



VITERBOUNIVERSITY

Viterbo University Graduate Catalog 2025-2026

TABLE OF CONTENTS	page	
General Information	3	
Graduate Admission	6	
Student Life	8	
Financial Aid and Tuition	8	
Academic Services	9	
Academic Regulations and Policies	9	
Graduate Degree Requirements	30	
Graduate Programs	32	
Course Descriptions	104	
Directory	146	
Faculty Emeritus	154	
Academic Calendar	156	

Viterbo University is accredited by the Higher Learning Commission (hlcommission.org), an institutional 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 Statutes, sections 136A.61 to 136A.71. Registration is not an endorsement of the institution. Credits earned at the institution may not transfer to all other institutions.

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

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

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

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

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

Graduate Programs	
General Information	<p data-bbox="396 132 751 163">Accreditation and Approvals</p> <p data-bbox="396 195 1544 296">Viterbo University is accredited by the Higher Learning Commission, and institutional accreditation agency recognized by the U.S. Department of Education; 30 North LaSalle Street, Suite 2400, Chicago, IL 60602-2504; 800-621-7440; http://www.hlcommission.org/</p> <p data-bbox="396 327 1544 428">Viterbo University is accredited for academic programs in specialized fields by the following organizations, which are recognized by the U.S. Department of Education and/or the Council for Higher Education Accreditation (CHEA).</p> <ul data-bbox="431 459 1544 1171" style="list-style-type: none"> • 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 2190, Chicago, IL 60606-6995; 800-877-1600, ext. 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); 500 Montgomery Street, Suite 350, Alexandria, VA, 22314; 703-535-5990; http://www.cacrep.org • Council on Academic Accreditation in Audiology and Speech-Language Pathology (CAA) - applicant for candidacy; 2200 Research Boulevard, #310; Rockville, MD 20850; 800-498-2071; https://caa.asha.org • Council on Social Work Education (CSWE); 1725 Duke Street, Suite 500, Alexandria, VA 22314 -3457; 703-683.8080; http://www.cswe.org/ • Engineering Accreditation Commission of the Accreditation Board for Engineering and Technology (ABET); 415 North Charles St., Baltimore, MD 21201; https://www.abet.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 <p data-bbox="396 1203 594 1234">State Approvals</p> <p data-bbox="396 1266 1544 1329">Viterbo University is approved by state agencies in Iowa, Minnesota, and Wisconsin to deliver the following educational programs:</p> <ul data-bbox="431 1360 1544 1997" style="list-style-type: none"> • The nursing program is approved by the Wisconsin State Board of Nursing for the licensure of registered nurses. • The Master of Science in Mental Health Counseling program is recognized by the Wisconsin Department of Safety and Professional Services, Board of Marriage and Family Therapists, Professional Counselors, and Social Work as an accredited program that prepares students to apply for a Licensed Professional Counselor credential in the state of Wisconsin, Minnesota, and Iowa, upon completion of 3000 hours post-degree practice with specific supervision. Note: Minnesota and Iowa have their own state credentialing boards. • The social work program is recognized by the Wisconsin Department of Safety and Professional Services, Board of Marriage and Family Therapists, Professional Counselors, and Social Work as an accredited program that prepares students to apply for Certified Social Worker credential in the state of Wisconsin. The accreditation is also recognized by American Social Work Boards for credentialing in the United States. • 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. • Viterbo University is recognized by the Wisconsin State Department of Public Instruction for the certification of teachers in the elementary and secondary schools and for the training of

veterans.

- Viterbo University is registered with the [Iowa Department of Education - Bureau of Iowa College Aid](#) to offer programs via face-to-face and distance education delivery to Iowa residents. Iowa students with questions about the university may contact the commission or file a complaint at <https://educate.iowa.gov/higher-ed/student-complaints>.
- Viterbo University is recognized and approved by the Iowa State Board of Education for the K-12 Principal licensure/Supervisor of Special Education (189).
- Viterbo University is registered as a private institution with the Minnesota Office of Higher Education pursuant to Minnesota Statutes, sections 136A.61 to 136A.71. Registration is not an endorsement of the institution. Credits earned at the institution may not transfer to all other institutions.

Degree and Other Offerings

Viterbo University offers the following graduate degrees:

- Master of Arts in Education
- Master of Arts in Servant Leadership
- Master of Arts in Teaching
- Master of Business Administration
- Master of Business Administration (Computer Science)
- Master of Business Administration (online Health Care Leadership)
- Master of Science in Mental Health Counseling
- Master of Science in Community-Medical Dietetics
- Master of Science in School Counseling
- Master of Science in Speech-Language Pathology
- Doctor of Education in Counseling Education and Supervision
- Doctor of Education in Ethical Leadership
- Doctor of Nursing Practice

Pre-And Post-Professional Programs

- Post-baccalaureate counseling certificates
- Post-baccalaureate Dietetic Internship certificate
- 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

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

Campus Facilities and Grounds

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

Mission of Graduate Studies

<https://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 graduate level 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, as well as specific requirements within each program.

General Admissions Criteria

Application to the graduate programs at Viterbo University is open to any person who has earned a bachelor's degree, or where applicable a graduate degree, from an accredited institution. The school admits students determined to possess sufficient academic aptitude and to function effectively in the program to which they are applying. Applicants will be judged on their overall ability to perform at the graduate level. Factors considered in admission may include: GPA from undergraduate and any graduate schools; graduate level standardized test scores when required; successful work history after completion of the baccalaureate degree; essays; and, letters of recommendation from academic professors or supervisors from professional or volunteer experiences. Generally, an undergraduate GPA of a 3.0 or higher on a 4.0 scale is required for admission to the school's graduate programs. Some programs will require a professional interview. All programs review applications holistically based upon submitted application materials, and final admissions decisions reside with the program.

Each program has a unique set of application requirements, which may include completion of specific pre-enrollment coursework. Detailed requirements are located in the program section of the catalog. Required undergraduate courses must be completed prior to enrollment, with a grade earned of 'C' or better (please note the required coursework by program).

Based on the evaluation of these materials selected candidates may be offered admission, or for programs that require a professional interview, invited to interview for further consideration of their

application.

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 criminal felonies, misdemeanors, pending criminal charges or 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 criminal and community justice, nutrition and dietetics, education, nursing, social work, and some other programs may be subject to a criminal background check conducted by an approved outsourced agency, at the student's expense, at the point of admission to Viterbo University in addition to the point of admission into a professional coursework sequence.

Procedure

A review committee will evaluate the application, the 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, including requesting the student pay for an approved criminal background check, conduct a phone interview with the applicant, request that the applicant appear before the review board to discuss their application, etc.

The review committee may consult with academic departments regarding anticipated issues in finding clinical placements or sitting for licensing exams and 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 (e.g., 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 and institutional effectiveness, 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

Students who withdrew from a program prior to completion, or did not maintain continuous enrollment in the fall or spring semester, may apply for re-entry. Students may contact a graduate admissions counselor for more information on how to re-apply. 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	<p>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.</p> <p>Business Office Information about the following policies and information may be found on the Business Office Web page.</p> <ul style="list-style-type: none"> • 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 <p>Financial Aid Office Information about the following policies and information may be found on the Financial Aid Office Web page.</p> <ul style="list-style-type: none"> • Aid Eligibility • Types of Financial Aid • Financial Aid Tools • Scholarships
Academic Services	<p>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.</p> <p>Viterbo University's Academic Services includes a wide range of departments, programs and services including advising and career development, academic early alert, academic resource center, accessibility services, library services, technology support, and the help desk. Please visit these departmental websites to find many important resources.</p>
Academic Regulations and Policies	<p>Academic Calendar Dual Degree Arrangements Research Collection Academic Integrity Grades and Incompletes Sex Discrimination, Harassment, Misconduct Academic Policy Exception Grade Appeal Student Bereavement Policy Academic Standing Grade Point Average Student Records Alternative Credit Independent Study Student Right to Know Attendance Leave of Absence Technology (Use of) Audit Military Deployment and Training Transcripts Course Modality Program Evaluation Transfer Credit Policy Credit Hour Program Format UG Student Enrollment in GR Courses Credit Load Registration Withdrawal Double/Slash Courses Repeating Courses</p> <p>Academic Calendar</p> <p>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.</p> <p>Academic Integrity</p> <p>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</p>

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 college (undergraduate program)
 - Contact the Vice President for Academic Affairs and Institutional Effectiveness 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 academics that the misconduct was determined to be unintentional so that the Vice President for Academic Affairs and Institutional Effectiveness'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, they 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 and Institutional Effectiveness who shall impose sanction(s). At a minimum, the student shall receive a failing grade in the course. Most cases of intentional academic misconduct at the graduate level will result in either suspension or expulsion from Viterbo University.

Undergraduate Program Procedures

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

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

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 college 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 their recommendation to the Vice President for Academic Affairs and Institutional Effectiveness, 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 and Institutional Effectiveness. A copy of the decision letter will also be sent to the Vice President for Student Life and Dean of Students 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 Academics, 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 Vice President for Academics 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 Vice President for Academic Affairs and Institutional Effectiveness may specify conditions for readmission
- University expulsion – Permanent separation of the student from the University.

The Vice President for Academic Affairs and Institutional Effectiveness will communicate the decision in writing to the student. The Vice President for Academics will also send a copy of the letter to the Vice President for Student Life and Dean of Students, 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 and Institutional Effectiveness.

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.)
- Any other times as necessary

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 and Institutional Effectiveness.
- 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 Institutional Effectiveness 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 and Institutional Effectiveness 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 Institutional Effectiveness, 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 and Institutional Effectiveness, 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 and Institutional Effectiveness.

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 and Institutional Effectiveness 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 and Institutional Effectiveness 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.

Administrative Withdrawal

Viterbo University works to provide a safe and orderly environment in which all qualified students, with or without disabilities, are able to participate in the university's programs and activities and to pursue their academic, physical, moral and social development.

The Vice President for Academic Affairs and Institutional Effectiveness and/or the Vice President for Student Life and Dean of Students reserve the right to take immediate, necessary, and appropriate action to protect the health, safety, and well-being of an individual and/or the university community. A student who does not conduct themselves in a manner compatible with a safe and orderly environment is subject to discipline through the student conduct system. In an unusual case where a student engages in one or more behaviors listed below or exhibits a pattern of such behaviors, the university reserves the right, consistent with applicable law, to require an administrative withdrawal. These behaviors include:

1. Student engages in, or threatens to engage in, behavior which poses a danger of causing harm to others;

2. Student indicates that they are unable to complete the academic requirements of the University;
3. Student exhibits behavior(s) that substantially impede(s) the lawful and/or daily, normal activities of others and/or would interfere with the educational process and the orderly operations of the university. Behaviors include those that are damaging to property or disruptive to the surrounding community and community members and/or significantly impact the university's human resources in continued management of these incidents.

Prior to invoking an administrative withdrawal, a student may be given the option to take a voluntary withdrawal. Reinstatement following administrative withdrawal may require a certification from the student's treatment provider or other action which satisfies the university that the student's behavior is compatible with the academic, behavioral and technical standards of the university.

Students subject to administrative withdrawal may be offered an informal hearing before the Vice President for Academics or designee. This meeting shall consist of a review and explanation for this action with the student. Readmission to the university after administrative withdrawal must be requested in writing and approved by the Vice President for Academic Affairs and Institutional Effectiveness or designee.

Alternative Credit

<https://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, DSST Exam (formerly DANES), 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 completed within the last 15 years will be accepted. Of the maximum 45 alternative credits accepted, up to 30 may be for Credit for Prior Learning not otherwise covered by ACT, DSST, CLEP, AP, and IB.

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, DSST, 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 program is for students who feel they have significant college-relevant learning from lifetime/work experience applicable toward college credit. A limit of six credits may be earned by portfolio by master's degree students and a maximum of 30 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 application materials
- Complete the Application for Credit for Prior Learning
- Submit the application materials to the program director/coordinator/advisor. The materials will be sent to the appropriate faculty reviewer(s) for evaluation
- The program director/coordinator/advisor will notify the student of the decision of the number of credits the student has been awarded.
- Take the approved Application for Credit for Prior Learning to the Business Office and pay the current fees for each credit approved by the faculty reviewer. The tuition and fees schedule is located on the Business Office web page.

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.

International Baccalaureate Program

The International Baccalaureate Diploma Program is recognized by Viterbo University for purposes of admission and course credit. The university awards credit for higher-level IBP examinations (with the appropriate score) according to the respective academic department. The student must enroll as a degree-seeking student at Viterbo University. The IBP course equivalency policy is on the Registrar's Office's Web page for further information.

National College Credit Recommendation Service

Viterbo University will grant credit for education experiences based on evaluation by the National College Credit Recommendation Service (CCRS), formerly, the National Program on Noncollegiate Sponsored Instruction (PONSI). National CCRS administers a system that evaluates courses and educational programs conducted by non-collegiate organizations nationwide and recommends to colleges and universities that they grant credit when learning experiences are found comparable to college-level instruction. Viterbo University will accept a maximum of 45 credits from American Council on Education (ACE) recommended work, DSST, or College Level Examination Program.

Retroactive Spanish Credit

<https://www.viterbo.edu/spanish/retroactive-credit>

Students who enter Viterbo University with advanced preparation in Spanish may receive from three to 12 retroactive credits provided –

- the student takes a placement exam to determine appropriate class level
- a grade of C or better is earned in the student's first university course above the 101 level

Retroactive credits will appear on a student's transcript after the grading deadline of the term in which the first university course above the 101 level was completed and the minimum grade was achieved. The retroactive credits granted may be used toward fulfilling the B.A. degree requirement as well as toward the Spanish major or minor requirements.

A student who has received college credit for a Spanish course taken while in high school (through Advanced Placement, Early College Credit Program, or other cooperative agreements between

secondary and post-secondary schools), or received Viterbo transfer credit for a course taken at another college or university may not take the placement exam or be awarded retroactive language credits.

Attendance

Expectations for Students

- Viterbo University challenges students to be learners who assume responsibility for being a part of a community of scholars. Student presence and participation in the classroom is an important component of this challenge. Furthermore, as part of its mission, Viterbo University offers a graduate education that prepares students for ethical leadership in their professions and community engagement. Each student is encouraged to develop a professional work ethic that reflects responsibility, initiative, and teamwork. Students who are absent from class miss opportunities to contribute to the learning environment of the classroom. Successful attendance in graduate courses demonstrates a professional demeanor and commitment to developing ethical leadership.
- Considering the above, students are expected to attend all classes and notify instructors before hand of all foreseen absences.
- Absence from class may result in the loss of financial aid, including federal financial aid, and may lead to the requirement to repay financial aid funds to Viterbo University.
- If absence from class is unavoidable due to illness, emergency, jury duty, etc., the student will contact the course instructor. The instructor may ask for documentation.
- A student who is not able to attend classes due to military obligations should refer to the Military Deployment policy.
- Regardless of the reasons for absence, the student is responsible for any coursework missed and for any assignment the course instructor may give to make up for the absence.

Online Graduate Course Attendance

Attendance is expected in all online courses. Student attendance in an online class is defined as active participation in the course as described in the course syllabus Guidelines for Online Attendance.

- A student who has not logged into their online course during the first three days may be dropped from the course.
- Instructors in online courses are responsible for providing students with clear instructions of the active participation requirements for the class. Instructors will state on the syllabus the specific expectations for active participation.
- Completion of assignments is expected on a weekly basis. If a student has not logged into their online class for a period of seven days or longer, they may receive a failing grade or be administratively dropped from the course.
- Faculty may choose to report students who are not actively participating in their online course through the Starfish Early Alert System.
- Students not able to participate in classes due to military obligations should refer to the Military Deployment policy.

Expectations for Graduate Faculty and Other Viterbo University Officials

- Each faculty member will establish a reasonable attendance policy, which will be stated in the course syllabus and shared at the beginning of the course. If the course requires the student to complete any activity, in or out of class time, that can be performed only at the time specified in the syllabus, the instructor will inform the student of this by the end of the second week of the course.
- Faculty will keep a record of attendance for each student to comply with federal financial aid guidelines.

- A course instructor may issue a failing grade to a student who has missed more than 15% of the classes for the course, and will notify the student of this decision. Absences caused by attending Viterbo related co-curricular or extracurricular activities or officially representing Viterbo University in another capacity will not be counted towards this 15%. The Viterbo University official responsible for the student's activity during such events will notify other instructors of known required absences at least two weeks prior to the event. The notification will be communicated through the office of the Vice President for Academic Affairs and Institutional Effectiveness.
- Faculty may submit Starfish reports of student absence with each Starfish alert notification. Faculty are encouraged to submit Care Reports for students who are in need of additional support for academic and personal well being.

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 and count toward total enrolled credits in that semester for billing purposes.

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 an online non-degree student application for initial entrance to Viterbo University. Non-degree students should check the current fee schedule, published in the class schedule, for rate.

Course Modality

Modality is the way learning occurs within a course and the degree to which students and the instructor are physically separated from each other. Modality definitions are intended to communicate expectations to students about how instruction is delivered, how they will interact with the instructor, whether there will be required meetings (either in-person or online), and whether learning will involve distance education technology.

All course modalities require regular and substantive engagement between students and the instructor, either synchronously or asynchronously. All courses adhere to the start/end dates of instruction listed in the class schedule. Students are expected to complete all course requirements by the end of the term regardless of modality.

- In-Person: Students and the instructor meet in a physical classroom at required meeting times. The course may utilize online content or learning activities to engage students outside of class. Less than 25% of formalized instruction and interaction occurs at a distance.
- Hybrid: Students and the instructor regularly engage both in-person and online. When not meeting in a physical classroom, students interact with the instructor using distance education technology, either through required synchronous (real time) sessions or required asynchronous (unscheduled) learning activities. Between 25-99% of formalized instruction

and interaction occurs at a distance.

- Online: Students and the instructor engage exclusively using distance learning technology, either through required synchronous (real time) sessions or required asynchronous (unscheduled) learning activities. Instruction and interaction is 100% at a distance. The course may require off-campus learning activities such as an internship, practicum, clinical experience, or student teaching.

Credit Hour Policy

Viterbo defines one credit hour as approximately 45 hours of student engagement. This definition applies to all courses regardless of format, modality, or length.

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 initiative

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

W Withdrawn - Awarded to students who dropped a course after the second week of the semester (full semester class) or after 12.5% of the class has elapsed. In this case, credits count as attempted credits. The W will not be calculated towards grade point average. W grades will not be awarded if a student drops after 70% of the class has elapsed.

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.

NR - Not Recorded, Not calculated as part of grade point average, awarded with approval from the VPAAIE in extenuating circumstances. Attempted credit.

*Grade points are for each credit

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 and Institutional Effectiveness. 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, courses with a W or NR grade, as well as courses completed at another institution are not included in the grade point average.

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 and Institutional Effectiveness. 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.

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 of Student Life and Dean of Students 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 request for medical leave must be submitted via the [Medical Leave of Absence Request form](#) prior to the time the student is requesting the medical leave.
- Only the Vice President of Student Life and Dean of Students may grant medical leave, but they will consider the recommendation of the Director of Counseling and Health Services, or other appropriate health care providers.
- There may be financial implications to the decision to take a Medical Leave of Absence. Therefore, the student is strongly encouraged to talk with the Financial Aid Office regarding specific financial implications. 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 Vice President of Student Life and Dean of Students. To obtain permission from Vice President of Student Life and Dean of Students the student will need to:

- Submit a [Return from Medical Leave of Absence Form](#)
- Receive the necessary medical treatment.

- Provide medical documentation from the appropriate healthcare provider indicating that the student is fit to return to Viterbo.

The Vice President of Student Life and Dean of Students will make the decision whether or not to approve the student to reenter Viterbo in consultation with either the Director of Counseling and Health 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 Vice President of Student Life and Dean of Students, a student may formally apply for reentry according policies outline on the university website.

Military Deployment and Training

Summary: Viterbo University celebrates the contributions made by members of the armed forces and their families. The following policy applies to students serving in a branch of the armed forces and called to active duty, including state activation of members of the National Guard or military Reserve units. This policy also applies to students who are spouses of activated service members as well as those active in ROTC.

Primary Contacts: Advising & Career Development will serve as the main contact for this policy. They can be reached at advising@viterbo.edu.

Policy:

1. DEPLOYMENT AND TRAINING NOTIFICATION

- Deployment / Training orders: Student must supply a copy of their official military orders to the Director of Military Student Success (MSS) within 5 business dates of receipt. The director will work with the student to complete the Deployment/Training Notification Form
- Non-order generating events (i.e. drills, ROTC training). Students who must attend short-term training exercises must supply a copy of their training schedules and complete the Deployment/Training Notification Form in concert with the Director of Military Student Success within the first week of the semester. This will notify instructors of training events. If a student does not have a copy of their training schedule, they must supply a memorandum for record from their unit commander within the first week of the semester.
- Notification of deployment or training will occur in the following sequence:

2. ENROLLMENT OPTIONS

If a student or the military spouse of a student is called to duty after the beginning of a semester, the student must choose one of the options outlined below before they or their spouse departs for duty.

Students must first complete the Military Deployment/Training Notification Form in concert with the Director of Military Student Success. Every effort will be made, in consultation with faculty and/or deans and department chairs, to accommodate short-term absences due to short-term deployments, ROTC training exercises, and National Guard or reserve drill beginning and ending during the same semester. Advising and Career Development staff will work with each student to determine if any online or other course enrollment for subsequent terms is possible while the student or their spouse is deployed.

- Withdrawal: The student may work with the Director of Military Student Success to withdraw from the current semester's courses and/or the University.
- Partial Withdrawal: The student may work with their advisor to withdraw from some, but not all, courses. Please see the refund policy below.
- Continued Enrollment with Accommodation: **At the discretion of the faculty members concerned, a student may continue one or more courses using communication means available (Moodle, email, etc.) to request an accommodation or may elect to request an "incomplete" grade in some or all courses in accordance with the Viterbo University**

Graduate and Undergraduate catalogs. All charges and financial aid pertaining to the courses in which the student continues enrollment will remain. If a student is requesting accommodation or an incomplete, the student must complete the Enrollment Options section with their course instructors. The section will clearly define the agreed upon accommodation between the student and instructor **or** the student will indicate that they will apply for an Incomplete grade. NOTE: The student must meet incomplete grade requirements in accordance with the Graduate or Undergraduate course catalogs. A copy of the will be provided to each instructor, the student, Advising and Career Development, and Military Student Success. An electronic copy of the plan will become a part of the student's academic record. If the student elects to receive an incomplete, the student must meet the Incomplete grade criteria, and apply to receive an incomplete as directed within the Graduate and Undergraduate catalogs.

- Readmission of Service Members: A school must promptly readmit a service member with the same academic status they had when last attending the school or accepted for admission to the school. This requirement applies to any student who cannot attend school due to military service. Please reference the [Frequently Asked Questions: Institutional Readmission Requirements for Servicemembers](#) guidance available on the U.S. Department of Education's website.

3. ON-CAMPUS RESIDENCE POLICIES

- Students who will be absent from campus will be expected to move their belongings out of the residence hall unless special arrangements have been made with the Residence Life staff. Arrangements will be formalized, and a copy of residence arrangements will be provided to Residence Life staff and the student.
- Additionally, students are eligible for the prorated refund of housing and meal plan fees based on Residence Life adjustments to the housing and meal plan dates in the university system.
- Residence Life-related questions may be directed to residencelife@viterbo.edu.

4. REFUND POLICIES

- Full Withdrawal Prior to Start of Semester: If a student, or their spouse, is called to duty prior to the beginning of a semester they will receive a 100% refund of all tuition and fees, including deposits and all housing and meal plan charges. Students may elect to have their deposits applied to a future term.
- Full Withdrawal After Semester Start: Students choosing this option will receive a full refund of tuition and fees and the prorated refund of housing and meal plan costs based on residence life adjustments to the housing and meal plan dates in the university system.
- Partial Withdrawal After Semester Start: Students who choose partial withdrawal will receive a 100% refund of tuition and fees only for those courses from which they withdraw and only if their course load drops below the minimum credits in the fee plateau, i.e., drops below 12 credits for undergraduate students. Refund of housing and meal plan fees will be prorated based on residence life adjustments to the housing and meal plan dates in the university system.
 - If a military student or the military spouse of a student is called to duty, they may make arrangements with only some of the student's instructors for grades, or for incompletes that shall be completed by the student at a later date. If such arrangements are made, the registration for those courses shall remain intact and tuition and mandatory fees shall be assessed for those courses. Any course for which arrangements cannot be made for grades or incompletes shall be considered dropped and the tuition and mandatory fees for course refunded.
- Questions about refunds should be directed to the University Business Office (Attn: Student Billing) at businessoffice@viterbo.edu.

