date.

Wisconsin Reading Specialist License (WI 17)
Upon acceptance, student may transfer up to three credit hours of graduate credit completed within seven years of application date, in order to fulfill the literacy research requirement.

Registration

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

		Planning.
	Learning Outcomes	**Innovative Teacher Leadership and Instructional Coaching**

Innovative Teacher Leadership and Instructional Coaching

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

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

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

Wisconsin Cross-Categorical License (WI 801)

Students will demonstrate proficiency in:

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

Demonstrate the ability to align instructional practices to academic standards

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

Wisconsin Reading Specialist License (WI 17)

- Shared Vision of Learning: Ability to lead by facilitating the development, articulation, implementation, and stewardship of a vision of learning that is shared by the school and community
- Management of school culture and instructional programs: a) Ability to manage by advocating, nurturing, and sustaining a school culture and instructional program conducive to student learning and b) Ability to ensure management of the organization, operations, finances, and resources for a safe, efficient, and effective learning environment
- Collaboration: Ability to collaborate with stakeholders, families, and community mentors—responding to diverse community interests, needs, and resources.
- Ethical Leadership: Ability to act with integrity, fairness, and in an ethical manner
- Public Relations: Ability to understand, respond to, and interact within larger political, social, economic, legal, and cultural context that effects schooling
- Best Practices of Supervision and Communication: Ability to supervise and coach teachers and other school personnel through positive communication
- Demonstrate the ability to align instructional practices to academic standards
    - Viterbo Core Teaching Standards
    - Wisconsin Administrator Standards
    - Wisconsin Model Academic Standards for English Language Arts
    - National Standards for the English Language Arts
    - Common Core Teaching Standards

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

- Demonstrate current knowledge, skills, and dispositions in reading, writing, and literacy development
- Foundations of Reading/Literacy Development
- Development of Reading Comprehension
- Reading Assessment and Instruction
- Integration of Reading/Literacy Knowledge and Understanding

Demonstrate the ability to align instructional practices to academic standards

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

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

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

Wisconsin Director of Instruction (WI 10)

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

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

- **WAS 1** The administrator has an understanding of and demonstrates competence in the teacher standards under PI 34.02
- **WAS 2** The administrator leads by facilitating the development, articulation, implementation, and stewardship of a vision of learning that is shared by the school community
- **WAS 3** The administrator manages by advocating, nurturing, and sustaining a school culture and instructional program conducive

41

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

Wisconsin School Business Administrator (WI 08)

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

Wisconsin Superintendent (WI 03)

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

		• **WAS 7** The administrator understands, responds to, and interacts, with the larger political, social, economic, legal and cultural context that affects schooling
		Iowa Principal-Supervisor of Special Education (IA 189)
		• **Standard 1:** To promote the success of all students facilitating the development, articulation, implementation, and stewardship of a vision of learning that is shared and supported by the school community • **Standard 2:** To promote the success of all students by advocating, nurturing, and sustaining a school culture and instructional program conducive to student learning and staff professional development • **Standard 3:** To promote the success of all students by ensuring management of the organization, operations, and resources for a safe, efficient and effective learning environment • **Standard 4:** To promote the success of all students by collaborating with families and community members, responding to diverse community interests and needs and mobilizing community resources • **Standard 5:** To promote the success of all students by acting with integrity, fairness, and in an ethical manner • **Standard 6:** To promote the success of all students by understanding the profile of the community and, responding to, and influencing the larger political, social, economic, legal and cultural context
	Requirements for Cross-Categorical Special Education (WI) Intellectual Disabilities MC-EA	CDEAA: EDUC 613, 614, 619, 621, 626, 627, 630.
	Requirements for Cross-Categorical Special Education (WI) Emotional/Behavior Disabilities EA-A	CDMCE: EDUC 613, 614, 619, 621, 626, 627, 630.
	Requirements for Cross-Categorical Special Education (WI) Intellectual Disabilities EA-A	EDEAA: EDUC 613, 614, 619, 621, 626, 630, 631.
	Requirements for Cross-Categorical Special Education (WI) Specific Learning Disabilities MC-EA	EDMCE: EDUC 613, 614, 619, 621, 626, 630, 631.
	Requirements for Director of Instruction (WI) Licensure	EDUL 634, 635, 636, 637, 638, 639, 640, 704, 768.
	Requirements for Cross-Categorical Special Education (WI) Emotional/Behavior	LDEAA: EDUC 613, 614, 619, 621, 626, 629, 630.

	Disabilities MC-EA	
	Requirements for Cross-Categorical Special Education (WI) Specific Learning Disabilities EA-A	LDMCE: EDUC 613, 614, 619, 621, 626, 629, 630.
	Requirements for Principal/Supervisor of Special Education (IA) Licensure	EDUL 603, 604, 606, 607, 608, 609, 611, 614, 615, 616, 617, 618, 619, 620.
	Requirements for Principal (WI) Licensure	EDUL 634, 635, 636, 637, 638, 639, 640, 767.
	Requirements for Wisconsin Reading Specialist 17 (WI) Licensure	EDUC 582, 596, 597.
	Requirements for Wisconsin Reading 316 (WI) Licensure	EDUC 529, 580, 605, 640, 650, 681, 683.
	Requirements for School Business Administrator (WI) Licensure	EDUL 635, 637, 660, 661, 662, 663, 664, 770.
	Requirements for Special Education and Pupil Services (WI) Licensure	EDUL 634, 635, 636, 637, 638, 639, 640, 651, 654, 655, 769.
	Requirements for Superintendent (WI) Licensure	EDUL 661, 700, 701, 702, 704, 771, SVLD 531, 532.
	Requirements for Innovative Teacher Leadership Certificate	EDUC 505, 506, 507, 508.
		Accreditation/State Approval Viterbo University undergraduate and graduate programs in education are accredited by the National Council for Accreditation of Teacher Education (NCATE); 2010 Massachusetts Ave. NW, Suite 500; Washington, DC 20036; 202-466-7496; *www.ncate.org*. The education program is approved by the Wisconsin Department of Public Instruction for the certification of teachers in the elementary and secondary schools and for the training of veterans. The Iowa Educational Leadership Program is approved by the Iowa State Board of Education and other endorsement programs are recognized by the Iowa Board of Educational Examiners.

Master of Arts in Education (Generalist)	Program Information	
		The Master of Arts in Education Generalist Degree is designed for educators who aspire to work at the forefront of change and reform in education. Coursework will challenge educators to explore the changing role of the teacher in an educational context. Academic study is flexible and educators will have considerable choice in selecting courses that will meet their individual need and interest.

Master of Arts in Education (Generalist)	Policy	**Admission**
		Admission Requirements for all Graduate Programs in Education (degree, license, endorsement, or certificate) include the following, but may include additional program-specific admission requirements: • A minimum cumulative undergraduate GPA of 2.75 or at least a 3.0 cumulative GPA for 12 graduate credits from an accredited institution in order to be admitted in good standing • Earned teaching or administrative license • One academic reference contact required for Wisconsin and Iowa Educational Leadership programs All requirements for any graduate program in education must be completed within seven years from the date of application to the graduate program. Coursework must have been taken within the last 7 years from the date of application to be applied to program requirements, with the exception of Iowa Educational Leadership programs which is limited to five years. **Proseminar** In order to attend EDUC 604 Proseminar and engage in commencement ceremonies, students must have completed all required courses in their program of study. Proseminar is the culminating course in the MAE program; it is offered on campus each summer only. Proseminar provides students with the opportunity to present their research and to participate in commencement ceremonies. Degrees are conferred in August after successful completion of all required coursework including EDUC 604 Proseminar. **Registration** Students must apply online and be accepted into the program of their choice before registering for courses. Students will be assisted by their advisor/program specialist when registering for the first semester. In all subsequent semesters, the student will register online in VitNet/Student Planning. **Transfer Credit** **Master of Arts in Education and Educational Leadership** Upon acceptance, student may transfer up to six credit hours of graduate credit taken within seven years of application date to be applied to the MAE degree program. Up to six credit hours taken within seven years of application may be considered for the Wisconsin Educational Leadership program for equivalent graduate courses. Up to six semester credit hours taken within five years of application may be considered for the Iowa Educational Leadership program for equivalent graduate courses.

Master of Arts in Education (Generalist)	Learning Outcomes	• Action Research: Synthesize information and experiences to grow professionally and actively participate in the educational community of which he/she is a part. • Leadership: Apply quality principles of teacher leadership - including the skills of effective communication, collaboration, and motivation to shape, change, and improve student learning. • Synthesis: Integrate opportunities to grow professionally and actively participate in the educational community of which they are a part. • Ethics: Integrate historical, philosophical, and social foundations of education into their educational practices. • Pedagogy: Demonstrate the ability to provide different approaches to learning and create instructional opportunities that are equitable, based on developmental needs of students, and that are adapted to the diverse needs of students. • Assess: Integrate student achievement data, local, state, and national standards, and district initiatives into plans for instruction.
	Master of Arts in Education, Requirements	EDUC 600, 601, 602, 606, 604, 623, fifteen credits from EDUC, EDEL, EDUL, EDUP (maximum six EDUP credits).
		Accreditation/State Approval Viterbo University undergraduate and graduate programs in education are accredited by the National Council for Accreditation of Teacher Education (NCATE); 2010 Massachusetts Ave. NW, Suite 500; Washington, DC 20036; 202-466-7496; *www.ncate.org*. The education program is approved by the Wisconsin Department of Public Instruction for the certification of teachers in the elementary and secondary schools and for the training of veterans. The Iowa Educational Leadership Program is approved by the Iowa State Board of Education and other endorsement programs are recognized by the Iowa Board of Educational Examiners.
Master of Arts in Education with Licensures and Certificates	Program Information	This option offers a Master of Arts in Education degree with academic study that aligns with licensures and certificates in one of the following areas: • Innovative Teacher Leadership and Instructional Coaching • Principal (WI) • Principal/Supervisor of Special Education (IA) • Director of Special Education and Pupil Services (WI) • Director of Instruction (WI) • Cross-categorical Special Education (WI) • Reading Teacher (WI) • Reading Specialist (WI) • School Business Administrator (WI) Gainful Employment Information

Master of Arts in Education with Licensures and Certificates	Policy	**Admissions**

Admissions

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

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

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

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

Proseminar

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

Registration

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

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

Master of Arts in Education with Licensures and Certificates	Learning Outcomes	• Action Research: Synthesize information and experiences to grow professionally and actively participate in the educational community of which he/she is a part. • Leadership: Apply quality principles of teacher leadership - including the skills of effective communication, collaboration, and motivation to shape, change, and improve student learning. • Synthesis: Integrate opportunities to grow professionally and actively participate in the educational community of which they are a part. • Ethics: Integrate historical, philosophical, and social foundations of education into their educational practices. • Pedagogy: Demonstrate the ability to provide different approaches to learning and create instructional opportunities that are equitable, based on developmental needs of students, and that are adapted to the diverse needs of students. • Assess: Integrate student achievement data, local, state, and national standards, and district initiatives into plans for instruction.
	Requirements for Master of Arts in Education with Director of Instruction (WI)	EDUC 601, 602, 604, 606, 608, EDUL 634, 635, 636, 637, 638, 639, 640, 704, 768.
	Requirements for Master of Arts in Education with Cross-categorical Special Education (WI)	EDUC-613, 614, 619, 621, 623, 626, 630, 627 or 629 or 631.
	Requirements for Master of Arts in Education with Cross-categorical Special Education (WI)	EDUC 600, 601, 602, 604, 606, 623.
	Requirements for Master of Arts in Education with Reading Specialist (WI)	EDUC-600, 601, 602, 604, 606, 623.
	Requirements for Master of Arts in Education with Reading Specialist (WI)	EDUC-582, 596, 597, and five to eight elective credits.
	Requirements for Master of Arts in Education with Reading Teacher (WI)	EDUC-529, 580, 605, 640, 650, 681, 683.
	Requirements for Master of Arts in Education with Reading Teacher (WI)	EDUC 600, 601, 602, 604, 606, 623.
	Requirements for Master of Arts in Education with Innovative Teacher Leadership	EDUC-505, 506, 507, 508, five approved elective credits.