5. FINANCIAL AID POLICY

- Students will not be responsible for repayment of unearned federal grants to the U.S. Department of Education.
- Perkins and Nursing Loan recipients must request a military deferment from the University Accounting Service.
- Direct Loan recipients should contact their loan servicer to request a military deferment.
- Questions can be directed to Financial Aid at financialaid@viterbo.edu.

6. ACADEMIC RECORD POLICY

- If a military student or the military spouse of a student is called to duty prior to the beginning of a semester, they will have no academic record for that semester.
- If a student or the military spouse of a student is called to duty after the beginning of a semester, and if the student elects to fully withdraw from the University within the first eight weeks (for full semester classes), their records will not reflect a course registered for that semester. A class withdrawn after the first eight weeks (full semester classes) will show the notation: "W". There is a prorated drop schedule for less than full semester courses. Please contact the Registrar's Office at registrar@viterbo.edu for additional information.
- Permission of the instructor is required for each course in which the student wishes to receive an "incomplete" grade. In addition to submitting the "Request for Incomplete Grade" form, a formalized plan to complete the course will need to be developed by the student and instructor. A copy of this plan will be provided to the instructor, student, advisor, and the program director. An electronic copy of this plan will be a part of the student's academic file. If a military student, or the military spouse of a student, is called to duty, they may make arrangements with only some of the student's instructors for grades, or for incompletes that shall be completed by the student at a later date. If such arrangements are made, the registration for those courses shall remain intact and tuition and mandatory fees shall be assessed for those courses. Any course for which arrangements cannot be made for grades or incompletes shall be considered dropped and the tuition and mandatory fees for course refunded.

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.

Program Format

Program format is the way in which a defined, integrated set of courses leading to an academic credential (e.g., degree or certificate) is delivered. Format definitions are intended to communicate expectations to students about the modality or combination of modalities of the courses required to complete the program. Regardless of format, all programs may require students to complete off-campus learning activities such as internships, practicums, clinical experiences, or student teaching.

- In-Person: Students complete the program through in-person courses offered at a physical location. Less than 25% of required courses are hybrid or online.
- Hybrid: Student complete the program through a combination of in-person, hybrid, or online courses. Between 25-99% of the courses are hybrid or online.
- Online: Students complete the program exclusively through online courses (synchronous and/or asynchronous). 100% of instruction is at a distance. Students may be required to engage in off-campus learning activities such as internships, practicums, clinical experiences, or student teaching.

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 Academic Advising and Career Development 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 (add or drop) may be made via the VitNet Self-Service online system during the first week of class (full semester class). After week one, course adds must be approved by the instructor (full semester class). A course may be dropped in the second week of classes (full semester class) or until 12.5% of the class has elapsed. If a student drops a class during this period, no grade will be given and the course will not be considered attempted credit. After week one, all drops must be made through the REG Change of Schedule form.

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

<https://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 Affairs 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

Resources and Supports

Confidential Viterbo Support Resources

Justin McKnight, Director of Counseling Services

Murphy Center 368

608-796-3808, jsmcknight@viterbo.edu

Amber Weber, Health Services Coordinator

Murphy Center 340

608-796-3806, arweber@viterbo.edu

Fr. Conrad Targonski, Dir. of Campus Ministry and University Chaplain

Campus Ministry Center

608-796-3904, catargonski@viterbo.edu

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

Confidential Community Resources

Mayo Franciscan Healthcare Safe Path

608-392-7804

Mayo Franciscan Healthcare SANE Nurses

608-392-9720

Gundersen Sexual Assault Services

608-775-5950

Gundersen Sexual Abuse Counseling and Support Services

608-775-3845

Great Rivers 211 Information and Referral Hotline

Dial 211 or 1-800-362-8255

New Horizons Shelter for Battered Women

608-791-2600

Student 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 3 academic days, which need not be consecutive. If additional days of excused absence are needed for cultural or other reasons, the student may submit this request to the Vice President for Student Life and Dean of Students.

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 Vice President for Student Life and Dean of Students 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 Vice President for Student Life and Dean of Students 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 Vice President for Student Life and Dean of Students, 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 Vice President for Student Life and Dean of Students on any of these requests and each request is subject to university policy as defined in the Viterbo University Undergraduate Catalog.

Student Records

<https://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

<https://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

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

A transcript is a complete and unabridged copy of all academic work attempted at Viterbo University and work accepted in transfer to Viterbo. Course and grade information contained on the transcript are released only upon written consent from the student as required by the federal Family Educational Rights and Privacy Act of 1974. A transcript will not be mailed as a result of a telephone call, email, or Fax request. Records from other schools will not be photocopied or sent elsewhere. 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 their 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 the withdrawal period for W grades to be awarded (70% of the course elapsed). Any applicable refunds for courses less than 15 weeks in length are prorated according to the tuition refund deadline dates. A student who wishes to re-enter for any subsequent term must complete a re-entry 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 and Institutional Effectiveness. 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. The transcript, not the diploma, is proof of an earned degree. Only one diploma is ever issued.

Graduate Degree Programs Adult-Gero Acute Care Nurse Practitioner Post-graduate Certificate	Learning Outcomes	<ul style="list-style-type: none"> • Practice interprofessionally in an adult-gerontology acute care nurse practitioner specialty role • Affirm the dignity of life and human diversity • Advocate for quality and safety outcomes for persons / families experiencing acute, critical, or chronically-critically ill situations • Demonstrate professionalism, ethical leadership, and faithful service in their role and setting • Facilitate translation of research and evidence into practice • Utilize healthcare and information technology to impact best practice
	Adult-Gerontology Acute Care Certificate	NURS-541, NURS-607, NURS-613, NURS-618 (6 credits), NURS-619 (3 credits), NURS-620, NURS-621.
Clinical Mental Health Counseling Certificate	Policy	<p>The exact number of courses taken by certificate students will be determined upon entry into the program. Students will be required to take a minimum of 18 credit hours. A plan of study will be created for each student in the certificate in clinical mental health counseling. Courses will be determined by the coordinator of the clinical mental health counseling program who will complete an audit of the certificate student's previous master's level course work. Since this program is designed to meet the Wisconsin Department of Safety and Professional Service (DSPS) requirements for clinical mental health counselors it is possible that students will take more than 18 credit hours. Each student will need to meet the requirements established by the WI DSPS.</p>
	Learning Outcomes	<ul style="list-style-type: none"> • Students will articulate the impact of values, beliefs, and cultural perspectives relative to the counseling process. • Students will demonstrate professional ethical standards of practice and the application of contemporary theories and principles of clinical mental health counseling. • Students will be able to conceptualize individual, group, and systemic approaches in clinical mental health counseling work. • Students will evaluate and integrate theory, research, and evidence-based approaches within their counseling practice. • Students will demonstrate accurate conceptualization and diagnosis of clients' presenting issues. • Students will demonstrate effective counseling relationships with their clients and effective communication skills with colleagues within the agency setting.
	Clinical Mental Health Counseling Certificate	COUN-510, 565, 570, 590, 640, 665, 690, 695.
Counselor Education and Supervision (EdD)	Policy	<p>Grades</p> <p>Students must maintain a cumulative grade point average of 3.0 for all coursework, with no individual course grade lower than C.</p> <p>Attendance</p>

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 a dissertation prior to graduation from the EdDCES program. During the program students are prepared with the knowledge and skills necessary to successfully accomplish a dissertation. Each student will select a faculty mentor and a committee to help with this process. Students are required to select topics that focus on areas relevant to counseling practice, counselor education, and/or supervision. Additional information can be found in the Ed.D. Dissertation Overview. A final copy of the dissertation will be submitted to the program director and archived in the Viterbo University Todd Wehr Memorial

	Library.
Learning Outcomes	<ul style="list-style-type: none"> • <i>Advanced Practice:</i> Develop advanced professional competency with an emphasis on evidence-based practice in counseling theory and assessment practices. • <i>Supervision:</i> Demonstrate the ability to conceptualize supervisory relationships and deliver high-quality supervision. • <i>Counselor Education:</i> Demonstrate knowledge and skills of the processes of teaching and learning, as well as student assessment and program evaluation. • <i>Research:</i> Develop high levels of competence in conceptualizing, planning, conducting, and interpreting research relevant to the profession of counseling. • <i>Leadership and Advocacy:</i> 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. • <i>Integrative Behavioral Health:</i> Integrate the knowledge and skills of counselor education and supervision to the specific training competencies required for integrative behavioral health care. • <i>Fieldwork:</i> The application of theory within an apprenticeship model that provides relevant supervised experiences in counselor education, counseling supervision, and advanced professional counseling.
Counseling Education and Supervision, Requirements	COUN 700, 710, 712, 715, 725, 727, 729, 730, 735, 745, 770, 775, 777, 780 (9 credits), 783, 794, 795 (12 credits).
	The Counselor Education and Supervision Program was approved by the Higher Learning Commission in May of 2018.

Cross-categorical Special Education (WI 2801)	<p>Policy</p> <p>Admission</p> <p>Admission Requirements for all Graduate Programs in Education (degree, license, endorsement, or certificate) include the following, but may include additional program-specific admission requirements:</p> <ul style="list-style-type: none"> • 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 <p>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 seven 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.</p> <p>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.</p> <p>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</p> <p>Students who have completed the Viterbo University Post-baccalaureate program within the last seven years may use up to fifteen credits of eligible graduate level courses toward the elective requirement for degree candidacy in the Master of Arts in Education Program</p> <p>Wisconsin Cross-Categorical License (WI 2801)</p> <ul style="list-style-type: none"> • 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 <p>Transfer Credit</p> <p>Wisconsin License (Reading 1316/ Cross-categorical Special Education)</p> <p>Upon acceptance, student may transfer up to six credit hours of graduate credit taken within seven years of application date.</p>
--	---

Cross-categorical Special Education (WI 2801)	Learning Outcomes	<p>Students will demonstrate proficiency in:</p> <ul style="list-style-type: none"> • 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 <p>Demonstrate the ability to align instructional practices to academic standards</p> <ul style="list-style-type: none"> • Viterbo Core Teaching Standards • Council for Exceptional Children (CEC) Standards
	Requirements for Cross-Categorical Licensure	EDUC 612, 613, 614, 619, 621, 626, 627, 630, 681.

Dietetic Internship	Policy	<p>The DI program is only open to students who have completed the Academy of Nutrition and Dietetics (AND) foundation knowledge and skills in previous undergraduate work. The DI allows for the mastery of practitioner competencies set forth by ACEND for entry level dietitians through approximately 1230 hours of supervised practice experience in cooperating facilities as described previously for the CMD program. Upon successful completion of the dietetic internship students are eligible to write the Registration Examination for Dietitians.</p> <p>Admission The applicant must satisfy the following criteria:</p> <ul style="list-style-type: none"> • hold a bachelor's degree from an accredited institution; • completed the Academy of Nutrition and Dietetics approved minimum academic requirements, as evidenced through a Verification Statement from a Didactic Program in Dietetics; • have a 3.0 (on a 4.0 scale) cumulative undergraduate grade point average (GPA) <p>Other criteria used in the decision to accept a student include grades in undergraduate science and nutrition courses and good verbal and communication skills. The number of eligible students accepted is limited by the number of opportunities for placement in supervised practice facilities. All applicants must participate in the national online application process and national computer matching system for dietetic internships. Students must also complete required immunizations and successfully complete a Background Information Disclosure form and a criminal history check that is in compliance with the Wisconsin Caregiver Law. Those whose criminal history check identifies bars to clinical placement or places restrictions on client contact may not be allowed to progress in the program.</p>
	Learning Outcomes	<ul style="list-style-type: none"> • Scientific and Evidence Base of Practice: Integrate scientific information and translation of research into practice • Professional Practice Expectations: Demonstrate beliefs, values, attitudes, and behaviors for the professional dietitian nutritionist level of practice • Clinical and Customer Services: Develop and deliver information, products, and services to individuals, groups, and populations • Practice Management and Use of Resources: Strategically apply principles of management and systems in the provision of services to individuals and organizations • Provide nutrition education to community groups for health promotion and disease prevention using a variety of technology • Develop and conduct community nutrition research • Participate in physical assessment screenings at community health events
Dietetic Internship		NUTR 567, six credits of 582, six credits of 583.

Dietetic Internship		<p>The Dietetic Internship (DI) is currently granted accreditation by the Accreditation Council for Education in Nutrition and Dietetics, 120 South Riverside Plaza, Suite 2000, Chicago, IL 60606-6995, 800-877-1600.</p>
Director of Instruction (WI 5010)	Policy	<p>Admission</p> <p>Admission Requirements for all Graduate Programs in Education (degree, license, endorsement, or certificate) include the following, but may include additional program-specific admission requirements:</p> <ul style="list-style-type: none"> • 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 <p>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 seven 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.</p> <p>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.</p> <p>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</p> <p>Students who have completed the Viterbo University Post-baccalaureate program within the last seven years may use up to fifteen credits of eligible graduate level courses toward the elective requirement for degree candidacy in the Master of Arts in Education Program</p> <p>Transfer Credit</p> <p>Master of Arts in Education and Educational Leadership</p> <p>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.</p>

<p>Director of Instruction (WI 5010)</p>	<p>Learning Outcomes</p>	<ul style="list-style-type: none"> • Mission, Vision, and Core Values. Effective educational leaders develop, advocate, and enact a shared mission, vision, and core values of high-quality education, academic success, and well-being of each pupil. • Ethics and Professional Norms. Effective educational leaders act ethically and according to professional norms to promote each pupil's academic success and well-being. • Equity and Cultural Responsiveness. Effective educational leaders strive for equity of educational opportunity and culturally responsive practices to promote each pupil's academic success and well-being. • Curriculum, Instruction, and Assessment. Effective educational leaders develop and support intellectually rigorous and coherent systems of curriculum, instruction, and assessment to promote each pupil's academic success and well-being. • Care and Support. Effective educational leaders cultivate an inclusive, caring, and supportive school community to promote each pupil's academic success and well-being. • Professional Capacity of School Personnel. Effective educational leaders develop the professional capacity and practice of school personnel to promote each pupil's academic success and well-being. • Professional Community. Effective educational leaders foster a professional community of teachers and other professional staff to promote each pupil's academic success and well-being. • Meaningful Engagement. Effective educational leaders engage families and the community in meaningful, reciprocal, and mutually beneficial ways to promote each pupil's academic success and well-being. • Operations and Management. Effective educational leaders effectively manage school operations and resources to promote each pupil's academic success and well-being. • School Improvement. Effective educational leaders act as agents of continuous school improvement to promote each pupil's academic success and well-being. • Teacher Standards. Effective educational leaders understand and demonstrate competence in the teacher standards under s. PI 34.002.
	<p>Requirements for Director of Instruction (WI) Licensure</p>	<p>EDUL 634, 635, 636, 637, 638, 639, 640, 704, 768.</p>

<p>Director of Special Education and Pupil Services (WI 5080)</p>	<p>Policy</p>	<p>Admission</p> <p>Admission Requirements for all Graduate Programs in Education (degree, license, endorsement, or certificate) include the following, but may include additional program-specific admission requirements:</p> <ul style="list-style-type: none"> • 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 <p>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 seven 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.</p> <p>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.</p> <p>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</p> <p>Students who have completed the Viterbo University Post-baccalaureate program within the last seven years may use up to fifteen credits of eligible graduate level courses toward the elective requirement for degree candidacy in the Master of Arts in Education Program</p> <p>Transfer Credit</p> <p>Master of Arts in Education and Educational Leadership</p> <p>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.</p>
--	----------------------	---

<p>Director of Special Education and Pupil Services (WI 5080)</p>	<p>Learning Outcomes</p>	<ul style="list-style-type: none"> • Mission, Vision, and Core Values. Effective educational leaders develop, advocate, and enact a shared mission, vision, and core values of high-quality education, academic success, and well-being of each pupil. • Ethics and Professional Norms. Effective educational leaders act ethically and according to professional norms to promote each pupil's academic success and well-being. • Equity and Cultural Responsiveness. Effective educational leaders strive for equity of educational opportunity and culturally responsive practices to promote each pupil's academic success and well-being. • Curriculum, Instruction, and Assessment. Effective educational leaders develop and support intellectually rigorous and coherent systems of curriculum, instruction, and assessment to promote each pupil's academic success and well-being. • Care and Support. Effective educational leaders cultivate an inclusive, caring, and supportive school community to promote each pupil's academic success and well-being. • Professional Capacity of School Personnel. Effective educational leaders develop the professional capacity and practice of school personnel to promote each pupil's academic success and well-being. • Professional Community. Effective educational leaders foster a professional community of teachers and other professional staff to promote each pupil's academic success and well-being. • Meaningful Engagement. Effective educational leaders engage families and the community in meaningful, reciprocal, and mutually beneficial ways to promote each pupil's academic success and well-being. • Operations and Management. Effective educational leaders effectively manage school operations and resources to promote each pupil's academic success and well-being. • School Improvement. Effective educational leaders act as agents of continuous school improvement to promote each pupil's academic success and well-being. • Teacher Standards. Effective educational leaders understand and demonstrate competence in the teacher standards under s. PI 34.002.
	<p>Requirements for Special Education and Pupil Services (WI) Licensure</p>	<p>EDUL 634, 635, 636, 637, 638, 639, 640, 651, 654, 655, 769.</p>
<p>Doctor of Nursing Practice</p>	<p>Policy</p>	<p>Admission</p> <p>Program admission requirements and procedures may be found at https://www.viterbo.edu/graduate-student-admissions/graduate-nursing-admission-requirements.</p> <p>Provisional Admission</p> <p>Occasionally a student does not meet the admission criteria in all respects, but shows promise of the ability to be successful in graduate</p>

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.

	<p>Didactic Classes (includes theory, seminar, and culminating project credits)</p> <ul style="list-style-type: none"> • 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. <p>DNP Project</p> <p>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.</p> <p>Certification</p> <p>http://www.viterbo.edu/graduate-program-nursing</p>
Learning Outcomes	<ul style="list-style-type: none"> • 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 information and healthcare technology to impact best practice
Requirements for Adult-Gerontological Nurse Practitioner (BSN to DNP)	NURS 520, 535, 540, 550, 602, 603, 605, 610, 611, 612, 615, 616, 660, 700, 710, 720, 730, 800, 801, 810 (six credits), 825 (four credits), HMGT 690.
Requirements for CRNA Track (BSN to DNP)	NURS-700, 710, 720, 730, 800, 801, 811 (two credits), 825 (four credits), 21 credits from Franciscan Healthcare School of Anesthesia.
Requirements for Dual Degree DNP/MBA Nursing (BSN to DNP)	NURS-550, 614, 660, 700, 710, 720, 730, 800, 801, 820 (six credits), 821, 825 (four credits), HMGT-584, 630, 640, 650, 690, 695, MGMT-501, 525, 550, three credits of graduate electives.
Requirements for Family Nurse Practitioner (BSN to DNP)	NURS 520, 535, 540, 550, 605, 610, 612, 660, 688, 689, 692 (three credits), 693, 695, 697, 700, 710, 720, 730, 800, 801, 810 (six credits), 825 (four credits), HMGT 690.
Requirements for Adult-Gero Acute Care DNP (BSN to DNP)	NURS 520, 535, 540, 541, 550, 602 (one credit), 603 (one credit), 605, 607, 610, 611, 612, 613, 618 (seven credits), 619 (three credits), 620, 621, 660, 700, 710, 720, 730, 800, 801, 810 (fourteen credits), 825 (four

	credits), HMGT 690.
Requirements for Adult-Gerontology Nurse Practitioner (MSN to DNP)	NURS 520, 535, 540, 550, 602, 603, 605, 610, 611, 612, 615, 616, 700, 710, 720, 730, 800, 801, 810 (six credits), 825 (four credits), HMGT 690.
Requirements for DNP Ethical Leadership (MSN to DNP)	NURS 550, 614, 700, 710, 720, 730, 800, 801, 820 (one to four credits), 821, 825 (four credits), MGMT 525, HMGT 630, 690.
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 Post-MSN DNP Acute Care (MSN to DNP)	NURS 520, 535, 540, 541, 550, 602 (one credit), 603 (one credit), 605, 607, 610, 611, 612, 613, 618 (three credits), 619 (seven credits), 620, 621, 700, 710, 720, 730, 800, 801, 810 (fourteen credits), 825 (four credits), HMGT 690.
Requirements for DNP/MBA Dual Degree Program (MSN to DNP)	NURS 550, 614, 700, 710, 720, 730, 800, 801, 820 (three to seven credits), 821, 825 (four credits), HMGT 584, 630, 640, 650, 690, 695, MGMT 501, 525, 550.
	<p>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.</p> <p>See the MBA/DNP Dual Degree Program for more information about this dual degree option.</p>

Ethical Leadership (EdD)	Policy	<p>Admissions Criteria</p> <p>Applicants must have earned a masters degree from an accredited program, with a minimum cumulative 3.0 GPA.</p> <p>Policy</p> <p>Grades</p> <p>Students must maintain a cumulative GPA of 3.0 for all coursework, with no individual grade lower than a C.</p> <p>Attendance</p> <p>Much of the EdD is online. Each course syllabus will detail the asynchronous and synchronous components of the course. If synchronous components are required and a student is unable to attend a class, the student must contact the instructor and take responsibility to meet the class objectives (including possible written make-up work). Two courses, ETHL-724 and ETHL-729, have required in-person (La Crosse, WI) components during the summer.</p> <p>Completion</p> <p>All requirements for the degree must be completed within seven years.</p> <p>Transfer Credit</p> <p>Up to 12 credits of graduate-level coursework may be transferred into the EdD in Ethical Leadership. To be eligible for transfer, credit must be above and beyond the requirements of a previously earned degree, from a program that was not completed, or from a non-degree granting program (e.g. licensure). A transfer course must be a match for a specific course within the program, meeting the equivalency requirements (i.e. analogous learning outcomes). Students may be asked to provide course syllabi to show the equivalency. To be considered for transfer, a grade of "B" or better must have been earned. Transfer credits must be from an accredited institution of higher education and completed within the last seven years. Coursework older than seven years may be credited based on individual review of the coursework. Requests to transfer credits must be made in the students first semester. Please contact the Program Director if you have previously completed a WI state Superintendent license.</p> <p>Dissertation</p> <p>All students will complete a dissertation prior to graduation from the EdD program. During the program students are prepared with the knowledge and skills necessary to successfully accomplish a dissertation. Each student will select a faculty mentor and a committee to help with the process. A final copy of the dissertation will be submitted to the program director and archived in the Viterbo University Todd Wehr Memorial Library.</p>
--------------------------	--------	--

Ethical Leadership (EdD)	Learning Outcomes	<ul style="list-style-type: none"> Analyze and apply leadership theories to inform ethical practice and solve problems of practice Practice ethical reasoning skills (including self-reflection, problem-solving, collaboration, and change facilitation) based in knowledge of ethical theories Promote and assess diversity, equity, inclusion, and belonging efforts and power-sharing across differences in their organizational settings Articulate complex ideas through oral and written communication Conceptualize, produce, and disseminate scholarly research in leadership studies that fosters equity, organizational growth, or change Engage in leadership praxis (action and reflection) for the common good with a social justice orientation
	Ethical Leadership, Requirements	Core: ETHL-724, 725, 726, 727, 728, 729, 734, 736, 762 or COUN-725. Research: ETHL-712, 714, 716, 742, 743, 744. Dissertation: ETHL-772 (8 credits), 773.
		The Ethical Leadership EdD was approved by the Higher Learning Commission in April 2022.

<p>Ethical Leadership (EdD) with Superintendent license</p>	<p>Policy</p>	<p>Admissions Criteria</p> <p>Applicants must have earned a masters degree from an accredited program, with a minimum cumulative 3.0 GPA, and hold an administrative license.</p> <p>Policy</p> <p>Grades</p> <p>Students must maintain a cumulative GPA of 3.0 for all coursework, with no individual grade lower than a C.</p> <p>Attendance</p> <p>Each course syllabus will detail the asynchronous and synchronous components of the course. If synchronous components (either online or in person) are required and a student is unable to attend a class, the student must contact the instructor and take responsibility to meet the class objectives (including possible written make-up work). All EDUL courses, as well as ETHL-729, have required on campus, in-person components.</p> <p>Completion</p> <p>All requirements for the degree must be completed within seven years.</p> <p>Transfer Credit</p> <p>Up to 12 credits of graduate-level coursework may be transferred to Viterbo University. Credits must be above and beyond the requirements of a previously earned degree, from a program that was not completed, or from a non-degree granting program (e.g. licensure). Credits must meet equivalency requirements on an Ethical Leadership EdD course (i.e. analogous learning outcomes). Students may be asked to provide course syllabi to show the equivalency. To be considered for transfer, a grade of "B" or better must have been earned. Transfer credits must be from an accredited institution of higher education and completed within the last seven years. Coursework older than seven years may be credited based on individual review of the coursework. Requests to transfer credits must be made in the students first semester. Please contact the Program Director if you have previously completed a WI state Superintendent license.</p> <p>Dissertation</p> <p>All students will complete a dissertation prior to graduation from the EdD program. During the program students are prepared with the knowledge and skills necessary to successfully accomplish a dissertation. Each student will select a faculty mentor and a committee to help with the process. A final copy of the dissertation will be submitted to the program director and archived in the Viterbo University Todd Wehr Memorial Library.</p>
--	----------------------	---

Ethical Leadership (EdD) with Superintendent license	Learning Outcomes	<ul style="list-style-type: none"> Analyze and apply leadership theories to inform ethical practice and solve problems of practice Practice ethical reasoning skills (including self-reflection, problem-solving, collaboration, and change facilitation) based in knowledge of ethical theories Promote and assess diversity, equity, inclusion, and belonging efforts and power-sharing across differences in their organizational settings Articulate complex ideas through oral and written communication Conceptualize, produce, and disseminate scholarly research in leadership studies that fosters equity, organizational growth, or change Engage in leadership praxis (action and reflection) for the common good with a social justice orientation Develop and support intellectually rigorous and coherent systems of curriculum, instruction, and assessment to promote each pupil's academic success and well-being. Develop the professional capacity, practice, and professional community of school personnel to promote each pupil's academic success and well-being. Effectively manage school operations and resources to promote each pupil's academic success and well-being.
	Ethical Leadership Super Track, Requirements	Core: ETHL-725, 726, 727, 729, 734, EDUL-661, 700, 701, 702, 771, Research: ETHL-712, 714, 716, 742, 743, 744. Dissertation: ETHL-772 (8 credits), 773.
		The Ethical Leadership EdD was approved by the Higher Learning Commission in April 2022.

Graduate Certificate in Ethical Leadership in Organizations	Policy	<p>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.</p> <p>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.</p> <p>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.</p> <p>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.</p> <p>Students who have already taken two of the elective courses listed may earn the certificate by completing SVLD 531 and 532.</p> <p>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:</p> <ul style="list-style-type: none"> • 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	<p>Complete a minimum of 12 credits, including SVLD 531, 532, and two courses from EDUC 505, 506, 507, EDUL 635, MGMT 512, 547, 582, NURS 710, 730, SVLD 501, 504, 550, 553, 557.</p>

Graduate Certificate in Health Care Management	Policy	<p>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.</p> <p>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.</p> <p>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:</p> <ul style="list-style-type: none"> • <ul style="list-style-type: none"> ◦ 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 time frame specified for transferable 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 HMGT 685 with a health care related project)

Innovative Teacher Leadership and Instructional Coaching (Wisconsin)	Policy	<p>Admission</p> <ul style="list-style-type: none"> • 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 • One academic reference contact required for Wisconsin and Iowa Educational Leadership programs <p>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 seven 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.</p> <p>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.</p> <p>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</p> <p>Students who have completed the Viterbo University Post-baccalaureate program within the last seven years may use up to fifteen credits of eligible graduate level courses toward the elective requirement for degree candidacy in the Master of Arts in Education Program.</p>
	Learning Outcomes	<ul style="list-style-type: none"> • 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
	Requirements for Innovative Teacher Leadership Certificate	EDUC 505, 506, 507, 508.

Innovative Teacher Leadership and Instructional Coaching Certificate (Iowa/National)	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: <ul style="list-style-type: none"> • 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 <p>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 seven 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.</p> <p>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.</p> <p>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.</p> <p>Students who have completed the Viterbo University Post-baccalaureate program within the last seven years may use up to fifteen credits of eligible graduate level courses toward the elective requirement for degree candidacy in the Master of Arts in Education Program.</p>
	Learning Outcomes	<ul style="list-style-type: none"> • 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
	Requirements for Innovative Teacher Leadership Certificate	EDUC 505, 506, 507, 508.

Master of Arts in Education (Generalist)	Policy	<p>Admission</p> <p>Admission requirements for all graduate programs in education (degree, license, endorsement, or certificate) include the following, but may include additional program-specific admission requirements:</p> <ul style="list-style-type: none"> • 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 <p>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 seven 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.</p> <p>Proseminar</p> <p>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.</p> <p>Registration</p> <p>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.</p> <p>Transfer Credit</p> <p>Master of Arts in Education and Educational Leadership</p> <p>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.</p>
---	---------------	--

Master of Arts in Education (Generalist)	Learning Outcomes	<ul style="list-style-type: none"> • Communicate information in a scholarly fashion. • 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, 604, 623, 624, one course from 609, 610, 612, 622, fifteen credits from EDUC, EDEL, EDUL, EDUP.
Master of Arts in Education with PK-12 Principal/Supervisor of Special Education (IA 189)	Policy	<p>Admissions</p> <p>Admission Requirements for all Graduate Programs in Education (degree, license, endorsement, or certificate) include the following, but may include additional program-specific admission requirements:</p> <ul style="list-style-type: none"> • 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 <p>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 seven 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.</p> <p>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.</p> <p>Registration</p> <p>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.</p> <p>Transfer Credit</p> <p>Master of Arts in Education and Educational Leadership</p>

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.

Learning Outcomes

- 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 Emphasis in Curriculum Leadership: In place of the electives from courses EDUC-609, 610, 612, 622, Curriculum Leadership emphasis students will take EDEL-500, 507, 508.

Master of Arts in Servant Leadership (MASL)	Policy	<p>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.</p> <p>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.</p> <p>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.</p>
	Learning Outcomes	<ul style="list-style-type: none"> • Articulate a vision of servant leadership as a vocation • Demonstrate knowledge of key theories, principles, and practices of servant leadership • Utilize practical approaches, reflective practices, and skills of servant leadership • Analyze organizational and institutional mission, culture, and power dynamics • Apply ethical principles and theories in decision-making that contribute to transformational change for the common good • Integrate contemplation and work through individual and communal rituals • Practice hospitality that demonstrates a reverence for diverse peoples and cultures
	Servant Leadership Requirements	<p>SVLD 501, 504, 550, 553, 690, six credits SVLD electives, and nine credits chosen from SVLD, COUN 581, EDUC 505, 506, 507, NURS 710, 730, or any graduate course from ACCT, BLAW, ECON, HMG, MGMT, MKTG.</p> <p>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.</p>

Master of Arts in Teaching	Policy	<p>Elementary Education Secondary Content Area Education:</p> <ul style="list-style-type: none"> • Completion of required content coursework with a grade of "C" or better in each course • A passing score on the Praxis II in the content area or the ACTFL Oral and Written for Spanish (for students pursuing a Secondary Content Area licensure only) • Methods coursework in the content area • Pre-Student Teaching field-experience in addition to a full-semester of Student Teaching • Earn a passing score on the Wisconsin Foundations of Reading Test (for students pursuing elementary education only) <p>Cross-categorical Special Education:</p> <ul style="list-style-type: none"> • Completion of required content coursework with a grade of "C" or better in each course • Methods coursework in the content area • Pre-Student Teaching field-experience in addition to a full-semester of Student Teaching • Earn a B or better in EDUC-681 <p>Admission</p> <p>Admission Requirements for all Graduate Programs in Education (degree, license, endorsement, or certificate) include the following, but may include additional program-specific admission requirements:</p> <ul style="list-style-type: none"> • A minimum cumulative undergraduate GPA of 2.75 • Completion of required content coursework from undergraduate degree in field of study with a grade of "C" or better • 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 seven 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. <p>Transfer Credit</p> <p>Upon acceptance, a student may transfer up to six credit hours of graduate credit taken within seven years of the application date.</p>
	Learning Outcomes	<p>Developed by the Interstate Teacher Assessment and Support Consortium (InTASC) and adopted by Wisconsin Department of Public Instruction (DPI)</p>

- **PUPIL 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, crossdisciplinary 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.

Master of Arts in Teaching, CC Spec Ed, Requirmnt	EDUP-550, 559, 582, 605, 612, 613, 614, 619, 621, 626, 627, 681.
Master of Arts in Teaching, Elementary, Requiremnt	EDUP-516, 521, 522, 523, 524, 550, 551, 555, 561, 582, 621, 626, 681, 690.
Master of Arts in Teaching, Secondary, Requiremnt	EDUP-516, 531, 550, 555, 559, 582, EDUC-600, 612, 621, 626, 650.
Master of Arts in Teaching, Secondary, Requiremnt	Content Area: EDUP-534 (Art), MGMT-512 (Business), EDUC-681 (English), EDUP-522 (Science), EDUP-523 (Math), EDUC-609 (Spanish), EDUP-510 and 521 (Social Studies), EDUP-524 (Music).

Master of Arts with Cross-categorical Special Education (WI 2801)	<p>Policy</p> <p>Admissions</p> <p>Admission Requirements for all Graduate Programs in Education (degree, license, endorsement, or certificate) include the following, but may include additional program-specific admission requirements:</p> <ul style="list-style-type: none"> • 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 <p>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 seven 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.</p> <p>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.</p> <p>Proseminar</p> <p>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.</p> <p>Registration</p> <p>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.</p> <p>Transfer Credit</p> <p>Master of Arts in Education and Educational Leadership</p> <p>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.</p>
--	---

Master of Arts with Cross-categorical Special Education (WI 2801)	Learning Outcomes	<ul style="list-style-type: none"> • 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 with CCAT, Rqrmnts	EDUC 600, 604, 612, 613, 614, 619, 621, 623, 624, 626, 627, 630, 681.

<p>Master of Arts with Director of Instruction (WI 5010)</p>	<p>Policy</p>	<p>Admissions</p> <p>Admission Requirements for all Graduate Programs in Education (degree, license, endorsement, or certificate) include the following, but may include additional program-specific admission requirements:</p> <ul style="list-style-type: none"> • 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 <p>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 seven 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.</p> <p>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.</p> <p>Proseminar</p> <p>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.</p> <p>Registration</p> <p>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.</p> <p>Transfer Credit</p> <p>Master of Arts in Education and Educational Leadership</p> <p>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.</p>
---	----------------------	--

Master of Arts with Director of Instruction (WI 5010)	Learning Outcomes	<ul style="list-style-type: none"> • 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 604, 624, two courses from EDUC 609, 610, 612, 622, EDUL 634, 635, 636, 637, 638, 639, 640, 704, 768.

<p>Master of Arts with Director of Special Education and Pupil Services (WI 5080)</p>	<p>Policy</p>	<p>Admissions</p> <p>Admission Requirements for all Graduate Programs in Education (degree, license, endorsement, or certificate) include the following, but may include additional program-specific admission requirements:</p> <ul style="list-style-type: none"> • 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 <p>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 seven 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.</p> <p>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.</p> <p>Proseminar</p> <p>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.</p> <p>Registration</p> <p>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.</p> <p>Transfer Credit</p> <p>Master of Arts in Education and Educational Leadership</p> <p>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.</p>
--	----------------------	--

Master of Arts with Director of Special Education and Pupil Services (WI 5080)	Learning Outcomes	<ul style="list-style-type: none"> • 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 Special Education and Pupil Services (WI)	EDUC 604, 624, EDUL 634, 635, 636, 637, 638, 639, 640, 651, 654, 655, 769, two courses from EDUC 609, 610, 612, 622.
Master of Arts with Innovative Teacher Leadership and Instructional Coaching Certificate (Iowa/National)	Policy	<p>Admissions</p> <p>Admission Requirements for all Graduate Programs in Education (degree, license, endorsement, or certificate) include the following, but may include additional program-specific admission requirements:</p> <ul style="list-style-type: none"> • 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 <p>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 seven 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.</p> <p>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.</p> <p>Proseminar</p> <p>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</p>

		<p>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.</p> <p>Registration</p> <p>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.</p> <p>Transfer Credit</p> <p>Master of Arts in Education and Educational Leadership</p> <p>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.</p> <p>Learning Outcomes</p> <ul style="list-style-type: none"> • Communicate information in a scholarly fashion. • 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.
	<p>Master of Arts in Education with TLIC, Requirmnts</p>	<p>EDUC-505, 506, 507, 508, five approved elective credits.</p>
	<p>Master of Arts in Education with TLIC, Requirmnts</p>	<p>EDUC 600, 604, 623, 624, one course from 609, 610, 612, 622.</p>
<p>Master of Arts with Innovative Teacher Leadership and Instructional Coaching Certificate (Wisconsin/National)</p>	<p>Policy</p>	<p>Admissions</p> <p>Admission Requirements for all Graduate Programs in Education (degree, license, endorsement, or certificate) include the following, but may include additional program-specific admission requirements:</p>

- 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 seven 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.

Learning Outcomes

- Communicate information in a scholarly fashion.
- 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

		<p>are a part.</p> <ul style="list-style-type: none"> • 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 Innovative Teacher Leadership	EDUC 600, 604, 623, 624, one course from 609, 610, 612, 622.
	Requirements for Master of Arts in Education with Innovative Teacher Leadership	EDUC-505, 506, 507, 508, five approved elective credits.

<p>Master of Arts with Principal Licensure (WI 5051)</p>	<p>Policy</p>	<p>Admissions</p> <p>Admission Requirements for all Graduate Programs in Education (degree, license, endorsement, or certificate) include the following, but may include additional program-specific admission requirements:</p> <ul style="list-style-type: none"> • 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 <p>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 seven 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.</p> <p>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.</p> <p>Proseminar</p> <p>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.</p> <p>Registration</p> <p>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.</p> <p>Transfer Credit</p> <p>Master of Arts in Education and Educational Leadership</p> <p>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.</p>
---	----------------------	--

Master of Arts with Principal Licensure (WI 5051)	Learning Outcomes	<ul style="list-style-type: none"> • 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 Principal Licensure (WI)	EDUC 604, 624, two courses from EDUC 600, 609, 610, 612, 622, 623, and EDUL 634, 635, 636, 637, 638, 639, 640, 767.
		<p>Courses are offered during the school year and during the summer. A summer course meets typically Monday-Friday, 8 a.m.-5 p.m. Courses offered during the school year are offered using a blended approach, partially face-to-face (three Saturdays from 8 a.m.-5 p.m.) and partially online. The online portion is asynchronous, in other words, at least two weeks prior to the face-to-face Saturday meeting you will receive instructions as to what is to be completed before the face-to-face meeting.</p> <p>In order to be accepted into the program, complete the following:</p> <ul style="list-style-type: none"> • Completed online application with all uploads • Provide the University with your original transcripts from degree-granting institutions • One letter of recommendation from your administrator • A copy of your teacher and/or administrator license • In addition, there is a professional writing reflection if you do not have a masters degree at the time of your application to this program. <p>Viterbo presently has six cohort sites for its Educational Leadership program in:</p> <ul style="list-style-type: none"> • La Crosse • La Crosse Diocese for Catholic educators (NEW) • Eau Claire • Green Bay • Middleton • Tomahawk (<i>alternate years - next start May 2021</i>) • West Allis

<p>Master of Arts with Reading Specialist (WI 5017)</p>	<p>Policy</p>	<p>Admissions</p> <p>Admission Requirements for all Graduate Programs in Education (degree, license, endorsement, or certificate) include the following, but may include additional program-specific admission requirements:</p> <ul style="list-style-type: none"> • 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 <p>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 seven 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.</p> <p>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.</p> <p>Proseminar</p> <p>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.</p> <p>Registration</p> <p>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.</p> <p>Transfer Credit</p> <p>Master of Arts in Education and Educational Leadership</p> <p>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.</p> <p>Wisconsin Reading Specialist License (WI 5017)</p> <ul style="list-style-type: none"> • Possess a current Wisconsin Reading Teaching 316 License
--	----------------------	--

		<ul style="list-style-type: none"> • 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 Instruction
	Learning Outcomes	<ul style="list-style-type: none"> • 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 Reading Specialist (WI)	EDUC-600, 604, 623, 624, two courses from EDUC 609, 610, 612, 622.
	Requirements for Master of Arts in Education with Reading Specialist (WI)	EDUC-582, 596, 597, and two to five elective credits.

<p>Master of Arts with Reading Teacher (WI 1316)</p>	<p>Policy</p>	<p>Admissions</p> <p>Admission Requirements for all Graduate Programs in Education (degree, license, endorsement, or certificate) include the following, but may include additional program-specific admission requirements:</p> <ul style="list-style-type: none"> • 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 <p>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 seven 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.</p> <p>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.</p> <p>Proseminar</p> <p>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.</p> <p>Registration</p> <p>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.</p> <p>Transfer Credit</p> <p>Master of Arts in Education and Educational Leadership</p> <p>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.</p>
---	----------------------	--

Master of Arts with Reading Teacher (WI 1316)	Learning Outcomes	<ul style="list-style-type: none"> • 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 Reading Teacher (WI)	EDUC-600, 604, 623, 624, one course from EDUC 609, 610, 612, 622.
	Requirements for Master of Arts in Education with Reading Teacher (WI)	EDUC-580, 605, 650, 681, 690.

Master of Business Administration (On campus)	Policy	<p>Admission</p> <p>Any student admitted into any graduate business program without an undergraduate business degree or business minor will need to complete MGMT-501 as a pre-requisite to the program. MGMT-501 may be taken concurrently with MGMT-512.</p> <p>Grades</p> <p>Students must maintain a cumulative grade point average of 3.0 for all MBA coursework, with no individual course grade lower than a C.</p> <p>Attendance</p> <p>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.</p> <p>Transfer Credit</p> <p>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.</p>
	Learning Outcomes	<ul style="list-style-type: none"> • 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, FINA-530, INFO-510, MGMT-512, MGMT-525, MGMT-550, MKTG-530, six graduate level credits from ACCT, INFO, MGMT, MKTG, PROJ, or SVLD.

Master of Business Administration (On campus)		<p>Accreditation</p> <p>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.</p>
Master of Business Administration, Computer Science	Policy	<p>Admissions Policy</p> <p>To be admitted to the MBA in Computer Science Program, students must:</p> <ul style="list-style-type: none"> • Submit a 1–2-page personal statement indicating their interest in the specific program; how this degree would further their professional goals; demonstrate writing proficiency. • Have at least an undergraduate GPA of 3.0 on a 4.0 scale • Provide recommendations from at least two previous instructors and one professional recommendation. <ul style="list-style-type: none"> ◦ Students without a computer science undergraduate degree, or completed relevant coursework, will have to complete required prerequisites at Viterbo (i.e. Introductory programming course, discrete math, and statistics) • Any student admitted into any graduate business program without an undergraduate business degree or business minor will need to complete MGMT-501 as a pre-requisite to the program. MGMT-501 may be taken concurrently with MGMT-512. <p>Transfer Credit Policy</p> <ul style="list-style-type: none"> • Up to 9 graduate credits taken within the last 10 years from a regionally accredited college or university. • Final, official transcripts must be sent to the Admissions Office from the institution where the credit was earned.
	Learning Outcomes	<ul style="list-style-type: none"> • Ability to create innovative business strategies and processes based on systems thinking and sustainability. • Capability of ethically leading change through individual, team, organization, and systematic collaboration. • Apply integrative and critical thinking skills to make effective organizational decisions. • Communicate effectively with a high level of professionalism. <ul style="list-style-type: none"> ◦ Model complex systems. ◦ Develop computer-based interfaces. • Apply computer science principles to solve challenges.
	Master of Business Administration, Computer Sci	ACCT 510, BLAW 530, CSCI-500, 510, 520, ECON 510, FINA 530, INFO 510, 530, MGMT 512, 525, 550, MKTG 530, three credits from ACCT, MGMT, MKTG, PROJ.

Master of Science in Community Medical Dietetics - Dual Master's with Dietetic Internship	Policy	<p>Grades</p> <p>Students must maintain a cumulative grade point average of 3.0 for all coursework, with no individual course grade lower than a C.</p> <p>Transfer Credit</p> <p>Individual consideration will be granted in the awarding of transfer credits. Up to six graduate level credits may be transferred into the Master of Science in Community-Medical Dietetics degree, if equivalent. Credits must have been earned from a regionally accredited program, taken within the last seven 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 seven 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.</p>
	Learning Outcomes	<ul style="list-style-type: none"> • 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 health care 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 Sci Comm Med Dietetics, Combined DI	<p>NUTR 530, 545, 567, 630, 6 credits of 582, 6 credits of 583, 600 or 601, six elective credits from EDUC-505, 607, HMGD-584, 630, 635, 640, 650, NURS-550, NUTR-520, 540, 550, 560, 580, 600, 601, 650, SVLD-501, 504, 555, 560.</p>
	Master of Sci Comm Med Dietetics, Comb DI Thesis	<p>NUTR-530, 545, 567, 592 or 670 (five credits), 593 or 671 (five credits), 630, 640, 641, nine credits of graduate level electives.</p>

Master of Science in Community Medical Dietetics - Initial RDN License Prep/Direct Entry	Policy	<p>Grades</p> <p>Students must maintain a cumulative grade point average of 3.0 for all coursework, with no individual course grade lower than a C.</p> <p>Transfer Credit</p> <p>Individual consideration will be granted in the awarding of transfer credits. Up to 15 graduate level credits may be transferred into the Master of Science in Community-Medical Dietetics Direct Entry degree, if equivalent. Credits must have been earned from a regionally accredited program, taken within the last seven 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 seven 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.</p>
	Learning Outcomes	<ul style="list-style-type: none"> • 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 health care 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 Sci Comm Med Dietetics, Direct Entry	<p>NUTR-500, 530, 568, 600 or 601, 640, 641, 670, 671, 681, twelve elective credits from EDUC-505, 607, HMGD-584, 630, 635, 640, 650, NURS-550, NUTR-520, 531, 540, 543, 545, 550, 560, 580, 600, 601, 630, 650, SVLD-501, 504, 555, 560.</p>
	Master Sci Comm Med Dietetics, Direct Entry	<p>NUTR 352 or 552, 341 or 541, 368 or 566, 370 or 570, 372 or 572, 470 or 571, 478 or 578.</p>

Master of Science in Community Medical Dietetics - RDNs	Policy	<p>Grades Students must maintain a cumulative grade point average of 3.0 for all coursework, with no individual course grade lower than a C.</p> <p>Transfer Credit Individual consideration will be granted in the awarding of transfer credits. Up to six graduate level credits may be transferred into the Master of Science in Community-Medical Dietetics degree, if equivalent. Credits must have been earned from a regionally accredited program, taken within the last seven 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 seven 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.</p>
	Learning Outcomes	<ul style="list-style-type: none"> • 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 health care 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 in Community Medical Dietetics	NUTR-600 or 601, 640, 641, 670, 671, twelve elective credits from EDUC-505, 607, HMGT-584, 630, 635, 640, 650, NURS-550, NUTR-520, 540, 545, 546, 550, 560, 580, 600, 601, 630, 650, SVLD-501, 504, 555, 560. For post-RD students (non-Viterbo 4+1) NUTR-670 and 671 may be waived , but three additional elective credits are required.