Master of Arts in Education with Licensures and Certificates	Requirements for Master of Arts in Education with Innovative Teacher Leadership	EDUC 600, 601, 602, 604, 606, 623.
	Requirements for Master of Arts in Education with Principal Licensure (IA)	EDUL 603, 604, 606, 607, 608, 609, 610, 611, 612, 613, 614, 615, 616, 617, 618, 619, 620.
	Requirements for Master of Arts in Education with Principal Licensure (WI)	EDUC 601, 602, 604, 606, 608, EDUL 634, 635, 636, 637, 638, 639, 640, 767.
	Requirements for Master of Arts in Education with School Business Administrator (WI)	EDUC 601, 602, 608, EDUL 635, 637, 660, 661, 662, 663, 664, 665, 770.
	Requirements for Master of Arts in Education with Director of Special Education and Pupil Services (WI)	EDUC 601, 602, 604, 606, 608, EDUL 634, 635, 636, 637, 638, 639, 640, 651, 654, 655, 769.
		Accreditation/State Approval Viterbo University undergraduate and graduate programs in education are accredited by the National Council for Accreditation of Teacher Education (NCATE); 2010 Massachusetts Ave. NW, Suite 500; Washington, DC 20036; 202-466-7496; *www.ncate.org*. The education program is approved by the Wisconsin Department of Public Instruction for the certification of teachers in the elementary and secondary schools and for the training of veterans. The Iowa Educational Leadership Program is approved by the Iowa State Board of Education and other endorsement programs are recognized by the Iowa Board of Educational Examiners. **Gainful Employment** EDUCATIONAL LEADERSHIP WI 051019.pdf SUPERINTENDENT 051019.pdf CROSS CATEGORICAL SPECIAL EDUCATION 051019.pdf

Master of Arts in Servant Leadership	Program Information	The Master of Arts in Servant Leadership is designed for individuals who aspire to deepen their leadership skills or become servant leaders. By promoting ethical decision making, theological reflection, leadership skills, and public activity, the program supports and affirms people who seriously embrace their vocation to serve. Our classrooms provide an opportunity for students to engage in conversations that provide a language of articulating and promoting servant leadership philosophies and practices. If you care about growth and development of others, building healthy communities and thriving cultures, encouraging ethical decision making, and integrating faith or a higher purpose with your work this is the right program for you.
	Policy	**Transfer Credit** Participants may transfer up to nine credits of prior graduate coursework into the MASL program. Credit will only be granted for coursework completed within the last 10 years at a regionally accredited university. Requests to transfer credits must be made in the student's first semester and accompanied by an official transcript from the institution at which prior credits were earned. To be considered for credit, students must: 1) demonstrate the relevance of the prior coursework to existing MASL program learning outcomes and 2) have earned a B or better in the prior coursework. **Portfolio** MASL students often bring a level of experience and knowledge to academic programs that has been acquired through work, training, or life experiences. For more information on how students may earn graduate credits for prior learning, see the Credit for Prior Learning policy under the Academic Policies and Regulations (Alternative Credit) section of the catalog. **Course Cancellation Policy** In the event that a weekend class must be cancelled due to an event beyond the control of Viterbo University and/or the Master of Arts in Servant Leadership program (e.g., weather, faculty illness, etc.), every effort will be made to reschedule the class. The professor will issue a revised syllabus and make-up coursework.
	Learning Outcomes	• Critically analyze, apply, and reflect on the theories and practices of servant leadership in a variety of contexts. • Demonstrate the ability to critically evaluate the theological and philosophical foundations of servant leadership
	Servant Leadership Requirements	SVLD 501, 502, 504, 690, 18 credits chosen from COUN 581, EDUC 600, 603, EDUL 603, 635, ETHL 531, 532, NURS 710, 730, or any graduate course from ACCT, BLAW, ECON, HMGT, MGMT, MKTG, SVLD.

Master of Arts in Servant Leadership		***Nonprofit leadership emphasis***: the above requirements, including six credits from MGMT or SVLD courses approved by MASL program chair. In addition, students pursuing this emphasis must focus their research project on issues related to nonprofit organizations.
Master of Business Administration (MBA)	**Program Information**	Our MBA program is fully accredited by the ACBSP and recruits talented students with diverse academic and professional backgrounds. Non-business majors can prepare for our MBA program through a 3-credit Foundations of Business course. The Viterbo MBA is the program of choice for professionals in our region. Students in the program choose to complete a general MBA program or one of the optional emphasis areas.
	Policy	**Grades** Students must maintain a cumulative grade point average of 3.0 for all MBA coursework, with no individual course grade lower than a C. **Attendance** All graduate business students are expected to attend all class meetings. However it is understood that busy professionals may have to miss a class. If a student is unable to attend a class, the student must contact the instructor and take responsibility to meet the class objectives. This makeup will ordinarily require additional written work. It is the duty of the students to make arrangements for missed work. Outside of class, students must be able to schedule their time carefully and condition themselves to meet the rigorous demands of the program. If more than one class meeting will be missed within a course, the student shall contact the instructor and/or the MBA director in advance to discuss whether the student should enroll in the course at another time. **Transfer Credit** Students may transfer up to nine graduate credits taken within the last 10 years from a regionally accredited college or university into the MBA program. Requests to transfer credits must be made in the student's first semester and accompanied by an official transcript from the institution at which prior credits were earned.
	Learning Outcomes	• Ability to create innovative business strategies and processes on the basis of systems thinking and sustainability. • Capability of ethically leading change through individual, team, organization and systemic collaboration. • Apply integrative and critical thinking skills to make effective organizational decisions. • Communicate effectively with a high level of professionalism.
	Master of Business Administration	ACCT 510, BLAW 530, ECON 510, MGMT 511, 512, 520, 525, 550, 582 or 584, MKTG 530 or 540, six graduate level credits from ACCT, BLAW, CISS, ECON, ETHL, FINA, HMGT, MGMT, MKTG, or SVLD.

Master of Business Administration (MBA)	Requirements for Ethical Leadership Emphasis with MBA	Complete the program requirements, including six credits from ETHL 531, 532, MGMT 546, 582, 635, or any SVLD graduate coursework. In addition, students pursuing this emphasis must focus their MGMT 525 project on a leadership topic.
	Requirements for Health Care Management Emphasis with MBA	Complete the program requirements, including six credits from HMGT 546, 630, or 640. In addition students pursuing this emphasis must focus their MGMT 525 project on issues related to health care.
	Requirements for Accounting Emphasis with MBA	Complete the program requirements, including six credits from HMGT-640, or any ACCT or FINA courses approved by the MBA chair. In addition, students pursuing this emphasis must focus their MGMT 525 project on an accounting topic.
	Requirements for Marketing Emphasis with MBA	Complete the program requirements, including six credits from MKTG. In addition, students pursuing this emphasis must focus their MGMT 525 program on a marketing topic.
	Requirements for Nonprofit Leadership Emphasis with MBA	Complete the program requirements, including six credits from MGMT or SVLD courses approved by MBA or MASL program chair. In addition, students pursuing this emphasis must focus their MGMT 525 project on issues related to nonprofit organizations.
	Requirements for Project Management Emphasis with MBA	Complete the program requirements, including six credits from MGMT 546, 549, 615, or 625. In addition students pursuing this emphasis must focus their MGMT 525 project on a project management topic.
		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.

Master of Business Administration (MBA) in Health Care Leadership (online)	Program Information	The MBA in Health Care Leadership is designed for employed professionals including health care administrators, physicians, nurses, and other health care professionals seeking to develop their leadership and business skills and open new opportunities in their organizations and careers.
	Policy	**Grades** Students must maintain a cumulative grade point average of 3.0 for all MBA coursework, with no individual course grade lower than a C. **Attendance** All graduate business students are expected to attend all class meetings. However it is understood that busy professionals may have to miss a class. If a student is unable to attend a class, the student must contact the instructor and take responsibility to meet the class objectives. This makeup will ordinarily require additional written work. It is the duty of the students to make arrangements for missed work. Outside of class, students must be able to schedule their time carefully and condition themselves to meet the rigorous demands of the program. If more than one class meeting will be missed within a course, the student shall contact the instructor and/or the MBA director in advance to discuss whether the student should enroll in the course at another time. **Transfer Credit** Students may transfer up to nine graduate credits taken within the last 10 years from a regionally accredited college or university into the MBA program. Requests to transfer credits must be made in the student's first semester and accompanied by an official transcript from the institution at which prior credits were earned.
	Learning Outcomes	• Ability to create innovative business strategies and processes on the basis of systems thinking and sustainability within a global business environment. • Ethically lead change through individual, team, organization and systematic collaboration. • Apply a strategic level of understanding of management, marketing, economics, quality control, budgeting, and informatics within health care to critically evaluate organizational issues within health care. • Communicate effectively with a high level of professionalism.
	Master of Business Administration, Online Program	MGMT 512, 525, 550, HMGT 630, 635, 640, 650, 660, 685, 690, 695, HMGT 584 or MGMT 584.

| Master of Business Administration (MBA) in Health Care Leadership (online) | | **DNP/MBA Dual Degree Program**

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

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

BSN to DNP, Dual MBA/DNP

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

Post MSN to DNP, Dual MBA/DNP

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

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. |
| **Master of Science in Mental Health Counseling (MSMHC)** | **Program Information** | Viterbo Universitys Master of Science in Mental Health Counseling degree is accredited by The Council for Accreditation of Counseling and Related Educational Programs. The program is designed to meet state requirements for licensure as mental health counselors in the states of Wisconsin, Minnesota, and Iowa. The key content areas include professional identity, social and cultural diversity, human growth and development, helping relationships, career development, group work, assessment, diagnosis, research, program evaluation, and evidence-based counseling, prevention, and intervention skills. Students will have opportunities to learn through a variety of teaching methodologies including class discussions, role-playing, small group work, case-study analyses, and classroom simulations. Students will apply this knowledge in supervised clinical settings. |

Master of Science in Mental Health Counseling (MSMHC)	Policy	
		Grades Students must maintain a cumulative grade point average of 3.0 for all MSMHC coursework, with no individual course grade lower than C. **Attendance** All graduate students are expected to attend all class meetings. If a student is unable to attend a class, the student must contact the instructor and take responsibility to meet the class objectives. This makeup will ordinarily require additional written work. It is the duty of the student to make arrangements for missed work. If more than one class meeting is missed within a course, the student shall contact the instructor and the MSMHC director in advance to discuss whether the student should enroll in the course at another time. **Transfer Credit** Individual consideration will be granted in the awarding of transfer credits in order to ensure that the student meets the licensure requirements as a Professional Counselor. Up to 15 credits may be transferred from another CACREP accredited program. **Requirements** All students are required to complete 60 credits and maintain a 3.0 grade point average to be awarded the Master of Science in Mental Health Counseling degree. Those credits include core courses to be completed by all students, as well as electives to fulfill requirements of one of the program's optional concentrations. The core courses will include practicum experiences and research activities. Initial contact with one's academic advisor will focus on developing an academic plan. **Research Project Requirements** All students will complete an action research project prior to graduation. This advocacy and research project will be completed in conjunction with their internship experiences. This research project will address an issue, need, or problem relevant to the counseling profession. The student will develop a research proposal, as well as methodology for the identification, collection, and analysis/synthesis of project data. A final research paper will be submitted to the program director, archived in the Viterbo University Todd Wehr Memorial Library, and presented at the annual graduate research symposium, which will be opened to the professional public.

Master of Science in Mental Health Counseling (MSMHC)	Learning Outcomes	• *Professional Orientation and Ethics:* Construct a philosophy of counseling based on the history and future trends of the profession, professional roles and responsibilities, with an emphasis on ethical practice within the framework of American Counseling Association Ethical Guidelines • *Diversity & Advocacy*: Prioritize and respond to all aspects of social and cultural diversity, optimizing human development with clients • *Human Growth & Development*: Compare and contrast theories of human development across the life-span and the full continuum of mental health issues to facilitate effective life transitions • *Career and Life Planning*: Utilize theories and skills to facilitate career and life decisions with clients • *Helping Relationship:* Demonstrate the foundational framework for establishing a therapeutic alliance with clients • *Counseling Continuum:* Work effectively in a variety of modalities (individual, group, family) and to use crisis intervention, brief counseling, and long term mental health approaches with clients • *Group Work*: Articulate group theory and assess their ability to deliver effective group therapy with clients • *Research and Evaluation*: Utilize relevant research strategies within an evidence-based counseling perspective • *Assessment:* Accurately select assessment instruments for client needs and program evaluations • *Diagnosis*: Conceptualize and apply relevant diagnostic procedures for clients
	Mental Health Counseling Requirements	Complete six elective credits which may be used to complete one of the following specialty areas. Integrated Health, COUN 581, 582 or Child and Adolescent Counseling, COUN 571, 572 or Substance Abuse Counseling, COUN 591, 650, allows for AODA specialty designation. COUN 592 is required for those planning dual licensure as a Substance Abuse Counselor, and/or licensure in Minnesota.
	Mental Health Counseling Requirements	COUN 510, 520, 530, 540, 550, 565, 570, 580, 590, 595, 640, 660, 665, 675, 680, 690, three credits of 695, three credits of 696.

Master of Science in Mental Health Counseling (MSMHC)		**Accreditation**
		The Master of Science Mental Health Counseling Program is accredited by the Council for Accreditation of Counseling and Related Educational Programs (CACREP).
		MSMHC Pathway to Ed.D.
		MSMHC students may enroll in a maximum of four doctorate level courses (12 credits) that will meet the requirements of the MS in Mental Health Counseling which also satisfying coursework requirements for the Educational Doctorate in Counseling Education and Supervision. Students will be approved by the graduate faculty to enroll in doctorate level graduate course(s). The following coursework is available to approved MSMHC graduate students:
		Educational Doctorate Courses MSMHC Equivalent Courses COUN 720 Clinical Trauma Inf Coun Sub for COUN 580 Truma and Crisis COUN 750 Brain, Behavior, and Psychopharm Sub for COUN 650 Psychopharm for Counselors COUN 772 Health Care Promotion, Policy, Ethics COUN 715 Supervision Foundations Sub for MSMHC Concentration Area

Master of Science in Nutrition Sciences (MSNS)	Program Information	Viterbo's Master of Science in Nutrition Sciences degree program prepares nutrition professionals to be innovative leaders in fields such as disease prevention, health promotion, and nutritional interventions. Program curriculum integrates critical thinking, scientific writing, and evidence-based practice in nutrition and dietetics, which provides a foundation for students to complete a research project in their specific area of interest or practice. Requirements for graduation include successful completion of 30 credits, including a research defense and presentation of a research project.
	Policy	**Grades** Students must maintain a cumulative grade point average of 3.0 for all coursework, with no individual course grade lower than a C. **Transfer Credit** Individual consideration will be granted in the awarding of transfer credits. Up to six graduate level credits may be transferred into the M.S. in Nutrition Sciences degree, if equivalent. Credits must have been earned from a regionally accredited program, taken within the last five years, have an earned grade of B or better, and be equivalent to the course it is replacing in the requirements at Viterbo. Coursework older than five years may be waived or given credit based on individual review. Students who wish to transfer credits need to contact the Office of Graduate Admissions for details on the process. Courses will be evaluated for equivalency and written notification of acceptance of transfer credit will be provided to the student by the director. Transfer credit is only eligible for coursework taken prior to enrollment and petitioned for prior to matriculation.
	Learning Outcomes	• Facilitate inter- and intra-professional teamwork and collaboration. • Design, conduct, analyze, and defend research applicable to practice setting. • Apply leadership principles to practice positions in nutrition and dietetics. • Demonstrate competence in the interpretation and critique of scientific healthcare literature using an evidence analysis approach; apply and integrate findings into practice settings. • Interpret results of a comprehensive nutrition-focused physical assessment relative to nutritional well-being using nutritional diagnostic reasoning and standardized language.
	Master of Science Nutr Science, Requirements	NUTR 530, 568, 640, MGMT 512, 565, twelve credits from NUTR 520, 540, 550, 560, 580, 630, 650, SVLD 530.
Post-Baccalaureate Teacher Licensure (Non-Degree)	Program Information	The Post-baccalaureate licensure program is an accelerated program for students who already have an undergraduate degree and would like to pursue a teaching license. For most content areas, the program can be completed in as little as one year. Gainful Employment Information

Post-Baccalaureate Teacher Licensure (Non-Degree)	Policy	Policy for cross-categorical special education: • Completion of required content coursework with a grade of "C" or better in each course • Methods coursework in the content area • 50 hours of field experience • Earn a passing score on the Wisconsin Foundations of Reading Test • Earn a passing score on the edTPA Policy for elementary/secondary education: • Completion of required content coursework (art, broad field social studies, business education, cross-categorical, English, mathematics, music, science, Spanish, technology education, or theatre) with a grade of "C" or better, *or* a passing score on the Praxis II in content area • Methods coursework in the content area (art, broad field social studies, business education, cross-categorical, English, mathematics, music, science, Spanish, technology education, or theatre) • 50 hours of field experience • Earn a passing score on the Wisconsin Foundations of Reading Test (for students pursuing elementary education) • Earn a passing score on the edTPA
	Learning Outcomes	Developed by the Interstate Teacher Assessment and Support Consortium (InTASC) and adopted by Wisconsin Department of Public Instruction (DPI) • **LEARNER DEVELOPMENT** – The teacher understands how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and the teacher designs and implements developmentally appropriate and challenging learning experiences. • **LEARNING DIFFERENCES** – The teacher uses understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards. • **LEARNING ENVIRONMENTS** – The teacher works with others to create environments that support individual and collaborative learning and that encourage positive social interaction, active engagement in learning, and self-motivation. • **CONTENT KNOWLEDGE** – The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and creates learning experiences that make these aspects of the discipline accessible and meaningful for learners to assure mastery of the content. • **APPLICATION OF CONTENT** – The teacher understands how to connect concepts and use differing perspectives to engage learners in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues.

	ASSESSMENT – The teacher understands and uses multiple methods of assessment to engage learners in their own growth, to monitor learner progress, and to guide the teacher's and learner's decision making. **PLANNING FOR INSTRUCTION** – The teacher plans instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills, and pedagogy, as well as knowledge of learners and the community context. **INSTRUCTIONAL STRATEGIES** – The teacher understands and uses a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections and to build skills to apply knowledge in meaningful ways. **PROFESSIONAL LEARNING AND ETHICAL PRACTICE** – The teacher engages in ongoing professional learning, uses evidence to continually evaluate his/her practice, particularly the effects of his/her choices and actions on others (learners, families, other professionals, and the community), and adapts practice to meet the needs of each learner. **LEADERSHIP AND COLLABORATION** – The teacher seeks appropriate leadership roles and opportunities to take responsibility for student learning, to collaborate with learners, families, colleagues, other school professionals, and community members to ensure learner growth, and to advance the profession. **VITERBO STANDARD –** The teacher demonstrates personal qualities and values which reflect the Franciscan values identified in the Viterbo University teacher education conceptual framework.
Requirements for Post-Baccalaureate Biology	EDUP-531, 550, 555, 559, 582, 583, EDUC 626, 650.
Requirements for Post-Baccalaureate Science	EDUP 531, 550, 555, 559, 582, 583, EDUC 626, 650.
Requirements for Post-Baccalaureate Social Studies	EDUP 531, 550, 555, 559, 582, 583, EDUC 626, 650.
Requirements for Post-Baccalaureate Business	EDUP 531, 550, 555, 563, 582, 583, EDUC 626, 650.
Requirements for Post-Baccalaureate Cross-Cat	EDUP 550, 582, 583, 559 or 561.
Requirements for Post-Baccalaureate Cross-Cat	EDUC 529, 613, 614, 619, 621, 626, 627 or 629 or 631, 640.
Requirements for Post-Baccalaureate Music	EDUP 550, 555, 563, 582, 583, EDUC 626, 650, MUSC 340, 342.
Requirements for Post-Baccalaureate Chemistry	EDUP 531, 550, 555, 559, 582, 583, EDUC 626, 650.
Requirements for Post-Baccalaureate	EDUC-280, 308, 311, 319, 323, 343, 405, 413, EDUP-561, 582, MATH-255, 355, MUSC-300, EDUC-255 or EDUP-555, EDUC-306 or EDUP-506,

	Elementary	EDUC-316 or EDUP-516, SOCL-320 opr EDUP-520, EDUC-150 or EDUP-550, EDUC-483 or EDUP-583.
	Requirements for Post-Baccalaureate Elementary/ECE	EDUC-237, 271, 280, 308, 311, 319, 323, 343, 400, 401, 405, 413, EDUP-561, 582, MATH-255, 355, MUSC-300, EDUC-255 or EDUP-555, EDUC-306 or EDUP-506, EDUC-316 or EDUP-516, SOCL-320 or EDUP-520, EDUC-150 or EDUP-550, EDUC-483 or EDUP-583.
	Requirements for Post-Baccalaureate English	EDUP 531, 550, 555, 559, 582, 583, EDUC 626, 650.
	Requirements for Post-Baccalaureate Math	EDUP-531, 550, 555, 559, 582, 583, EDUC 626, 650.
	Requirements for Post-Baccalaureate Spanish	EDUP 535, 550, 555, 563, 582, 583, EDUC 626, 650.

Course Descriptions

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

ACCT-510 Analysis of Financial Performance Through Managerial Accounting (3 Credits)

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

ACCT-546 Special Topics (4 Credits)

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. See registrar's office current class schedules Web page for specific semester description.

ACCT-550 Fraud Examination (3 Credits)

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.

ACCT-588 Independent Study (4 Credits)

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.

BLAW-530 Ethical and Legal Decision Making (3 Credits)

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.

BLAW-540 Legal, Ethical, and Global Environment of Business (3 Credits)

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.

BLAW-546 Special Topics (4 Credits)

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. See registrar's office current class schedules Web page for specific semester description.

BLAW-550 Legal Aspects of Financial and Commercial Transactions (3 Credits)

This course examines legal issues encountered in conducting financial and commercial business transactions. Students will gain knowledge to prepare them to participate in these transactions, particularly with regard to financial and accounting aspects of the transactions. Topics include laws relating to business organizations, sales, environmental regulation, commercial paper, secured transactions, documents of title, bankruptcy, securities regulations, and accountants' legal liability. Prerequisite: 343. (Cross-listed with BLAW-550)

BLAW-588 Independent Study (4 Credits)

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.

CISS-602 Aligning Technology With Organizational Strategy (3 Credits)

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.

COUN-510 The Counseling Profession and Ethics (3 Credits)

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.

COUN-520 Multicultural Perspectives (3 Credits)

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

COUN-530 Human Development in Social Context: Lifespan Counseling (3 Credits)

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.

COUN-540 Theories of Mental Health Counseling (3 Credits)

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

COUN-546 Special Topics (4 Credits)

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. See registrar's office current class schedules Web page for specific semester description.

COUN-550 Career Development and Counseling (3 Credits)

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.

COUN-565 Behavior Disorders (3 Credits)

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

COUN-570 Couples and Family Counseling (3 Credits)

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.

COUN-571 Counseling Children and Adolescents (3 Credits)

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

COUN-572 Advanced Counseling for Children and Adolescents (3 Credits)

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

COUN-580 Trauma and Crisis: an Integrated Approach (3 Credits)

This course addresses the impact of trauma on individuals, families, and communities. Emphasizing the knowledge, skills, and attitudes essential for mental health counselors, to effectively engage clients. The bio-psycho-social-cultural and spiritual dimensions are integrated into this course. The course also examines the health and wellness components for professionals, and the clients they serve, working in trauma based settings. Prerequisite: 540.