Master of Science in Mental Health Counseling (MSMHC)	Policy	<p>Grades</p> <p>Students must maintain a cumulative grade point average of 3.0 for all MSMHC coursework, with no individual course grade lower than C.</p> <p>Attendance</p> <p>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.</p> <p>Transfer Credit</p> <p>Individual consideration will be granted in the awarding of transfer credits in order to ensure the student meets the licensure requirements as a professional counselor. Up to 15 credits may be transferred from another CACREP-accredited program.</p> <p>Requirements</p> <p>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.</p> <p>Research Project Requirements</p> <p>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.</p>
--	---------------	--

Master of Science in Mental Health Counseling (MSMHC)	Learning Outcomes	<ul style="list-style-type: none"> • <i>Professional Orientation and Ethics</i>: 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 • <i>Diversity and Advocacy</i>: Prioritize and respond to all aspects of social and cultural diversity, optimizing human development with clients • <i>Human Growth and Development</i>: Compare and contrast theories of human development across the life span and the full continuum of mental health issues to facilitate effective life transitions • <i>Career and Life Planning</i>: Utilize theories and skills to facilitate career and life decisions with clients • <i>Helping Relationship</i>: Demonstrate the foundational framework for establishing a therapeutic alliance with clients • <i>Counseling Continuum</i>: 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 • <i>Group Work</i>: Articulate group theory and assess their ability to deliver effective group therapy with clients • <i>Research and Evaluation</i>: Utilize relevant research strategies within an evidence-based counseling perspective • <i>Assessment</i>: Accurately select assessment instruments for client needs and program evaluations • <i>Diagnosis</i>: 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, six credits of 695.

Master of Science in Mental Health Counseling (MSMHC)		<p>Accreditation</p> <p>The Master of Science in Mental Health Counseling program is accredited by The Council for Accreditation of Counseling and Related Educational Programs (CACREP).</p> <p>MSMHC Pathway to Ed.D.</p> <p>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 satisfies 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:</p> <p>Educational Doctorate Courses MSMHC Equivalent Courses COUN 715 Supervision Foundations COUN 750 Brain, Behavior, and Psychopharmacology Sub for COUN 650 Psychopharmacology for Counselors COUN 720 Clinical Trauma Informed Counseling Sub for COUN 580 Trauma and Crisis COUN 772 Health Care Promotion, Policy, Ethics Sub for MSMHC Concentration Area</p>
Master of Science in Nursing-Direct Entry	Policy	<p>Nursing (Direct Entry Master's Degree [DEMSN]) Admission requirements</p> <p>Bachelor's degree from an accredited institution with a minimum cumulative grade point average (GPA) of 3.0. In addition, prior to enrolling in NURS 501 students must complete a Developmental Psychology course and 3 credits of Statistics. And, within seven years of acceptance into the DEMSN, students must have completed, 4 credits of Chemistry, 8 credits of Anatomy and Physiology with labs, and 3 credits of Microbiology with a lab, all with C's or better.</p> <p>Additional requirements to enroll in Clinical Graduate NURS Courses, which are in the second semester:</p> <ul style="list-style-type: none"> • Current CPR for health professionals (must be American Heart Association) • Caregiver Criminal Background Check • Current Nursing Assistant (CNA) certification, from any state <ul style="list-style-type: none"> ◦ Licensed Practical Nurses, who are currently practicing in this role, will qualify to request a waiver for the CNA certification. Prospective international students, who practiced in a foreign country as a certified health professional, may also qualify for a waiver and request that the DEMSN committee review their qualifications. • Physical exam report • Health insurance • Record of up-to-date immunizations including: <ul style="list-style-type: none"> ◦ Tetanus and Diphtheria within last 10 years ◦ Measles, Mumps, and Rubella - 2 vaccinations or positive titers ◦ Varicella zoster or positive titer ◦ Two-step Tuberculosis

- Hepatitis B vaccination series - three shot series or blood tests to show immunity
- Flu Shot (completed annually)
- COVID-19 vaccination (complete series)

It is required that the student's health file and CPR certification remain current throughout the course of the program. Failure to comply will mean the student will not be allowed to continue in practicum experiences.

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 the placement of students with criminal histories of specific crimes and offenses that have been identified 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 prior to acceptance into the DEMSN program. Students also are required to complete background information disclosure statements at the beginning of each year of the program to ensure that requirements continue to be met. In addition, clinical agencies may have other specific requirements that students must meet prior to placement. 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.

Viterbo University School of Nursing utilizes a wide variety of community agencies to assist students in meeting the nursing curriculum objectives. Each student is responsible for his/her own transportation to and from these clinical agencies.

Students will be required to purchase their own liability insurance for any clinical experiences occurring outside of the university semester dates.

Additional requirements related to the professional program can be found in the current DEMSN student handbook.

Progression in the DEMSN Nursing Sequence

Students must establish then maintain a cumulative grade point average (GPA) of 2.75 or higher throughout the program. Per the university financial aid policy, graduate students whose cumulative GPA drops below 3.0 may not qualify for federal financial aid. For all financial aid questions, we direct you to the financial aid office. Furthermore, to remain in the program your cumulative GPA must increase each subsequent semester until it is above 2.75, which is where it must remain until the completion of the program.

Clinical/Practicum Progression

Prescribed numbers of clinical hours have been incorporated into the plan of study. Courses with a clinical component must be taken in sequence. Students must maintain this rigorous plan or may face

dismissal. A ratio of four clock hours to one didactic hour per week is used; therefore, one credit of practicum credit is 30 hours of clinical/practicum. Therefore, it is important to consider working only part-time or not at all during the nursing program.

Readmission to the School of Nursing

An individual previously dismissed from the School of Nursing seeking readmission shall be required to complete a readmission packet. The guidelines shall be obtained from the DEMSN Program Director. The completed readmission packet will be evaluated on an individual basis by a readmission board.

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 entry-level 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 these requirements. Accordingly, these specific requirements may vary somewhat.

Transfer Credits

Up to six credits may be transferred to the DEMSN 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 the DEMSN program. Courses will be evaluated for equivalency and written notification of acceptance of transcript credit will be provided to the student by the director.

Students who have completed any graduate-level courses may be eligible to transfer up to six credits to satisfy various curriculum requirements and will be assessed on an individual basis.

Transfer Credits after Admission

The DEMSN program has been carefully planned and developed to meet the needs of the graduates. 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 DEMSN program, all classes must be taken at Viterbo University.

Time for Completion

	<p>Six credits per semester is considered full-time study; however, some semesters contain more credits in the 18-month plan of study. It is expected that students will complete the program in five semesters. 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 degree-seeking students who have not been granted a leave of absence must register each semester until all degree requirements are completed.</p>
Learning Outcomes	<ul style="list-style-type: none"> • Provide holistic relationship-based care that is congruent with the principles of diversity, equity, and inclusion for all persons, families, communities, and society. • Partner effectively with clients, health team members, and community stakeholders to achieve health equity for all persons. • Synthesize knowledge from the liberal arts, the sciences, health information technologies, and the discipline of nursing to provide professional holistic nursing care. • Demonstrate safe, evidence-informed clinical reasoning in designing and providing professional holistic nursing care to achieve quality health outcomes for all persons. • Integrates nursing values, standards, and ethical principles to advocate for health policies, practice, and equitable access to healthcare for all. • Construct a professional holistic nursing identity through reflective practice, self-care, and scholarly inquiry.
Master of Science in Nursing, Direct Entry	NURS-501, 512, 513, 514, 521, 522, 523, 526, 528, 531, 536, 537, 538, 539, 548, 560, 584, 611, 642, 663, 671, 672.

<p>Master of Science in School Counseling</p>	<p>Policy</p>	<p>Grades</p> <p>Students must maintain a cumulative grade point average of 3.0 for all MSSC coursework, with no individual course grade lower than C.</p> <p>Attendance</p> <p>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 MSSC program director in advance to discuss whether the student should enroll in the course at another time.</p> <p>Transfer Credit</p> <p>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 School Counselor. Up to 15 credits may be transferred from another CACREP accredited program.</p> <p>Requirements</p> <p>All students are required to complete 60 credits and maintain a 3.0 grade point average to be awarded the Master of Science in School Counseling degree. Those credits include the school counseling curriculum, field based experiences and research activities. Initial contact with one's academic advisor will focus on developing an academic plan.</p> <p>Research Project Requirements</p> <p>All students will complete an action research project prior to graduation. This advocacy and research project will be completed in conjunction with an internship experience. This research project will address an issue, need, or problem relevant to the school counseling profession. The student will develop an action research proposal based upon the unique needs identified during internship and designed to inform the school counseling program at the internship student's school site. Student will develop a methodology for the identification, collection, and analysis/synthesis of project data. Students are required to present their project and outcome data to the public.</p> <p>School Counseling Requirements</p> <p>Students are required to complete 60 credit hours for the MSSC program. For those students who hold a teaching license EDUC 613 and EDUC 619 will be waived. Students will then select 6 credit hours of electives that match with their educational goals. These electives are required to be graduate courses and may include courses in the Doctorate in Education in Counselor Education and Supervision program.</p>
--	----------------------	--

Master of Science in School Counseling	Learning Outcomes	<ul style="list-style-type: none"> • Students will learn and demonstrate ethical practice. • Students will demonstrate awareness of how their values, beliefs, cultural perspectives, and experiences impact the counseling process and professional relationships with clients and colleagues. • Students will demonstrate creativity and flexibility in implementing developmentally and culturally responsive prevention and interventions in the K-12 school environment for individuals, small groups and in classrooms. • Students will evaluate and integrate theory and research in their counseling practice. • Students will demonstrate effective professional counseling relationships with K-12 students, their families and stakeholders within the school setting. • Students will engage in academic and career planning with K-12 students to develop comprehensive career development programming. • Students will demonstrate the development and evaluation of a comprehensive counseling program and program evaluation techniques grounded in research and measurement. • Students will demonstrate the use of current and emerging technologies to assist with comprehensive program development, program evaluation and management in order to assist students in reaching their academic, career development and social/emotional goals
	School Counseling Requirements	COUN-520, 530, 540, 545, 550, 570, 571, 580, 590, 595, 635, 645, 660, 675, 680, 691, 692 (3 credits), 693 (3 credits).
		<p>Accreditation</p> <p>The Master of Science in School Counseling was approved by the Higher Learning Commission in January of 2021.</p> <p>MSSC Pathway to Ed.D.</p> <p>MSSC students may enroll in a maximum of four doctorate level courses (12 credits) that will meet the requirements. Due to licensing requirements for the state of WI in school counseling, these courses will be considered electives added to a student's program of study. Recommended courses are: COUN 710: Introduction to Counselor Education; COUN 772: Ethics; and COUN 715: Supervision Foundations.</p>
Master of Science in Speech-Language Pathology	Policy	<p>Students enrolled in the MS-SLP program must maintain a grade point average (GPA) of 3.0 to continue in and graduate from this program. The MS-SLP GPA is based on all grades earned in the required and elective MS-SLP courses taken to meet knowledge and skills requirements for clinical practice in speech-language pathology. Any student whose MS-SLP GPA falls below 3.0 will be placed on probation for one semester, with a remediation plan in place. If the MS-SLP GPA is not raised during that semester, the student may not enroll in further MS-SLP courses.</p>

Requirements (MS-SLP) ALL STUDENTS

- Prior to starting the MS-SLP program, students must show completion of the following:
 1. Baccalaureate degree in Communication Disorders and Sciences or equivalent from an accredited institution.
 2. OR: any baccalaureate degree from an accredited institution and completion of a post-baccalaureate program from an accredited institution.
 3. Current cardiopulmonary resuscitation (CPR) training for Health Professionals (American Heart Association).
 4. Up-to-date health history and immunization profile including:
 - Physical examination form — MS-SLP Physical Form;
 - Record of up-to-date immunization status including — tetanus, diphtheria, measles, mumps, rubella, hepatitis B, COVID-19 (complete series), varicella, and meningococcal meningitis
 - Results of an annual Tuberculin test.
 - Failure to have these documents on file by the first day of classes may result in being dropped from the professional sequence.
 5. Criminal background check.
 6. 25 hours of guided observation of clinical/educational speech pathology and/or audiology practice.
 - It is required that the students health file and CPR certification remain current throughout the course of the program. Failure to comply will mean that the student will not be allowed to begin or to continue in clinical practicum experiences.
 - Federal and state statutes require that criminal background checks be completed for all persons who provide health care for others or who have access to people who receive care.
 - Clinical and educational agencies prohibit placement of students with criminal histories of specific crimes and offenses that have been identified as bars to employment or licensure (such as abuse, assault, or neglect).
 - Students are required to complete criminal background information disclosure statements at the beginning of each level of the program to ensure that requirements continue to be met. In addition, off-campus clinical and educational practicum sites may have other specific requirements that students must meet prior to placement.
 - Individuals whose criminal 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 MS-SLP program.
 - Viterbo University MS-SLP program utilizes a wide variety of community agencies to assist students in meeting the MS-SLP curriculum objectives. Each student is responsible for his/her own transportation to and from these clinical/educational agencies.
 - Students will be required to purchase their own professional liability insurance for any clinical experiences occurring outside of the university semester dates.
 - In order to progress in the MS-SLP program, students must earn a grade of B or higher in all MS-SLP courses. Students who earn a grade of BC or lower for any MS-SLP course will be placed on probation and a remediation plan will be put into place. Failure to complete the remediation plan will result in dismissal from the

	<p>program.</p> <ul style="list-style-type: none"> • In addition, students must maintain a cumulative grade point average (GPA) of 3.0 or higher throughout the MS-SLP program. Failure to do so will result in being dropped from the program.
Learning Outcomes	<p>Meet all learning outcomes standards for Certification in Speech-Language Pathology (CCC-SLP) through the American Speech-Language-Hearing Association (ASHA) and for Wisconsin state licensure to practice medical and/or educational speech-language pathology.</p> <p>ASHA Knowledge and Skills Learning Outcomes Standards</p> <p>Knowledge Outcomes</p> <p>Standard IV-A Demonstrated knowledge of statistics as well as the biological, physical, and social/behavioral sciences.</p> <p>Standard IV-B Demonstrated knowledge of basic human communication and swallowing processes, including the appropriate biological, neurological, acoustic, psychological, developmental, and linguistic and cultural bases. The applicant must have demonstrated the ability to integrate information pertaining to normal and abnormal human development across the life span.</p> <p>Standard IV-C Demonstrated knowledge of communication and swallowing disorders and differences, including the appropriate etiologies, characteristics, and anatomical/physiological, acoustic, psychological, developmental, and linguistic and cultural correlates in the following areas:</p> <ul style="list-style-type: none"> • Speech sound production, to encompass articulation, motor planning and execution, phonology, and accent modification • Fluency and fluency disorders • Voice and resonance, including respiration and phonation • Receptive and expressive language, including phonology, morphology, syntax, semantics, pragmatics (language use and social aspects of communication), prelinguistic communication, paralinguistic communication (e.g., gestures, signs, body language), and literacy in speaking, listening, reading, and writing • Hearing, including the impact on speech and language • Swallowing/feeding, including (a) structure and function of orofacial myology and (b) oral, pharyngeal, laryngeal, pulmonary, esophageal, gastrointestinal, and related functions across the life span • Cognitive aspects of communication, including attention, memory, sequencing, problem solving, and executive functioning • Social aspects of communication, including challenging behavior, ineffective social skills, and lack of communication opportunities • Augmentative and alternative communication modalities <p>Standard IV-D Demonstrated current knowledge of the principles and methods of prevention, assessment, and intervention for persons with communication and swallowing disorders, including consideration of</p>

anatomical/physiological, psychological, developmental, and linguistic and cultural correlates.

Standard IV-E

Demonstrated knowledge of standards of ethical conduct.

Standard IV-F

Demonstrated knowledge of the principles of basic and applied research and research design. In addition, the applicant must have demonstrated knowledge of how to access sources of research information and must have demonstrated the ability to relate research to clinical practice.

Standard IV-G

Demonstrated knowledge of contemporary professional issues, ethics, and diversity, equity, and inclusion.

Standard IV-H

Demonstrated knowledge of entry level and advanced certifications, licensure, and other relevant professional credentials, as well as local, state, and national regulations and policies relevant to professional practice.

Skills Outcomes**Standard V-A**

Demonstrated skills in oral and written or other forms of communication.

Standard V-B

Practicum experiences sufficient in breadth and depth (at least 400 documented and supervised hours of direct patient/student contact hours) to achieve minimum competence levels in the following skills outcomes sufficient for entry into a post-graduate, clinical fellowship year (CFY) of professional practice:

Evaluation

1. Conduct screening and prevention procedures, including prevention activities.
2. Collect case history information and integrate information from clients/patients, family, caregivers, teachers, and relevant others, including other professionals.
3. Select and administer appropriate evaluation procedures, such as behavioral observations, non-standardized and standardized tests, and instrumental procedures.
4. Adapt evaluation procedures to meet the needs of individuals receiving services.
5. Interpret, integrate, and synthesize all information to develop diagnoses and make appropriate recommendations for intervention.
6. Complete administrative and reporting functions necessary to support evaluation.
7. Refer clients/patients for appropriate services.

Intervention

1. Develop setting-appropriate intervention plans with measurable and achievable goals that meet clients/patients needs.

		<p>Collaborate with clients/patients and relevant others in the planning process.</p> <ol style="list-style-type: none"> 2. Implement intervention plans that involve clients/patients and relevant others in the intervention process. 3. Select or develop and use appropriate materials and instrumentation for prevention and intervention. 4. Measure and evaluate clients/patients performance and progress. 5. Modify intervention plans, strategies, materials, or instrumentation as appropriate to meet the needs of clients/patients. 6. Complete administrative and reporting functions necessary to support intervention. 7. Identify and refer clients/patients for services, as appropriate. <p>Interaction and Personal Qualities</p> <ol style="list-style-type: none"> 1. Communicate effectively, recognizing the needs, values, preferred mode of communication, and cultural/linguistic background of the individual(s) receiving services, family, caregivers, and relevant others. 2. Manage the care of individuals receiving services to ensure an interprofessional, team-based collaborative practice. 3. Provide counseling regarding communication and swallowing disorders to clients/patients, family, caregivers, and relevant others. 4. Adhere to the ASHA <i>Code of Ethics</i> and behave professionally.
	Master of Science in Speech Language Pathology	COMD-511, 512, 513, 514, 515, 522, 523, 524, 525, 526, 527, 528, 638, 641, 642, 643, 644, 648, 651, 656, 657.

MBA in Health Care Leadership (Online Option Available)	Policy	<p>Admission</p> <p>Any student admitted into any graduate business program without an undergraduate business degree or business minor will need to complete MGMT-501 as a pre-requisite to the program. MGMT-501 may be taken concurrently with MGMT-512.</p> <p>Grades</p> <p>Students must maintain a cumulative grade point average of 3.0 for all MBA coursework, with no individual course grade lower than a C.</p> <p>Attendance</p> <p>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.</p> <p>Transfer Credit</p> <p>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.</p>
	Learning Outcomes	<ul style="list-style-type: none"> • 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, 584 or HMGMT 584, 630, 635, 640, 650, 660, 685, 690, 695.

MBA in Health Care Leadership (Online Option Available)		<p>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.</p> <p>See the MBA/DNP Dual Degree Program for more information about this dual degree option.</p>
--	--	---

<p>PK-12 Principal/Supervisor of Special Education (IA 189)</p>	<p>Policy</p>	<p>Admission</p> <p>Admission Requirements for all Graduate Programs in Education (degree, license, endorsement, or certificate) include the following, but may include additional program-specific admission requirements:</p> <ul style="list-style-type: none"> • 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 <p>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 seven 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.</p> <p>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.</p> <p>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</p> <p>Students who have completed the Viterbo University Post-baccalaureate program within the last seven years may use up to fifteen credits of eligible graduate level courses toward the elective requirement for degree candidacy in the Master of Arts in Education Program</p> <p>Iowa PK-12 Principal -Supervisor of Special Education License (IA 189)</p> <ul style="list-style-type: none"> • Completion of internship requirements (400 hours) • Presentation of capstone portfolio indicating proficiency on Iowa Standards for School Leadership <p>Transfer Credit</p> <p>Master of Arts in Education and Educational Leadership</p> <p>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.</p>
--	----------------------	---

PK-12 Principal/Supervisor of Special Education (IA 189)	Learning Outcomes	<ul style="list-style-type: none"> Standard 1: Mission, Vision, and Improvement Standard 2: Ethics and Professional Norms Standard 3: Equity, Inclusiveness, and Cultural Standard 4: Learning and Instruction Standard 5: Community and External Leadership Standard 6: Operations and Management Standard 7: Building Professional Capacity Standard 8: The Internship
	Requirements for Principal/Supervisor of Special Education (IA) Licensure	EDUL 603, 604, 606, 607, 608, 609, 611, 614, 615, 616, 617, 618, 619, 620.
Post-Baccalaureate Teacher Licensure (Non- Degree)	Policy	<p>Cross-categorical special education:</p> <ul style="list-style-type: none"> 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 B or better in EDUC-681 <p>Elementary/secondary education:</p> <ul style="list-style-type: none"> Completion of required content coursework (art, broad field social studies, business education, cross-categorical, English, mathematics, music, science, Spanish, or technology education) with a grade of "C" or better, <i>or</i> 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, or technology education) Field experiences or hours as determined by the instructor Earn a passing score on the Wisconsin Foundations of Reading Test (for students pursuing elementary education)
	Learning Outcomes	<p>Developed by the Interstate Teacher Assessment and Support Consortium (InTASC) and adopted by Wisconsin Department of Public Instruction (DPI)</p> <ul style="list-style-type: none"> PUPIL 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

	<p>learning and that encourage positive social interaction, active engagement in learning, and self-motivation.</p> <ul style="list-style-type: none"> • 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 Cross-Cat	EDUC 605, 612 613, 614, 619, 621, 626, 627, 681, EDUP 550, 559, 582.
Requirements for Post-Baccalaureate Elementary Education	EDUP 521, 522, 523, 524, 550, 551, 555, 561, 582, EDUC 626, 681, 690.
Requirements for Post-Baccalaureate Secondary Education	EDUP 516, 531, 550, 555, 559, 582, EDUC 626.

Principal (WI 5051)	Policy	<p>Admission</p> <p>Admission Requirements for all Graduate Programs in Education (degree, license, endorsement, or certificate) include the following, but may include additional program-specific admission requirements:</p> <ul style="list-style-type: none"> • 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 recommendation from an administrator required for Wisconsin and Iowa Educational Leadership programs <p>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 seven 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.</p> <p>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.</p> <p>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</p> <p>Students who have completed the Viterbo University Post-baccalaureate program within the last seven years may use up to fifteen credits of eligible graduate level courses toward the elective requirement for degree candidacy in the Master of Arts in Education Program</p> <p>Transfer Credit</p> <p>Master of Arts in Education and Educational Leadership</p> <p>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.</p>
---------------------	--------	--

Principal (WI 5051)	Learning Outcomes	<ul style="list-style-type: none"> • Mission, Vision, and Core Values. Effective educational leaders develop, advocate, and enact a shared mission, vision, and core values of high-quality education, academic success, and well-being of each pupil. • Ethics and Professional Norms. Effective educational leaders act ethically and according to professional norms to promote each pupil's academic success and well-being. • Equity and Cultural Responsiveness. Effective educational leaders strive for equity of educational opportunity and culturally responsive practices to promote each pupil's academic success and well-being. • Curriculum, Instruction, and Assessment. Effective educational leaders develop and support intellectually rigorous and coherent systems of curriculum, instruction, and assessment to promote each pupil's academic success and well-being. • Care and Support. Effective educational leaders cultivate an inclusive, caring, and supportive school community to promote each pupil's academic success and well-being. • Professional Capacity of School Personnel. Effective educational leaders develop the professional capacity and practice of school personnel to promote each pupil's academic success and well-being. • Professional Community. Effective educational leaders foster a professional community of teachers and other professional staff to promote each pupil's academic success and well-being. • Meaningful Engagement. Effective educational leaders engage families and the community in meaningful, reciprocal, and mutually beneficial ways to promote each pupil's academic success and well-being. • Operations and Management. Effective educational leaders effectively manage school operations and resources to promote each pupil's academic success and well-being. • School Improvement. Effective educational leaders act as agents of continuous school improvement to promote each pupil's academic success and well-being. • Teacher Standards. Effective educational leaders understand and demonstrate competence in the teacher standards under s. PI 34.002.
	Requirements for Principal (WI) Licensure	EDUL 634, 635, 636, 637, 638, 639, 640, 767.