COUN-581 Promoting Healthy Lifestyle Choice And Interventions (3 Credits)

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.

COUN-582 Integrative Health Care (3 Credits)

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

COUN-583 Introduction to Supervision (1 Credits)

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

COUN-584 Supervision Foundstions (1 Credits)

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

COUN-585 Supervision for the Substance Abuse Profession (1 Credits)

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

COUN-588 Independent Study (4 Credits)

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.

COUN-590 Models of Addiction Counseling and Co-Occuring Disorders Counseling (3 Credits)

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

COUN-591 Substnce Abuse Disorders Counseling (3 Credits)

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.

COUN-592 Fieldwork in Substance Abuse Disorders (3 Credits)

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.

COUN-593 Motivational Interviewing (3 Credits)

This course is designed to provide skills training for individuals who are exploring a medical or clinical based career. Motivational Interviewing (MI) is an evidence-based communication strategy that is useful for people who are ambivalent about change. MI has been adapted to a variety of health care settings and currently there are models of MI for physicians, nurses, dietitians, and social workers in addition to counseling professionals.

COUN-595 Testing and Assessment in Counseling (3 Credits)

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.

COUN-640 Psychodiagnostics and Treatment Planning (3 Credits)

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. Prerequisite: 595.

COUN-650 Psychopharmacology for Counselors (3 Credits)

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.

COUN-660 Research, Evaluation, and Evidenced- Based Practices (3 Credits)

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

COUN-665 Foundations of Clinical Mental Health Counseling (3 Credits)

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

COUN-675 Techniques of Mental Health Counseling (3 Credits)

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

COUN-680 Group Counseling (3 Credits)

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.

COUN-690 Counseling Practicum (3 Credits)

The purpose of the course is to enhance the counseling skills and conceptualization processes acquired through direct counseling experience, supervision, and classroom interaction. The application of counseling theory and techniques will occur with clients in a campus or community setting in preparing supervisees for internship and their development as independent professional counselors. Restricted to students admitted to practicum sequence. Prerequisites: 675, 640 or concurrent enrollment with practicum/internship coordinator permission.

COUN-695 Counseling Internship (3 Credits)

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

COUN-696 Advanced Counseling Internship (3 Credits)

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

COUN-698 Fieldwork (3 Credits)

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

COUN-699 Action Research Project (1 Credits)

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

COUN-710 Professional Counseling Orientation, Trends, and Research (3 Credits)

Examines the history, roles, functions, ethics and trends in the field of counseling with special attention to the array of professional journals in counseling. Emphasis is placed on the practice of reading and critiquing research in the field, as well as understanding strategies for publishing in counseling journals. Professional preparation standards and credentialing, as well as identification of a research agenda, will also be explored.

COUN-712 Research Methodology I (3 Credits)

Focuses on both quanitative and qualitative research methodologies used within the counseling profession, including bivariate and multivariate statistics, grounded theory, case study, narrative, phenomenology, and ethnography.

COUN-714 Research Methodology II (3 Credits)

An advanced study of psychometric theory and research approaches. Identification of research areas and methodology, the dissertation proposal, support during data collection, and a final dissertation product, including the defense process will be addressed. Prerequisite: 712.

COUN-715 Supervision Foundations (3 Credits)

Provides an overview of the theories of supervision, as well as examines supervisory roles, professional development benchmarks, evaluation methods, and legal and ethical issues. Emphasis is directed toward knowledge, attitude and skill development.

COUN-720 Clinical Trauma Informed Counseling (3 Credits)

Examines theory and research pertaining to trauma and crisis response counseling and current practices in trauma-informed care with an emphasis on developmental, bio-psycho-social-cultural and spiritual dimensions of clients. Emphasis is placed on understanding the role of supervision for counselors working with trauma and crisis, as well as understanding the impact of secondary trauma.

COUN-725 Instructional Design and Adult Learning (3 Credits)

Provides overview of the adult learning theory as it relates to effective teaching and counselor supervision. Application of current graduate training pedagogy to instructional and curricular design, as well as psychological issues and cross-cultural issues in teaching and learning will be discussed.

COUN-727 Diversity, Social Justice, and Professional Leadership (3 Credits)

Addresses pedagogy relevant to advocacy, diversity, and social justice issues of race, ethnic, cultural heritage, nationality, socioeconomic status, family structure, age, gender, sexual orientation, religious and spiritual beliefs, occupation, physical status, and mental health. Issues of equity such as oppression, power and privilege, in counselor education will be addressed.

COUN-729 Consultation, Organizational Change, and Program Evaluation (3 Credits)

Reviews theories of consultation and related consultant roles, both for clinical and organizational entities. The course will include demonstrations of counsulting techniques and development of a consultation model, as well as an examination of current practices in program development, implementation, and evaluation.

COUN-730 Advanced Clinical Counseling Theory (3 Credits)

Studies major theories and cultural discourses utilized by supervisors, counselors, and clients, with an emphasis on understandings of problem formation and change. Assumptions about normal behavior and pathology will be examined, and theories will be compared for their applicability to a variety of client groups, community needs, presenting problems, and practice settings.

COUN-735 Best Practices in Counselor Education (3 Credits)

Explores the intersection between teaching and learning theories as they relate to best practices for the clinical training of counselors across a variety of modalities, formats, and settings. The assessment of the skill level of counselors-in-training will also be explored. Prerequisite: 725.

COUN-740 Group Counseling (3 Credits)

Provides an overview of the theories and research pertaining to group leadership, composition, selection, intervention, termination, evaluation, and follow-up. Students develop a written description of their group counseling approach and have concurrent supervised group counseling experiences. Prerequisite: 730.

COUN-745 Counseling Supervision Theory, Practice, And Research (3 Credits)

Addresses issues in training supervisors, as well as supervisory research-based practices. Focuses on the synthesis of the theories of supervision, including opportunities to provide culturally competent supervision to practicum students in the Master of Science in Mental Health Counseling degree program. Prerequisite: 715.

COUN-750 Brain, Behavior, and Psychopharmacology (3 Credits)

Examines the neural mechanisms, and the physical and behavioral consequences of use and abuse, emphasizing a neurobiology informed approach to counseling, supervision, and counselor education.

COUN-760 Practicum (3 Credits)

Represents an opportunity for doctoral students to not only continue to hone counseling skills but to begin to integrate supervision theory into the supervision process as recipients of supervision. A minimum of 100 hours per credit, of which 40 hours must be in direct service with clients. Prerequisite: 740, 745.

COUN-770 Advanced Clinical Testing, Measurement, And Appraisal (3 Credits)

Provides an advanced study of theory and approaches to the appraisal of individual and groups within the helping process. Students will increase their knowledge and skills relative to the identification and utilization of standardized client assessment tools in the counselor's scope of practice.

COUN-775 Integrative Behavioral Health Care, Wellness, and Career (3 Credits)

Presents the knowledge and skills necessary to interact with health care providers regarding the implications of common and chronic medical illnesses and research on stress and health within a mind-body perspective. Behavioral health models of care and evidence-based interventions will be discussed, as well as health promotion, lifestyle, and career decision making across a broad and multicultural adult population.

COUN-777 Health Care Promotion, Policy, and Ethics (3 Credits)

Focuses on building an understanding of the components necessary for successful worksite health promotion. The course will also explore a range of contemporary topics in biomedical science and related ethical decision-making models.

COUN-780 Internship (3 Credits)

The internship includes most of the activities of an employed professional in the setting. The 350 hours may be allocated at the discretion of the doctoral advisor and the student on the basis of experience and training. Consent of instructor required. Prerequisite: 760.

COUN-790 Advanced Internship (3 Credits)

The internship includes most of the activities of an employed professional in the setting. The 350 hours may be allocateed at the discretion of the doctoral advisor and the student on the basis of experience and training. Consent of the instructor is required. Prerequisite: 780.

COUN-795 Dissertation (3 Credits)

Supports and guides students in the development and completion of their dissertation. This is a relevant scholarly contribution, designed and conducted under the supervision of a research committee. Dissertation credits are taken over three semesters. Prerequisites: 710, 712, 714, 770.

ECON-510 The Numbers That Move the World (3 Credits)

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

ECON-546 Special Topics (4 Credits)

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. See registrar's office current class schedules Web page for specific semester description.

ECON-588 Independent Study (4 Credits)

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.

ECON-610 Global Business Cycles and Economic Policy (3 Credits)

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.

EDEL-500 Quality Questioning for Rigor and Student Engagement in Learning (3 Credits)

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

EDEL-501 Standards-Based Teaching, Assessment, And Grading (3 Credits)

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

EDEL-502 Implementing Positive Behavior Supports (pbis) Within the Mtss/Rtl Framework (3 Credits)

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

EDEL-503 Formative Assessments: Using Data for Instructional Planning and Intervention (3 Credits)

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

EDEL-504 Active Engagement and Brain-Compatible Learning (3 Credits)

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

EDEL-505 ELL Strategies for Classroom Teachers (3 Credits)

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

EDEL-506 Managing Literacy Instruction: Integration of Best Practices, Common Core, MtSS, and Gradual Release of Responsibility (3 Credits)

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

EDEL-551 Cultural and Linguistic Diversity (3 Credits)

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

EDEL-552 Linguistics, the Structure of Language, And the Dual Language Classroom (3 Credits)

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

EDEL-553 Language Acquisition (3 Credits)

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

EDEL-554 ELL Testing, Assessment, and MtSS (3 Credits)

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

EDEL-555 ELL Internship (3 Credits)

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

EDUC-505 Leading With Integrity (3 Credits)

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

EDUC-506 Best Practices in High Impact Coaching (3 Credits)

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

EDUC-507 Leadership and Institutional Change (3 Credits)

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

EDUC-508 Field Experience: Innovative Teacher Leadership and Instructional Coaching (1 Credits)

Participants will apply and integrate innovative teacher leadership and instructional coaching during an on-the-job experience grounded within their school districts and/or community. Participants will be challenged to think critically about their leadership/coaching roles and to extrapolate the experience to future leadership/coaching issues within their individual school districts. Prerequisites: 505, 506, 507.

EDUC-529 Assessment and Treatment of Reading Difficulties (3 Credits)

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

EDUC-580 Children's and Adolescent Literature in The Reading Program (3 Credits)

Students will read, discuss, compare, and evaluate a variety of children's and adolescent's literature from the cannons to the current. Through a sociocultural perspective, students will use a critical lens to evaluate books, materials, and other teaching resources. Specific funds of knowledge that students bring to the classroom and how to effectively design and deliver classroom literacy experiences based on these funds of knowledge will be explored. Aspects of multiliteracies will emphasize a range of literacy pedagogy and multimodal representations, digital media, and other forms of literacies that are relevant in the lives of PK-12 learners.

EDUC-582 Administration, Supervision, and Leadership in Reading Programs (4 Credits)

Demonstration of leadership in effective PK-12 literacy instruction, mentoring, coaching, and staff development is the primary focus of this course. Students will use research and theory to explore literacy models, social and political aspects of literacy, language variation, and the cultural and community influences on language acquisition and learning. Leadership in developing, promoting, and assessing teacher professional development, family and community literacy programs, and effective professional learning communities will be promoted throughout the course.

EDUC-596 Practicum in Reading Leadership (3 Credits)

This course is an internship in which students will intern in a K-12 reading program, working with a certified reading specialist. Students will gain experience in a broad range of activities required of a literacy leader/reading specialist, to include staff development, supervision, coaching, and communication. Elementary and secondary reading experiences are required. Prerequisites: 582.

EDUC-597 Seminar in Reading Research (3 Credits)

This course will review and further develop students' skills in evaluation of research and increase their understandings of methodologies, techniques, data interpretation, and instructional applications of research.

EDUC-601 Action Research in Education - Introductory (3 Credits)

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

EDUC-604 Proseminar (3 Credits)

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

EDUC-605 Teaching Reading to Students With Dyslexia and Other Reading Difficulties (3 Credits)

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

EDUC-606 Action Research in Education - Advanced (2 Credits)

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

EDUC-608 The Art of Leadership (3 Credits)

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.

EDUC-613 Introduction to Individual Education Assessment (3 Credits)

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

EDUC-614 Advanced Individual Education Assessment (3 Credits)

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

EDUC-619 Collaboration and Transition - the School and the Community (3 Credits)

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

EDUC-621 Classroom Management and Positive Behavior Practices (3 Credits)

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

EDUC-626 Inclusive Classroom Strategies (3 Credits)

In this course, students will be introduced to exceptional learners, and investigate instructional practices that can be used in general education classrooms to improve outcomes for students with and without disabilities. The course will focus on educating students in the least restrictive environment (LRE), and will learn to utilize differentiated instruction to meet the needs of all students. Models of co-teaching will be examined, as well as cooperative learning, heterogeneous grouping, multicultural education, social skills training, and technology applications.

EDUC-627 Teaching Students With Intellectual Disabilities (3 Credits)

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

EDUC-629 Teaching Students With Learning Disabilities (3 Credits)

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

EDUC-630 Practicum for Cross-Categorical Special Education (3 Credits)

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

EDUC-631 Teaching Students With Emotional/ Behavioral Disorders (3 Credits)

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

EDUC-640 Balanced Literacy (3 Credits)

This course focuses on the theory and techniques for developing and implementing a K-12 balanced literacy program that includes reading, writing, speaking, listening, and critical thinking. Research and best practices of constructivism, multiliteracies, phonology, and brain function are studied. Effective instruction in language and literacy acquisition, reading and writing skills, and linguistic diversity are examined. Emphasis is placed on designing instruction to meet the needs of all learners, including diverse populations. Design and implementation of reading and writing connections and authentic assessment strategies ar explored in detail. Literacy supports, including differentiation of instruction based on individual student strengths and needs, are emphasized throughout the course.

EDUC-650 Integrated Literacies (3 Credits)

Dimensions of academic language and disciplinary literacies are explored within the literary cycle. Through the lens of academic language, students will develop the knowledge and expertise necessary to teach K-12 learners to negotiate and interpret the complex texts and other multimodal forms of linguistic expression and respresentation that are associated with distinct disciplines. A variety of research-based strategies and practices for effective instruction in disciplinary literacies are reviewed and studied. Specific focus is on designing and delivering authentic instruction across the curriculum and for selecting materials appropriate for diverse learners at various stages of language and literacy development.

EDUC-681 Emergent Reading, Writing, and Language Development (3 Credits)

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

EDUC-683 Practicum in Reading (1 Credits)

Students will work 1:1 with two struggling readers (one elementary level and one middle school or high school level). Students will conduct two case-studies in which assessment, data based intervention/instructional design, record keeping, and reflective practices are emphasized. Students will conduct appropriate assessments, prescribe and implement reading interventions, and complete parent/teacher reports. Prerequisites: 529, 580, 681.

EDUL-546 Special Topics (4 Credits)

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. See registrar's office current class schedules Web page for specific semester description.

EDUL-588 Independent Study (4 Credits)

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.

EDUL-603 Leadership for Learning: Foundations (2 Credits)

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

EDUL-604 Theories of Motivation and Organizational Change (2 Credits)

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

EDUL-606 Leadership for Curriculum, Instruction, And Assessment (4 Credits)

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.

EDUL-607 Meeting the Needs of Diverse Learners (4 Credits)

Provides aspiring administrators with an understanding 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.

EDUL-608 Leadership for Learning: Management (3 Credits)

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

EDUL-609 School, Family, and Community Relations (2 Credits)

School, Family, and Community Relations 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.

EDUL-610 Research for School Improvement and Student Achievement I (3 Credits)

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

EDUL-611 School Law and Mandates (3 Credits)

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

EDUL-612 Research for School Improvement and Student Achievement II (1 Credits)

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 am immediate problem facing school leaders, in an actual school or educational setting. This study culminates in the research paper, completed and presented in the spring of the year following the proposal development. This data-driven course binds research to practice as the majority of hours are committed to the study in the school or educational setting. Prerequisite: 610.

EDUL-613 Research for School Improvement and Student Achievement III (2 Credits)

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

EDUL-614 IA Evaluator Training and Data Driven Leadership (4 Credits)

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.

EDUL-615 Internship I (1 Credits)

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.

EDUL-616 Internship II (1 Credits)

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.

EDUL-617 Internship III (1 Credits)

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.

EDUL-618 Internship IV (1 Credits)

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.

EDUL-619 Internship V (1 Credits)

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: 618. May be repeated for credit.

EDUL-620 Internship VI (1 Credits)

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.

EDUL-634 Leadership Assessment (3 Credits)

The students will participate in a multi-day 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.

EDUL-635 The Principalship I: Leadership (3 Credits)

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.

EDUL-636 The Principalship Ii: Organizational Management (3 Credits)

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 principals 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.

EDUL-637 Politics of Education and Community- School Business (3 Credits)

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.

EDUL-638 Legal Aspects of Education (3 Credits)

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.

EDUL-639 Human Resources Development (3 Credits)

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

EDUL-640 Curriculum Development and Instructional Improvement (3 Credits)

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.

EDUL-651 Legal Aspects of Special Education and Resources (3 Credits)

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 programs.

EDUL-654 Exceptional Learner's Needs (3 Credits)

The focus of this course will be to gain an understanding of the criteria for each of the eleven 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 programs.

EDUL-655 Pupil Services and Non-Discrimination (3 Credits)

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 programs.

EDUL-660 Financial Resources I (3 Credits)

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.

EDUL-661 Business Office and Operation Mangement (3 Credits)

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.

EDUL-662 Financial Resources II (3 Credits)

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.

EDUL-663 Ancillary Services (3 Credits)

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.

EDUL-664 Human Resources and Legal Issues (3 Credits)

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.

EDUL-665 School Business Administrator Proseminar (1 Credits)

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.

EDUL-700 Superintendent I (3 Credits)

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.

EDUL-701 Superintendent II (3 Credits)

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.

EDUL-702 Superintendent Current and Legal Issues (3 Credits)

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.

EDUL-704 Collaborative Leadership for Learning (3 Credits)

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.

EDUL-767 Practicum in Educational Leadership (3 Credits)

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.

EDUL-768 Practicum for Director of Instruction (3 Credits)

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.

EDUL-769 Practicum in Special Education and Pupil Services (3 Credits)

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 programs.

EDUL-770 School Business Administrator Practicum (3 Credits)

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 programs.

EDUL-771 Superintendent Practicum (3 Credits)

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.

EDUP-502 Principles of Career and Technical Education (1 Credits)

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.

EDUP-506 Inclusion of Students With Special Needs (2 Credits)

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.

EDUP-512 Keyboarding Teaching Methods (1 Credits)

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's Model Academic Standards.

EDUP-516 Technology-Enhanced Instruction Pre-K-12 (2 Credits)

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

EDUP-520 Racial/Ethnic Issues (1 Credits)

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.

EDUP-525 Technologies, Pedagogical Skills, Standards, and Assessments (2 Credits)

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

EDUP-530 Middle/Secondary Methods and Content Literacy (2 Credits)

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.

EDUP-531 Techniques of Secondary Methodology (2 Credits)

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

EDUP-534 Methods in Art Education (3 Credits)

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

EDUP-535 Methods: Teaching Foreign Language, Pre-K-12 (2 Credits)

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

EDUP-540 Choral Methods 9-12 (3 Credits)

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.

EDUP-541 Methods: Teaching Theatre Arts 6-12 (2 Credits)

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

EDUP-542 Advanced Methods in Art Education (3 Credits)

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

EDUP-543 Music in the Elementary School (3 Credits)

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.

EDUP-544 Music in the Middle/Junior High School (3 Credits)

A class designed for the music education major. The study of teaching and directing techniques for the middle/junior high school learner, with emphasis on the physical, psychological, and emotional development of adolescents. Course will include: 1) general music; 2) choral music; 3) curriculum design; 4) the changing voice; 5) selecting and evaluating age-appropriate repertoire; 6) playing fretted instruments, folk instruments, rhythmic instruments, melody instruments, and recorders in order to employ them as teaching tools. Offered every third semester.

EDUP-546 Special Topics (4 Credits)

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. See registrar's office current class schedules Web page for specific semester description.

EDUP-550 Educational Foundations (2 Credits)

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

EDUP-555 Curriculum, Instruction and Assessment (2 Credits)

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

EDUP-559 Student Teaching: Early Adolescence through Adolescence (EA-A, grades 5-12) (8 Credits)

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

EDUP-561 Student Teaching: Middle Childhood Early Adolescence (MC-EA, grades 1-8) (8 Credits)

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

EDUP-563 Student Teaching: Early Childhood through Adolescence (EC-A, grades PK-12) (8 Credits)

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

EDUP-582 Student Teaching Seminar, Pre-K-12 (2 Credits)

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

EDUP-583 Professional Portfolio Development (2 Credits)

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

EDUP-588 Independent Study (4 Credits)

This course provides independent reading and/or research, at the post-baccaulareate 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.

EDUP-590 Middle/High School Theory (2 Credits)

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.

ETHL-546 Special Topics (4 Credits)

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. See registrar's office current class schedules Web page for specific semester description.

ETHL-588 Independent Study (4 Credits)

This course provides independent reading and/or research, at the post-baccaulareate 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.

FINA-510 Socially Responsible Financial Management (3 Credits)

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

FINA-546 Special Topics (4 Credits)

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. See registrar's office current class schedules Web page for specific semester description.

FINA-588 Independent Study (4 Credits)

HMGT-546 Special Topics (4 Credits)

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. See registrar's office current class schedules Web page for specific semester description.

HMGT-584 Managerial Coaching in Health Care (3 Credits)

Health Care Organizational success is dependent on the ability of their leaders to engage in challenging conversations with other leaders and staff on a daily basis. The preferred method of dealing with challenging behaviors and difficult conversations in health care is through avoidance, a very ineffective method. Participants will understand their own preferred method of managing difficult behaviors and conversations, identify their triggers to conflict, and behaviors that escalate and de-escalate emotions during difficult conversations.

HMGT-588 Independent Study (4 Credits)

HMGT-630 Health Care System (3 Credits)

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

HMGT-635 Population Health (3 Credits)

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

HMGT-640 Health Care Finance (3 Credits)

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

HMGT-650 Legal and Ethical Issues in Health Care (3 Credits)

This course examines legal and ethical issues affecting health care institutions and the management of risk within the organization. The content of the course will include an overview of the legal and regulatory constraints of the health care industry along with practical application of the laws that affect operational decisions within healthcare. Topics include demand, supply, redistribution and the role of the government, risk management, and the ethical implications of current financial practices and economic imperatives. Restricted to online MBA program students.

HMGT-660 Health Care Outcomes and Process Improvement (3 Credits)

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

HMGT-685 Capstone (3 Credits)

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

HMGT-690 Intensive: Health Care Topics Seminar (2 Credits)

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

HMGT-695 Intensive: Foundations of Health Care Leadership (2 Credits)

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

MGMT-501 Foundations of Business (3 Credits)

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

MGMT-511 Self Leadership (1 Credits)

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

MGMT-512 Leadership Skills in Organizations (3 Credits)

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.

MGMT-513 Leadership 360 (1 Credits)

Self-awareness is one of the hallmarks of a great leader. During this course, students will gain systematic feedback from others who have a stake in your leadership development. The 360 Leadership Circle Profile assessment simultaneously provides leadership competency feedback while also revealing the underlying assumptions that determine a leader's pattern of strengths and limitations. This course will help students further develop strengths and create a roadmap for the future.

MGMT-520 Methods of Inquiry and Analysis (3 Credits)

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

MGMT-522 Organizational Behavior (4 Credits)

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.

MGMT-525 Complex Systems Change Strategies (3 Credits)

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

MGMT-530 Business Ethics in Practice (3 Credits)

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.