<p>Reading Specialist (WI 5017)</p>	<p>Policy</p>	<p>Admission</p> <p>Admission Requirements for all Graduate Programs in Education (degree, license, endorsement, or certificate) include the following, but may include additional program-specific admission requirements:</p> <ul style="list-style-type: none"> • 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 <p>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 seven 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.</p> <p>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.</p> <p>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</p> <p>Students who have completed the Viterbo University Post-baccalaureate program within the last seven years may use up to fifteen credits of eligible graduate level courses toward the elective requirement for degree candidacy in the Master of Arts in Education Program</p> <p>Wisconsin Reading Specialist License (WI 5017)</p> <ul style="list-style-type: none"> • Possess a current Wisconsin Reading Teaching 1316 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 Instruction <p>Transfer Credit</p> <p>Wisconsin Reading Specialist License (WI 5017)</p> <p>Graduate credits may not be transferred into this program</p>
--	----------------------	---

Reading Specialist (WI 5017)	Learning Outcomes	<ul style="list-style-type: none"> • Mission, Vision, and Core Values. Effective educational leaders develop, advocate, and enact a shared mission, vision, and core values of high-quality education, academic success, and well-being of each pupil. • Ethics and Professional Norms. Effective educational leaders act ethically and according to professional norms to promote each pupil's academic success and well-being. • Equity and Cultural Responsiveness. Effective educational leaders strive for equity of educational opportunity and culturally responsive practices to promote each pupil's academic success and well-being. • Curriculum, Instruction, and Assessment. Effective educational leaders develop and support intellectually rigorous and coherent systems of curriculum, instruction, and assessment to promote each pupil's academic success and well-being. • Care and Support. Effective educational leaders cultivate an inclusive, caring, and supportive school community to promote each pupil's academic success and well-being. • Professional Capacity of School Personnel. Effective educational leaders develop the professional capacity and practice of school personnel to promote each pupil's academic success and well-being. • Professional Community. Effective educational leaders foster a professional community of teachers and other professional staff to promote each pupil's academic success and well-being. • Meaningful Engagement. Effective educational leaders engage families and the community in meaningful, reciprocal, and mutually beneficial ways to promote each pupil's academic success and well-being. • Operations and Management. Effective educational leaders effectively manage school operations and resources to promote each pupil's academic success and well-being. • School Improvement. Effective educational leaders act as agents of continuous school improvement to promote each pupil's academic success and well-being. • Teacher Standards. Effective educational leaders understand and demonstrate competence in the teacher standards under s. PI 34.002.
	Requirements for Wisconsin Reading Specialist 17 (WI) Licensure	EDUC 582, 596, 597.

<p>Reading Teacher (WI 1316)</p>	<p>Policy</p>	<p>Admission</p> <p>Admission Requirements for all Graduate Programs in Education (degree, license, endorsement, or certificate) include the following, but may include additional program-specific admission requirements:</p> <ul style="list-style-type: none"> • 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 <p>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 seven 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.</p> <p>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.</p> <p>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</p> <p>Students who have completed the Viterbo University Post-baccalaureate program within the last seven years may use up to fifteen credits of eligible graduate level courses toward the elective requirement for degree candidacy in the Master of Arts in Education Program</p> <p>Wisconsin Reading Teacher License, PK-12 (WI 1316)</p> <ul style="list-style-type: none"> • 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 <p>Transfer Credit</p> <p>Wisconsin License (Reading 1316/ Cross-categorical Special Education)</p> <p>Upon acceptance, student may transfer up to six credit hours of graduate credit taken within seven years of application date.</p>
---	----------------------	--

Reading Teacher (WI 1316)	Learning Outcomes	<ul style="list-style-type: none"> • Foundations of Reading/Literacy Development: Students will convey knowledge of the theories and research in early literacy to evaluate and integrate best practices. • Development of Reading Comprehension: Teachers will identify the multiple strands of skills and strategies that build comprehension in the K-12 learner. • Reading Assessment and Instruction: Students will demonstrate knowledge and understanding of a variety of assessments and differentiate appropriately based on instructional needs. • Integration of Reading/Literacy Knowledge & Understanding: Students will implement authentic literacy instruction across the curriculum. • Standard Alignment: Students will identify curricular standards and determine best practices to implement for literacy instruction of the K-12 learner.
	Requirements for Wisconsin Reading 316 (WI) Licensure	EDUC 580, 605, 650, 681, 690.

<p>School Business Administrator (WI 5008)</p>	<p>Policy</p>	<p>Admission</p> <p>Admission Requirements for all Graduate Programs in Education (degree, license, endorsement, or certificate) include the following, but may include additional program-specific admission requirements:</p> <ul style="list-style-type: none"> • 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 <p>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 seven 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.</p> <p>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.</p> <p>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</p> <p>Students who have completed the Viterbo University Post-baccalaureate program within the last seven years may use up to fifteen credits of eligible graduate level courses toward the elective requirement for degree candidacy in the Master of Arts in Education Program</p> <p>Transfer Credit</p> <p>Master of Arts in Education and Educational Leadership</p> <p>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.</p>
---	----------------------	---

School Business Administrator (WI 5008)	Learning Outcomes	<ul style="list-style-type: none"> • Mission, Vision, and Core Values. Effective educational leaders develop, advocate, and enact a shared mission, vision, and core values of high-quality education, academic success, and well-being of each pupil. • Ethics and Professional Norms. Effective educational leaders act ethically and according to professional norms to promote each pupil's academic success and well-being. • Equity and Cultural Responsiveness. Effective educational leaders strive for equity of educational opportunity and culturally responsive practices to promote each pupil's academic success and well-being. • Curriculum, Instruction, and Assessment. Effective educational leaders develop and support intellectually rigorous and coherent systems of curriculum, instruction, and assessment to promote each pupil's academic success and well-being. • Care and Support. Effective educational leaders cultivate an inclusive, caring, and supportive school community to promote each pupil's academic success and well-being. • Professional Capacity of School Personnel. Effective educational leaders develop the professional capacity and practice of school personnel to promote each pupil's academic success and well-being. • Professional Community. Effective educational leaders foster a professional community of teachers and other professional staff to promote each pupil's academic success and well-being. • Meaningful Engagement. Effective educational leaders engage families and the community in meaningful, reciprocal, and mutually beneficial ways to promote each pupil's academic success and well-being. • Operations and Management. Effective educational leaders effectively manage school operations and resources to promote each pupil's academic success and well-being. • School Improvement. Effective educational leaders act as agents of continuous school improvement to promote each pupil's academic success and well-being. • Teacher Standards. Effective educational leaders understand and demonstrate competence in the teacher standards under s. PI 34.002.
	Requirements for School Business Administrator (WI) Licensure	EDUL 635, 637, 660, 661, 662, 663, 664, 770.

School Counseling Certificate	Policy	The exact number of courses taken by certificate students will be determined upon entry into the program. Students will be required to take a minimum of 18 credit hours. A plan of study will be created for each student in the certificate in school counseling. Courses will be determined by the coordinator of the school counseling program who will complete an audit of the certificate student's previous master's level course work. Since this program is designed to meet the Wisconsin Department of Public Instruction (DPI) requirements for school counselors it is possible that students will take more than 18 credit hours. Each student will need to meet the requirements established by the WI DPI.
	Learning Outcomes	<ul style="list-style-type: none"> • Students will articulate the impact of values, beliefs, and cultural perspectives relative to the counseling process. • Students will demonstrate professional ethical standards of practice and the application of contemporary theories and principles of school counseling. • Students will be able to conceptualize individual, group, and systemic approaches in school counseling work. • Students will demonstrate creativity and flexibility in implementing developmentally and culturally responsive prevention and interventions in the K-12 school environment for individuals, small groups and in classrooms. • Students will demonstrate the development and evaluation of a comprehensive counseling program and utilize program evaluation techniques grounded in research and measurement. • Students will demonstrate effective professional counseling relationships with K-12 students, their families, and stakeholders within the school setting. • Students will demonstrate classroom instruction skills and individual/small group counseling skills to facilitate students' social/emotional, academic, and career development throughout their Pk-12 school experience.
	School Counseling Certificate	COUN-545, 571, 635, 645, 691, 692, 693. For those without a WI teaching license, EDUC-613, 619 are also required.

<p>Superintendent (WI 5003)</p>	<p>Policy</p>	<p>Admission</p> <p>Admission Requirements for all Graduate Programs in Education (degree, license, endorsement, or certificate) include the following, but may include additional program-specific admission requirements:</p> <ul style="list-style-type: none"> • 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 <p>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 seven 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.</p> <p>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.</p> <p>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</p> <p>Students who have completed the Viterbo University Post-baccalaureate program within the last seven years may use up to fifteen credits of eligible graduate level courses toward the elective requirement for degree candidacy in the Master of Arts in Education Program</p> <p>Transfer Credit</p> <p>Master of Arts in Education and Educational Leadership</p> <p>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.</p>
--	----------------------	---

Superintendent (WI 5003)	Learning Outcomes	<ul style="list-style-type: none"> • Mission, Vision, and Core Values. Effective educational leaders develop, advocate, and enact a shared mission, vision, and core values of high-quality education, academic success, and well-being of each pupil. • Ethics and Professional Norms. Effective educational leaders act ethically and according to professional norms to promote each pupil's academic success and well-being. • Equity and Cultural Responsiveness. Effective educational leaders strive for equity of educational opportunity and culturally responsive practices to promote each pupil's academic success and well-being. • Curriculum, Instruction, and Assessment. Effective educational leaders develop and support intellectually rigorous and coherent systems of curriculum, instruction, and assessment to promote each pupil's academic success and well-being. • Care and Support. Effective educational leaders cultivate an inclusive, caring, and supportive school community to promote each pupil's academic success and well-being. • Professional Capacity of School Personnel. Effective educational leaders develop the professional capacity and practice of school personnel to promote each pupil's academic success and well-being. • Professional Community. Effective educational leaders foster a professional community of teachers and other professional staff to promote each pupil's academic success and well-being. • Meaningful Engagement. Effective educational leaders engage families and the community in meaningful, reciprocal, and mutually beneficial ways to promote each pupil's academic success and well-being. • Operations and Management. Effective educational leaders effectively manage school operations and resources to promote each pupil's academic success and well-being. • School Improvement. Effective educational leaders act as agents of continuous school improvement to promote each pupil's academic success and well-being. • Teacher Standards. Effective educational leaders understand and demonstrate competence in the teacher standards under s. PI 34.002.
	Requirements for Superintendent (WI) Licensure	EDUL 661, 700, 701, 702, 704, 771, SVLD 531, 532.

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.

AADM-546 Special Topics (1 - 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-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-520 Advanced Strategic Management Accounting (3 Credits)

This course approaches the strategic management of organizations utilizing the advanced application of accounting information. Emphasis is placed on case-based decision making where financial and non-financial information play a key role.

ACCT-546 Special Topics (1 - 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-587 Accounting Internship (1 - 3 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 and arranged with the professor advising the internship. Graded CR/NC.

ACCT-588 Independent Study (1 - 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 (1 - 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)

<i>BLAW-588 Independent Study (1 - 4 Credits)</i>
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.
<i>COMD-511 Experimental Phonetics (3 Credits)</i>
This course examines phonetic and phonological aspects of spoken language using experimental and clinical methods. Focuses primarily on acoustic phonetics and speech perception. Significant time is devoted to hands-on data analysis techniques.
<i>COMD-512 SLP Diagnostic and Intervention Principles (3 Credits)</i>
This course covers the principles and practice involved in performing in-depth diagnostic evaluations with individuals exhibiting various communication disorders and planning appropriate intervention programs. Students will gain experience in taking case histories, formulating an assessment battery, evaluating patients, interpreting data, writing diagnostic reports, developing treatment plans, and writing SOAP notes.
<i>COMD-513 Developmental Disorders of Language, Cognition, & Social Aspects of Communication (3 Credits)</i>
This course covers the behavioral characteristics and common intervention approaches for language delay and disorders, developmental apraxia of speech, phonological disorders, craniofacial anomalies, cognitive-communication disorders, and disorders of social communication.
<i>COMD-514 Motor Speech & Neuromotor Disorders (3 Credits)</i>
This course covers the nature, assessment, and treatment of speech sound disorders and motor speech disorders across the lifespan. This course covers cross-linguistic and cross-cultural issues and includes acquired, organic, and functional origins.
<i>COMD-515 Research Methods in Speech & Hearing Science (3 Credits)</i>
This course is concerned with providing students with a foundation in clinical research methods used in speech, language, and hearing sciences sufficient for them to propose a capstone research project. The major goal of this course is to prepare students to be critical consumers of research literature and become familiar with evidence-based practice in communication sciences and disorders.
<i>COMD-522 School Age Language, Literacy, & Learning (3 Credits)</i>
This course explores language disorders of school-age children and adolescents and the evidence-based interplay of language and literacy and its implications for intervention in this age group. Reading and writing development, assessment, intervention, and issues related to delivery of literacy services in schools will be presented. The course emphasizes the role of the school SLP in collaborating in scientific research-based interventions (SRBI), the Planning and Placement Team (PPT), and individualized education program (IEP) processes, as well as the integration of curriculum (e.g., WI-DPI requirements, and Common Core State Standards) in SLP intervention. The roles of cultural, ethnic, gender, and linguistic differences will be highlighted. Prerequisite: 513.
<i>COMD-523 Acquired Disorders of Language, Cognition, & Social Aspects of Communication (3 Credits)</i>
This course focuses on the neuroscience, assessment, and treatment of acquired neurogenic language, cognitive, and social disorders across the life span (e.g. aphasia, dementia, traumatic head injury, right hemisphere damage, seizure disorder, cerebral infection, exposure to harmful environmental hazards).
<i>COMD-524 Dysphagia: Adults and Children (3 Credits)</i>
This course will cover normal and abnormal anatomy and physiology related to swallowing function across the lifespan and in diverse patient populations. The course will cover both clinical and instrumental assessment techniques to evaluate swallowing function using validated screens and assessment tools. Management and treatment techniques for individuals with swallowing disorders will be covered and labs conducted to allow students to experience hands on application of concepts covered.
<i>COMD-525 Directed Research: Capstone Project (1 - 3 Credits)</i>
This course provides an opportunity for collaborative, interprofessional mentorship in the design and completion of a capstone project. Prerequisite: 515.
<i>COMD-526 SLP School-Based Clinical Practicum (1 - 6 Credits)</i>

This course provides opportunities to apply and learn appropriate professional and clinical skills, critical thinking, and clinical decision-making skills while engaged in prevention, identification, evaluation, diagnosis, planning, implementation and/or intervention of communication disorders in school/educational settings. Speech-language diagnostic sessions and individual or group therapy sessions will be arranged and supervised by an ASHA certified SLP employed by the off-campus placement site. These sessions may be provided in person or via telehealth as state or federal regulations allow. This course is designed to meet the requirements of WI DPI and ASHA and CAA skills competencies across the lifespan. This course is offered every fall, spring, and summer term. Prerequisites: 512, 513, 514.

COMD-527 SLP Medical-Based Clinical Practicum (1 - 6 Credits)

This course provides opportunities to apply and learn appropriate professional and clinical skills, critical thinking, and clinical decision-making skills while engaged in prevention, identification, evaluation, diagnosis, planning, implementation and/or intervention of communication disorders in medical or private practice settings. Speech-language diagnostic sessions and individual or group therapy sessions will be arranged and supervised by an ASHA certified SLP employed by the off-campus practicum site. These sessions may be provided in person or via telehealth as state or federal regulations allow. This course is designed to meet the requirements of ASHA and CAA skills competencies across the lifespan and total clinical hours requirements. This course is offered every fall, spring, and summer term. May be repeated for credit. Prerequisites: 512, 513, 514.

COMD-528 Clinical Education Seminar 1: NICU SLP (1 Credits)

This course will provide an overview of feeding and swallowing problems that can occur in neonates and infants, including a discussion of risk factors and underlying etiologies. Hands-on simulation practice will be provided in the Viterbo Clinical Simulation Learning Center. Students will learn to identify growth and communication development in premature infants.

COMD-638 Clinical Education Seminar 2: Hearing Screening and Conservation (1 Credits)

This course presents an introduction to the conventional procedures used to perform otoscopy, pure-tone hearing screening, and screening of middle ear function for children and adults. The criteria for initiating medical referrals to primary care, audiology, and/or otology will be provided. Hands-on computer simulation practice along with introduction to the use of actual screening audiometers and tympanometers will be provided. Use of hearing protection devices will be introduced. Issues involving ethics and scope of practice will be addressed.

COMD-641 Stuttering and Related Fluency Disorders (3 Credits)

This course examines stuttering and other disorders of fluency across the lifespan. Emphasis is placed on evaluation, intervention, and prevention. Prerequisites: 513, 514, 523.

COMD-642 Voice and Resonance Disorders (3 Credits)

This course covers the anatomy, physiology, and embryology of the head and neck involved in the onset, development, and maintenance of disorders of the voice as well as structural malformations of the palate and velopharynx in children and adults. Assessment procedures for voice, resonance, and velopharyngeal dysfunction are illustrated with case studies, and no-tech, low-tech, and high-tech approaches. Treatment procedures for voice and resonance disorders are covered in detail. Laryngectomy rehabilitation and surgical voice restoration will be reviewed.

COMD-643 Alternative and Augmentative Communication (3 Credits)

This course will provide a detailed overview of the most clinically relevant Augmentative and Alternative Communication (AAC) strategies and supports. The presented information will provide demographic/background information, an in-depth understanding of assessment and treatment, and an overview of evidence-based practice associated with AAC use across the lifespan. Students will be required to apply knowledge of AAC through selection of appropriate assessment procedures, creation of treatment plans, introduction to low tech and high tech AAC devices, and clinical simulations. Prerequisites: 514, 522, 523.

COMD-644 Educational Audiology & Aural Rehabilitation for the SLP (3 Credits)

This course will provide an overview of children with hearing loss through the education process from birth through age 21 (IDEA Part C - IDEA Part B). Basic introduction to hearing loss, auditory prosthetic devices, hearing assistive technologies (HATS), and classroom acoustics will be provided. An emphasis is placed on educating diverse learners with hearing loss through interprofessional collaboration, parent collaboration, IEP meetings, classroom management, individual or group speech-language pathology therapy, and desired language modality options/outcomes. Prerequisite: 638.

COMD-648 Clinical Education Seminar 3: Counseling (1 Credits)

This course will provide an overview of the speech-language pathologist's role in counseling patients/clients, students, family members and caregivers. Knowledge competencies in effective information-sharing, and social/multicultural counseling adjustments will be satisfied. Clinical skills competencies in appropriate SLP counseling techniques specific to behavior management, aural habilitation, swallowing, communication and cognitive disorders will be addressed and practiced with clinical simulation exercises.

COMD-651 Interprofessional Communication, Health Care Partnerships, and Professional Issues (3 Credits)

This course focuses on developing holistic, therapeutic, person-centered communication skills that are effective in promoting: inclusivity, equity, diversity; relationship-building with patients/clients/students, families, and other disciplines; advocacy for patient/client/student access to care; advocacy for the profession of speech-language pathology. Emphasis will be placed on active listening skills and the science behind high-functioning teams. Students will apply relationship-based care principles to interpersonal and interprofessional interactions and begin to identify strategies that promote healthy communication between patients/clients/students, families, and colleagues.

COMD-656 SLP School-Based Clinical Externship (1 - 6 Credits)

This course provides full-time opportunities to apply and learn appropriate professional and clinical skills, critical thinking, and clinical decision-making skills while engaged in prevention, identification, evaluation, diagnosis, planning, implementation and/or intervention of communication disorders in educational settings. Speech-language diagnostic sessions and individual or group therapy sessions will be arranged and supervised by an ASHA certified SLP employed by the off-campus practicum site. This course is designed to meet the requirements of WI-DPI for student-teaching, ASHA and CAA skills competencies across the lifespan, and total clinical hours requirements.

COMD-657 SLP Medical-Based Clinical Externship (1 - 6 Credits)

This course provides full-time opportunities to apply and learn appropriate professional and clinical skills, critical thinking, and clinical decision-making skills while engaged in prevention, identification, evaluation, diagnosis, planning, implementation and/or intervention of communication disorders in medical or private practice settings. Speech-language diagnostic sessions and individual or group therapy sessions will be arranged and supervised by an ASHA certified SLP employed by the off-campus practicum site. This course is designed to meet the requirements of ASHA and CAA skills competencies across the lifespan and total clinical hours requirements.

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 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 or 545

COUN-545 Introduction to School Counseling (3 Credits)

This course is designed to provide an orientation to the profession of school counseling and the related standards of ethical practice. Participants in this course will begin the process of developing a professional school counseling identity through the exploration of personal, professional and contextual frameworks of school counselors at the elementary, middle and high school levels. Several competencies will be reviewed including collaborative consultation, curricular planning, student advocacy, and program design. An orientation to the school counseling program including practicum and internship will be articulated.

COUN-546 Special Topics (1 - 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 Through Play (3 Credits)

This course provides an overview of play therapy theories and basic skills for developing competency in child/adolescent assessment and counseling. Ethical dilemmas inherent in work with these populations will be addressed.

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

This course provides an in-depth exploration of play therapy 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-575 Experiential and Expressive Techniques In Counseling (3 Credits)

This course explores the use of expressive and experiential techniques in counseling. Creative modalities include play, art, sand, movement, sound, clay, imagery, and other means of individual and group expression. Expressive techniques are appropriate for use with diverse and marginalized populations, as well as across the lifespan. The course will utilize counseling theories and neuroscience literature to focus on the power of using the body in tandem with the brain to integrate one's learning and insight. Potential application of a variety of experiential techniques will be discussed, including the introduction, facilitation, and processing of expressive interventions.

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.

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.

COUN-588 Independent Study (1 - 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-Occurring Disorders Counseling (3 Credits)

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

COUN-591 Substance 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 or 545.

COUN-635 Prevention and Intervention in Schools (3 Credits)

This course provides an overview of the most up-to-date school-based curriculum, prevention programming and intervention techniques. It encapsulates the school counselor's role in delivery of services using a multi-tiered system of supports (MTSS) within the schools and focuses upon practical applications and techniques that foster collaboration and promote student learning outcomes, social/emotional growth and career development.

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-645 School Counseling Program and Leadership (3 Credits)

This course is designed to help you learn how to conceptualize, develop, and implement a comprehensive school counseling program based on developmental theory and the ASCA national model. You will learn about the "nuts and bolts" of organizing a program, mindsets and curriculum for school counselors. Participation in this course provides opportunities to learn leadership and management skills necessary to develop and strengthen K-12 School counseling programs by utilizing school-community teams, school-based consultation and collaboration models.

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 or 545, 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: 595.

COUN-675 Counseling Techniques (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-691 Practicum in School Counseling (3 Credits)

The purpose of the course is to enhance the counseling skills and conceptualization processes acquired through direct counseling experience, supervision, and classroom interactions. This course involved the application of counseling theories, techniques and school counseling program implementation. Restricted to students admitted to the professional sequence. Prerequisites: 675.

COUN-692 Internship in Elementary School Counseling (1 - 3 Credits)

The elementary school counseling internship is a field counseling experience supervised by a qualified elementary school counseling professional. Placement is at an elementary school site and provides opportunities for the student to perform, under supervision, in a variety of counseling activities that a professional school counselor is expected to perform. Group supervision is conducted throughout a student's internship experience. Permission of instructor is required. May be repeated for credit. Prerequisite: 691.

COUN-693 Internship in Secondary School Counseling (1 - 3 Credits)

The secondary school counseling internship is a field counseling experience supervised by a qualified secondary school counseling professional. Placement is at an secondary school site and provides opportunities for the student to perform, under supervision, in a variety of counseling activities that a professional school counselor is expected to perform. Group supervision is conducted throughout a student's internship experience. Permission of instructor is required. May be repeated for credit. Prerequisite: 691.

COUN-695 Counseling Internship (1 - 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: 690. May be repeated for credit. Permission of instructor required.

COUN-700 Introduction to Professional Writing & Scholarship (1 Credits)

This asynchronous course module provides an overview of graduate-level academic writing expectations and guidelines. The module focuses largely on the most recent version of the Publication Manual of the American Psychological Association (APA), with the purpose of equipping students to research, present, and write their own scholarship, in addition to evaluating and providing others feedback. Graded CR/NC.

COUN-710 Quantitative Methods in Social Science Research (3 Credits)

This course focuses on the knowledge and skills necessary to develop, conduct and analyze quantitative research. Specifically, this course develops students' quantitative skills to apply appropriate statistical methods to answer research questions. Topics include hypothesis testing, nonparametric methods, analysis of variance, and multiple regression analysis.