MGMT-546 Special Topics (4 Credits)

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. See registrar's office current class schedules Web page for specific semester description.

MGMT-547 The Dark Side of Leadership (3 Credits)

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

MGMT-549 Lean Management (3 Credits)

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

MGMT-550 Business Strategies for Sustainable Enterprise (3 Credits)

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

MGMT-551 Pmp Certification Standards and Practice (3 Credits)

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

MGMT-560 Management Science in Decision Making (3 Credits)

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.

MGMT-575 Entrepreneurship, Intrapreneurship, and Innovation (3 Credits)

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 followers initiative in trying new ideas and developing internal markets for their business organization. Restricted to students in the MBA program.

MGMT-578 Advanced Human Resource Management (3 Credits)

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. Restricted to students in the MBA program.

MGMT-580 Art of Ethical Communication (3 Credits)

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.

MGMT-582 Advanced Interpersonal Skills for the Leader (3 Credits)

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.

MGMT-584 Management Communication (3 Credits)

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

MGMT-585 Research Methodology in Business (3 Credits)

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

MGMT-586 Special Topics (4 Credits)

Courses on topics of interest to business   students offered on the basis of need, interest, or timeliness. Prerequisites as determined by instructor. Restricted to students with junior standing or higher. May be repeated for credit.

MGMT-587 Internship (6 Credits)

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.

MGMT-588 Independent Study (4 Credits)

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

MGMT-590 International Business (3 Credits)

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

MGMT-600 Executive Leadership in Practice (2 Credits)

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.

MGMT-681 Field Study (4 Credits)

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.

MGMT-683 Integrative Case Study (4 Credits)

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

MGMT-685 Integrative Research Project (4 Credits)

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

MKTG-530 Marketing for Today's Leader (3 Credits)

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

MKTG-540 Brand Strategy (3 Credits)

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

MKTG-546 Special Topics (4 Credits)

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. See registrar's office current class schedules Web page for specific semester description.

MKTG-588 Independent Study (4 Credits)

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.

NURS-520 Advanced Practice Nursing Role Development (2 Credits)

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.

NURS-530 Nursing Research for Evidence-Based Practice (3 Credits)

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.

NURS-535 Advanced Pathophysiology (3 Credits)

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

NURS-540 Advanced Health Assessment (4 Credits)

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

NURS-546 Special Topics (4 Credits)

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. See registrar's office current class schedules Web page for specific semester description.

NURS-550 Scholarly Writing Intensive (1 Credits)

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

NURS-588 Independent Study (2 Credits)

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

NURS-602 Clinical Seminar I: AGNP (2 Credits)

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

NURS-603 Clinical Seminar II: AGNP (2 Credits)

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

NURS-605 Pharmacotherapeutics (3 Credits)

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.

NURS-610 Management of Health Problems: Adult-Gero (3 Credits)

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.

NURS-612 Management of Health Problems Ii; Adult- Gero (3 Credits)

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.

NURS-615 Clinical Practicum I: AGNP (4 Credits)

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

NURS-616 Clinical Practicum Ii: AGNP (5 Credits)

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

NURS-688 Clinical Seminar I: FNP (2 Credits)

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.

NURS-689 Clinical Seminar II: FNP (2 Credits)

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.

NURS-692 Clinical Practicum I: FNP (4 Credits)

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

NURS-693 Clinical Practicum II: FNP (5 Credits)

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

NURS-695 Management of Family Health I (2 Credits)

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.

NURS-697 Management of Family Health II (2 Credits)

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

NURS-699 Geriatrics Special Topics Seminar (2 Credits)

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

NURS-700 Epidemiology and Population Health (3 Credits)

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

NURS-710 Ethical and Theoretical Thinking (3 Credits)

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.

NURS-720 Outcome Management and Quality Improvement for Advanced Nursing (3 Credits)

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.

NURS-730 Organizational Leadership and Health Care Policy for Advanced Nursing (3 Credits)

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.

NURS-786 Special Topics (6 Credits)

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. See registrar's office current class schedules Web page for specific semester description.

NURS-788 Independent Study (4 Credits)

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.

NURS-800 DNP Essentials Synthesis Seminar (2 Credits)

This course provides the opportunity to synthesize knowledge from the eight AACN foundational Essentials in preparation for progress to the DNP Clinical Practicum, and for beginning the DNP Project. The DNP project is a written scholarly project related to the student's role and population of interest, designed to improve health outcomes for individuals, families, populations, or systems. The student develops a proposal for his/her project based on an area of clinical interest, and a professional development plan for the clinical practicum. Prerequisite: 550.

NURS-801 DNP Seminar II (2 Credits)

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

NURS-810 DNP Clincial Practicum (5 Credits)

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

NURS-820 DNP Essentials Clinical Practicum (3 Credits)

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

NURS-825 DNP Project/Seminar (3 Credits)

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

NUTR-520 Systems Approach to Obesity (3 Credits)

The goal of this course is to present a systems approach to obesity prevention - ie understanding the complex task of trying to change the way people eat, move, and live, and sustaining those changes over time. Students will learn causes and correlates of diet, physical activity, and obesity data and methods related to assessment of obesity, the health and financial consequences of the obesity epidemic, and will gain insights into obesity prevention, treatment, and policy approaches. Students will read peer-reviewed publications in obesity, participate in class discussions and debates, and engage in experiential activities that will reinforce learning. Students will conduct a semester- long research project and present their findings to the class using mobile technologies and online learning tools.

NUTR-530 Evidence Analysis Project Evidence Analysis Project (3 Credits)

Working both individually and as teams, students will develop a unique PICO question and conduct a systematic analysis of relevant evidence using the protocol from the Academy of Nutrition and Dietetics Evidence Analysis library. Student will manage a group discussion of the evidence and draft a conclusion statement.

NUTR-540 Nutrition, Disease and the Inflammatory State (3 Credits)

Discuss current research unfolding in the field of chronic inflammation, how this inflammation is related to a variety of disease states and the impact nutrition can have on improving the inflammatory state.

NUTR-545 Advanced Nutrition Counseling (3 Credits)

This is an advanced course that emphasizes counseling as a supportive process, characterized by a collaborative counselor-patient relationship that involves behavior and attitudinal change. It will focus on the conceptual foundations and philosophy of behavior change theories, with an emphasis on motivational interviewing, including application in practice to provide the learner with a collection of evidence-based strategies and counseling skills to promote behavior change in patients/clients. This class will use a variety of teaching approaches (lectures, assigned readings, discussion, demonstration and role play, case studies, video analysis, presentations, and projects).

NUTR-550 Nutrigenomics (3 Credits)

The focus of this class is the application of Nutrigenomics as it relates to the prevention or intervention of disease by providing or restricting the proper nutrients and food compounds to maintain homeostasis in the body from the biochemical level to organ systems. The ability for nutritionists and healthcare professionals to create an optimal diet requires an understanding of how innumerous interactions between nutrients and genes, proteins and metabolic pathways regulate disease pathways. The graduate version of the class contains an extra Unit of models and advanced online laboratory. A written research paper is also required.

NUTR-560 Advanced Sports Nutrition (3 Credits)

This course will integrate the sciences of exercise physiology and nutrition and discuss its application in enhancing athletic performance and the prevention and management of chronic diseases including obesity, diabetes, and cardiovascular disease. Training induced adaptations of the cardiovascular and pulmonary sysems, muscle, metabolism and body composition will be examined. Evidence- bases sports nutrition recommendations and the science behind them will be discussed.

NUTR-568 Health Assessment (3 Credits)

This course provides an introduction to physical and diagnostic assessment of health status. Expected competencies to be attained at the novice level include: Physical assessment skills; assessment of anthropometric measurements, body composition; Measurement of vital signs; Physical assessment of fluid status; Assessment of normal breath and heart sounds; Intra- and extra-oral assessment, Dysphagia screening. In-person workshop includes discussions and demonstration of techniques, and practice under professional supervision

NUTR-580 Nutrition and Cancer (3 Credits)

Upon completion of Nutrition and Cancer, participants will have a fundamental understanding of how particular nutrients impact tumor promotion or prevention, the mechanisms of action, and translatability of these findings the the clinic.

NUTR-630 Medical Nutrition Therapy III (3 Credits)

Advanced study of the principles of nutrition in health and disease. Interrelationships of nutrition with biochemical, physiological and anatomical changes associated with acute, chronic, and terminal illness, surgery, and trauna will be covered. Medical Nutrition Therapy with a focus on assessment of patient nutrition status, care planning, monitoring and outcome evaluation of nutrition status will be stressed. Case based discussions and presentations will address monitoring of metabolic and nutrition status parameters using the nutrition standardized language. Current research in clinical nutrition will be included in duscussions and journal review assignements. The following topics will be covered in class: nutrition support, surgery, critical care, HIV infection/AIDS, immunology, cancer, organ transplants, and GI, endocrine, pulmonary, liver, and renal diseases. This course is an advanced course on enteral and parenteral nutrition for the nutrition professional, with emphasis on the clinical practice applications. The course will provide the foundation in enteral and parenteral nutrition as well as in-depth concepts associated with the delivery of these therapies. Students and faculty will explore these topics in a seminar format. An evidence-based approach will be used.

NUTR-638 Applied Research (2 Credits)

This course provides an in-depth exploration of research methodologies (with an emphasis on methods used in clinical and community nutrition and outcomes research). Research design, sampling, and measurement of study variables related to research; data collection, analysis, and computer techniques; evidence analysis and risk adjustment is covered. Quantitative approaches as well as survey research strategies are explored in the examination of the various types of outcomes measured: e.g., clinical, community, patient or economic. The final products are a research proposal and approved Institutional Review Board (IRB) application.

NUTR-640 Research Project (6 Credits)

The focus of this research seminar will be the implementation, conduct and completion of the research study proposed in MGMT 565 course. Steps in the research process covered by this course include data preparation, collection, analysis, and imterpretation, as well as the presentation of the research project. The final project will include an oral defense of the study, and a written research project for potential publication and presentation.

NUTR-648 Research Practicum (4 Credits)

The focus of this research seminar will be the implementation, conduct and completion of the research study proposed in NUTR 638 Applied Research course. Steps in the research process covered by this course include data preparation, collection, analysis, and interpretation, as well as the presentation of the research project.

NUTR-650 Topics in Nutrition (3 Credits)

Through an evidence-based seminar course, the faculty and students will explore the emerging trends and issues in nutrition and dietetics. Topics may include technology, food microbiology and safety, world hunger, and new food products.

NUTR-670 Nutrition Capstone (9 Credits)

Nutrition 670 is the final step in the student's professional course work. It is therefore designed to allow the student to assume entry level professional responsibilities with minimal input and guidance from the instructor. Students will assume responsibilites in two areas of nutritional care; a medical care setting and a community setting. Students will be evaluated on management skills and more importantly on the synthesis of knowledge and skills that combine the science and the art of managing nutrition-specific health care. The student will also continue to explore his/her role as a professional person through online discussions & assignments completed both online and at weekly meeting times. Passing of a comprehensive examination at an 80% level is required before the final clinical experience rotations. This exam will cover normal nutrition, foods, food service systems and all professional courses. It will serve both as a review and as preparation for the Registration Exam.

SVLD-501 Servant Leadership Theory and Practice (3 Credits)

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

SVLD-502 Theological Inquiry in Servant Leadership (3 Credits)

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

SVLD-504 Ethical Decision Making for the Common Good (3 Credits)

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

SVLD-518 Franciscan Servant Leadership (3 Credits)

St. Francis and St. Clare of Assisi were ordinary people who became extraordinary leaders in their community, their church, and their world through lives of prayer and service. We will use their lives as a prism to examine our communities, churches and world through the practice of servant leadership, personal pilgrimage, and a commitment to the common good. This course includes a week-long study abroad experience in Assisi, Italy. The trip is generally taken during Spring Break. Enrollment in the course requires an accepted global education application form as well as course fees to cover the cost of the trip.