COUN-712 Qualitative Methods in Social Science Research (3 Credits)

This course focuses on the knowledge and skills necessary to develop, conduct and analyze qualitative research. Specifically, this course develops students' skills in analyzing verbal and written qualitative data. Topics include using phenomenological approaches, grounded theory, content analysis, ethnographic and consensual qualitative analysis.

COUN-714 Counselor Education: Trends in Research (3 Credits)

This course focuses on research ethics and recent trends in research in the field of counseling. Emphasis is placed on the practice of reading and critiquing research in the field, understanding strategies for publishing in counseling journals, conducting ethical research, and completing a dissertation proposal. Prerequisite: 710, 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, approaches to consultation, and legal and ethical issues. Emphasis is directed toward knowledge, attitude and skill development.

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 and Social Justice (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 Professional Leadership and Advocacy (3 Credits)

This course explores leadership theories and organizational management strategies within counselor education, with a focus on culturally sustaining leadership practices. Students will engage in discussions on crisis response, ethical leadership, accreditation processes, and advocacy, preparing them to assume leadership roles in educational settings and the counseling profession. Through practical applications, students will develop the skills necessary to navigate complex leadership challenges in diverse and evolving environments.

COUN-730 Advanced Counseling Practice (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. 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.

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

Addresses issues in training supervisors, as well as evidence-based supervision practices. Focuses on the synthesis of the theories of supervision, including opportunities to provide culturally competent supervision to students in the Master of Science counseling programs. Prerequisite: 715.

COUN-770 Advanced Assessment and Program Evaluation (3 Credits)

Provides an advanced study of 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, as well as an examination of current practices in program development, implementation, and evaluation.

COUN-777 Ethical and Legal Issues Within Counseling (3 Credits)

The focus of this course builds on the foundational ethical knowledge and examines a range of contemporary ethical issues in counseling and the intersectionality with the legal system. Ethical decision making models and the development of ethical responsibility within professional practice will be explored.

COUN-780 Doctoral Internship (1 - 4 Credits)

This course provides a supervised group experience for students completing hours in any of the following internships: advanced clinical, supervision, teaching, research, and/or leadership & advocacy. Depending on the internship focus of the semester, students will engage in a variety of different assignments designed to increase their skill and efficacy as clinicians, supervisors, teachers, scholars, and leaders. Students in this course will record and maintain hours in order to accrue 600 total hours of counselor education clinical internships across semesters. This course may be repeated for credit until the total internship hours is achieved and 6 credit hours completed. Consent of instructor required.

COUN-783 Comprehensive Examination and Portfolio (2 Credits)

This comprehensive examination requires a doctoral portfolio and presentation of the student's professional identity development, along with the five core areas of counselor education: teaching, research, leadership and advocacy, supervision, and advanced practice. The doctoral portfolio should be provided to all comprehensive examination committee members a minimum of two weeks prior to the formal oral presentation.

COUN-788 Independent Study (1 - 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.

COUN-794 Dissertation Proposal (3 Credits)

This course focuses on research ethics and recent trends in research in the field of counseling. Emphasis is placed on the practice of reading and critiquing research in the field, understanding strategies for publishing in counseling journals, conducting ethical research, and completing a dissertation proposal. Prerequisites: 710, 712.

COUN-795 Dissertation (3 - 4 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.

CSCI-500 Web Development 2 (3 Credits)

This graduate-level course builds on the foundational concepts of web development introduced at the undergraduate level. This course builds an understanding of how frameworks fit together through project-based learning. Students will gain experience with front-end and back-end development, explore advanced frameworks and tools, and apply best practices in building scalable and efficient web applications. Prerequisite: three-credit web development undergraduate course or equivalent industry experience.

CSCI-510 Optimization and Simulation (3 Credits)

Learn optimization and simulation methods including linear optimization, Monte Carlo, and discrete event simulation. Apply modeling to business problems to recommend possible actions toward a solution. Prerequisite: MATH-230 or equivalent and three credits of intro to programming course.

CSCI-520 Embedded Systems (3 Credits)

This graduate-level course introduces fundamental principles and practices in embedded systems design and builds upon these principles to study the interaction of computer systems (CPU, memory) and interfacing with those systems. The course covers microcontroller/microprocessor architecture, real-time operating systems (RTOS), hardware/software co-design, system-on-chip (SoC) architectures, and interfacing with peripherals. Prerequisite: three credits of introductory programming and a discrete math course.

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 (1 - 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 (1 - 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 and Alignment of Instruction and Assessment to Assure Rigor and Student Engagement in Learning (2 - 3 Credits)

This course will develop participants' knowledge, skill, and practice in supporting classroom instruction and student learning through the following: developing understanding of taxonomies for educational objectives/cognitive complexity, demonstrating effective techniques for questioning that lead to higher levels of thinking and student engagement, analyzing units to identify level of cognitive complexity (rigor) and determine level of alignment of intended learning, instruction, and assessment, and practicing coaching techniques to address staff's assurance of rigor and student engagement in the intended learning.

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 Secondary Strategies and Methods for EL Teachers (3 Credits)

This course will focus on strategies and methods for teachers of English Learners in all settings. Sheltered instruction, CCSS Mastery, Students with Limited or Interrupted Formal Education (SLIFE), Trauma, and the importance of collaboration with content-specific teachers will be emphasized.

EDEL-507 Building, Leading, and Sustaining Equitable Systems of Student Support (2 - 3 Credits)

Educational leaders are responsible for ensuring that all students in a school meet or exceed grade-level expectations for future success. This important school-based work begins with ensuring that all students receive a robust universal tier of instruction followed by small group and/or individualized supports as needed. The most widely adopted ways to do this are through the use of Multi-Tiered Systems of Support (MTSS) or Response to Intervention (RtI) systems. In this course, students will investigate the underlying beliefs and basic components of equitable systems of student support and develop an awareness of how these systems function across the K-12 spectrum. Students will develop the knowledge, understanding, and skills necessary to assume leadership roles with systems of student support in their local contexts.

EDEL-508 The Instructional Framework, Supporting The Growth of Teachers and Students (2 - 3 Credits)

This course will provide aspiring educational leaders with an understanding of the Danielson, Marzano, and NIET (Iowa) Instructional Frameworks. With an emphasis on improving student learning through quality instruction, participants will have a common language to develop and grow effective teaching practices at any given point in a teaching career through goal setting, effective conferencing, and quality feedback.

EDEL-520 Systems Thinking: Leadership, Optimism, Ingenuity and Cognitive Flex (2 Credits)

This course is designed to empower educational and business leaders with the knowledge, skills, and mindset necessary to navigate the dynamic landscape of business and education. Participants will engage in a transformative learning experience aimed at cultivating cognitive flexibility, fostering a culture of innovation, embracing evidence-based practices, and developing resilience in leadership.

EDEL-552 Linguistics for EL Teachers (3 Credits)

This course will focus on the alphabetic code for the English language, including grammar, morphemes, graphemes, and phonemes. Academic language will be incorporated into the course, focusing on methods for subject matter content and curriculum adaptations and modifications.

EDEL-553 Elementary Strategies and Methods for EL Teachers (3 Credits)

This course will present strategies and methods for all elementary teachers working with English learners. The focus will be on using assessment data to appropriately plan for instruction for dual-language and ESL students. Topics will include nonsense words, research regarding reading, writing, speaking, listening, literacy, appropriate accommodations, and CCSS mastery.

EDEL-554 Assessment for EL Teachers (3 Credits)

This course will focus on assessments for EL students, including ELPA 21 and FAST. Topics will include multiple response assessments, accommodations, MtSS processes, Special Education referral considerations, as well as CCSS Mastery.

EDEL-555 Internship for EL Teachers (3 Credits)

This course will require students to develop a professional development session for colleagues regarding EL considerations. Topics in this course will include home language surveys, entrance/exit requirements, policies, practices, Lau Plans, parent rights, interpreters, translation, OCR, formative assessment, and direct application of EL methods and strategies in a K-12 setting. A minimum of 90 hours of Internship experience will be required.

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.
<i>EDUC-508 Field Experience: Innovative Teacher Leadership and Instructional Coaching (1 Credits)</i>
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.
<i>EDUC-580 Children's and Adolescent Literature in The Reading Program (3 Credits)</i>
Students will read, discuss, compare, and evaluate a variety of children's and adolescent's literature from the canons 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.
<i>EDUC-582 Administration, Supervision, and Leadership in Reading Programs (4 Credits)</i>
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.
<i>EDUC-596 Practicum in Reading Leadership (3 Credits)</i>
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.
<i>EDUC-597 Seminar in Reading Research (3 Credits)</i>
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.
<i>EDUC-600 Ethical Issues in School and Society: Past, Present, and Future (3 Credits)</i>
Students in this course are charged with examining the role of an educator as a moral steward. Students will be asked to think about the individual role that they assume in achieving and maintaining a more democratic and ethical society through education. Investigations into controversial ethical issues and dilemmas prepare educators to critically think through potential situations that may arise with students, parents, administrators, and peers. Students will look at the overview of the systemic nature of education and schooling, with emphasis on the role of the teacher. Students will be introduced to the concept of learning in community, and the concept of nurturing and care for the system of education. The lens of the Viterbo values will be utilized and applied to teachers' roles in the educational system. These values are contemplation, hospitality, integrity, stewardship, and service. Using these values as a lens, students will review and take a stand on critical issues facing education at the present time.
<i>EDUC-604 Proseminar (3 Credits)</i>
Typically, this is the culminating course in the Master of Arts in Education program. It provides advanced study on a topic or emerging issue in American education. It is designed to interrogate contemporary issues and their influences on teaching and learning. Students will develop a broad understanding of the different societal and cultural facets that impact PK-12 education. A four-day residency on the Viterbo University, La Crosse, WI campus is required; commencement takes place on the final day of residency. Students must be registered to complete all remaining coursework during the summer in which Proseminar takes place.
<i>EDUC-605 Teaching Reading to Students With Dyslexia and Other Reading Difficulties (3 Credits)</i>

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-609 Culture and Language Acquisition (3 Credits)

This course focuses on topics such as identity, social factors of language use, cultural and linguistic diversity, and the many educational contexts in which English learners develop their cultural and linguistic identity in the United States. In addition, this course addresses the many ways that teachers and administrators can apply culturally responsive teaching to support the academic English language development of English learners in their schools.

EDUC-610 Teaching, Learning, and Leadership in Online Environments (3 Credits)

This course serves a dual purpose: (1) it focuses on the fundamentals of instructional design and the use of multimedia technology as a teaching and learning strategy that addresses diverse student needs and encourages active participation in learning; (2) it emphasizes technology tools that facilitate communication and collaboration within local and global learning communities as a means of improving leadership functions and effectively engaging with others in online and remote learning environments.

EDUC-612 Equity and Social Justice in Education (3 Credits)

This course provides a critical examination of the formation and re-formation of education in the US public school system. The concepts and theories of power and oppression serve as a framework for understanding the her/historical, cultural, and political context of education. With a focus on the educational narratives of language, race, class, gender, sexual orientation, and immigration status, culturally responsive education is explored as a tool for creating and sustaining educational equity. The lived experiences of all students are viewed as a funnel of knowledge that drives dialogue, collaboration, and collective action in the teaching and learning cycle.

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. Field experience hours required.

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-622 New Information Literacies: the Truth Still Matters (3 Credits)

Rooted in critical media consumption, this course focuses on the need of individuals to be multi-literate, competent, and intelligent users of information. Participants will learn to evaluate the credibility of information claims, to distinguish between news and other forms of information, and to identify systems of power, influence, economics, motivations, and emotions as they relate to the generation and sharing of information. Written, visual, and social media will be evaluated.

EDUC-623 Teacher Leadership and Professional Learning (3 Credits)

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

EDUC-624 Application of Educational Research (3 Credits)

Effective educational leaders are skilled with interpretation and application of educational research in their local contexts. This course introduces educators to the foundations of educational research and enables them to think strategically when examining the literature about a problem of practice. Students will develop an awareness of the APA's conventions of writing and citation practices that are used across the social sciences. The course culminates with students writing a formal literature review that investigates a self-selected problem of practice.

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 Disabilities (3 Credits)

In this methods course, students will plan instruction for learners with 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. Prerequisites: 613, 614

EDUC-630 Practicum for Cross-Categorical Special Education (1 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-650 Integrated Literacies (3 Credits)

Disciplinary literacies are explored using dimensions of academic language. Through a sociocultural perspective on literacy, students will develop the knowledge and expertise necessary to teach K-12 learners to negotiate and interpret complex texts and other multimodal forms of linguistic expression and representation 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 birth- 8-year-old 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-690 Identifying and Correcting Reading Difficulties (3 Credits)

Principles of corrective reading instruction, diagnostic instruments and procedures, strategies, and materials for correcting reading difficulties will be covered. Proficiency in prescribing corrective instructional plans and activities will be developed. In addition, students will participate in a field-based practicum experience working with struggling readers. During this experience, 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. Field experience hours required.

EDUL-546 Special Topics (1 - 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 (1 - 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. Restricted to IA PRIN students only.

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. Restricted to IA PRIN students only.

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. Restricted to IA PRIN students only.

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. Restricted to IA PRIN students only.

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. Restricted to IA PRIN students only.

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. Restricted to IA PRIN students only.

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. Restricted to IA PRIN students only.

EDUL-615 Clinical Internship for Leadership and Theories of Motivation and Change (1 Credits)

This clinical internship will, in the least, include experiences in leadership philosophy, theories of motivation and change, and the developmental needs of PK-12 students and adult learners. 50 hours of clinical experience will be completed during this course. May be repeated for credit.

EDUL-616 Clinical Internship for Management and Family Engagement (1 Credits)

This clinical internship will, in the least, include experience in the managerial aspect of PK-12 schools as well as applying the research regarding family engagement. 75 hours of clinical experience will be completed during this course. May be repeated for credit.

EDUL-617 Clinical Internship for Curriculum (1 Credits)

This clinical internship will, in the least, include experience in leadership for PK-12 curriculum. 75 hours of clinical experience will be completed during this course. May be repeated for credit.

EDUL-618 Clinical Internship for Legal Issues in Education (1 Credits)

This clinical internship will, in the least, include experience in the application of law in public schools 50 hours of clinical experience will be completed during this course. May be repeated for credit.

EDUL-619 Clinical Internship for Evaluation (1 Credits)

This clinical internship will, in the least, include experience in applying evaluation techniques in the PK-12 school. 75 hours of clinical experience will be completed during this course. May be repeated for credit.

EDUL-620 Clinical Internship for Diverse Learners (1 Credits)

This clinical internship will, in the least, include experience in applying the legal guidelines for 504 plans and IEP's in the PK-12 school. In addition, the experience will include the adherence to school board policy regarding all diverse learners. 75 hours of clinical experience will be completed during this course. 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 Management (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 School Business Administrator. 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 School Business Administrator licensure program. Restricted to students in the School Business Administrator licensure programs.

EDUL-771 Superintendent Practicum (3 Credits)

The superintendent practicum is designed to give students a realistic experience as an aspiring superintendent. Students must choose a minimum of three activities under each of the seven Wisconsin Administrative Standards to perform under the supervision of the student's 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-510 Science Environmental Education Seminar (1 Credits)

Overview of fundamental concepts of physical, life, and environmental science topics that will be built upon science methods courses. This course will include a hands-on lab component.

EDUP-516 Using Technology to Enhance Teaching and Learning (2 Credits)

This course explores technology-enhanced instruction and the practical use of technology to analyze student data, inform instruction, and reflect on teaching and learning. Various forms of data collection, organization, and presentation will be covered. Aspiring educators will be equipped with the knowledge and ability to integrate technology into instruction, to use formative and summative assessment data sets for individual and groups of students, grade-level teams, professional learning communities, and to improve classroom teaching. Prerequisites: 550, 555.

EDUP-521 Social Studies Methods (2 Credits)

Methods and materials for assessing, planning, implementing and evaluating social studies instruction based on model academic standards. Focused on development of curricula that promote equity, diversity, and social justice.

EDUP-522 Science Methods (3 Credits)

Objectives, content, study, and experience in methods, use of media, including computer applications for science teachers in the elementary and middle school; science laboratory experiences.

EDUP-523 Math Methods (3 Credits)

Principles, goals, methods and strategies for teaching mathematics in elementary and middle school. Topics include: integrating math with literacy, differentiation, knowledge and implementation of curriculum, lesson planning, and assessment.

EDUP-524 Interdisciplinary Methods (2 Credits)

This course develops content and methods for interdisciplinary instruction and art integration in the elementary and middle school classroom. Critical thinking, problem solving, and experiential approaches are developed through reading, discussion, active participation, planning, and teaching.

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. Field hours and/or experience required.

EDUP-534 Methods in Art Education (3 Credits)

This 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 lesson plans that they will teach in an educational setting. Studio component: development of art educational objectives through laboratory experiences.

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-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 (1 - 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-546 Special Topics (1 - 8 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. Field experience hours required.

EDUP-551 Teaching Writing in the Language Arts Classroom (2 Credits)

Recognizing the relationship between reading and writing in developing student literacy, this writing course prepares teacher candidates to attend to the other half of literacy: writing. Participants will learn how to incorporate writing in their planning, instructing, and evaluating that builds K-9 learners' capacity to think and to share their thinking through writing. Emphasis is placed on the writing process, writing in the content areas, and specific instructional techniques.

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. Students need to earn a B or better in this course to be admitted to the Teacher Education Program. Field hours or experience required.

EDUP-559 Student Teaching CC/Secondary (4 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. Prerequisite: admission to student teaching. Graded CR/NC.
<i>EDUP-561 Student Teaching: Elementary/Middle (4 Credits)</i>
Teaching at the elementary and middle school levels. Capstone experience typically completed in the final semester. Prerequisite: admission to student teaching. May be repeated for credit. Graded CR/NC.
<i>EDUP-582 Student Teaching Seminar (2 Credits)</i>
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.
<i>EDUP-588 Independent Study (1 - 4 Credits)</i>
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.
<i>ETHL-546 Special Topics (1 - 4 Credits)</i>
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.
<i>ETHL-588 Independent Study (1 - 4 Credits)</i>
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.
<i>ETHL-712 Scholar-Practitioner Inquiry (3 Credits)</i>
This course will provide an overview of the research process. Students will identify potential research topics and explore quantitative, qualitative, mixed and other methods as well as research ethics. Prerequisite: 724 or 725.
<i>ETHL-714 Foundations of Quantitative Research (3 Credits)</i>
This course introduces statistical concepts and procedures important to the analysis of quantitative data. Students explore descriptive and inferential statistics, including measures of central tendency, variability, correlation, and univariate and bivariate statistical tests. Prerequisite: 712.
<i>ETHL-716 Qualitative and Participatory Research Methods (3 Credits)</i>
This course introduces epistemologies, processes, and ethics of data generation and analysis used in qualitative and participatory research methodologies. Students will practice research skills. Prerequisite: 712.
<i>ETHL-724 Leading Organizational Change (3 Credits)</i>
This seminar course focuses on influential and recent research in the social sciences relevant to the theory and practice of leadership. Students will explore scholarship from disciplines such as Psychology, Sociology, Management, Anthropology, Political Science, and Economics that inform the study of leadership. Two-day residency in La Crosse required.
<i>ETHL-725 Philosophy and Leadership Seminar (3 Credits)</i>
This seminar course focuses on influential and recent research and primary texts in the humanities relevant to the theory and practice of leadership. Students will explore works from disciplines such as Philosophy, Religion, History, and the Arts that inform the study of leadership.
<i>ETHL-726 Critical Analysis of Power (3 Credits)</i>
This course uses the lens of Critical Theory to ask fundamental questions about the relationship between power and leadership, the nature of leadership itself, and the ethical challenges posed to people in positions of authority. Students will explore these challenges and expose the extent to which these challenges can and cannot be rectified.
<i>ETHL-727 Leading in a Diverse World (3 Credits)</i>
This course explores structures of power and oppression that shape our diverse world. It considers what we can individually and collectively do to make our organizations more inclusive spaces and how leadership principles from different cultural communities can support the work of diversity, equity, inclusion, and belonging.
<i>ETHL-728 The Learning Organization and Inquiry Based Leadership (3 Credits)</i>

This course focuses on organizational learning and humility, emphasizing the sincere quest for truth that motivates experimentation and natural improvement that comes from committed obedience to revealed truth.
<i>ETHL-729 Values in Leadership (3 Credits)</i>
Ethical leadership requires understanding the role of values in leadership. This course explores values such as contemplation, hospitality, honesty, service, trust, and vocation in leadership contexts. Students will consider practical implications and their meaningful connection to professional settings. Four-day residency in La Crosse required.
<i>ETHL-732 Leading Negotiation (3 Credits)</i>
The process of closing gaps between constituent groups in decision making is explored. Zero sum and positive sum negotiation strategies are explored, including small normal form games. Using this theoretical foundation, students learn practical negotiation skills and apply them in simulated situations requiring competence and finesse.
<i>ETHL-734 Leadership Theory and Ethical Decision- Making (3 Credits)</i>
This course introduces leadership theories and frameworks for ethical decision-making to promote the common good.
<i>ETHL-736 Contemporary Issues in Leadership (3 Credits)</i>
Leadership is ever-evolving. This course examines a contemporary applied issue in leadership studies, based in literature, practices, problems, and research. Guest experts may be invited to serve as instructors.
<i>ETHL-742 Research 1 (1 Credits)</i>
Supports and guides students in the development of their dissertation proposal. Students will develop their Research Question (s), complete IRB training, form a dissertation committee, and write and pass a content-related qualifying examination. Graded CR/NC.
<i>ETHL-743 Research 2 (1 Credits)</i>
Supports and guides students in the development of their dissertation proposal. Committee members support students in working on their introduction, literature review, and data collection plan for their dissertation. Students write and pass a methodology-related qualifying examination. Graded CR/NC.
<i>ETHL-744 Research 3 (1 Credits)</i>
Supports and guides students in the development of their dissertation proposal. Students complete and defend their dissertation proposal with the support of their committee. When applicable, students will initiate an IRB application. Graded CR/NC.
<i>ETHL-762 Applied Learning Experience Applied Learning Exprnc (3 Credits)</i>
Students will complete an advisor approved consulting project and/or internship. Students consider the role of learning in leadership. Graded CR/NC.
<i>ETHL-772 Dissertation (1 - 8 Credits)</i>
Suuports and guides students in the development and completion of their dissertation. The dissertation is a relevant scholarly contribution, designed and conducted under the supervision of a research committee. 1-8 credits per advisor approval. Prerequisites: 714, 742. Prerequisite or concurrent: 743, 744. Graded CR/NC.
<i>ETHL-773 Dissertation Defense (1 Credits)</i>
Student orally defends their dissertation. They revise their dissertation to respond to comments from their committee and submit their final, revised dissertation. Requires permission of dissertation chair and/or Program Director. Prerequisite: 772. Graded CR/NC.
<i>FINA-510 Socially Responsible Financial Management (3 Credits)</i>
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.
<i>FINA-530 Global Finance (3 Credits)</i>

Global Finance teaches students important finance concepts like capital budgeting, taxation, fundraising, and investing with a particular focus on how globalization and international trade flows influence the domestic practice of finance. Students will understand currency flows and international loanable funds markets and their impact on exchange rates.

FINA-546 Special Topics (1 - 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-587 Finance Internship (1 - 3 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 and arranged with the professor advising the internship. Graded CR/NC.

FINA-588 Independent Study (1 - 4 Credits)

HMGT-546 Special Topics (1 - 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-587 Healthcare Management Internship (1 - 3 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 and arranged with the professor advising the internship. Graded CR/NC.