SVLD-530 Grant Writing (3 Credits)

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

SVLD-531 Interpersonal and Organizational Excellence I (3 Credits)

Ethical leadership in 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. Participants 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.

SVLD-532 Interpersonal and Organizational Excellence II (3 Credits)

Ethical leadership in organizations is designed for people who want to learn how to lead effective, ethical change within their organizations. Participants will expand their practical knowledge of servant leadership and ethical decision-making from ETHL 531. Participants will also learn reflection and renewal as effective leadership tools, conflict resolution techniques, the importance of community, mentor leadership stories from local leaders, and more. The interdisciplinary nature of the program allows participants to tailor the program to their personal, professional, and needs.

SVLD-546 Special Topics (4 Credits)

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. See registrar's office current class schedules Web page for specific semester description.

SVLD-548 Teaching, Leading, Serving (3 Credits)

Every servant leader is a teacher and every teacher is a servant leader. This course will be both theoretical and practical. This is an exploration and experience of servant leadership as a skill which can be taught and learned in a variety of settings. Foundations will be built, curriculum will be developed, presented, and practiced. Every organization needs to be teaching leadership and service. The mere act of teaching means that one wishes the world well.

SVLD-550 Building Community (3 Credits)

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

SVLD-551 Peacemaking and Conflict Resolution (3 Credits)

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

SVLD-553 Ritual and Celebration (3 Credits)

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.

SVLD-555 Servant Leadership and Global Change (3 Credits)

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.

SVLD-557 Prophetic Leadership (3 Credits)

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 won prophetic voice in leadership and the courage of their own conviction.

SVLD-559 The Art of Leadership (3 Credits)

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.

SVLD-560 Power, Trust, and Organizational Culture (3 Credits)

Robert Greenleaf understood that the primary task of a Servant Leader is to build an effective, ethical organizational culture and that the means to do this was through the intentional surrender of coercive power and the cultivation of trusting relationships. This course will examine seminal writings on the nature of power and trust spanning two thousand years, beginning with historical and philosophical writings by figures like Thucydides and Plato and ending with contemporary empirical studies in sociology and psychology. The goal of the course is to know how to create the conditions of ethical culture in our own organizations.

SVLD-562 Serving, Leading, Healing (3 Credits)

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

SVLD-565 Stewardship: Franciscan Theology of Environmental Stewardship (3 Credits)

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.

SVLD-588 Independent Study (3 Credits)

The MA in Servant Leadership seeks to meet the needs of adult learners. All students will participate in the core courses described above, and while some student's program may include mostly elective course work taken through Viterbo University, other students may choose to construct a program consisting largely of contracts for individualized work or a mixture of elective courses and contracts. Contracts are composed in close coordination with the student's adviser. In composing contracts, the central question should be: Will this contract for individualized work significantly contribute to my development as a servant leadership in the context in which I work/minister or wish to work or minister Credits for each contract are assigned on the basis of the amount and scope of the study required. Contracts may include: professional seminars and workshops, independent reading and research, courses at other institutions, or some combination of all of these.

SVLD-593 Portfolio (12 Credits)

SVLD-690 Colloquium (3 Credits)

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

Directory
Hilaree Alexander
Assistant Professor
MSN, Winona State University, BSN, University of Iowa
Michael Alfieri
Associate Professor, Assistant Dean, College of Education, Engineering, Letters, and Sciences
Ph.D., University of Louisville, Kentucky, B.S., State University of New York at Binghamton
Nancy Allen
Professor
M.M., University of Northern Iowa, B.M., Viterbo University
Ryan Anderson
Assistant Professor
Ph.D., University of Wisconsin-Milwaukee, M.A., Western Illinois University , B.S., Viterbo University
Jennifer Anderson-Meger
Professor, Program Director, Social Work
Ph.D., Capella University, M.S.S.W., University of Wisconsin-Madison, B.S.W., University of Wisconsin-Eau Claire
Jeannette Armstrong
Director, Graduate Programs in Education, Program Specialist, Assistant Professor
Ed.M., Marian University, B.A., California Baptist University
Kyle Backstrand
Professor
Ph.D., University of Utah, B.S., North Dakota State University
William Bakalars
Assistant Professor
M.S., St. Mary's University of Minnesota, B.A., St. Mary's University of Minnesota
David Bauer
Associate Professor
Ph.D., University of Wisconsin-Milwaukee, M.S., University of Wisconsin-Milwaukee, B.A., Hope College
Matthew Bersagel Braley
Coordinator, Title III Academic Integration of High Impact Practices, Associate Professor
Ph.D., Emory University, M.A., United Theological Seminary, B.A., Luther College
Rochelle Brooks
Professor
Ph.D., Capella University, M.E.P.D., University of Wisconsin-La Crosse , B.S., University of Wisconsin-Stout
Terresa Bubbers
Assistant Professor, Coordinator, MBA and Master of Arts in Servant Leadership
D.M., University of Phoenix, M.S., University of Wisconsin-La Crosse, B.S., Winona State University
Mary Burke
Associate Professor
MSN, University of Wisconsin-Madison, BSN, Viterbo University
Kerri Busteed
Assistant Professor, Simulation Coordinator
MSN, University of Phoenix, BSN, Carroll University
Matthew Campbell
Assistant Professor, Chair

M.F.A., Illinois State University, B.A., Missouri Southern State University;

Tammy Clark

Associate Professor, Chair

Ph.D., University of Rochester, New York, B.S., University of Minnesota

Sara Cook

Dean, Professor

Ph.D., Capella University, MBA, University of Baltimore , B.S., University of Wisconsin-La Crosse

Debra Daehn-Zellmer

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

M.S.W., University of Iowa, B.S., Augsburg College

Apryl Denny

Professor

Ph.D., University of Colorado, M.A., University of Tennessee, B.A., University of Tennessee

Pamela Dixon

Assistant Professor, Chair, Management and Leadership Division

Ph.D., Colorado State University, M.Ed., University of Minnesota-Duluth , B.A., Bethel University

Jamie Dunnum

Assistant Professor

MSN, Western Governor's University, BSN, Viterbo University

Emily Dykman

Associate Professor, Chair

D.M., Luther Seminary, M.A., Saint Mary's University of Minnesota, B.M., Viterbo University

Vicky Eiben

Associate Professor

Ed.D., Fielding Graduate University, M.A., Antioch University, B.S., Iowa State University, B.A., Wartburg College

Marlene Fisher

Associate Professor, Chair

Ph.D., Iowa State University, M.S., Iowa State University, B.A., Drake University

LuAnn Fowler

Assistant Professor

MSN, Viterbo University, BSN, Viterbo University

Scott Gabriel

Associate Professor

Ph.D., Cornell University, B.S., University of Pittsburgh

Karen Gibson

Professor, Chair

D.C.N., Rutgers University, M.S., University of Kentucky, B.S., Mankato State University

Marcia Hagen

Assistant Professor

DNP, Walden University, MSN, Viterbo University, BSN, Viterbo University

Andrew Hamilton

Associate Professor

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

Sherry Harris

Assistant Professor

DNP, Indiana State University, MSN, Indiana State University, B.S., Winona State University
Robin Haugh
Assistant Professor
MSN, Viterbo University, BSN, Viterbo University
Mary Ellen Haupert
Professor
Ph.D., Washington University, M.M., Washington University, B.A., College of Saint Scholastica
Jennifer Hedrick-Erickson
Associate Professor, Chair, BSN Completion Program
MSN, University of Wisconsin-Eau Claire, BSN, Viterbo University
Jacqueline (Jackie) Herbers
Assistant Professor
M.E.P.D., University of Wisconsin-La Crosse, B.A., University of Wisconsin-La Crosse
Alida Herling
Associate Professor
M.P.H., University of Minnesota, B.S., Stout State University
Carol Hines
Assistant Professor
Ph.D., Chapman Univeristy, M.A., Brandman University, B.S., Dr. Martin Luther College
Janet Holter
Assistant Professor, Field Director, Social Work
D.S.W., University of St. Thomas, M.S.W., University of Wisconsin-Madison, B.S., University of Wisconsin-La Crosse , B.S., Winona State University
Vickie Holtz-Wodzak
Associate Professor, Chair
Ph.D., University of Missouri-Columbia, M.A., University of Missouri-Columbia, B.A., University of Missouri-Columbia
Jason Howard
Professor
Ph.D., Catholic University of Couvain, M.A., Brock University, B.A., Wilfrid Laurier University
Karla Hughes
Associate Professor
M.M., Wichita State University, B.A., Colorado State University
Susan (Susie) Hughes
Associate Professor
Ed.D., Benedictine University, M.Ed., University of Cincinnati, B.A., Saint Mary-of-the Woods
Sheryl Jacobson
Associate Professor
M.S., University of Alaska, B.S., Luther College
Jesús Jambrina
Associate Professor
Ph.D., University of Iowa, M.A., University of Iowa, B.A., University of Havana
Erin Jerozal
Assistant Professor
M.F.A., The George Washington University, B.F.A., Syracuse University
Daniel Johnson-Wilmot
Professor

M.M., University of Wisconsin-Madison, B.A., Saint John's University
Cameron Kiersch
Assistant Professor
DNP, University of Minnesota, BSN, University of Iowa
Carol Klitzke
Professor
Ph.D., Iowa State University, M.S., University of Wisconsin-Stout, B.S., University of Minnesota
Thomas Knothe
Dean, Associate Professor
J.D., Willamette University, B.S., Viterbo University
Keith Knutson
Professor
Ph.D., University of Missouri-Columbia, M.Ed., University of Wisconsin-La Crosse, B.S., University of Wisconsin-La Crosse
Chad Kolbe
Associate Professor
M.F.A., Purdue University, B.A., University of Northern Iowa
Dale Krageschmidt
Associate Professor
Ph.D., Columbia Southern University, M.S., Columbia Southern University, B.A., Whitworth College, B.S., Washington State University
Lynne Kuhl
Assistant Professor
MSN, University of St. Francis, B.A., Oral Roberts University
Richard Kyte
Director, Endowed Professor
Ph.D., The Johns Hopkins University, M.A., The Johns Hopkins University, B.A., Hamline University
Melinda Langeberg
Assistant Professor
Ed.D., Hamline University, M.S.E., University of Wisconsin-Platteville, B.S., Winona State University
Jessie Latten
Assistant Professor
Ph.D., University of Alabama, M.A.C., University of Alabama, B.A., University of Massachusetts
R. Charles Lawrence
Associate Professor
Ph.D., Kent State University, B.S., Mount Union College
Sheldon Lee
Associate Professor
Ph.D., Colorado State University, M.S., Northern Arizona University, B.S., University of Wisconsin-Stout
Joshua Lichty
Assistant Professor
M.A.E., Viterbo University, B.S., University of Northern Iowa
Sherri Lisota
Professor
M.F.A., Vermont College of Norwich University, B.A., University of South Carolina
Michael Lopez-Kaley
Associate Professor

Ph.D., Marquette University, M.A., St. John's University, B.A., The Catholic University of America

Frank Ludwig

Professor, Director, Core Curriculum

M.F.A., University of Iowa, B.F.A., University of South Dakota

Jo Ann Marson

Associate Professor

MBA, University of Wisconsin-La Crosse, B.A., Marian College

Lisa Martis

Assistant Professor

MSN, Concordia University, BSN, Bellin College of Nursing, B.A., St. Norbert College

Christopher Mayne

Assistant Professor

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

Janet McLean

Associate Professor

Ph.D., University of Kansas, M.A., University of Idaho, B.F.A., University of South Dakota

Michele Merten

Assistant Professor

DNP, Viterbo University, MSN, Viterbo University, BSN, Viterbo University

Julie Meyers

Assistant Professor

MSN, University of Wisconsin-Eau Claire, BSN, Viterbo University

Scott Mihalovic

Program Specialist, Wisconsin Educational Leadership, Assistant Professor

M.A., Winona State University, B.A., University of Wisconsin-La Crosse

Joseph Miller

Assistant Professor

M.F.A., University of Iowa, M.A., University of Iowa, B.S., Viterbo University

Maria Morgan-Bathke

Assistant Professor

Ph.D., University of Arizona, B.S., University of Wisconsin-Stout

Debra Murray

Director, Master of Science in Mental Health Counseling, Professor

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

Laura Nettles, FSPA

Assistant Professor

M.A., Theological Union, M.A., St. Bonaventure University, B.A., University of Wyoming

Jeffery Nyseth

Associate Professor

M.S., University of Wisconsin-Stout, B.A., Winona State University

Christina O'Neill

Instructor

D.V.M., University of Minnesota, B.S., Physiology, Minnesota Sate

Alissa Oelfke

Associate Professor, Assistant Dean, College of Business, Performing Arts, and Leadership

Ph.D., Capella University, MBA, Viterbo University, B.S. Marquette University
Kim Olson-Kopp
Director
M.L.S., Indiana University, Bloomington, M.F.A., Purdue University, B.A., University of Wisconsin-Eau Claire
J. Todd Ondell
Assistant Professor
Ed.D., Indiana University, M.Ed., University of Florida, B.S., University of Wisconsin-Madison
Carol Page
Program Specialist, Master of Arts in Education-Iowa, Assistant Professor
M.S., Drake Univeristy, B.A., Iowa State University
Michael Parker
Assistant Professor
Ph.D., University of Massachusetts, Amherst, M.S., University of Massachusetts, Amherst, B.S., University of Wisconsin-Stevens Point
Michelle Pinzl
Assistant Professor, Coordinator, Community Interpreting Certificate
M.A., Université de Limoges, B.A., University of Wisconsin-La Crosse
Barbara Puryear
Assistant Professor
MSN, University of Wisconsin-Eau Claire, BSN, Viterbo University
Cariann (Cari) Mathwig Ramseier
Director, Assistant Professor
M.A., University of Iowa, B.S., University of Wisconsin-La Crosse
Michael Ranscht
Director, Assistant Professor
M.A., Goucher College, B.A., Viterbo University
Shane Rhoades
Assistant Professor
Professional Training Certificate, American Musical and Dramatic Academy
Silvana Richardson
Professor, Sr. Grace Clare Beznouz Professor
Ph.D., Southern Illinois University at Carbondale, M.H.S.N., Governors' State University, BSN, Loyola University, Chicago
Mary Therese Rinzel
Assistant Professor
MSN, Northern Illinois University, BSN, Viterbo University
John Robinson
Assistant Professor
Ph.D., Arizona State University, B.S., Brigham Young University
Brett Robison
Assistant Professor
D.M.A., University of Arizona, M.M., University of New Mexico, B.A., Luther College
Susan Cosby Ronnenberg
Professor
Ph.D., University of Oklahoma, M.A., Southwest Missouri State University, B.A., Hendrix College
Kristin Roslansky
Assistant Professor

MSN, Minnesota State University-Moorhead, BSN, Winona State University
Annette Roter
Assistant Professor
Ph.D., Capella University, M.A., University of Wisconsin-Stout, B.S., Mount Senario College, B.A., Mount Senario College
Brian Rotty
Instructor
J.D., William Mitchell College of Law, MBA, Park University, B.S., St. John's University
Jennifer Sadowski
Professor, Chair, Director, Online Instruction
Ph.D., University of Kentucky, B.S., Purdue University
Rolf Samuels
Associate Professor
Ph.D., University of Wisconsin-Madison, M.A., Iowa State University, B.A., Earlham College
David Saunders-Scott
Associate Professor
Ph.D., Eastern Michigan University, M.A., Minnesota State University, Mankato, B.A., Macalaster College
Barbara (Bobbi) Schamberger
Assistant Professor
MSN, Walden University, BSN, Viterbo University
Linda Schams
Instructor
B.S., University of Wisconsin-La Crosse
Martha Scheckel
Dean, Professor
Ph.D., University of Wisconsin-Madison, MSN, Clarke College, BSN, Graceland University
Emily Schiavone
Assistant Professor
Ph.D., University of Illinois at Urbana-Champaign, B.A., Carthage College
Jennifer Schmaltz
Assistant Professor
MSN, University of Wisconsin-Madison, BSN, Viterbo University
Ann Schoenecker
Associate Professor, Chair
D.M.A., University of Minnesota, M.M., University of Missouri, B.A., Luther College
Lisa Schoenfielder
Professor
Ph.D., University of Iowa, M.F.A., University of Iowa, B.F.A., University of Iowa
Timothy Schorr
Assistant Vice President , Professor
D.M.A., University of Cincinnati, M.M., University of Cincinnati, B.M., Eastern Illinois University
Megan Smith
Assistant Professor
MSN, University of New Mexico, BSN, University of New Mexico, B.S., University of Wisconsin-La Crosse
Tiffany Smith

Assistant Director, Assistant Professor
MBA, Viterbo University, B.S., University of Wisconsin-La Crosse
Judy Stafslien
Instructor
B.M., Viterbo University
Sabrina Steger
Assistant Professor
MBA, Viterbo University, B.B.A., Viterbo University
Jane Steingraeber
Instructor
MSN, University of Wisconsin-Milwaukee, BSN, Loyola University
Naomi Stennes-Spidahl
Director, Instructor
M.A., University of North Dakota, B.A., University of Minnesota
Tracy Stewart
Vice President , Associate Professor
Ph.D., University of Virginia, M.S., Pepperdine University, M.A., University of Virginia
Mary Ellen Stolder
Director, Graduate Program, Assistant Professor
Ph.D., University of Iowa, M.A., University of Wisconsin-Eau Claire, M.S., University of Wisconsin-Madison, B.S., University of Wisconsin-Madison
Jeffrey Stolz
Professor
M.F.A., University of Wisconsin-Madison, B.F.A., University of Minnesota-Duluth
Glena Temple
President, Professor
Ph.D., University of California-Riverside, M.A., University of Minnesota-Minneapolis, B.S., Allegheny College
Carey Thaldorf
Visiting Assistant Professor
Ph.D., University of Central Florida, M.A., University of Central Florida, B.S., University of Wisconsin-La Crosse
Thomas Thibodeau
Associate Professor, Distinguished Professor of Servant Leadership
M.A., St. Mary's University of Minnesota, B.A., Saint John's University
Stephanie Thorson-Olesen
Assistant Professor
Ph.D., Capella University, M.S., Winona State University, B.A., Winoa State University
Chandu Valluri
Associate Professor, Program Coordinator, Center for Professional Learning and Development
M.A., St. Mary's University of Minnesota, B.S., University of Western Ontario
Nicole Van Ert
Program Coordinator, Director, Center for Professional Learning and Development, Instructor
MBA, Viterbo University, B.S., University of Wisconsin-La Crosse
Katrina Volkert
Assistant Professor

MBA, Viterbo University, B.S., Winona State University
Jamie Waldera
Instructor
BSN, Viterbo University, B.S., University of Wisconsin-La Crosse
Rick Walters
Professor
M.F.A., University of Minnesota, B.S., University of Evansville
Colin Ward
Visiting Professor
Ph.D., Oregon State University, M.S., Winona State University, B.A., University of Northern Colorado
Liza Ware
Associate Professor, Chair
Ph.D., Northwestern University, M.A., Northwestern University, B.A., Reed College
David Waters
Associate Professor
Ph.D., University of Minnesota, M.A., University of Minnesota, B.S., University of Wisconsin-La Crosse
Jamie Weber
Instructor
M.S., Winona State University, B.S., Viterbo University
Julie Weibel
Assistant Professor
MSN, Winona State University, BSN, Viterbo University
Ted Wilson
Professor
Ph.D., Iowa State University, M.S., Iowa State University, B.A., University of Northern Iowa
Michael Wodzak
Associate Professor
Ph.D., University of Missouri-Columbia, M.A., University of Missouri-Columbia, B.Ed., University of London
Catherine Wright
Assistant Professor
Ph.D., Iowa State University, M.S., University of Northern Iowa, B.S., University of Wisconsin-La Crosse

Emeritus	
La Vonne Abts, FSPA	Professor Emerita, Chemistry
Ronald Amel	Professor Emeritus, Chemistry
Judy Anderson	Professor Emerita, Nursing
Richard B. Artman	President Emeritus
Carl Bargabos	Professor Emeritus, Nursing
Susan Batell	Professor Emerita, Education
Dorie Beres	Professor Emerita, Nursing
Maribel Bird	Professor Emerita, Spanish
Diane Brimmer	Vice President Emerita
Michael John Collins	Professor Emeritus, Chemistry
Tim Crane	Professor Emeritus, Art
Nancy Danou	Professor Emerita, Nursing
Jan Eriksen	Professor Emeritus, English
Lyon Evans, Jr.	Professor Emeritus, English
Diane Foust	Professor Emerita, Music
Vivien Edwards	Professor Emerita, Nursing
Connie Fossen	Professor Emerita, Social Work
David Gardiner	Professor Emeritus, Theatre
Larry Harwood	Professor Emeritus, Philosophy
John Havertape	Professor Emeritus, Education
Alida Herling	Professor Emerita, Nutrition
Jan Janiszewski	Professor Emeritus, Business
Joan Keller-Maresh	Professor Emerita, Nursing
Patrick Kerrigan	Vice President Emeritus
Lawrence Krajewski	Professor Emeritus, Mathematics
Jackie Kuennen	Professor Emerita, Nursing
James Larson	Professor Emeritus, Chemistry
Marie Leon La Croix, FSPA	Professor Emerita, Theat
Arlene Laverdiere, FSPA	Professor Emerita, Music
Richard Maresh	Professor Emeritus, Mathematics
Richard Morehouse	Professor Emeritus, Psychology
Roland Nelson	Professor Emeritus, English
Bonnie Nesbitt	Professor Emerita, Nursing
Darrell Pofahl	Professor Emeritus, Sociology
Rev. William Reese	Professor Emeritus, Religious S
Robert Richgels	Professor Emeritus, History
Susan Rush	Professor Emerita, Music Theatre
Vaughn Rodgers	Professor Emeritus, Chemistry
Marcus Saegrove	Professor Emeritus, Mathematics
Jean Saladino	Professor Emerita, Music
Ronald Schafer	Professor Emeritus, Psychology

John Schroeder	Professor Emeritus, Business/Educat
Grant Smith	Professor Emeritus, English
Michael Smuksta	Professor Emeritus, History
Bernyne Stark, FSPA	Professor Emerita, French
Lesley Stugelmayer	Counselor Emerita
Judith Talbott	Professor Emerita, Nursing
Carlene Unser, FSPA	Professor Emerita, Art
Delayne Vogel	Professor Emerita, Nursing
David Waters	Professor Emeritus, Business
Edward Wenzel	Professor Emeritus, Education
Patricia Wessels	Professor Emerita, Nursing
Wayne Wojciechowski	Professor Emeritus
Patricia Zander	Professor Emerita, Nursing

Viterbo University Academic Calendar

	2019-2020	2020-2021	2021-2022	2022-2023
SEMESTER I				
Classes Begin	August 26	August 31	August 30	August 29
Labor Day	September 2	September 7	September 6	September 5
Mid-semester Break	October 18	October 23	October 22	October 21
Thanksgiving Break	Nov 27-Dec 1	November 25-29	November 24-28	November 23-27
Final Exams	December 9-13	December 14-18	December 13-17	December 12-16
Commencement	December 14	December 19	December 18	December 17
SEMESTER II				
Classes Begin	January 13	January 18	January 17	January 16
Spring Break	March 9-13	March 15-19	March 14-18	March 13-17
Easter Break	April 9-13	April 1-5	April 14-18	April 6-10
Final Exams	May 4-8	May 10-14	May 9-13	May 8-12
Commencement	May 9	May 15	May 14	May 13
SUMMER				
	May 11-June 26	May 17-July 2	May 16-July 1	May 15-June 30
	June 29-August 14	July 5-August 20	July 4-August 19	July 3-August 18