HMGT-588 Independent Study (1 - 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)

<p>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.</p>
<p><i>HMGT-660 Health Care Outcomes and Process Improvement (3 Credits)</i></p>
<p>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.</p>
<p><i>HMGT-685 Capstone (3 Credits)</i></p>
<p>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.</p>
<p><i>HMGT-690 Intensive: Health Care Topics Seminar (2 Credits)</i></p>
<p>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.</p>
<p><i>HMGT-695 Intensive: Foundations of Health Care Leadership (2 Credits)</i></p>
<p>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.</p>
<p><i>INFO-510 Business Intelligence (3 Credits)</i></p>
<p>This course introduces the fundamental principles of decision theory, combining theoretical knowledge with practical application. The course covers various evidence-based decision-making models, techniques and Excel-based problem solving applied to business settings.</p>
<p><i>INFO-530 Data Visualization (3 Credits)</i></p>
<p>This course focuses on the design of compelling visual narratives for data-driven decision-making. In this course, students will learn to understand and create dashboards, interpret complex datasets, and communicate insights via short debriefings.</p>
<p><i>MGMT-501 Foundations of Business (3 Credits)</i></p>
<p>This course is a foundational study of procedures and techniques of business systems. Learners will gain a better understanding of the environment of business, business ownership and entrepreneurship, organization and management, human resources, marketing, managing information, business accounting, and business finance.</p>
<p><i>MGMT-512 Leadership Skills in Organizations (3 Credits)</i></p>
<p>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.</p>
<p><i>MGMT-513 Leadership 360 (1 Credits)</i></p>
<p>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.</p>
<p><i>MGMT-520 Methods of Inquiry and Analysis (3 Credits)</i></p>

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-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-526 Compression Planning (3 Credits)

This course is focused on Compression Planning, a planning process developed by McNellis Company and based on the storyboarding model originally conceived by the Disney Company. Students will learn how Compression Planning can transform the concepts of creative brainstorming and storyboarding into a simple, easily understood process and will leave students with actionable items with which to move forward.

MGMT-546 Special Topics (1 - 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)

The dark side of leadership explores the different types of leadership and behaviors found that stray away from the traditional models of leadership. This course will examine the different types of leadership behaviors that can be deemed dysfunctional and how to address these behaviors. We will review history and analyze leaders that have been destructive and identify their impact on followership, societies and history as well.

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-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-579 Human Capital Development (3 Credits)

This course focuses on how leaders can practically create culture and systems that allow people to accomplish, grow, produce, and thrive at work. Topics taught can include hiring, fostering culture, performance management, benefits and pay, coaching, and effective organizational structures among others. The course emphasizes case examples and troubleshooting issues in human capital development, with specific attention to human resources law and ethics.

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 (1 - 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 Leadership Internship (1 - 3 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 and arranged with the professor advising the internship. Graded CR/NC.

MGMT-588 Independent Study (1 - 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 (1 - 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 (3 - 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.

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

This course addresses key principles of traditional and digital marketing spheres. Topics include market segmentation, product promotions, positioning & distribution of goods and services, brand management, and marketing plans and strategies. Students will also learn and engage in digital-centric thinking in forming a comprehensive and integrative marketing communication strategies.

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 (1 - 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-550 Digital Marketing and Analytics (3 Credits)

This project-based course focuses on marketing and exploring social and digital media to reach and engage target audiences. Target markets will be identified, and communication strategies will be developed for driving successful digital marketing campaigns. Learners will create optimized copy for web, social media content creation with a focus on copywriting (creative, concise, credible, and compelling), and imagery to appease algorithms with an end goal of expanding reach and increasing engagement of the desired target market. Students will be enabled to utilize analytics to assess the efficacy of their marketing and will be prepared to make strategic marketing decisions using analytics in practice.

MKTG-587 Marketing Internship (1 - 3 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 and arranged with the professor advising the internship. Graded CR/NC.

MKTG-588 Independent Study (1 - 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.

MUSC-511 Instrumental Techniques I (2 Credits)

Instrumental Techniques I introduces music education students to fingering, notation, and pedagogy related to woodwind and brass instruments. Students will learn basic information for classroom and arranging purposes. Prerequisite: At least two music theory courses at the undergraduate level.

MUSC-512 Instrumental Techniques II (3 Credits)

Instrumental Techniques II introduces music education students to fingering, notation, and pedagogy related to string and percussion instruments. Students will learn basic information for classroom and arranging purposes. Prerequisite: at least two Music Theory courses at the undergraduate level.

MUSC-520 Vocal Pedagogy (3 Credits)

A course presenting the study and critical analysis of many pedagogical approaches of the teaching of singing. For the advanced vocal/choral student, it is a research and discussion course with a major research project. The course includes observation, practice teaching, and studio business practices of private teaching. Students use the vocal lab for research using VoceVista software and other technology. The teaching of private voice lessons is a practicum experience for the student teacher/singer.

MUSC-540 General Music Methods in the Elementary And Middle/Junior High 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.

MUSC-540 General Music Methods in the Elementary And Middle/Junior High 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.

MUSC-542 Choral Methods in Middle School/Junior High and High School (3 Credits)

The study of teaching choral music and directing techniques for middle/junior high and senior high school. Topics include rehearsal techniques, repertoire, voicing, curriculum design, classroom management, learning styles, teaching strategies, strategies for teaching students with disabilities, the changing voice, and philosophy. Emphasis on the total year's program in perspective with performances and understanding the non-musical responsibilities of a middle/junior high and 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. Prerequisite: at least one conducting course at the undergraduate level or higher.

MUSC-565 Graduate Conducting (3 Credits)

Continuation of the development of skills learned in undergraduate conducting, with emphasis on baton technique, gesture, score preparation, score reading and interpretation, performance practice, and rehearsal sequencing. Prerequisite: at least one undergraduate-level conducting course.

NURS-501 Nursing Ways of Knowing (3 Credits)

This course introduces the student to the profession of nursing in society. Emphasis will be on the role and function of the professional nurse, self-care practices, the scope of practice, the nursing process, and nursing history with a focus on the holistic nature of nursing stemming from Florence Nightingale and other nurse theorists. The course will also include examination of professional organizations, ethical and legal rights and responsibilities, and the discipline of holistic nursing practice in all health care settings.

NURS-512 Nursing Informatics (3 Credits)

This course evaluates the interoperability of healthcare systems and those who work in them. Students assess system capabilities and existing healthcare technologies to interpret prevalent health inequities that disproportionately effect marginalized groups. System efficiencies and innovations are emphasized to create person-centered communication strategies that influence optimal health outcomes for all persons. Prerequisites: 642.

NURS-513 Pathophysiology (3 Credits)

Concepts of disease/illness in the person's biological system are introduced. Focuses on the disease process, associated physiologic responses and manifestations, and diagnostic testing of selected health alterations.

NURS-514 Climate Change and Health: Global Awareness and Social Justice (3 Credits)

This course examines wellness in the context of global health, social justice and climate change. Epidemiological principles are applied to data trends and complex systems to prevent, mitigate and eliminate the negative effects of climate change and racial injustices. Students assess and analyze systems and geopolitical policies in order to identify climate-related health concerns and correlate interventions to achieve health equity for all. Prerequisites: 512, 560.

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-521 Pharmacology (3 Credits)

This course covers the general principles of drug therapy including absorption, distribution, metabolism and excretion of the agent. Also included are biochemical and physiological effects and how the agent is used in treatment of disease. Critical thinking in the application of the nursing process to drug therapy in individuals across the life span is stressed. Prerequisites: 513.

NURS-522 Holistic Nursing Health Assessment (3 Credits)

This course introduces students to the process associated with obtaining a comprehensive health history and performing a systematic assessment, including physical, emotional, spiritual and social well-being. Assessments include the recognition of normal findings and variations, as well as abnormal assessment findings for populations across the lifespan. Students will acquire the knowledge to perform culturally competent and developmentally appropriate holistic assessments. Must be taken concurrently with 523.

NURS-523 Holistic Nursing Health Assessment Lab (0 Credits)

Students utilize skills lab to demonstrate the ability to perform fundamental nursing skills while integrating the components of the nursing process. Students practice person-centered assessments that form the foundation for holistic nursing practice. Must be taken concurrently with 522.

NURS-526 Population Health in the Community (3 Credits)

This course focuses on the examination of population health indicators and outcomes and their relationship with health care delivery systems and health care inequities. Students analyze and evaluate environmental health, epidemiology, behavioral health, health care regulations, emergency preparedness, infectious disease, public health policy, and health economics. Students utilize systems-thinking and create holistic nursing interventions that focus on population health. Prerequisites: 538, 539. Must be taken concurrently with 528.

NURS-528 Population Health in the Community - Clinical (4 Credits)

This clinical course advances the student's ability to complete holistic, population-focused assessments and implement interventions that mitigate health risks in vulnerable populations, communities and groups. Students prioritize interventions that enhance the health of their community and strengthen partnerships, both inside and outside the conventional healthcare system. Students combine social justice principles with holistic nursing practice in order to build interprofessional partnerships with community stakeholders through inclusive, interprofessional communication and judiciously distribute health resources locally, regionally and globally. Prerequisites: 538, 539. Must be taken concurrently with 526.

NURS-531 Health Promotion Across the Lifespan (3 Credits)

This course introduces health promotion and disease prevention while incorporating client-centered care that promotes health for diverse populations across the lifespan. The course introduces local, regional, national and global healthcare delivery models and examines their association with various health indicators, diverse populations, and health equity.

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-536 Medical and Surgical Nursing Fundamentals (3 Credits)

This course prepares students to analyze health across the lifespan and differentiate between various states of wellness and illness. By relating quality measures and intended health outcomes to holistic nursing interventions, students will develop skills that promote trust and establish the foundations for relationship-based care. Students will consider equitable access to healthcare, discuss the just distribution of its resources, and examine the nurse's role in health policy development, healthcare delivery and advocacy. Prerequisites: 501, 513, 522, 523, 531, complete immunization and health record on file in the university health services office, C.N.A. certification, CPR certification, caregiver background check. Must be taken concurrently with 537.

NURS-537 Medical and Surgical Nursing Fundamentals Clinical (4 Credits)

This clinical course advances the student's nursing skills and provides experiences and opportunities to engage in actions that promote holism and person-centered care in a variety of healthcare settings. Emphasis will be on interpreting baseline health information, correlating health conditions with individual preferences, analyzing assessment findings and planning appropriate, evidence-informed interventions in order to achieve intended health outcomes. Students explore systems-thinking while utilizing the holistic nursing process to coordinate and plan the equitable delivery of healthcare to diverse populations. Prerequisites: 501, 513, 522, 523, 531, complete immunization and health record on file in the university health services office, C.N.A. certification, CPR certification, caregiver background check. Must be taken concurrently with 521, 536.

NURS-538 Care of the Patient With Complex Conditions (3 Credits)

This course focuses on the holistic care of clients across the lifespan in a variety of high acuity inpatient settings and prepares students to coordinate and facilitate person-centered care for diverse patient populations. Emphasis will be on how the holistic nursing process, nursing theory and partnership principles are applied in acute care settings. Students will analyze the foundations of leadership and role development and explain how high-quality leadership at all levels in the healthcare system contribute to a culture of safety. Prerequisites: 521, 536, 537. Must be taken concurrently with 539.

NURS-539 Care of the Patient With Complex Conditions Clinical (4 Credits)

This course enhances the student's understanding of complex disease processes and their manifestations in high-acuity care settings. Providing experiences that promote holism and person-centered care, this clinical course combines the application of the holistic nursing process and a systems-thinking approach with the management of complex client situations. Students optimize informatics and healthcare technologies to promote safe environments and prioritize holistic nursing care according to the client's wishes and condition. Prerequisites: 521, 536, 537. Must be taken concurrently with 538.

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-541 Acute Care Assessment and Diagnostics (2 Credits)

A course designed to enhance knowledge and skills in advanced assessment. An increased emphasis on abnormal findings in the setting of acute illness is stressed, along with diagnostic testing used to accompany physical assessment. Laboratory and technology-based diagnostic testing, along with X-ray and imaging study interpretation, advanced EKG interpretation, and hemodynamic monitoring are areas for skill development. Prerequisite: 540.

NURS-546 Special Topics (1 - 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-548 Capstone Experience (4 Credits)

This clinical course provides students with the opportunity to integrate clinical and theoretical learning from previous nursing courses into clinical decision-making that facilitates interprofessional communication in the pursuit of quality health outcomes. Students incorporate the professional nursing role into their holistic nursing practice and adapt their care according to person-centered goals, evidence-informed interventions, diverse life experiences, and systemic restraints. Students will partake in a culminating experience that is designed to prepare them for transition to practice. Prerequisite: 526, 528. Must be taken concurrently with 584.

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-560 Leading Change: Applying Evidence to Practice (3 Credits)

This course focuses on developing and enhancing the student's ability to be inquisitive scholars, engaged healthcare practitioners, and ethical leaders through the synthesis, integration, and evaluation of evidence to determine best practice that informs nursing practice at an advanced level. Students engage in meaningful and creative inquiry, critique health-related research, explore the ethical principles, and develop insights into the methodologic processes involved in conducting research and quality improvement activities. Prerequisite: 501.

NURS-584 Transition to Professional Nursing Practice (2 Credits)

In this course students synthesize their Viterbo nursing education, skills and knowledge into strategies for successful transition to professional nursing practice. Students will be provided with multiple experiences for further formation of their professional identity. Experiences include faculty-led seminars and an overview of approaches/strategies to study for the NCLEX- RN®. Students will explore personal awareness related to self-efficacy, barriers to transition, resiliency, self-care strategies, and holistic nursing practices related to the development of a professional identity. Prerequisites: 526, 528. Must be taken concurrently with 548.

NURS-588 Independent Study (1 - 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 (1 - 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. Prerequisites: 540, 612.

NURS-603 Clinical Seminar II: AGNP (1 - 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 Advanced Practice 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-607 Pharmacotherapeutics for Acute Care (2 Credits)

This course builds on the foundation of evidence-based prescribing by applying advanced concepts of prescribing and monitoring agents for the acute or critically ill individual. A focus will include introducing neoplastic agents, intravenous dosing and fluid and electrolyte management, as well as standards for emergency care such as Advanced Cardiac Life Support (ACLS). Prerequisite: 605.

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-611 Advanced Nursing Practice Issues in the Care of the Older Adult (2 Credits)

This course will analyze various issues related to providing advanced nursing care for older adult 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 advanced nursing practice care competencies will be 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. Prerequisites: 610.

NURS-613 Advanced Management for Acute Care I (2 Credits)

The focus of this course is the integration of knowledge, skills, and attitudes of the adult-gerontology nurse practitioner in the provision of comprehensive and collaborative care for acute and critically ill individuals with selected conditions in patients ranging from young adults to older adults. Prerequisite: 610 or concurrent.

NURS-614 Advanced Pathiophysiology/Pharmacology And Health Assessment Across the Lifespan (3 Credits)

This course is designed for students in a non-clinical track in the Doctor of Nursing Practice (DNP) program who do not plan to pursue an advanced practice nurse role (e.g. nurse practitioner, nurse anesthetist). This integrative course provides advanced pathophysiology, pharmacology and health assessment across the lifespan to enhance clinical competencies. Normal physiological changes are contrasted with those caused by disease. A focus on integration of concepts through the use of case studies and experiential learning is used to enhance application in the direct care advanced nursing roles. Health promotion/protection/prevention concepts for population health are included. Prerequisite: admission to DNP program (or permission of faculty; waived for current NP/CRNA).

NURS-615 Clinical Practicum AGNP (1 - 4 Credits)

This course offers continuing clinical experience and focuses on expanding upon and refining clinical decision-making skills in the management of and chronic health problems in persons from adolescence through older adulthood primary care settings. Health promotion and disease prevention strategies are incorporated; culturally sensitive care is emphasized. Prerequisites: 610, 612. May be repeated for credit.

NURS-616 Clinical Practicum AGNP (1 - 5 Credits)

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

NURS-618 Clinical Practicum AG-ACNP (1 - 7 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 in acute care settings. Health promotion and disease prevention strategies are incorporated; culturally sensitive care is emphasized. Preequisites: 540, 541.

NURS-619 Clinical Practicum AG-ACNP (1 - 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 in acute care settings. Health promotion and disease prevention strategies are incorporated; culturally sensitive care is emphasized. Preequisites: 618.

NURS-620 Advanced Management for Acute Care II (3 Credits)

This course continues the integration of knowledge, skills, and attitudes of the adult-gerontology nurse practitioner in the provision of comprehensive and collaborative care for acute and critically ill individuals with selected conditions. Throughout the course, concepts of safety, leadership skills, knowledge of health care systems, and interprofessional practice is emphasized as the individual develops beginning competency in the role. Prerequisite: 613.

NURS-621 Advanced Management for Acute Care III (3 Credits)

This course further develops the acute care nurse practitioner competency knowledge, skills, and attitudes through continual enhancement of evidence-based care of the acutely or critically ill individual. A laboratory/simulation component will focus on specific skill development such as working with inserting and managing chest tubes, inserting central lines, and specialized oxygen-delivery (e.g. mechanical ventilation). Advanced therapeutic communication regarding end-of-life care in a culturally and spiritually sensitive manner is incorporated. Prerequisite: 620.

NURS-642 Interprofessional Communication and Healthcare Partnerships (2 Credits)

This course focuses on developing holistic, therapeutic, person-centered communication skills that are effective in promoting inclusivity, equity, diversity and relationship-building with patients, families, and other disciplines. Emphasis will be on exploring written, verbal and nonverbal communication, as well as, active listening skills and the science behind high-functioning teams. Students will apply relationship-based care principles to interpersonal and interprofessional interactions and begin to identify strategies that promote healing environments for patients, families, and colleagues.

NURS-660 Leading Change: Applying Evidence to Practice (3 Credits)

This course focuses on developing and enhancing the student's ability to be inquisitive scholars, engaged healthcare practitioners, and ethical leaders through the synthesis, integration, and evaluation of evidence to determine best practice that informs nursing practice at an advanced level. Students engage in meaningful and creative inquiry, critique health-related research, explore the ethical principles, and develop insights into the methodologic processes involved in conducting research and quality improvement activities.

NURS-663 Professional Nursing Leadership in Healthcare Delivery (3 Credits)

This course analyzes leadership characteristics and their relationship with clinical excellence and data-driven, high-quality patient outcomes. Students interpret complex health issues, create evidence-informed interventions that aim to direct change and improve health outcomes and analyze the professional nurse's roles and responsibilities in a rapidly-changing, complex healthcare system. Students validate the use of a multicultural, holistic approach to nursing practice and formulate self-assessment strategies that intend to enhance personal and professional values and reflective practice. Prerequisites: 671.

NURS-671 Innovation and Project Design: Scholarly Project I (3 Credits)

In this project-based learning course students integrate design-thinking principles and human factors to examine the quality improvement process. Integrating direct client care experiences into the design process, students analyze existing healthcare inefficiencies that lead to poor health outcomes and create a needs-based plan that aims to improve related health outcomes for a specific population. Prerequisite: 512, 560. Corequisite: 526.

NURS-672 Prototyping and Change Management: Scholarly Project II (2 Credits)

This project-based course builds on the student's previous quality improvement work. It emphasizes change management strategies and design-thinking principles to develop a quality improvement plan. Students develop the plan up to implementation, complete with a needs assessment, literature review, intervention, expected outcomes and process for evaluation. Prerequisite: 671.

NURS-688 Clinical Seminar I: FNP (1 - 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. Prerequisites: 540, 612.

NURS-689 Clinical Seminar II: FNP (1 - 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 (1 - 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. Prerequisites: 610, 612.

NURS-693 Clinical Practicum II: FNP (1 - 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. Prerequisite: 695.

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 (1 - 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 (1 - 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 and apply knowledge from the ten AACN Essentials domains and competencies in the Doctor of Nursing Practice (DNP) Project and in preparation for progression to the Clinical Practicum. The DNP Project is a written scholarly project related to the student's role and population/setting of interest. Ultimately, the DNP Project is designed to improve health outcomes for individuals, families, populations, or systems. In this course, the student develops a proposal for the project. In addition, the student conducts a self-assessment of current competencies, identifying areas to be met through the DNP Project and/or through subsequent Clinical Practicum courses.

NURS-801 DNP Seminar II (2 Credits)

This course provides the opportunity to synthesize and apply the knowledge from the ten AACN Essentials domains and competencies in the Doctor of Nursing Practice (DNP) Project and in preparation for progression to the Clinical Practicum. The DNP Project is a written scholarly project related to the student's role and population/setting of interest. Ultimately, the DNP Project is designed to improve health outcomes for individuals, families, populations, or systems. In this course, the student develops a proposal for the project. In addition, the student conducts a self-assessment of current competencies, identifying areas to be met through the DNP Project and/or through subsequent Clinical Practicum courses. Prerequisite: 800.

NURS-810 DNP Clinical Practicum (1 - 9 Credits)

Students complete an individually designed practicum based on their professional development plan and their self-assessment of the AACN Essentials Competencies. 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. Inter-professional collaboration, practice inquiry and clinical judgment, role transition/enhancement, and advanced organizational and systems leadership skills are emphasized. May be repeated for credit.

NURS-811 DNP Clinical Practicum CRNA (1 Credits)

A clinical practicum experience designed to enhance skill development through simulated experiences and didactic content. An additional emphasis is placed on demonstrating AACN Essentials competencies. May be repeated for credit.

NURS-820 DNP Essentials Clinical Practicum (1 - 3 Credits)

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

NURS-821 DNP Leadership Immersion Practicum (1 Credits)

A practicum experience in the final semester of the program, grounded in a clinical or leadership setting, designed to provide the student an opportunity to refine leadership skills through an intensive experience.

NURS-825 DNP Project/Seminar (1 - 3 Credits)

The course focuses on scholarship for nursing practice as the student completes the final stages of the DNP Project, with the emphasis on synthesizing and applying knowledge gained in the Project work, with a goal of translation and dissemination of this knowledge via a formal, scholarly paper and poster presentation. May be repeated for credit.

NUTR-500 Foundations in Dietetic Practice (3 Credits)

This course is designed to build a solid foundation in dietetic practice. The course will cover the scope of practice of dietitians, healthcare ethics, advocacy in the field of dietetics, the Nutrition Care Process, fundamental counseling skills, and an introduction to foodservice. The foundational knowledge gained in this course are built upon future courses in the dietetics program.

NUTR-520 Systems Approach to Weight Management (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 Based Nutrition Practice (3 Credits)

Exploration of the processes used by the Cochrane Library and the Academy of Nutrition and Dietetics Evidence Analysis Library to analyze scientific evidence to improve nutrition practice. 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.

NUTR-531 Sports Nutrition (3 Credits)

Apply fundamental nutrition concepts to understand how diet and exercise intersect with health and performance. For the athlete to maximize performance and for the general consumer interested in overall fitness, health, and wellbeing.

NUTR-540 Nutrition and Inflammation (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-541 Nutrition and Metabolism (3 Credits)

An in-depth examination of the biochemical and physiological functions of nutrients and their relationships to health and disease. The digestion, absorption, and transport of nutrients are discussed.

NUTR-543 Nutrition and Athletic Performance in Sevilla, Spain: The Mediterranean Approach (3 Credits)

Study of the components of the Mediterranean diet and how this diet is able to reduce the risk of chronic diseases (obesity, diabetes, cardiovascular disease, and cancer). Study of the role of nutrition and the Mediterranean diet in physical performance and health. Specific regimens applicable to athletes/personal fitness programs, ranging from the training diet to fluid, electrolyte and glycogen replacement. Professional Spanish and interpreting skills will be reviewed. This information will serve as background knowledge for interaction with both middle school-age children and athletes. A working knowledge of nutrition is strongly encouraged.

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-546 Special Topics (1 - 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.

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 innumerable interactions between nutrients and genes, proteins and metabolic pathways regulate disease pathways. Students will utilize actual nutrigenomic reports generated by Nutrigenomix so they can apply knowledge in a real-world setting.

NUTR-552 Principles of Food Service Management (3 Credits)

Principles of marketing, financial management, and human resource management applied to foodservice operations. Restricted to students in the MSCMD program.

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 systems, muscle, metabolism and body composition will be examined. Evidence-based sports nutrition recommendations and the science behind them will be discussed.

NUTR-566 Health Assessment Techniques (3 Credits)

This course assists the student in collection of appropriate subjective and objective data associated with obtaining a health and diet history. This course provides an introduction to physical and diagnostic assessment of health status. Physical assessment competencies to be attained at the novice level include: assessment of body composition; measurement of vital signs; blood glucose; physical assessment of fluid status; assessment of "normal breath" and heart sounds; intra and extra - oral assessment, dysphasia screening; and clinical assessment of nutrition status. The emphasis is on knowing normal findings and normal variations in the healthy adult, well child, and the well elder person.

NUTR-567 Foundations for Dietetic Interns (4 Credits)

This course assists the student in collecting appropriate subjective and objective data associated with obtaining a health and diet history. This course provides an introduction to physical and diagnostic assessment of health status. Physical assessment competencies to be attained at the novice level include: assessment of body composition; measurement of vital signs; blood glucose; and clinical assessment of nutrition status. A review of MNT along with developing skills necessary for nutritional assessment and nutritional care of individuals throughout the life cycle. Graded CR/NC. This course is for dietetics internship students only.

NUTR-568 Advanced Health Assessment Analysis (3 Credits)

This course covers advanced nutrition and health assessment. Students will learn and apply various methods for assessing dietary intake and advanced anthropometry and physical examination. In addition, this course will cover the assessment of visceral and somatic protein, vitamins, minerals, blood chemistry, and novel nutrition biomarkers. Further, this class will delve into the treatment of abnormal blood-based nutritional biomarkers.

NUTR-570 Nutrition: Preconception to the Older Adult (3 Credits)

Nutrition principles applied to human development in various stages of the life cycle: maternal and infant, childhood, adolescent, adult and elderly. Introduction to nutrition counseling.

NUTR-571 Medical Nutrition Therapy (3 Credits)

Study of various acute and chronic disease processes in relationship to the most current principles of nutrition management.

NUTR-572 Nutrition in Chronic Disease Prevention (3 Credits)

Cardiovascular health and disease, weight control and eating disorders, and diabetes. Restricted to students in the MSCMD program.

NUTR-578 Medical Nutrition Therapy II (3 Credits)

Study of acute chronic disease processes in relationship to the most current principles of the nutrition care process with attention to surgery and critical care, renal, transplant and parenteral and enteral conditions. Prerequisite: 571.

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-582 Dietetic Internship Rotation 1 (3 Credits)

During the program, learning experiences allow the intern to: Assess the nutritional status of patients with complex medical conditions; diagnose nutrition problems; plan and implement nutrition interventions; and monitor and evaluate problems, etiologies, signs and symptoms, and the impact of nutrition interventions. Establish collaborative relationships with patients, caregivers and health professionals. Use effective education and counseling skills to facilitate behavior change. Develop time management and critical-thinking skills. Function as the clinical staff dietitian in various areas to assess nutritional status and to develop and implement an appropriate care plan for each client. Develop and demonstrate professional characteristics expected of a dietitian. Develop, conduct, supervise and evaluate a community nutrition intervention project. Provide nutritional care for individuals and groups in community-based settings. Develop and provide food and nutrition services in a health care setting. Perform management functions related to safety, security and sanitation that affect employees, customers, patients and food. Demonstrate and promote responsible use of resources, including employees, money, time, food and disposable goods. This course is for dietetics internship students only.

NUTR-583 Dietetic Intrnshp Rotation 2 (2 - 3 Credits)

During the program, learning experiences allow the intern to: Assess the nutritional status of patients with complex medical conditions; diagnose nutrition problems; plan and implement nutrition interventions; and monitor and evaluate problems, etiologies, signs and symptoms, and the impact of nutrition interventions. Establish collaborative relationships with patients, caregivers and health professionals. Use effective education and counseling skills to facilitate behavior change. Develop time management and critical-thinking skills. Function as the clinical staff dietitian in various areas to assess nutritional status and to develop and implement an appropriate care plan for each client. Develop and demonstrate professional characteristics expected of a dietitian. Develop, conduct, supervise and evaluate a community nutrition intervention project. Provide nutritional care for individuals and groups in community-based settings. Develop and provide food and nutrition services in a health care setting. Perform management functions related to safety, security and sanitation that affect employees, customers, patients and food. Demonstrate and promote responsible use of resources, including employees, money, time, food and disposable goods. This course is for dietetics internship students only.

NUTR-590 Nutrition Entrepreneurs (3 Credits)

The goal of this course is to provide students with the knowledge, tools and resources to start their own nutrition business or private practice. Students will learn how to create a business plan, identify their ideal client as well as how to develop tools for client engagement retention. Students will participate in class discussions and engage in experiential activities that will reinforce learning. Students will build upon their business through weekly assignments and be ready to start their own practice at the completion of the course.

NUTR-600 Advanced Micronutrients (3 Credits)

Advanced study of the human absorption and metabolism of vitamins and minerals. Information will be integrated with current research and specific patient populations.

NUTR-601 Advanced Macronutrients (3 Credits)

Advanced study of the human absorption and metabolism of macronutrients. Information will be integrated with current research and specific patient populations.

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 trauma 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 discussions and journal review assignments. 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-640 Research Project I Research Project (3 Credits)

In this course, students will develop their research project. After the proposal has been finalized, students will complete necessary prerequisites for conducting research (such as IRB applications, data access applications, etc.). Lastly, students will begin collecting and analyzing data in anticipation for a final written research project and presentation the following semester as a part of NUTR-641.

NUTR-641 Research Project II Research Project (3 Credits)

Students will complete data collection and analysis, which was initiated in NUTR-640. In addition, students will work with faculty to interpret data and prepare results for presentation to the class and department. The final project will include an oral defense of the study and a written research project for potential publication and presentation. Prerequisite: 640.

NUTR-650 Emerging Trends 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 Professional Practice in Nutrition I (5 Credits)

In this course, students will fulfill 500 hours of community supervised practice. This will be 4 days per week for 8 hours each day, including finals week. Students will assume responsibilities in a community nutrition 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 community nutrition. The student will also continue to explore their role as a professional person through online discussions and assignments.

NUTR-671 Professional Practice in Nutrition II (4 - 5 Credits)

In this course, students will fulfill 500 hours of clinical supervised practice. This will be 4 days per week for 8 hours each day, including finals week. Students will assume responsibilities in a medical care 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 their role as a professional person through online discussions and assignments.

NUTR-681 Professional Practice in Food Service Management (2 Credits)

Thirteen hours supervised practice per week. Supervised practice with a program director or department manager in a non-commercial foodservice operation or food-related business. Students will be engaged in management projects. Prerequisites: 341 or 541, 370 or 570.

PROJ-546 Special Topics (1 - 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.

PROJ-549 Lean Six Sigma Project Management (3 Credits)

Enterprises of all sizes, as well as business units within enterprises, need to continually improve to be sustainable. This often entails leading and managing strategic projects within the organization. Incorporating process improvement techniques such as Lean and Six Sigma into the project management approach can assist in making projects less costly, timelier, and evidence-based. In this course, students will be introduced to strategic project management and process improvement by developing a Lean project and completing the White Belt Certification in Lean Six Sigma.

PROJ-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.

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-515 Politics and the Common Good (3 Credits)

What does the concept of the common good mean in our public and political lives, and how can we best attain the common good? How do we square the concepts of liberty, equality, and justice with a notion of the common good? In this class, we will look at these questions through the lens of political philosophy, gaining a better understanding of concepts such as liberty, equality, and justice; the role these concepts play in United States in the 21st century; and how we can best engage as citizens to carry out these principles. During this exploration, we will discuss how these concepts can help leaders further the common good within their organizations and their communities.

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 SVLD 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 (1 - 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-549 Wisdom and Leadership (3 Credits)

The most important attribute of any successful leader is wisdom, a trait not reducible to any particular set of skills, techniques, or strategies. It is, instead, the capacity of understanding how the world works and especially what motivates people to do what they do, their fundamental hopes, fears, and desires. This course will examine the writings of Plato, Augustine, Freud, Emerson, and Simone Weil (among others), with a focus on how their ideas might illuminate leadership.

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-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-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-571 Clinical Pastoral Education 1 (3 Credits)

Complete level one outcomes including 100 hours of didactic instruction and 300 hours of practice in clinical pastoral education with a certified education partner. Students will explore active listening, relational cultural theory, the johari window, the drama triangle, and will practice theological and story integration.

SVLD-588 Independent Study (1 - 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 (1 - 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, 504.

Directory
Michael Alfieri
Dean, Professor, Biology, Biochemistry, and Neuroscience
PhD, University of Louisville, BS, State University of New York at Binghamton
Jennie Anderson-Meger
Professor, Criminal and Community Justice, Social Work
DSW, Capella University, MSSW, University of Wisconsin-Madison, BSW, University of Wisconsin-Eau Claire
Alexander Ashland
Assistant Professor, English
Kyle Backstrand
Professor, Biology, Biochemistry, Neuroscience
PhD, University of Utah, BS, North Dakota State University
Brittany Bara
Assistant Professor, Theatre and Musical Theatre
MFA, University of Pittsburgh, BFA, Emerson College
Patricia Becker
Associate Professor, Speech-Language Pathology
Matthew Bersagel Braley
Director, Honors Program, Professor, Ethics, Culture, and Society
PhD, Emory University, MART, United Theological Seminary of the Twin Cities, BA, Luther College
Rochelle Brooks
Professor, Management and Marketing
PhD, Capella University, MEPD, University of Wisconsin-La Crosse, BS, University of Wisconsin-Stout
Jennifer Brown
Instructor, Theatre and Musical Theatre
BTA, Viterbo University
Mary Burke
Associate Professor
MSN, University of Wisconsin-Madison, BSN, Viterbo College
Luke Bussiere

Assistant Professor, Biology, Biochemistry, and Neuroscience
PhD, Iowa State University, BS, University of Wisconsin-Green Bay
Kerri Busteed
Assistant Professor
PhD, Capella University, MSN, University of Phoenix, BSN, Carroll University
Lindsey Byom
Associate Professor, Speech-Language Pathology
Jun Woo Choi
Assistant Professor, Sport Management and Leadership
Emily Craver
Assistant Professor, Musical Theatre
Aeriana Culpitt
Director of Clinical Education, Speech Language Pathology
Lucille Downing
Assistant Professor
PhD, Liberty University in progress, MSN, Western Governor's University, BSN, Viterbo University
Rachael Duster
Assistant Professor, Nursing
Emily Dykman
Professor, Religious Studies and Theology
DMin, Luther Seminary, MAE, Saint Mary's University of Minnesota, BM, Viterbo College
Daisy Figueroa
Associate Dean, Associate Professor
LuAnn Fowler
Assistant Professor, Graduate Nursing
DNP, Viterbo University, MSN, Viterbo University, BSN, Viterbo University
Scott Gabriel
Professor, Engineering, Mathematics, and Chemistry
PhD, Cornell University, BS, University of Pittsburgh
Benjamin Gonzales
Assistant Professor, Theatre and Musical Theatre
Andrew Hamilton

Interim Associate Dean, Professor, Ethics, Culture, and Society
PhD, University of Wisconsin-Madison, MA, University of Wisconsin-Madison, BA, Grinnell College
Janette Hanson
Instructor, Theatre and Musical Theatre
Taylor Hanson
Assistant Professor, Economics and Management
MBA, Viterbo University, BS, Viterbo University
Sherry Harris
Assistant Professor, Graduate Nursing
DNP, Indiana State University, MS, Indiana State University, BS, Winona State University
Rowan Hart
Assistant Professor
MSN, Marquette University, BS, Carroll University
Robin Haugh
Associate Professor
DNP-Ethical Leadership, Viterbo University, MSN, Viterbo University, BSN, Viterbo University, AAS, Western Technical College
Mary Ellen Hauptert
Professor, Music
PhD, Washington University in St. Louis, MM, Washington University in St. Louis, BA, College of Saint Scholastica
Jenny Hedrick-Erickson
Assistant Dean, Director, Assessment and Program Evaluation, Associate Professor, Nursing
MSN, University of Wisconsin-Eau Claire, BSN, Viterbo University
Vickie Heiser
Assistant Professor
MSN, Viterbo University, BSN, Viterbo University
Jacqueline Herbers
Associate Professor, English and World Languages
PhD, Cardinal Stritch University, MEPD, University of Wisconsin-La Crosse, BA, University of Wisconsin-La Crosse
Tamera Hill
Assistant Professor, Psychology
Kristy Holinka
Chair, Graduate Programs, Assistant Professor
Janet Holter

Associate Professor, Criminal and Community Justice, Social Work, Program Director, Social Work
DSW, University of St. Thomas, MSSW, University of Wisconsin-Madison, BS, Winona State University, BS, University of Wisconsin-La Crosse
Victoria Holtz
Associate Professor, English, Spanish
PhD, University of Missouri-Columbia, MAE, University of Missouri-Columbia, AB, University of Missouri-Columbia
Cameron Houin
Director, Counselor Education Programs, Assistant Professor, Counselor Education Programs
PhD, University of Arkansas-Fayetteville, ME, University of Mississippi, BA, Hendrix College
Jason Howard
Professor, Ethics, Culture, and Society
PhD, The Catholic University of Leuven, MAE, Brock University, BA, Wilfrid Laurier University
Karla Hughes
Associate Professor, Theatre and Musical Theatre
MM, Wichita State University, BA, Colorado State University
Jesus Jambrina
Associate Professor, Spanish, Ethics, Culture, and Society
PhD, University of Iowa, MAE, University of Iowa, BA, University of Havana
Vincent James
Assistant Professor, English and World Languages, Advisor, Touchstone
PhD, University of Denver, MA, University of Denver, BA, NMSU
Matthew Johnson
Assistant Professor
EdD, University of South Dakota, MAE, Augustana College, BA, Augustana College
Daniel Johnson-Wilmot
Professor Emeritus, Music
M.M., University of Wisconsin-Madison, B.A., Saint John's University
Patti Johnstone

Founding Director, Speech Language Pathology Program
Cameron Kiersch
Assistant Professor
DNP, University of Minnesota, BSN, University of Iowa
Chad Kolbe
Associate Professor, Theatre and Musical Theatre
MFA, Purdue University West Lafayette, BA, University of Northern Iowa
Richard Kyte
Director, Endowed Professor, Servant Leadership
Melinda Langeberg
Associate Professor
EdD, Hamline University, MSE, University of Wisconsin-Platteville, BSE, Winona State University
Jessie Latten
Assistant Professor, Counselor Education Programs
PhD, University of Alabama at Tuscaloosa, MAC, University of Alabama at Birmingham, BA, University of Massachusetts Amherst
Charles Lawrence
Associate Professor, Biology, Biochemistry, Neuroscience
PhD, Kent State University, BS, Mount Union College
Megan Leach
Assistant Professor, Accounting
Sheldon Lee
Professor, Applied Mathematics and Analytics
PhD, Colorado State University, MS, Northern Arizona University, BS, University of Wisconsin-Stout
Tiffany Lein
Assistant Professor
MPH, University of Wisconsin-La Crosse
Minda Lemke
Instructor, Anatomy and Physiology
MS, Clemson University, MEPD, University of Wisconsin La Crosse, BS, University of Wisconsin La Crosse
James Lewis
Associate Professor, Speech-Language Pathology
Sherri Lisota

Professor, Art
MFA, Vermont College of Norwich University, BA, University of South Carolina
Sean Martin
Assistant Professor, Religious Studies
Brittany Massengale
Assistant Professor, Counselor Education Programs
Christopher Mayne
Associate Professor, Biology, Biochemistry, Neuroscience, Pre-health Advising Coordinator
PhD, University of Wisconsin-Madison, BS, University of Wisconsin-Platteville
Kelsey McLimans
Graduate Program Director, Accelerated Coordinated Masters of Dietetics, Assistant Professor
PhD, Iowa State University, MS, University of Wisconsin-Stout, BS, University of Wisconsin-Madison
Shannon McManimon
Associate Professor, Ethical Leadership
Michele Merten
Program Director, Graduate Nursing, Assistant Professor, Graduate Nursing
DNP, Viterbo University, MSN, Viterbo University, BSN, Viterbo University, AS, Rochester Community and Technical College
Amanda Meyer
Assistant Professor
DNP, Viterbo University, MSN, Winona State University, BSN, South Dakota University
Julie Meyers
Associate Professor
MSN, University of Wisconsin-Eau Claire, BSN, Viterbo College
Erin Miess
Assistant Professor, Social Work
Scott Mihalovic
Assistant Professor, William Medland Endowed Chair of Educational Leadership
M.A., Winona State University, B.A., University of Wisconsin-La Crosse
Maria Morgan-Bathke

Director, Dietetic Internship Program, Associate Professor
MBA, Viterbo University, PhD, University of Arizona, BS, University of Wisconsin-Stout
Gary Moss
Instructor, Theatre and Musical Theatre
Adam Moxness
Instructor, Theatre and Musical Theatre
Theodora Nestorova
Assistant Professor of Voice, Phonetics, and Dysphagia
John Neumann
Assistant Professor
MBA, Viterbo University, BBA, Viterbo University
Kim Olson-Kopp
Director
MLS, Indiana University Bloomington, MFA, Purdue University West Lafayette, BA, University of Wisconsin-Eau Claire
Carol Page
Director, Iowa Programs, Assistant Professor
MS, Drake University, BS, Iowa State University
Michael Parker
Associate Professor, Psychology
PhD, University of Massachusetts Amherst, MS, University of Massachusetts Amherst, BS, University of Wisconsin-Stevens Point
Kira Peters
Administrative Assistant
MAE, Saint Mary's University of Minnesota, BFA, Viterbo University
Katie Pettibone
Assistant Professor, Nursing
Michelle Pinzl
Assistant Professor, English and World Languages, Coordinator, Community Interpreting Certificate
MAE, Universite de Limoges, BA, University of Wisconsin-La Crosse
Lin Rauch
Assistant Professor
MSN, Benedictine University, BSN, University of Missouri-Columbia, BSE, University of Idaho
Shane Rhoades

Chair/Associate Professor, Theatre and Musical Theatre
MBA, Viterbo University, BS, Viterbo University, UC, American Musical Dramatic Academy
Silvana Richardson
Professor, Sr. Grace Clare Beznouz Professor
Ph.D., Southern Illinois University-Carbondale, MHSN, Governors' State University, BSN, Loyola University
John Robinson
Associate Professor, Accounting and Finance
PhD, Arizona State University, BS, Brigham Young University
David Saunders-Scott
Associate Professor, Psychology
PhD, Eastern Michigan University, MA, Minnesota State University, Mankato, BA, Macalester College
Jennifer Schmaltz
Assistant Professor
MSN, University of Wisconsin-Madison, BSN, Viterbo University
Ann Schoenecker
Professor, Theatre and Musical Theatre
DMA, University of Minnesota, MM, University of Missouri-Columbia, BA, Luther College
Timothy Schorr
Assistant Vice President, Professor
DMA, University of Cincinnati, MM, University of Cincinnati, BM, Eastern Illinois University
Carol Smith
Assistant Professor, Counselor Education Programs
PhD, University of Iowa, MSE, Western Illinois University, BS, North Dakota State University
Megan Smith
Dean, College of Nursing and Health, Associate Professor
PhD, University of Nevada Las Vegas, MSN, University of New Mexico, BSN, University of New Mexico, AAS, Western Technical College, BS, University of Wisconsin-La Crosse
James Stabp
Assistant Professor, Musical Theatre
Judy Stafslie

Instructor, Music
BM, Viterbo College
Jessica Stoeffler
Assistant Professor
Sarah Tellier
Instructor, Coach Accompanist, Musical Theatre
Thomas Thibodeau
Associate Professor, Servant Leadership, Distinguished Professor of Servant Leadership
MAE, Saint Mary's College, BA, Saint John's University
Nicole Van Ert
Director, Instructor, Dahl School of Business
MBA, Viterbo University, BS, University of Wisconsin-La Crosse, AARS, University of Wisconsin Marathon County
Emily Vanderfleet
Associate Professor, Physics and Engineering , Chair, Department of Engineering, Mathematics, and Computer Science
PhD, University of Illinois at Urbana-Champaign, BA, Carthage College
Tonya Wagner
Vice President
EdD, University of Wisconsin - Stout, MA, McCormick Theology Seminary, BA, University of Washington
Rick Walters
Executive Artistic Director, Professor, Theatre and Musical Theatre
MFA, University of Minnesota, BS, University of Evansville
Jamie Weber
Program Director, Master of Science in Community Medical Dietetics, Clinical Coordinator, Assistant Professor
MS, Winona State University, BS, Viterbo University
Eric Weinberg
Assistant Professor of Computer Science
M.A. Texas Tech University, Ph.D University of Kentucky, M.A. Kent State, B.A. University of Wisconsin La Crosse,
Jessica Welsh
Director, MBA/MASL Programs, Assistant Professor

Doctorate of Education in Higher Education Administration and Leadership, 2023 , Master of Science in Communication Studies, 2017

Ted Wilson

Professor, Department Chair, Biology, Biochemistry, Neuroscience

PhD, Iowa State University, MS, Iowa State University, BA, University of Northern Iowa

Michael Wodzak

Associate Professor, Applied Mathematics and Analytics

PhD, University of Missouri-Columbia, MAE, University of Missouri-Columbia, BE, University of London

Emeritus	
Nancy Allen	Professor Emerita, Music
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
Sara Cook	Professor Emerita, Business
Tim Crane	Professor Emeritus, Art
Debra Daehn-Zellmer	Professor Emerita, Social Work
Nancy Danou	Professor Emerita, Nursing
Apryl Denny	Professor Emerita, English
Vicky Eiben	Professor Emerita, Education
Jan Eriksen	Professor Emerita, English
Lyon Evans, Jr.	Professor Emeritus, English
Marlene Fisher	Professor Emerita, Criminal Justice and Sociology
Diane Foust	Professor Emerita, Music
Vivien Edwards	Professor Emerita, Nursing
Connie Fossen	Professor Emerita, Social Work
David Gardiner	Professor Emeritus, Theatre
Karen Gibson	Professor Emerita, Nutrition
Larry Harwood	Professor Emeritus, Philosophy
John Havertape	Professor Emeritus, Education
Alida Herling	Professor Emerita, Nutrition
Sheryl Jacobson	Professor Emerita, Nursing
Jan Janiszewski	Professor Emeritus, Business
Daniel Johnson-Wilmot	Professor Emeritus, Music
Joan Keller-Maresh	Professor Emerita, Nursing
Patrick Kerrigan	Vice President Emeritus
Carol Klitzke	Professor Emerita, Nutrition
Tom Knothe	Professor Emeritus, Business
Keith Knutson	Professor Emeritus, History
Dale Krageschmidt	Professor Emeritus, Business
Lawrence Krajewski	Professor Emeritus, Mathematics
Jackie Kuennen	Professor Emerita, Nursing
James Larson	Professor Emeritus, Chemistry
Marie Leon LaCroix, FSPA	Professor Emerita, Theatre
Arlene Laverdiere, FSPA	Professor Emerita, Music

Michael Lopez-Kaley	Professor Emeritus, Religious Studies
Frank Ludwig	Professor Emeritus, Theatre
Richard Maresh	Professor Emeritus, Mathematics
JoAnn Marson	Professor Emerita, Business
Janet McLean	Professor Emerita, Theatre
Richard Morehouse	Professor Emeritus, Psychology
Debra Murray	Professor Emerita, Counseling
Roland Nelson	Professor Emeritus, English
Bonnie Nesbitt	Professor Emerita, Nursing
Darrell Pofahl	Professor Emeritus, Sociology
Rev. William Reese	Professor Emeritus, Religious Studies
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
Rolf Samuels	Professor Emeritus, English
Ronald Schafer	Professor Emeritus, Psychology
Lisa Schoenfelder	Professor Emerita, Art
John Schroeder	Professor Emeritus, Business/Education
Grant Smith	Professor Emeritus, English
Michael Smuksta	Professor Emeritus, History
Bernyne Stark, FSPA	Professor Emerita, French
Mary Ellen Stolder	Professor Emerita, Nursing
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
La Vonne Abts, FSPA	Professor Emerita, Chemistry

	2025-2026	2026-2027	2027-2028	2028-2029
SEMESTER I				
Classes Begin	August 25	August 31	August 30	August 28
Labor Day	September 1	September 7	September 6	September 4
Mid-semester Break	October 17	October 23	October 22	October 20
Thanksgiving Break	November 26-30	November 25-29	November 24-28	November 22-26
Final Exams	December 8-12	December 14-18	December 13-17	December 11-15
Commencement	December 13	December 19	December 18	December 16
SEMESTER II				
Classes Begin	January 12	January 18	January 17	January 15
Spring Break	March 9-13	March 15-19	March 13-17	March 12-16
Easter Break	April 2-6	March 25-29	April 13-17	March 29-April 2
Final Exams	May 4-8	May 10-14	May 8-12	May 7-11
Commencement	May 9	May 15	May 13	May 12
SUMMER				
	May 11-June 26	May 17-July 2	May 15-June 30	May 14-June 29
	June 29-August 14	July 5-August 20	July 3-August 18	July 2-August 17